

Spanish II

Prepared by:

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Superintendent of Schools:

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Approved by the Midland Park Board of Education on

August 23, 2022

Born on **Date August 22, 2022**

Spanish II

Course Description:

Spanish II is a high school level course and a continuation of beginning Spanish level 1. In this course, a variety of techniques are used to address different learning styles and multiple intelligences. The four modalities of listening, speaking, reading, and writing will be practiced to acquire vocabulary, develop communication skills, and enhance language learning strategies in the context of Spanish speaking cultural situations. This course provides students with the interpersonal, interpretive, and presentational oral and written skills they need to create language for communication on the novice high 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: Para empezar (3 weeks)

Unit 2: Chapter 1A ¿Qué haces en la escuela? (3 weeks)

Unit 3: Chapter 1B ¿Qué haces después de las clases? (3 weeks)

Unit 4: Chapter 2A ¿Cómo te preparas? (3 weeks)

Unit 5: Chapter 2B ¿Qué ropa compraste? (3 weeks)

Unit 6: Chapter 3A ¿Qué hiciste ayer? (3 weeks)

Unit 7: Chapter 3B ¿Cómo se va? (3 weeks)

Unit 8: Chapter 4A Cuando éramos niños (3 weeks)

Unit 9: Chapter 4B Celebrando los días festivos (4 weeks)

Prerequisite: Spanish 8 or Spanish I

Content Area: Spanish II
Unit Title: Unit 1: Repaso- Para empezar (Review)

Grade Level: 9th and 10th

Core Ideas: In the Repaso Unit, students will review the vocabulary they learned in Level 1 associated with friends, family, home, school activities, personality, health, sports, and nationalities. They will also review grammar topics such as the verbs ser and tener, nouns, articles, adjectives, possessive adjectives, present tense of regular and irregular verbs, and indirect and direct object pronouns.

Proficiency Level: Novice High

Performance Expectations (NJSLs)

Standards

CPI#: New Jersey Students Learning Standards (NJSLs)

7.1.NH.IPRE T.1 :	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes
7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
Career Readiness, Life Literacies, and Key Skills	
9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
9.1.8.CR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures
9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
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9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.

Computer Science and Design Thinking

8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
8.2.2.ITH.3	Identify how technology impacts or improves life.
8.2.2.EC.1	Identify and compare technology used in different schools, communities, regions, and parts of the world.
8.2.5.ED.2	Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
8.2.5.EC.1	Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.
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...)

N.J.S.A. 18 A 35-4.35	LGBT and Disabilities Law: To practice vocabulary and adjectives, students will read brief descriptions of different people they see on the screen. Famous people from the LGBT community and people with disabilities will be included. People will be from diverse origins and backgrounds.
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CASEL'S SEL Framework

Self- Awareness	<ul style="list-style-type: none"> • Identifying personal, cultural, and linguistic assets • Examining prejudices and biases
Self- Management	<ul style="list-style-type: none"> • Exhibiting self-discipline and self-motivation • Using planning and organizational skills
Social Awareness	<ul style="list-style-type: none"> • Using planning and organizational skills • Identifying diverse social norms, including unjust ones
Relationship Skills	<ul style="list-style-type: none"> • Demonstrating cultural competency • Seeking or offering support and help when needed

Responsible Decision Making	<ul style="list-style-type: none"> • Demonstrating curiosity and open-mindedness • 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
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Interdisciplinary Connections

<p>English Language Arts</p>	<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>
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<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> • What pastimes and activities do you enjoy doing? • What pastimes and activities do students in Spanish speaking countries enjoy doing? • How do you describe yourself? • What sports do you play? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • There are similarities and differences in the daily lives of people in the target language cultures and, in the U.S., • Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large.
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Formative Assessments:

- Brainstorming activities (Vocabulary)
- Thumbs up/down activities
- Vocabulary race games
- Whiteboard activities
- Observation of oral discourse
- Communicative activities
- Discussions Dice Game for conjugating verbs
- Do now/Exit tickets
- Partner asking and answering questions
- Online games (Kahoot, Gimkit, Blooket, Quizziz)
- Pearson online assignments
- Listening activities

Summative/Benchmark Assessment(s):

- Vocabulary quizzes
- Grammar quizzes
- Cultural readings/questions

Alternative Assessments: Online or printed quizzes and tests

Resources/Materials:

Textbook, Auténtico 3
 Audio and video programs
 Pearson: online textbook
 YouTube: cultural videos
 Slides presentations
 Google Chrome
 Google Forms
 Chrome books
 Authentic materials from different sources
 Online educational games: Kahoot, Quizziz, Gimkit, Blooket
 Online study tools: Conjuguemos (www.conjuguemos.com) Quizlet (www.quizlet.com) , Spanish Dictionary (www.spanishdict.com) Study Spanish (www.studyspanish.com)

Key Vocabulary:

Vocabulary related to sports, hobbies, daily routines, personal descriptions.

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
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¿Cómo eres tú?	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe themselves and describe other people using adjectives • Tell where they are from • Use the verb “ser” to describe physical attributes, personality traits and nationalities • Identify Spanish-speaking countries and the nationalities 	<ul style="list-style-type: none"> • Do-nows and exit tickets using Kahoot and Blooket • Listening activity about young students from Spain • Comprehension questions • Asking and responding questions with a partner using interrogative words and present tense verbs. • Writing simple sentences to describe themselves. 	1 week
¿Qué haces?	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Read and talk about pastimes other students have. • Ask and respond questions about leisure activities • Create a list with favorite pastimes 	<ul style="list-style-type: none"> • Reading/listening activities related to sports in Latin America and extracurricular activities. • Chart with leisure and after school activities • Writing sentences about sports and activities 	1 week

Review	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Write a poem to describe themselves • Use graphic organizer 	<ul style="list-style-type: none"> • Writing a poem describing what they are like and things they like to do. • Vocabulary and grammar test 	1 week
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Teacher Notes: All lessons will include do-now and exit tickets at the beginning and end of each class. Do-now and exit tickets will include relevant vocabulary and grammar as well as cultural aspects of each lesson. Different sources will be used, including games like Kahoot, Blooket, Gimkit, and Quizziz.

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504Students
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<ul style="list-style-type: none"> -Pair visual prompts with verbal presentations. -Ask students to restate information, directions, and assignments. -Repetition and practice. -Model skills / techniques to be mastered. -Extended time to complete class work and assessments. -Provide copy of class notes. -Preferential seating to be mutually determined by the student and teacher. -Extra textbooks for home. -Hands-on materials (bilingual dictionaries, visual aids, teacher made adaptations, outlines, study guides- 	<ul style="list-style-type: none"> -Assess comprehension through demonstration (gestures/ drawings Rephrase questions, directions, and explanations Highlight key vocabulary -Hands-on materials (bilingual dictionaries, visual aids, teacher made adaptations, outlines, study guides -Give instructions in writing and orally. 	<ul style="list-style-type: none"> -Use of Higher Level questioning techniques. -Provide assessments that require higher level thinking. -Increased production in writing assignments. -Assign student as a peer helper. 	<ul style="list-style-type: none"> -Extra help after school Varying time to complete class work and assessments. -Provide copy of class notes. -Use graphic organizers - Student-directed learning/ independent studies appropriate. - Assign a peer helper in the class setting. - Provide oral reminders and check student work during independent work time -Assist student with long and short term planning of assignments. -Provide regular parent/ school communication. 	<ul style="list-style-type: none"> -Pair visual prompts with verbal presentations. -Ask students to restate information, directions, and assignments. -Repetition and practice. -Model skills / techniques to be mastered. -Extended time to complete class work and assessments. -Provide copy of class notes. -Preferential seating to be mutually determined by the student and teacher. -Extra textbooks for home. -Hands-on materials (bilingual dictionaries, visual aids, teacher made adaptations, outlines, study guides
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Content Area: Spanish II
Unit Title: Unit 2: Chapter 1A- ¿Qué haces en la escuela?
Grade Level: 9 th and 10 th
Core Ideas: School activities, rules and classroom objects. Comparison of grading systems in Latin America and the United States and student-teacher interactions. The verb “tener”, verbs with irregular “yo” forms; stem-changing verbs, and affirmative and negative words.

Proficiency Level: Novice High	
Performance Expectations (NJSLS)	
Standards	
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Computer Science and Design Thinking	

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Intercultural Statements (Amistad, Holocaust, LGBT, etc...)	
N.J.S.A. 18 A 35-4.35	<p>LGBT and Disabilities Law: Students will watch a 1-minute video that was very popular online among Spanish and Portuguese internet users because it shows the story of a physical education teacher in Brazil that helps a young student with physical disability perform and achieve all the activities his classmates do on a daily basis. With the assistance of the teacher, Heitor can participate in fun and engaging games and competitions demonstrating how a student with disabilities could easily be integrated in a physical education class.</p> <p>https://youtu.be/3yLLqNzlrj0</p>

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	<ul style="list-style-type: none"> • Demonstrating cultural competency • Seeking or offering support and help when needed
Relationship Skills	

<p>Responsible Decision Making</p>	<ul style="list-style-type: none"> • Demonstrating curiosity and open-mindedness • 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
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Interdisciplinary Connections

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Unit Essential Question(s):

- How many classes do you take during a marking period? Would you take 10 classes during one marking period?
- What languages do Spanish-speakers learn in a world language class?
 - How do you communicate with your teachers in school? Do you think in Spanish-speaking countries teacher-student relationships are formal or informal?

Unit Enduring Understandings:

- There are similarities and differences in schools in the United States and Spanish-speaking countries. In Spanish-speaking countries students usually take up to 10 classes at the same time; classes like Music and Art are taken once a week while classes like Math or Science are taken 3 times per week. Many young high school students take classes like Geography, Civics and Politics. English and French are the most popular world languages taught in schools.
- Communication between teacher and student is formal in Spanish-speaking countries and students use the “usted” form instead of “tú”. Students are expected to follow formal protocols in the classroom.

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Formative Assessments:

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- Whiteboard activities
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- Online games (Kahoot, Gimkit, Blooket, Quizziz)
- Pearson online assignments
- Listening activities

Summative/Benchmark Assessment(s):

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- Grammar quizzes
- Cultural readings/questions

Alternative Assessments:

Online or printed quizzes and tests

Resources/Materials:

Textbook, Auténtico 3
Audio and video programs
Pearson: online textbook
YouTube: cultural videos
Slides presentations
Google Chrome
Google Forms
Chrome books
Authentic materials from different sources
Online educational games: Kahoot, Quizziz, Gimkit, Blooket
Online study tools: Conjuguemos (www.conjuguemos.com) Quizlet (www.quizlet.com) , Spanish Dictionary (www.spanishdict.com) Study Spanish (www.studyspanish.com)

Key Vocabulary:

Vocabulary related to classroom activities, rules and objects such as:

- ❖ Aprender de memoria
- ❖ Contester
- ❖ Hacer una pregunta
- ❖ Prestar atención
- ❖ Llegar tarde
- ❖ El asiento
- ❖ Los materiales
- ❖ Las Tijeras

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
<p>¿Qué haces en la escuela?</p> <p>Ongoing vocabulary for section 1A</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify vocabulary related to school • Listen and read about classes and classroom rules • Talk and write about classroom activities and schoolwork • Exchange information about what they do in class • Identify cultural practices viewed in an authentic video • Understand the meaning and role of coats of arms in the Spanish-speaking world • Use stem-changing verbs and affirmative and negative words in reading and writing activities 	<ul style="list-style-type: none"> • Do-nows and exit tickets using Kahoot, Blooket, Quizziz, or Gimkit • Matching games with picture cards for vocabulary practice • Listening activity about young students from Spain and Lati America • Comprehension questions • Asking and responding questions with a partner using interrogative words and present tense verbs. • Writing simple sentences to describe items in the class and classroom activities and rules • Online Pearson activities for vocabulary and grammar practice • Vocabulary and grammar quizzes 	<p>2 weeks</p>
<p>Project-based learning</p> <p>Ongoing vocabulary for section 1A</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Create a web page describing their school for incoming students. • Research Spanish-speaking schools and compare their school, team and subject areas. • Use vocabulary and grammar in listening, written and speaking forms. 	<ul style="list-style-type: none"> • Project: internet access, website creation tools, digital photos, image editing. • Unit test 	<p>1 week</p>
<p>Teacher Notes: All lessons will include do-now and exit tickets at the beginning and end of each class. Do-now and exit tickets will include relevant vocabulary and grammar as well as cultural aspects of each lesson. Different sources will be used, including games like Kahoot, Blooket, Gimkit, and Quizziz. A variety of formative and summative assessments will be used throughout the unit.</p>			

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Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	505Students

<ul style="list-style-type: none"> -Pair visual prompts with verbal presentations. -Ask students to restate information, directions, and assignments. -Repetition and practice. -Model skills / techniques to be mastered. -Extended time to complete class work and assessments. -Provide copy of class notes. -Preferential seating to be mutually determined by the student and teacher. -Extra textbooks for home. -Hands-on materials (bilingual dictionaries, visual aids, teacher made adaptations, outlines, study guides -Give instructions in writing and orally. 	<ul style="list-style-type: none"> -Assess comprehension through demonstration (gestures/ drawings Rephrase questions, directions, and explanations Highlight key vocabulary -Hands-on materials (bilingual dictionaries, visual aids, teacher made adaptations, outlines, study guides -Give instructions in writing and orally. 	<ul style="list-style-type: none"> -Use of Higher Level questioning techniques. -Provide assessments that require higher level thinking. -Increased production in writing assignments. -Assign student as a peer helper. 	<ul style="list-style-type: none"> -Extra help after school Varying time to complete class work and assessments. -Provide copy of class notes. -Use graphic organizers - Student-directed learning/ independent studies appropriate. - Assign a peer helper in the class setting. - Provide oral reminders and check student work during independent work time -Assist student with long and short term planning of assignments. -Provide regular parent/ school communication. 	<ul style="list-style-type: none"> -Pair visual prompts with verbal presentations. -Ask students to restate information, directions, and assignments. -Repetition and practice. -Model skills / techniques to be mastered. -Extended time to complete class work and assessments. -Provide copy of class notes. -Preferential seating to be mutually determined by the student and teacher. -Extra textbooks for home. -Hands-on materials (bilingual dictionaries, visual aids, teacher made adaptations, outlines, study guides -Give instructions in writing and orally.
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<p>Content Area: Spanish II</p>
<p>Unit Title: Unit 3: Chapter 1B- ¿Qué haces después de las clases?</p>
<p>Grade Level: 9th and 10th</p>

Core Ideas: Extracurricular activities and pastimes, sports, music and drama. Cultural comparisons of after school activities in Spanish-speaking countries and in the United States. Verbs like saber and conocer, time expressions and the verb ir.

Proficiency Level: Novice High

Performance Expectations (NJSL)

Standards

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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...)	
N.J.S.A. 18 A 35-4.35	LGBT and Disabilities Law: Students will watch an authentic video from Spanish channel Univision. This video shows the adversity that two 12-year-old Mexican friends have overcome. The interview shows Angel and Beto, two boys that were born with physical disabilities and with the help and inclusion of their friends and community both have been able to practice sports like soccer, basketball and track and field. Angel loves sports and is training to become a Paralympic athlete. He has already participated in age-appropriate competitions and has won several medals and trophies. https://youtu.be/Tg22-mjbZuo

CASEL'S SEL Framework

Self- Awareness	<ul style="list-style-type: none"> • Identifying personal, cultural, and linguistic assets • Examining prejudices and biases
Self- Management	<ul style="list-style-type: none"> • Exhibiting self-discipline and self-motivation • Using planning and organizational skills
Social Awareness	<ul style="list-style-type: none"> • Using planning and organizational skills • Identifying diverse social norms, including unjust ones
	<ul style="list-style-type: none"> • Demonstrating cultural competency • Seeking or offering support and help when needed

Relationship Skills	
Responsible Decision Making	<ul style="list-style-type: none"> • Demonstrating curiosity and open-mindedness • 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 Connections

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<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> • What pastimes and activities do you enjoy doing? • What pastimes and activities do students in Spanish speaking countries enjoy doing? • How do you describe yourself? • What sports do you play? • How can students with disabilities participate in sports? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • There are similarities and differences in the daily lives of people in the target language cultures and, in the U.S., • Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. • There are many extracurricular opportunities for students with disabilities. In Spanish-speaking countries, students participate in a variety of sports and classes.
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Formative Assessments:

- Brainstorming activities (Vocabulary)
- Thumbs up/down activities
- Vocabulary race games
- Whiteboard activities
- Observation of oral discourse
- Communicative activities

- Discussions Dice Game for conjugating verbs
- Do now/Exit tickets
- Partner asking and answering questions
- Online games (Kahoot, Gimkit, Blooket, Quizziz)
- Pearson online assignments
- Listening activities

Summative/Benchmark Assessment(s):

- Vocabulary quizzes
- Grammar quizzes
- Cultural readings/questions

Alternative Assessments: Online or printed quizzes and tests

Resources/Materials:

Textbook, Auténtico 3
 Audio and video programs
 Pearson: online textbook
 YouTube: cultural videos
 Slides presentations
 Google Chrome
 Google Forms
 Chrome books
 Authentic materials from different sources
 Online educational games: Kahoot, Quizziz, Gimkit, Blooket
 Online study tools: Conjuguemos (www.conjuguemos.com) Quizlet (www.quizlet.com), Spanish Dictionary (www.spanishdict.com) Study Spanish (www.studyspanish.com)

Key Vocabulary:

Vocabulary related to sports, hobbies, and extracurricular activities such as:

- ❖ Las actividades extracurriculares
- ❖ El ajedrez
- ❖ El club
- ❖ El equipo
- ❖ El pasatiempo
- ❖ Ser miembro
- ❖ Las artes marciales
- ❖ La gimnasia
- ❖ La natación

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
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<p>¿Qué haces después de las clases?</p> <p>Ongoing vocabulary form section 1B</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Listen and read about students' after school activities • Talk and write about their extracurricular activities • Understand differences between schools in the Unites States and Spain • Compare extracurricular activities and sports in the United States and Latin America 	<ul style="list-style-type: none"> • Do-nows and exit tickets using Kahoot, Quizziz, Gimkit and Blooket • Listening activities • Comprehension questions • Asking and responding questions with a partner using interrogative words and present tense verbs. • Venn Diagrams • Vocabulary and grammar quizzes with verbs like conocer and saber. 	<p>2 weeks</p>
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<p>Project based learning</p> <p>Ongoing vocabulary</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Create a digital presentation about after school activities and sports. • Students will be able to use vocabulary, present tense verbs with stem-changes and verbs like saber and conocer 	<ul style="list-style-type: none"> • Digital presentation • Unit Test 	<p>1 week</p>
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Teacher Notes: All lessons will include do-now and exit tickets at the beginning and end of each class. Do-now and exit tickets will include relevant vocabulary and grammar as well as cultural aspects of each lesson. Different sources will be used, including games like Kahoot, Blooket, Gimkit, and Quizziz. A variety of formative and summative assessments will be used throughout the unit.

<p>Students with Disabilities</p>	<p>English Language Learners</p>	<p>Gifted and Talented Students</p>	<p>Students at Risk</p>	<p>506Students</p>

<ul style="list-style-type: none"> -Pair visual prompts with verbal presentations. -Ask students to restate information, directions, and assignments. -Repetition and practice. -Model skills / techniques to be mastered. -Extended time to complete class work and assessments. -Provide copy of class notes. -Preferential seating to be mutually determined by the student and teacher. -Extra textbooks for home. -Hands-on materials (bilingual dictionaries, 	<ul style="list-style-type: none"> -Assess comprehension through demonstration (gestures/ drawings Rephrase questions, directions, and explanations Highlight key vocabulary -Hands-on materials (bilingual dictionaries, visual aids, teacher made adaptations, outlines, study guides -Give instructions in writing and orally. 	<ul style="list-style-type: none"> -Use of Higher Level questioning techniques. -Provide assessments that require higher level thinking. -Increased production in writing assignments. -Assign student as a peer helper. 	<ul style="list-style-type: none"> -Extra help after school Varying time to complete class work and assessments. -Provide copy of class notes. -Use graphic organizers - Student-directed learning/ independent studies appropriate. - Assign a peer helper in the class setting. - Provide oral reminders and check student work during independent work time -Assist student with long and short term planning of assignments. -Provide regular parent/ school communication. 	<ul style="list-style-type: none"> -Pair visual prompts with verbal presentations. -Ask students to restate information, directions, and assignments. -Repetition and practice. -Model skills / techniques to be mastered. -Extended time to complete class work and assessments. -Provide copy of class notes. -Preferential seating to be mutually determined by the student and teacher. -Extra textbooks for home. -Hands-on materials (bilingual dictionaries,
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<ul style="list-style-type: none"> visual aids, teacher made adaptations, outlines, study guides -Give instructions in writing and orally. 				<ul style="list-style-type: none"> visual aids, teacher made adaptations, outlines, study guides -Give instructions in writing and orally.
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Content Area: Spanish II

Unit Title: Unit 4: Chapter 2A	
Grade Level: , 9 th and 10 th	
Core Ideas: Getting ready for a special event, vocabulary related to daily routines and clothing. Reflexive verbs, the verbs <i>ser</i> and <i>estar</i> , and possessive adjectives. Cultural perspectives of unique special events like “La Quinceañera”	
Proficiency Level: Novice High	
Performance Expectations (NJSLs)	
Standards	
CPI#: New Jersey Students Learning Standards (NJSLs)	
7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes
7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
Career Readiness, Life Literacies, and Key Skills	
9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
9.1.8.CR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures
9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.
Computer Science and Design Thinking	
8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
8.2.2.ITH.3	Identify how technology impacts or improves life.
8.2.2.EC.1	Identify and compare technology used in different schools, communities, regions, and parts of the world.
8.2.5.ED.2	Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
8.2.5.EC.1	Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.
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...)	
N.J.S.A. 18A 35-4.35	<p>LGBT and Disabilities Law: Students will watch a short authentic video from popular news show <i>Al Rojo Vivo</i> from Telemundo channel. The video shows Maluma, a famous Colombian pop singer who is the first Latino man to launch the first clothing line. His clothing provides inclusion adding plus sizes for men and designs that are commonly considered feminine. He uses a variety of textures, materials and designs that have never been available in the market for men.</p> <p>https://youtu.be/-N6OT5VOZmo</p>

CASEL'S SEL Framework

Self- Awareness	<ul style="list-style-type: none"> • Identifying personal, cultural, and linguistic assets • Examining prejudices and biases
Self- Management	<ul style="list-style-type: none"> • Exhibiting self-discipline and self-motivation • Using planning and organizational skills
Social Awareness	<ul style="list-style-type: none"> • Using planning and organizational skills • Identifying diverse social norms, including unjust ones
Relationship Skills	<ul style="list-style-type: none"> • Demonstrating cultural competency • Seeking or offering support and help when needed

Responsible Decision Making	<ul style="list-style-type: none"> • Demonstrating curiosity and open-mindedness • 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
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Interdisciplinary Connections	
English Language Arts	<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>
<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> • What is your daily routine? • What are some special events you celebrate? • What are the differences and similarities between a sweet 16 and Quinceañera? • Describe your clothing style and compare it with students from Spanish-speaking countries • How is gender inclusion represented in clothing and accessories? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Spanish people have many special celebrations, for many Latin American girls, the Quinceañera is the most important event during teenage years. • There are fashion similarities and differences between students from the United States and Latin American regions. In many regions, traditional clothing is used; however, teenagers like to dress with modern clothing and new fashion statements. • Students in Latin America have now the option of using more colors, textures and materials that in the past were considered exclusive for men or women.

Formative Assessments:

- Brainstorming activities (Vocabulary)
- Thumbs up/down activities
- Vocabulary race games
- Whiteboard activities
- Observation of oral discourse
- Communicative activities
- Discussions Dice Game for conjugating verbs
- Do now/Exit tickets

- Partner asking and answering questions
- Online games (Kahoot, Gimkit, Blooket, Quizziz)
- Pearson online assignments
- Listening activities

Summative/Benchmark Assessment(s):

- Vocabulary quizzes
- Grammar quizzes
- Cultural readings/questions

Alternative Assessments:

Online or printed quizzes and tests

Resources/Materials:

Textbook, Auténtico 3
Audio and video programs
Pearson: online textbook
YouTube: cultural videos
Slides presentations
Google Chrome
Google Forms
Chrome books
Authentic materials from different sources
Online educational games: Kahoot, Quizziz, Gimkit, Blooket
Online study tools: Conjuguemos (www.conjuguemos.com) Quizlet (www.quizlet.com), Spanish Dictionary (www.spanishdict.com) Study Spanish (www.studyspanish.com)

Key Vocabulary:

Vocabulary related to clothing, special events, getting ready such as:

- ❖ Ducharse
- ❖ Maquillarse
- ❖ Afeitarse
- ❖ Vestirse
- ❖ El cepillo
- ❖ El desodorante
- ❖ El maquillaje

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
¿Cómo te preparas?	Students will be able to: <ul style="list-style-type: none"> • Listen and read about daily routines • Talk and write about daily routines and getting ready for a special event • Compare parties and special events in the Spanish-speaking world with those in the U.S. • Use reflexive verbs, ser and estar and possessive adjectives 	<ul style="list-style-type: none"> • Do-nows and exit tickets using Kahoot, Quizziz and Blooket • Listening activity • Comprehension questions • Asking and responding questions with a partner • T-charts and Venn diagrams • Vocabulary quiz and grammar quiz 	2 weeks

Hands-on Culture	Students will be able to: <ul style="list-style-type: none"> • Make a gelatin dessert for special events • Use vocabulary and grammar from this section to describe daily routines and special events 	<ul style="list-style-type: none"> • Hands-on activity. Teacher will provide ingredients and students will make a typical Mexican gelatin for special events • Unit test that includes vocabulary, reflexive verbs, ser and estar, and possessive adjectives 	1 week
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Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	507Students
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<ul style="list-style-type: none"> -Pair visual prompts with verbal presentations. -Ask students to restate information, directions, and assignments. -Repetition and practice. -Model skills / techniques to be mastered. -Extended time to complete class work and assessments. -Provide copy of class notes. -Preferential seating to be mutually determined by the student and teacher. -Extra textbooks for home. -Hands-on materials (bilingual dictionaries, visual aids, teacher made adaptations, outlines, study guides -Give instructions in writing and orally. 	<ul style="list-style-type: none"> -Assess comprehension through demonstration (gestures/ drawings Rephrase questions, directions, and explanations Highlight key vocabulary -Hands-on materials (bilingual dictionaries, visual aids, teacher made adaptations, outlines, study guides -Give instructions in writing and orally. 	<ul style="list-style-type: none"> -Use of Higher Level questioning techniques. -Provide assessments that require higher level thinking. -Increased production in writing assignments. -Assign student as a peer helper. 	<ul style="list-style-type: none"> -Extra help after school Varying time to complete class work and assessments. -Provide copy of class notes. -Use graphic organizers - Student-directed learning/ independent studies appropriate. - Assign a peer helper in the class setting. - Provide oral reminders and check student work during independent work time -Assist student with long and short term planning of assignments. -Provide regular parent/ school communication. 	<ul style="list-style-type: none"> -Pair visual prompts with verbal presentations. -Ask students to restate information, directions, and assignments. -Repetition and practice. -Model skills / techniques to be mastered. -Extended time to complete class work and assessments. -Provide copy of class notes. -Preferential seating to be mutually determined by the student and teacher. -Extra textbooks for home. -Hands-on materials (bilingual dictionaries, visual aids, teacher made adaptations, outlines, study guides -Give instructions in writing and orally.
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<p>Content Area: Spanish II</p>
<p>Unit Title: Unit 5: Chapter 2B- ¿Qué ropa compraste?</p>
<p>Grade Level: 9th and 10th</p>

Core Ideas: Vocabulary related to clothing, fashion and shopping. Understand the importance of being a bilingual employee in stores and shops in order to communicate with foreign shoppers. Explore the materials and textures that Indigenous peoples of the Americas used before the arrival of colonizers and the incorporation of new materials after the arrival of Europeans. Students will gain more practice with the preterite of regular verbs, demonstrative adjectives, and using adjectives as nouns.

Proficiency Level: Novice High

Performance Expectations (NJSLS)

Standards

CPI#: New Jersey Students Learning Standards (NJSLS)

7.1.NH.IPRE T.1 :	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
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7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.

Career Readiness, Life Literacies, and Key Skills

9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.

9.1.8.CR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures
9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.
Computer Science and Design Thinking	
8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
8.2.2.ITH.3	Identify how technology impacts or improves life.
8.2.2.EC.1	Identify and compare technology used in different schools, communities, regions, and parts of the world.
8.2.5.ED.2	Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
8.2.5.EC.1	Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.
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...)	
N.J.S.A. 18 A:35-28	Holocaust Law: Through a timeline, students will discover the origin of different materials and how colonization led to a fusion of textiles and materials. Pre-Hispanic civilizations used cotton and looms to make their clothes. Spaniards arrived to region and brought cows and sheep and this led to the incorporation of sheep wool into traditional looms and the creation of leather shoes and accessories.

CASEL'S SEL Framework

Self- Awareness	<ul style="list-style-type: none"> • Identifying personal, cultural, and linguistic assets • Examining prejudices and biases
Self- Management	<ul style="list-style-type: none"> • Exhibiting self-discipline and self-motivation • Using planning and organizational skills
Social Awareness	<ul style="list-style-type: none"> • Using planning and organizational skills • Identifying diverse social norms, including unjust ones
Relationship Skills	<ul style="list-style-type: none"> • Demonstrating cultural competency • Seeking or offering support and help when needed

<p>Responsible Decision Making</p>	<ul style="list-style-type: none"> • Demonstrating curiosity and open-mindedness • 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
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Interdisciplinary Connections

<p>English Language Arts</p>	<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>
<p>Social Studies</p>	<p>6.2.12.HistoryCC.1.f: Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures).</p>

Unit Essential Question(s):

- Where do you like to go shopping?
- What kind of clothing and accessories do you like to buy?
- Do you prefer going to a mall or a local store?
- Have you ever been in an outdoor market?
- How did colonization influence clothing and materials from indigenous peoples?

Unit Enduring Understandings:

- In Spain and Latin American countries, it is very common to buy clothing and accessories at local outdoor markets. However, in Buenos Aires, Argentina, Galerías Pacifico is a must-see attraction. It is a building constructed in 1889 that was used as the Museum of Fine Arts until 1940. In 1990 it was converted into a shopping center and has been declared a national historic monument because of its architectural importance. Many small and luxury boutiques can be found in Spain and Latin American cities.
- The arrival of the European In the 1500s had an impact in materials and fabrics used by the indigenous people.

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Formative Assessments:

- Brainstorming activities (Vocabulary)
- Thumbs up/down activities
- Vocabulary race games
- Whiteboard activities
- Observation of oral discourse
- Communicative activities
- Discussions Dice Game for conjugating verbs
- Do now/Exit tickets
- Partner asking and answering questions
- Online games (Kahoot, Gimkit, Blooket, Quizziz)
- Pearson online assignments
- Listening activities

Summative/Benchmark Assessment(s):

- Vocabulary quizzes
- Grammar quizzes
- Cultural readings/questions

Alternative Assessments:

Online or printed quizzes and tests

Resources/Materials:

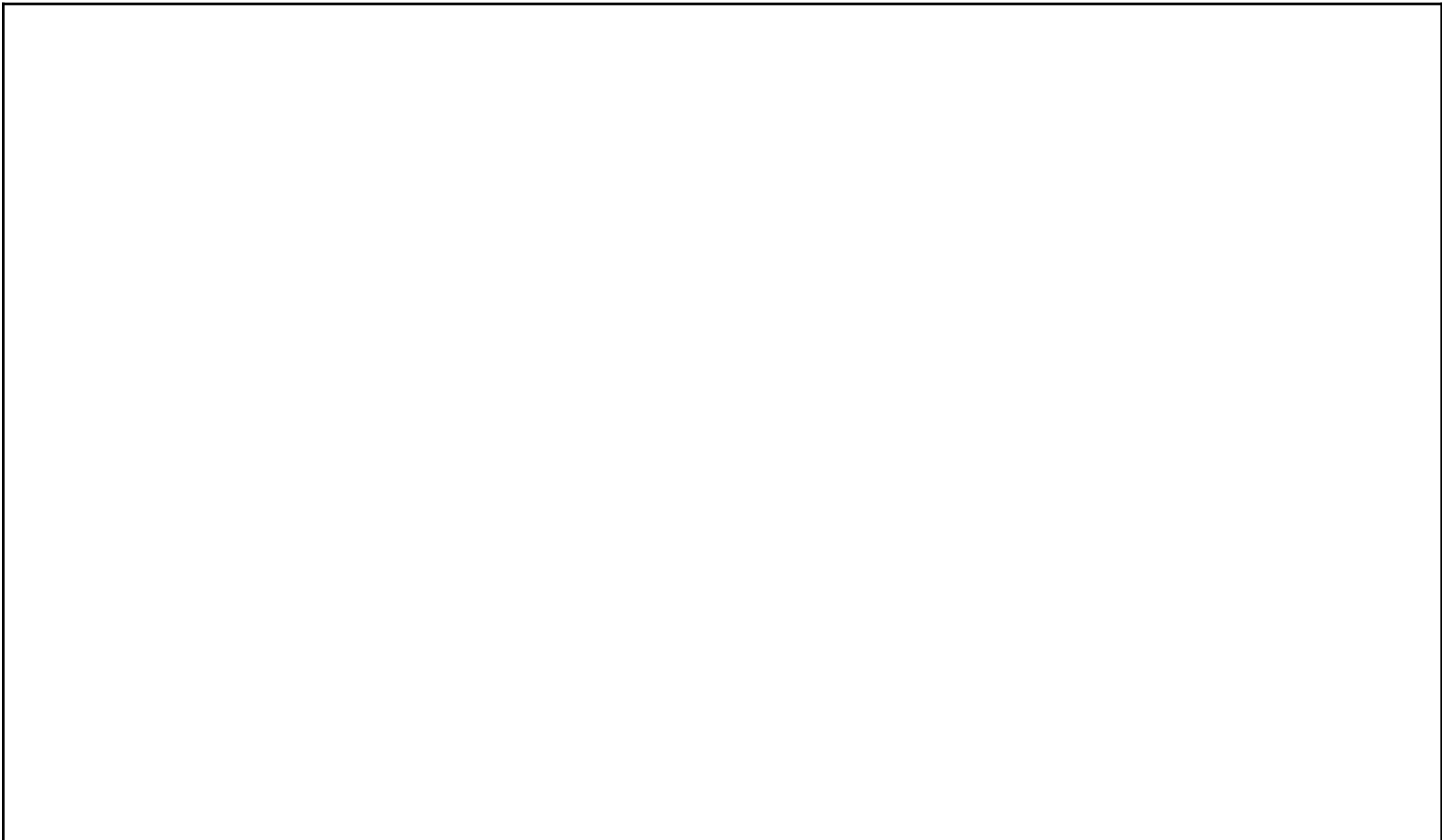
Textbook, Auténtico 3
Audio and video programs
Pearson: online textbook
YouTube: cultural videos
Slides presentations
Google Chrome
Google Forms
Chrome books
Authentic materials from different sources
Online educational games: Kahoot, Quizziz, Gimkit, Blooket
Online study tools: Conjuguemos (www.conjuguemos.com) Quizlet (www.quizlet.com) , Spanish Dictionary (www.spanishdict.com) Study Spanish (www.studyspanish.com)

Key Vocabulary:

Vocabulary related to shopping, clothing, materials, colors, and paying for purchases such as:

- El mercado
- El algodón
- El cuero
- En efectivo
- Gastar
- El precio

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
¿Qué ropa compraste?	Students will be able to: <ul style="list-style-type: none"> • Listen and read about clothing people bought using the preterite tense • Talk and write about shopping trips and preferences • Use preterite of regular verbs, and demonstrative adjectives to write about shopping. 	<ul style="list-style-type: none"> • Do-nows and exit tickets using Kahoot and Blooket • Listening activity • Comprehension questions • Asking and responding questions with a partner. • Writing simple sentences to describe clothing preferences 	2 week
Project-Based Learning	Students will be able to: <ul style="list-style-type: none"> • Create a fashion magazine about Hispanic celebrities and incorporate vocabulary and grammar 	<ul style="list-style-type: none"> • Creating a magazine featuring photos of Hispanics celebrities and writing sentences using the preterite tense and vocabulary from this unit. • Unit test 	1 week
<p>Teacher Notes: All lessons will include do-now and exit tickets at the beginning and end of each class. Do-now and exit tickets will include relevant vocabulary and grammar as well as cultural aspects of each lesson. Different sources will be used, including games like Kahoot, Blooket, Gimkit, and Quizziz. A variety of formative and summative assessments will be used throughout the unit.</p>			



Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	508Students

<ul style="list-style-type: none"> -Pair visual prompts with verbal presentations. -Ask students to restate information, directions, and assignments. -Repetition and practice. -Model skills / techniques to be mastered. -Extended time to complete class work and assessments. -Provide copy of class notes. -Preferential seating to be mutually determined by the student and teacher. -Extra textbooks for home. -Hands-on materials (bilingual dictionaries, visual aids, teacher made adaptations, outlines, study guides -Give instructions in writing and orally. 	<ul style="list-style-type: none"> -Assess comprehension through demonstration (gestures/ drawings Rephrase questions, directions, and explanations Highlight key vocabulary -Hands-on materials (bilingual dictionaries, visual aids, teacher made adaptations, outlines, study guides -Give instructions in writing and orally. 	<ul style="list-style-type: none"> -Use of Higher Level questioning techniques. -Provide assessments that require higher level thinking. -Increased production in writing assignments. -Assign student as a peer helper. 	<ul style="list-style-type: none"> -Extra help after school Varying time to complete class work and assessments. -Provide copy of class notes. -Use graphic organizers - Student-directed learning/ independent studies appropriate. - Assign a peer helper in the class setting. - Provide oral reminders and check student work during independent work time -Assist student with long and short term planning of assignments. -Provide regular parent/ school communication. 	<ul style="list-style-type: none"> -Pair visual prompts with verbal presentations. -Ask students to restate information, directions, and assignments. -Repetition and practice. -Model skills / techniques to be mastered. -Extended time to complete class work and assessments. -Provide copy of class notes. -Preferential seating to be mutually determined by the student and teacher. -Extra textbooks for home. -Hands-on materials (bilingual dictionaries, visual aids, teacher made adaptations, outlines, study guides -Give instructions in writing and orally.
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<p>Content Area: Spanish II</p>
<p>Unit Title: Unit 6: Chapter 3A- ¿Qué hiciste ayer?</p>
<p>Grade Level: 9th and 10th</p>

Core Ideas: Running errands in the community and places around town. Understand the popularity of open-air markets in the Spanish-speaking world; compare famous buildings and neighborhoods in Spanish-speaking countries with those in the U.S. Direct object pronouns, irregular preterite verbs of ir, ser, hacer, tener, estar, and poder.

Proficiency Level: Novice High

Performance Expectations (NJSLS)

Standards

CPI#: New Jersey Students Learning Standards (NJSLS)

7.1.NH.IPRE T.1 :	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes
7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
Career Readiness, Life Literacies, and Key Skills	
9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
9.1.8.CR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures

9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors.
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.

9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.
Computer Science and Design Thinking	
8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
8.2.2.ITH.3	Identify how technology impacts or improves life.
8.2.2.EC.1	Identify and compare technology used in different schools, communities, regions, and parts of the world.
8.2.5.ED.2	Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
8.2.5.EC.1	Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.
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...)	
N.J.S.A. 18 A 35-4.35	LGBT and Disabilities Law: Students will watch an authentic video that describes a new supermarket in San Sebastián, Spain, that employs people with disabilities. This business hopes to be a model for others in the community.
N.J.S.A. 18 A 52:16A-88	Amistad Law: Students will explore the Afro Latino community in Spanish Harlem in New York City. The neighborhood is one of the largest predominantly Hispanic communities in New York City, mostly made up of Puerto Ricans, as well as sizeable numbers of Dominican, and Cuban. The community is notable for its contributions to Latin freestyle and salsa music as well as Afro Latino food and restaurants.

CASEL'S SEL Framework

Self- Awareness	<ul style="list-style-type: none"> • Identifying personal, cultural, and linguistic assets • Examining prejudices and biases
Self- Management	<ul style="list-style-type: none"> • Exhibiting self-discipline and self-motivation • Using planning and organizational skills
Social Awareness	<ul style="list-style-type: none"> • Using planning and organizational skills • Identifying diverse social norms, including unjust ones
	<ul style="list-style-type: none"> • Demonstrating cultural competency • Seeking or offering support and help when needed

Relationship Skills	
Responsible Decision Making	<ul style="list-style-type: none"> • Demonstrating curiosity and open-mindedness • 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 Connections

English Language Arts	<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>
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<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> • What is your community like? • Does your community have open air market like in Spain or Latin America? • Is your community diverse? Does it have international restaurants? • What kind of buildings can you find in your community? Are those similar to the Spanish speaking communities we’ve studied before? 	<p>Unit Enduring Understandings:</p> <p>Latin American communities differ from communities in the U.S. Many communities in Latin America have lively music, street vendors and open air markets. There are many Latino communities in the U.S. like in New York City, California, New Jersey, and Miami.</p>
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Formative Assessments:

- Brainstorming activities (Vocabulary)
- Thumbs up/down activities
- Vocabulary race games
- Whiteboard activities
- Observation of oral discourse
- Communicative activities
- Discussions Dice Game for conjugating verbs
- Do now/Exit tickets

- Partner asking and answering questions
- Online games (Kahoot, Gimkit, Blooket, Quizziz)
- Pearson online assignments
- Listening activities

Summative/Benchmark Assessment(s):

- Vocabulary quizzes
- Grammar quizzes
- Cultural readings/questions

Alternative Assessments:

Online or printed quizzes and tests

Resources/Materials:

Textbook, Auténtico 3
 Audio and video programs
 Pearson: online textbook
 YouTube: cultural videos
 Slides presentations
 Google Chrome
 Google Forms
 Chrome books
 Authentic materials from different sources
 Online educational games: Kahoot, Quizziz, Gimkit, Blooket
 Online study tools: Conjuguemos (www.conjuguemos.com) Quizlet (www.quizlet.com), Spanish Dictionary (www.spanishdict.com) Study Spanish (www.studyspanish.com)

Key Vocabulary:

Vocabulary related to sports, hobbies, daily routines, personal descriptions.

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
¿Que hiciste ayer?	Students will be able to: <ul style="list-style-type: none"> • Listen to and read about where people went. • Talk and write about going to different places in town • Creating a map of their community • Understand diversity and inclusion in supermarkets after watching a video 	<ul style="list-style-type: none"> • Do-nows and exit tickets using Kahoot and Blooket • Listening activity • Comprehension questions • Asking and responding questions with a partner • Class discussion • Project • Writing simple sentences • Unit Test 	3 weeks

Teacher Notes: All lessons will include do-now and exit tickets at the beginning and end of each class. Do-now and exit tickets will include relevant vocabulary and grammar as well as cultural aspects of each lesson. Different sources will be used, including games like Kahoot, Blooket, Gimkit, and Quizziz.

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	509Students
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<ul style="list-style-type: none"> -Pair visual prompts with verbal presentations. -Ask students to restate information, directions, and assignments. -Repetition and practice. -Model skills / techniques to be mastered. -Extended time to complete class work and assessments. -Provide copy of class notes. -Preferential seating to be mutually determined by the student and teacher. -Extra textbooks for home. -Hands-on materials (bilingual dictionaries, visual aids, teacher made adaptations, outlines, study guides -Give instructions in writing and orally. 	<ul style="list-style-type: none"> -Assess comprehension through demonstration (gestures/ drawings Rephrase questions, directions, and explanations Highlight key vocabulary -Hands-on materials (bilingual dictionaries, visual aids, teacher made adaptations, outlines, study guides -Give instructions in writing and orally. 	<ul style="list-style-type: none"> -Use of Higher Level questioning techniques. -Provide assessments that require higher level thinking. -Increased production in writing assignments. -Assign student as a peer helper. 	<ul style="list-style-type: none"> -Extra help after school Varying time to complete class work and assessments. -Provide copy of class notes. -Use graphic organizers - Student-directed learning/ independent studies appropriate. - Assign a peer helper in the class setting. - Provide oral reminders and check student work during independent work time -Assist student with long and short term planning of assignments. -Provide regular parent/ school communication. 	<ul style="list-style-type: none"> -Pair visual prompts with verbal presentations. -Ask students to restate information, directions, and assignments. -Repetition and practice. -Model skills / techniques to be mastered. -Extended time to complete class work and assessments. -Provide copy of class notes. -Preferential seating to be mutually determined by the student and teacher. -Extra textbooks for home. -Hands-on materials (bilingual dictionaries, visual aids, teacher made adaptations, outlines, study guides -Give instructions in writing and orally.
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<p>Content Area: Spanish II</p>
<p>Unit Title: Unit 7: Chapter 3B- ¿Cómo se va?</p>
<p>Grade Level: 9th and 10th</p>

Core Ideas: Getting around town, giving directions, and identifying cultural perspectives about using bicycles as a means of transportation. Understand the importance of neighborhoods in Spanish-speaking countries. Direct objects pronouns: me, te nos. Irregular affirmative tu commands, present progressive.

Proficiency Level: Novice High

Performance Expectations (NJSL)

Standards

CPI#: New Jersey Students Learning Standards (NJSL)

7.1.NH.IPRE T.1 :	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes
7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
Career Readiness, Life Literacies, and Key Skills	
9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.

9.1.8.CR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures
9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors.
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.

9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.
Computer Science and Design Thinking	
8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
8.2.2.ITH.3	Identify how technology impacts or improves life.
8.2.2.EC.1	Identify and compare technology used in different schools, communities, regions, and parts of the world.
8.2.5.ED.2	Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
8.2.5.EC.1	Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.
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...)	
N.J.S.A. 18 A 52:16A-88	Amistad Law: Students will explore the city of San Juan, Puerto Rico. There will be vocabulary and directions to follow a virtual tour and learn about the influence of African slaves, indigenous people and Spaniards in food, music, art, and architecture. Students will learn about Bomba y Plena a traditional dance and musical style of Puerto Rico. Its origins are rooted in the island's history of African slavery but today has evolved into a community expression of Puerto Rican Culture.

CASEL'S SEL Framework

Self- Awareness	<ul style="list-style-type: none"> • Identifying personal, cultural, and linguistic assets • Examining prejudices and biases
Self- Management	<ul style="list-style-type: none"> • Exhibiting self-discipline and self-motivation • Using planning and organizational skills
Social Awareness	<ul style="list-style-type: none"> • Using planning and organizational skills • Identifying diverse social norms, including unjust ones
	<ul style="list-style-type: none"> • Demonstrating cultural competency • Seeking or offering support and help when needed

Relationship Skills	
Responsible Decision Making	<ul style="list-style-type: none"> • Demonstrating curiosity and open-mindedness • 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 Connections

English Language Arts	<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>
Social Studies	<p>6.2.12.HistoryCC.1.g: Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies</p>
<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> • Are you familiar with Spanish-speaking cities? Have you ever traveled to Madrid or Barcelona? Which city would you like to visit? • What are the influences of Spaniards, Indigenous, and African people in Latin American cities’ architecture and design? • What is the origin of Bomba and Plena? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • There are many important Spanish-speaking cities with rich diversity and an influence from different cultures. • The cities’ architecture and design resemble traditional Spanish cities with the main plaza in the center of town, next to the church, the school, the city hall and the stores.
<p></p>	

Formative Assessments:

- Brainstorming activities (Vocabulary)
- Thumbs up/down activities
- Vocabulary race games
- Whiteboard activities
- Observation of oral discourse

- Communicative activities
- Discussions Dice Game for conjugating verbs
- Do now/Exit tickets
- Partner asking and answering questions
- Online games (Kahoot, Gimkit, Blooket, Quizziz)
- Pearson online assignments
- Listening activities

Summative/Benchmark Assessment(s):

- Vocabulary quizzes
- Grammar quizzes
- Cultural readings/questions

Alternative Assessments:

Online or printed quizzes and tests

Resources/Materials:

Textbook, Auténtico 3
Audio and video programs
Pearson: online textbook
YouTube: cultural videos
Slides presentations
Google Chrome
Google Forms
Chrome books
Authentic materials from different sources
Online educational games: Kahoot, Quizziz, Gimkit, Blooket
Online study tools: Conjuguemos (www.conjuguemos.com) Quizlet (www.quizlet.com), Spanish Dictionary (www.spanishdict.com) Study Spanish (www.studyspanish.com)

Key Vocabulary:

Vocabulary related to sports, hobbies, daily routines, personal descriptions.

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
¿Cómo se va...?	Students will be able to: <ul style="list-style-type: none"> • Read, listen, and understand information about places in a city or town, and driving for transportation. • Discuss how to get around old San Juan • Learn about music and architecture from San Juan 	<ul style="list-style-type: none"> • Do-nows and exit tickets will be done with Kahoot and Blooket • Listening activity • Comprehension questions • Asking and responding questions with a partner • Writing sentences to describe the city of San Juan • Unit test 	3 weeks

Teacher Notes: All lessons will include do-now and exit tickets at the beginning and end of each class. Do-now and exit tickets will include relevant vocabulary and grammar as well as cultural aspects of each lesson. Different sources will be used, including games like Kahoot, Blooket, Gimkit, and Quizziz. A variety of formative and summative assessments will be used throughout the unit.

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	510Students
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<ul style="list-style-type: none"> -Pair visual prompts with verbal presentations. -Ask students to restate information, directions, and assignments. -Repetition and practice. -Model skills / techniques to be mastered. -Extended time to complete class work and assessments. -Provide copy of class notes. -Preferential seating to be mutually determined by the student and teacher. -Extra textbooks for home. -Hands-on materials (bilingual dictionaries, visual aids, teacher made adaptations, outlines, study guides -Give instructions in writing and orally. 	<ul style="list-style-type: none"> -Assess comprehension through demonstration (gestures/ drawings Rephrase questions, directions, and explanations Highlight key vocabulary -Hands-on materials (bilingual dictionaries, visual aids, teacher made adaptations, outlines, study guides -Give instructions in writing and orally. 	<ul style="list-style-type: none"> -Use of Higher Level questioning techniques. -Provide assessments that require higher level thinking. -Increased production in writing assignments. -Assign student as a peer helper. 	<ul style="list-style-type: none"> -Extra help after school Varying time to complete class work and assessments. -Provide copy of class notes. -Use graphic organizers - Student-directed learning/ independent studies appropriate. - Assign a peer helper in the class setting. - Provide oral reminders and check student work during independent work time -Assist student with long and short term planning of assignments. -Provide regular parent/ school communication. 	<ul style="list-style-type: none"> -Pair visual prompts with verbal presentations. -Ask students to restate information, directions, and assignments. -Repetition and practice. -Model skills / techniques to be mastered. -Extended time to complete class work and assessments. -Provide copy of class notes. -Preferential seating to be mutually determined by the student and teacher. -Extra textbooks for home. -Hands-on materials (bilingual dictionaries, visual aids, teacher made adaptations, outlines, study guides -Give instructions in writing and orally.
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<p>Content Area: Spanish II</p>
<p>Unit Title: Unit 8: Chapter 4A- Cuando eramos niños</p>
<p>Grade Level: 9th and 10th</p>

Core Ideas: In this unit, students will acquire vocabulary related to toys, games, and childhood activities. Students will be exposed to nursery rhymes and children’s stories in the Spanish-speaking communities. Students will practice the imperfect tense of regular or irregular verbs, and indirect object pronouns.

Proficiency Level: Novice High

Performance Expectations (NJSLS)

Standards

CPI#: New Jersey Students Learning Standards (NJSLS)

7.1.NH.IPRET.	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes
7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
Career Readiness, Life Literacies, and Key Skills	
9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.

9.1.8.CR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures
9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors.
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.

9.4.2.CT.2	Identify possible approaches and resources to execute a plan.
Computer Science and Design Thinking	
8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
8.2.2.ITH.3	Identify how technology impacts or improves life.
8.2.2.EC.1	Identify and compare technology used in different schools, communities, regions, and parts of the world.
8.2.5.ED.2	Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
8.2.5.EC.1	Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.
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...)	
N.J.S.A. 18 A 52:16A-88	Amistad Law: With the assistance of the teacher, students will read children’s books in Spanish to learn about different cultural perspectives and heritage, games, and traditions. A collection of Afro Latino children’s books will be available. One of the books is “Pelo Bueno” which highlights Afro Puerto Rican roots where Abuela Petronila teaches her granddaughter to be proud of her natural curly hair and also to be proud of her heritage. Other books are “Todos a bailar” and “Pequeña Maria descubre su baile” which are based on Afro Latino children and their passion for dancing.

CASEL’S SEL Framework

Self- Awareness	<ul style="list-style-type: none"> • Identifying personal, cultural, and linguistic assets • Examining prejudices and biases
Self- Management	<ul style="list-style-type: none"> • Exhibiting self-discipline and self-motivation • Using planning and organizational skills
Social Awareness	<ul style="list-style-type: none"> • Using planning and organizational skills • Identifying diverse social norms, including unjust ones
	<ul style="list-style-type: none"> • Demonstrating cultural competency • Seeking or offering support and help when needed

Relationship Skills	
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<p>Responsible Decision Making</p>	<ul style="list-style-type: none"> • Demonstrating curiosity and open-mindedness • 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
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Interdisciplinary Connections

<p>English Language Arts</p>	<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>
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<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> • What games did you play as a child? • What cartoons or TV shows did you watch as a child? • Which toys did you play with? • Compare your childhood with a child from a Spanish-speaking country. 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • There are similarities and differences in childhood games, nursery rhymes, songs and children’s books in the Spanish and English language. Some stories have been adapted worldwide; other stories are typical from one region.
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Formative Assessments:

- Brainstorming activities (Vocabulary)
- Thumbs up/down activities
- Vocabulary race games
- Whiteboard activities
- Observation of oral discourse
- Communicative activities
- Discussions Dice Game for conjugating verbs
- Do now/Exit tickets

- Partner asking and answering questions
- Online games (Kahoot, Gimkit, Blooket, Quizziz)
- Pearson online assignments
- Listening activities

Summative/Benchmark Assessment(s):

- Vocabulary quizzes
- Grammar quizzes
- Cultural readings/questions

Alternative Assessments:

Online or printed quizzes and tests

Resources/Materials:

Textbook, Auténtico 3
Audio and video programs
Pearson: online textbook
YouTube: cultural videos
Slides presentations
Google Chrome
Google Forms
Chrome books
Authentic materials from different sources
Online educational games: Kahoot, Quizziz, Gimkit, Blooket
Online study tools: Conjuguemos (www.conjuguemos.com) Quizlet (www.quizlet.com), Spanish Dictionary (www.spanishdict.com) Study Spanish (www.studyspanish.com)

Key Vocabulary:

Vocabulary related to games, toys, and to describe people or actions in the past.

- ❖ Los bloques
- ❖ La cuerda
- ❖ El dinosaurio
- ❖ La muñeca

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Cuando eramos niños	Students will be able to: <ul style="list-style-type: none"> • Describe their childhood experiences • Talk about childhood pets and toys • Discuss past activities using the imperfect tense • Read children’s stories • Listen to children’s songs • Compare childhood in the U.S. and in Spanish -speaking countries 	<ul style="list-style-type: none"> • Do-nows and exit tickets using Kahoot and Blooket • Listening to children’s songs • Asking and responding questions with a partner. • Writing sentences about childhood • Online Pearson activities • Manipulatives and children’s games • Unit test 	3 weeks

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Teacher Notes: All lessons will include do-now and exit tickets at the beginning and end of each class. Do-now and exit tickets will include relevant vocabulary and grammar as well as cultural aspects of each lesson. Different sources will be used, including games like Kahoot, Blooket, Gimkit, and Quizziz. A variety of formative and summative assessments will be used throughout the unit.

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Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	511Students
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<ul style="list-style-type: none"> -Pair visual prompts with verbal presentations. -Ask students to restate information, directions, and assignments. -Repetition and practice. -Model skills / techniques to be mastered. -Extended time to complete class work and assessments. -Provide copy of class notes. -Preferential seating to be mutually determined by the student and teacher. -Extra textbooks for home. -Hands-on materials (bilingual dictionaries, visual aids, teacher made adaptations, outlines, study guides -Give instructions in writing and orally. 	<ul style="list-style-type: none"> -Assess comprehension through demonstration (gestures/ drawings Rephrase questions, directions, and explanations Highlight key vocabulary -Hands-on materials (bilingual dictionaries, visual aids, teacher made adaptations, outlines, study guides -Give instructions in writing and orally. 	<ul style="list-style-type: none"> -Use of Higher Level questioning techniques. -Provide assessments that require higher level thinking. -Increased production in writing assignments. -Assign student as a peer helper. 	<ul style="list-style-type: none"> -Extra help after school Varying time to complete class work and assessments. -Provide copy of class notes. -Use graphic organizers - Student-directed learning/ independent studies appropriate. - Assign a peer helper in the class setting. - Provide oral reminders and check student work during independent work time -Assist student with long and short term planning of assignments. -Provide regular parent/ school communication. 	<ul style="list-style-type: none"> -Pair visual prompts with verbal presentations. -Ask students to restate information, directions, and assignments. -Repetition and practice. -Model skills / techniques to be mastered. -Extended time to complete class work and assessments. -Provide copy of class notes. -Preferential seating to be mutually determined by the student and teacher. -Extra textbooks for home. -Hands-on materials (bilingual dictionaries, visual aids, teacher made adaptations, outlines, study guides -Give instructions in writing and orally.
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<p>Content Area: Spanish II</p>
<p>Unit Title: Unit 9: Chapter 4B Celebrando los días festivos</p>
<p>Grade Level: 9th and 10th</p>

Core Ideas: In this unit, students will explore family celebrations in Spanish-speaking countries. Students will examine cultural perspectives and the importance of family celebrations and activities. Vocabulary related to celebrations and common etiquette and grammar that includes preterite and imperfect tenses to describe actions in the past.

Proficiency Level: Novice High

Performance Expectations (NJSL)

Standards

CPI#: New Jersey Students Learning Standards (NJSL)

7.1.NH.IPRE T.1 :	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes
7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.

Career Readiness, Life Literacies, and Key Skills

9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.

9.1.8.CR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures
9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors.
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.

9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.
Computer Science and Design Thinking	
8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
8.2.2.ITH.3	Identify how technology impacts or improves life.
8.2.2.EC.1	Identify and compare technology used in different schools, communities, regions, and parts of the world.
8.2.5.ED.2	Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
8.2.5.EC.1	Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.
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...)	
N.J.S.A. 18 A 52:16A-88	<p>Amistad Law: In the Dominican Republic, the Carnival usually brings images of colorful costumes, with feathers, and traditional garbs that represents their African or Taino roots. In Colombia several carnivals are celebrated; however, the Black and White Carnival is one of the most symbolic Colombian festivals, reflecting the cultural diversity traditions of the region. It was declared a Cultural Heritage of Humanity by UNESCO in 2009. In Argentina, The Carnival of African descent looks to revalue the African populations of Argentina. It serves to highlight respect, healthy living, and sharing the experience of African descent using artistic expression in art, dance, and music.</p> <p><u>Students will choose one of the many carnivals organized in the Caribbean or South America and will research and explore the traditions, typical music, dance, food, decoration etc.</u></p>
N.J.S.A. 18 A:35-28	<p>Holocaust Law: Carnival in the Caribbean has a complicate origin because it is tied to colonialism, religious conversion and ultimately freedom and celebration. The festival originated with Italian Catholics, in Europe, and it later spread to the French and Spanish who brought the pre-Lenten tradition with them when they settled (and brought slaves to) the islands of the Caribbean.</p>

CASEL'S SEL Framework

Self- Awareness	<ul style="list-style-type: none"> • Identifying personal, cultural, and linguistic assets • Examining prejudices and biases
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Self- Management	<ul style="list-style-type: none"> • Exhibiting self-discipline and self-motivation • Using planning and organizational skills
Social Awareness	<ul style="list-style-type: none"> • Using planning and organizational skills • Identifying diverse social norms, including unjust ones
Relationship Skills	<ul style="list-style-type: none"> • Demonstrating cultural competency • Seeking or offering support and help when needed
Responsible Decision Making	<ul style="list-style-type: none"> • Demonstrating curiosity and open-mindedness • 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 Connections

English Language Arts	<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>
Social Studies	<p>6.2.12.HistoryCC.1.g: Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies</p>

Unit Essential Question(s):

- What's your favorite holiday or celebration? Who do celebrate with?
- Which holidays are celebrated in the U.S. and in Spanish speaking countries?
- Which holidays are unique to Hispanic culture?
- What is the role of family gatherings and celebrations?

Unit Enduring Understandings:

- Spanish-speaking countries have many unique celebrations that reflect their culture: Dia de los Muertos, Dia de Reyes, and Carnaval among others.
- In general, Latino families like to gather and celebrate, spend time with relative and friends, eat and play their favorite music.

Formative Assessments:

- Brainstorming activities (Vocabulary)
- Thumbs up/down activities
- Vocabulary race games
- Whiteboard activities
- Observation of oral discourse
- Communicative activities
- Discussions Dice Game for conjugating verbs
- Do now/Exit tickets
- Partner asking and answering questions
- Online games (Kahoot, Gimkit, Blooket, Quizziz)
- Pearson online assignments
- Listening activities

Summative/Benchmark Assessment(s):

- Vocabulary quizzes
- Grammar quizzes
- Cultural readings/questions

Alternative Assessments:

Online or printed quizzes and tests

<p>Resources/Materials: Textbook, Auténtico 3 Audio and video programs Pearson: online textbook YouTube: cultural videos Slides presentations Google Chrome Google Forms Chrome books Authentic materials from different sources Online educational games: Kahoot, Quizziz, Gimkit, Blooket Online study tools: Conjuguemos (www.conjuguemos.com) Quizlet (www.quizlet.com) , Spanish Dictionary (www.spanishdict.com) Study Spanish (www.studyspanish.com)</p>	<p>Key Vocabulary: Vocabulary related to sports, hobbies, daily routines, personal descriptions.</p>
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Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
<p>Celebrando los días festivos</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Listen and read about family celebrations. • Talk and write about how their family used to celebrate holidays. • Identify cultural practices in different videos about Day of the Dead, Three King's Day, Easter Parades, and several others. • Use preterite and imperfect tenses to describe past celebrations. 	<ul style="list-style-type: none"> • Do-nows and exit tickets using Kahoot and Blooket • Listening activity • Comprehension questions • Asking and responding questions with a partner • Writing sentences to describe their favorite holidays • T-chart and Venn Diagram to compare a holiday from the U.S. and one from a Spanish speaking country. • Unit Test 	<p>3 weeks</p>

Project-Based Learning and Hands-on Culture	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Create masks that represents an animal, a person or an imaginary creature. • Research, investigate and create a presentation about a carnival from South America or the Caribbean. 	<ul style="list-style-type: none"> • Hands -on activities creating a carnival mask with materials provided by the teacher. • Slides Presentation or Poster with information about a Latin American Carnival. Students will investigate and gather information. 	1 week
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Teacher Notes: All lessons will include do-now and exit tickets at the beginning and end of each class. Do-now and exit tickets will include relevant vocabulary and grammar as well as cultural aspects of each lesson. Different sources will be used, including games like Kahoot, Blooket, Gimkit, and Quizziz. A variety of formative and summative assessments will be used throughout the unit.

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Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	512Students

<ul style="list-style-type: none"> -Pair visual prompts with verbal presentations. -Ask students to restate information, directions, and assignments. -Repetition and practice. -Model skills / techniques to be mastered. -Extended time to complete class work and assessments. -Provide copy of class notes. -Preferential seating to be mutually determined by the student and teacher. -Extra textbooks for home. -Hands-on materials (bilingual dictionaries, visual aids, teacher made adaptations, outlines, study guides -Give instructions in writing and orally. 	<ul style="list-style-type: none"> -Assess comprehension through demonstration (gestures/ drawings Rephrase questions, directions, and explanations Highlight key vocabulary -Hands-on materials (bilingual dictionaries, visual aids, teacher made adaptations, outlines, study guides -Give instructions in writing and orally. 	<ul style="list-style-type: none"> -Use of Higher Level questioning techniques. -Provide assessments that require higher level thinking. -Increased production in writing assignments. -Assign student as a peer helper. 	<ul style="list-style-type: none"> -Extra help after school Varying time to complete class work and assessments. -Provide copy of class notes. -Use graphic organizers - Student-directed learning/ independent studies appropriate. - Assign a peer helper in the class setting. - Provide oral reminders and check student work during independent work time -Assist student with long and short term planning of assignments. -Provide regular parent/ school communication. 	<ul style="list-style-type: none"> -Pair visual prompts with verbal presentations. -Ask students to restate information, directions, and assignments. -Repetition and practice. -Model skills / techniques to be mastered. -Extended time to complete class work and assessments. -Provide copy of class notes. -Preferential seating to be mutually determined by the student and teacher. -Extra textbooks for home. -Hands-on materials (bilingual dictionaries, visual aids, teacher made adaptations, outlines, study guides -Give instructions in writing and orally.
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