

Spanish

7th Grade

Prepared by:

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Superintendent of Schools:

Marie C. Cirasella, Ed.D.

Approved by the Midland Park Board of Education on

August 23, 2022

Born on **Date August 22, 2022**

TITLE

Course Description:

Spanish 7 is an introduction to the Spanish language and culture. 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.

This course provides students with the interpersonal, interpretive, and presentational oral and written skills they need to create language for communication on the novice-mid level according to ACTFL standards. In Spanish 7 students will listen to and respond to authentic Spanish conversations made by native speakers through the use of technology. Linguistic and cultural comparisons will be made throughout the year. Connections to other disciplines are addressed through theme pages, readings, and project assignments.

Course Sequence:

- Unit 1: Para Empezar: 25 days
- Unit 2: 1A ¿Que te gusta hacer?: 16 days
- Unit 3: 1B Y tu, ¿como eres?: 20 days
- Unit 4: 2A Tu dia en la escuela: 13 days
- Unit 5: 2B Tu sala de clases: 14 days
- Unit 6: 3A ¿Desayuno o almuerzo?: 15 days
- Unit 7: 3B Para mantener la salud: 17 days
- Unit 8: 4A ¿Adonde vas?: 18 days
- Unit 9: 4B ¿Quieres ir conmigo?: 22 days

Prerequisite: None

Unit #1 - Overview

Content Area: Spanish

Unit Title: Para Empezar

Grade Level: 7th Grade

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

Unit #1 - Standards

Performance Expectations (NJSLs)

CPI#: Statement:

7.1.NM.IPRET.1 Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.

7.1.NM.IPRET.2 Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.

7.1.NM.IPRET.3 Identify familiar people, places, objects in daily life based on simple oral and written descriptions.

7.1.NM.IPERS.1 Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

7.1.NM.IPERS.5 Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

Career Readiness, Life Literacies, and Key Skills

9.1.2.CR.1 Recognize ways to volunteer in the classroom, school and community. **9.1.5.CR.1** Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9.2.8.CAP.1 Identify offerings such as high school and country career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.

9.2.8.CAP.2 Develop a plan that includes information about career areas of interest.

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

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

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

9.4.2.DC.6 Identify respectful and responsible ways to communicate in digital environments. **9.4.2.GCA:1** Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.

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

Computer Science and Design Thinking

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

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

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

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

8.1.12.IC.1 **8.2.8.ITH.1** development and use of technology influenced economic,

Evaluate the ways computing impacts personal, ethical, political, social, and cultural issues.
social, economic, and cultural practices. Explain how the

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

Amistad Law

N.J.S.A.18A52:16A88

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

Holocaust Law

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

Los Mayas article and European invasion

Lesson and reading on Azteca: El caldendario y simbolos

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

LQBT and Disability Law

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

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

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

CASEL'S FRAMEWORK:

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

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

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

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

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

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

RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively,

navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed. Such as:

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

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

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

Interdisciplinary Connection

Language Arts

NJSLSA.RI RI.6.1

Cite textual evidence and make relevant connections to

support analysis of what the text says explicitly as well as inferences drawn from the text.

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

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

Unit Essential Question(s):

How do students introduce themselves?

What are common greetings?

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

How do you ask and tell time?

How to tell the days of the week/months?

Unit Enduring Understandings:

What are the days of the week?

How do you say the date?

How do you describe the seasons and weather?

Across the globe, people have different concepts of greetings and salutations.

Formality and informality play a significant role in Spanish.

Evidence of Learning

Formative Assessments:

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

Summative/Benchmark Assessment(s):

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

Alternative Assessments:

Projects
 Skits
 On-line tests/assignments

Resources/Materials:

Pearson *Autentico Level 1* Teacher resources
 Pearson Realize Online
 TPR Storytelling
 Cultural videos
 Cultural readings from text and other sources
 Supplemental handouts
 Cultural videos from youtube.com and bbc.com, Slides
 Online education games such as

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

Key Vocabulary: Greetings

Classroom commands Classroom items
 Numbers
 Time expressions Parts of the body
 Weather expression

Name/Topic

Suggested Pacing Guide

Student Learning Objective(s) Suggested

Tasks/Activities: Day(s) to Complete Lesson

En la escuela Students will be able to...
 • Greet people at different times of the day
 • Introduce themselves to others

- Respond to classroom directions
- Begin using numbers

- Listening activities (greetings and classroom commands)
- Mini skits
- Greeting classmates
- Simon dice 10 days (classroom commands and parts of the body)

- Tell time
- Listening activity and test

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- Identify parts of the body
- Do Now
- Labeling items in the classroom
- Asking questions activity
- Spanish alphabet songs
- Listening activities
- Speaking activities
- Partner activities
- Calendar project

En la clase Students will be able to... • Talk about things in the classroom

- Ask questions about new words and phrases
- Use the Spanish alphabet to spell words
- Talk about things related to the calendar
- Learn about the Aztec calendar

El tiempo Students will be able to... • Describe weather conditions

- Identify the seasons
- Compare weather in the Northern and Southern Hemispheres

Teacher Notes:

Additional Resources:

- writing numbers
- Speaking activities
- Placing hands on the clock
- Asking and telling time activities
- Homework

- Aztec calendar reading and questions
- Homework
- Do now
- Listening activities
- Weather booklet
- Weather reading
- Exit tickets
- Chapter Practice test
- Chapter

Differentiation/Modification Strategies

Students with Disabilities Learners
English Language

Gifted and Talented

Students
Students at Risk

504Students

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

accommodations
and
modifications

Consult with 504
team and

Guidance
Counselors

Rephrase
questions,

directions and
explanations
when necessary

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Follow IEP
accommodations/
modifications

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Content Area: Spanish

Unit Title: 1A ¿Que te gusta hacer?

Grade Level: 7th Grade

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

Standards (Content and Technology):

CPI#:

Statement:

Performance Expectations (NJSLs)

7.1.NM.IPRET.1

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

7.1.NM.IPRET.2

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

7.1.NM.IPRET.3

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

**7.1.NM.IPERS.
1**

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

**7.1.NM.IPERS.
2**

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

7.1.NM.PRSNT.1

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

Career Readiness, Life Literacies, and Key Skills

9.1.2.CR.1

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

9.2.8.CAP.1

Identify offerings such as high school and country career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.

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

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

Computer Science and Design Thinking

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8.1.2.DA.4	Make predictions based on data using charts or graphs.
8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
8.2.8.ITH.2	Compare how technologies have influenced society over time.

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

Amistad Law

N.J.S.A.18A5216A88

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

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

Reading: Los Mayas

Video: The Maya Civilization Explained in 11 minutes

LGBT and Disability Law

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

Video: Luca Termini

CASEL'S SEL FRAMEWORK:

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

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- Demonstrating honesty and integrity
- Linking feelings, values, and thoughts
- Examining prejudices and biases
- Experiencing self-efficacy
- Having a growth mindset
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- Communicating effectively

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

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- Seeking or offering support and help when needed

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

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

Interdisciplinary Connection

Language Arts

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

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

Social Studies

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

Unit Essential Question(s): <ul style="list-style-type: none"> • How do you express your likes and dislikes? • How do you describe your favorite activities? • How do you ask others about theirs? • How would you describe dances and music from the Spanish-speaking world and compare them to dances you know? • How do you compare favorite activities of Spanish-speaking teens to those of teens in the United States? • What are infinitives? • How do you form negatives? 	Unit Enduring Understandings: <ul style="list-style-type: none"> • While differences exist due to culture and Geography. Students around the world share many common interests and join in similar activities.
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<ul style="list-style-type: none"> • What are some expressions of agreement and disagreement? 	
Formative Assessments: <ul style="list-style-type: none"> • Do Now • Observation of oral discourse • Listening activities • Questioning • Thumbs up/down activities • Quizzes • Guided practice activities • Entry tickets • Exit tickets • Homework Summative/Benchmark Assessment(s): <ul style="list-style-type: none"> • Chapter test • Oral presentation • Writing assignment Alternative Assessments: <ul style="list-style-type: none"> • Projects • Skits 	

Resources/Materials: Pearson <i>Autentico Level 1</i> Teacher resources Pearson Realize Online TPR Storytelling Cultural videos Cultural readings from text and other sources Supplemental handouts	Key Vocabulary: Activities Expressing likes/dislikes
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Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
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Vocabulario 1a: Que te gusta hacer?	Students will be able to... <ul style="list-style-type: none"> • Listen to and read about activities people like and don't like to do • Talk and write about what you and others like and don't like to do • Describe your favorite activities and ask others about theirs 	<ul style="list-style-type: none"> • Listening activities (pronunciation of terms) • Vocabulary: Tri fold • Mini skits: Que te gusta hacer • Charades (infinitives) • Charts for –ar, -er, and –ir verbs • Speaking activities • Partner activities • Videohistoria: Bienvenidos a Codo a Codo • Homework • Exit tickets 	4 days
Gramatica: Infinitives	Students will be able to... <ul style="list-style-type: none"> • Write about and discuss activities • Listen to descriptions of what someone likes to do • Read about, listen to, and write about different types of Latin music 	<ul style="list-style-type: none"> • Do Now • Video • Charts for infinitives • Writing activity • Listening activity • Quiz • Reading: El baile y la musica del mundo hispano • Homework 	4 days
Gramatica: Negatives	Students will be able to... <ul style="list-style-type: none"> • Read and write about other people's likes and dislikes • Ask and answer questions about activity preferences 	<ul style="list-style-type: none"> • Do now • Speaking: Partner activity • Listening activity • Exit ticket • Homework 	4 days

Gramatica: Expressing agreement and disagreement	Students will be able to... • Express agreement or disagreement about what you and others like to do • Read and write opinions about activities	• Partner writing activity • Reading: El espanol en la comunidad • Lectura: Que te gusta hacer? • Oral Presentation • Practice test • Chapter test	4 days	
Teacher Notes:				
Additional Resources:				
Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504Students
Rephrase questions, directions, and explanations	Assign a buddy, same language or English speaking	Provide additional assignments and activities (higher level learning)	Provide extended time to complete tasks	Follow 504 plans accommodations and modifications

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

Unit Title: 1B: Y tu, como eres?	
Grade Level: 7th Grade	
Core Ideas: In this unit students will listen to and read about descriptions of others. Students will be able to talk and write about their personality traits. Also, they will be able to compare cultural perspectives on friendship.	
Standards (Content and Technology):	
CPI#:	Statement:
Performance Expectations (NJSLS)	
CPI#: Statement:	
7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics
Career Readiness, Life Literacies, and Key Skills	
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
9.2.8.CAP.1	Identify offerings such as high school and country career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
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9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.
9.4.2.CI.2	Demonstrate originality and inventiveness in work.
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.4.2.CT.3	Use a variety of types of thinking to solve problems.

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9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.
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Computer Science and Design Thinking	
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8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues
<p>Intercultural Statements (Amistad, Holocaust, LGBT, etc...)</p> <p>Interdisciplinary Connection</p> <p>Amistad Law</p> <p>N.J.S.A.18A5216A88</p> <p>Students will describe famous Afro-Latinos by writing a paragraph about that person.</p> <p>Holocaust Law</p> <p>N.J.S.A. 18A52:16A-88</p> <p>Students will watch a video clip of the Family <i>Pictures/Cuadros de Familia</i> written and illustrated by Carmen Lomas Garza, a Mexican-American narrative artist who creates images about everyday events in the lives of Mexican-Americans based on her memories and experiences in Texas and California. The paintings and stories reflect a strong sense of family and community as well as culture and diversity. The images celebrate and appreciate Mexican-American culture. Students will be able to understand another culture and perspectives in an environment of respect and acceptance.</p> <p>LQBT and Disability Law</p> <p>N.J.S.A.18A-35-4.35</p> <p>CASEL’S FRAMEWORK:</p>	

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

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- Demonstrating curiosity and open-mindedness
- Identifying solutions for personal and social problems
- Learning to make a reasoned judgment after analyzing information, data, facts
- Anticipating and evaluating the consequences of one's actions
- Recognizing how critical thinking skills are useful both inside & outside of school
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Interdisciplinary Connection

Language Arts

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

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

Social Studies

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

<p>Unit Essential Question(s):</p> <p>How do you describe yourself and your personality? How do you identify cultural practices?</p> <p>How do you compare cultural perspectives on friendship? What makes a good friend?</p> <p>How do you express likes and dislikes?</p> <p>How do you describe yourself using adjectives?</p> <p>What are the conjugations of the verb <i>estar</i>?</p>	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • How people use the word friend depends on culture. • Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large.
<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Do Now • Observation of oral discourse • Listening activities • Questioning • Thumbs up/down activities • Quizzes • Entry tickets • Partner activities • Exit tickets • Homework <p>Summative/Benchmark Assessment(s):</p> <ul style="list-style-type: none"> • Chapter test • Oral presentation • Writing assignment <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Projects • Skits 	
<p>Resources/Materials:</p> <p>Pearson <i>Autentico Level 1</i> Teacher resources</p> <p>Pearson Realize Online</p> <p>TPR Storytelling</p>	<p>Key Vocabulary:</p> <p>Personality traits</p> <p>Expressing likes and dislikes</p>

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

Teacher Notes:
Additional Resources:

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

Midland Park Public Schools

Content Area: Spanish
Unit Title: 2a: Tu día en la escuela
Grade Level: 7th Grade

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

Standards (Content and Technology):

CPI#:

Statement:

Performance Expectations (NJSLs)

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

Career Readiness, Life Literacies, and Key Skills

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

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

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

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CASEL’S FRAMEWORK:

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

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

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

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

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

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

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

- Understanding and expressing gratitude
- Recognizing situational demands and opportunities

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

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

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

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

Interdisciplinary Connection

Language Arts

RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
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RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	
W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
Unit Essential Question(s): How do you describe school subjects and schedules? How do you talk about classes, school activities, and likes and dislikes? How do you exchange information while explaining what classes and activities you and your friends have in common? How do you compare your school day with those of students in Spanish-speaking countries? How do you compare sports between Spanish-speaking countries and the United States? What are subject pronouns? How do you conjugate –ar verbs in the Present Tense?		Unit Enduring Understandings: Students around the world share similar schooling experiences although differences exist due to geography, resources, and culture. While differences exist due to culture and geography, students around the world share many common interests and join in similar activities.
Formative Assessments: <ul style="list-style-type: none"> • Do Now • Observation of oral discourse • Listening activities • Writing activities • Questioning • Thumbs up/down activities • Quizzes • Entry tickets • Exit tickets • Homework Summative/Benchmark Assessment(s): <ul style="list-style-type: none"> • Chapter test • Oral presentation 		

Alternative Assessments: <ul style="list-style-type: none">• Projects• Skits			
Resources/Materials: Pearson <i>Autentico Level 1</i> Teacher resources Pearson Realize Online TPR Storytelling Cultural videos Cultural readings from text and other sources Supplemental handouts		Key Vocabulary: School subjects and schedules School supplies Class descriptions	
Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Vocabulario: Tu día en la escuela	Students will be able to... <ul style="list-style-type: none">• Read, listen to, and understand information about the school day, subjects and classes, and school supplies• Read and write about school subjects and schedules• Discuss and compare classes and opinions about school	<ul style="list-style-type: none">• Listening activities• Tri fold• Videohistoria: Las clases hoy• Class schedule• Writing activity• Class discussion• Survey• Exit slip• Homework	3 days
Gramatica: Subject Pronouns	Students will be able to... <ul style="list-style-type: none">• Identify, talk to, and write about different people	<ul style="list-style-type: none">• Do now• GramActiva: Subject pronoun video• Tutorial• Subject pronoun chart and illustrations activity• Tu vs. Usted activity• Homework	5 days
Gramatica: Present tense of –ar verbs	Students will be able to...	<ul style="list-style-type: none">• Do now• Writing activity• GramActiva: Conjugations of –ar verbs	5 days

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

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

Content Area: Spanish**Unit Title: 2b: Tu sala de clases****Grade Level: 7th Grade**

Core Ideas: In this unit students will listen to and read conversations and notes about school. They will talk and write about classes, classrooms, and where things are located. Students will also exchange information while describing where things are located. They will compare perspectives towards schools and uniforms in the Spanish speaking world and the United States.

Standards (Content and Technology):**CPI#:****Statement:****Performance Expectations (NJSLs)**

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

Career Readiness, Life Literacies, and Key Skills

9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.

9.4.2.CI.2	Demonstrate originality and inventiveness in work.
9.4.2.CT.3	Use a variety of types of thinking to solve problems.
9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.
9.4.2.GCA:1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
9.4.2.TL.6	Illustrate and communicate ideas and stories using multiple digital tools.

Computer Science and Design Thinking

8.1.2.NI.1	Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
8.1.2.NI.2	Describe how the Internet enables individuals to connect with others worldwide.
8.1.2.DA.4	Make predictions based on data using charts or graphs.
8.1.5.DA.5	Purpose cause and effect relationships, predict outcomes, or communicate ideas using data.
8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
8.2.8.ITH.5	Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in the other

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

Amistad Law

N.J.S.A.18A52:16A88

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

Holocaust Law

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

LGBT and Disability Law

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

CASEL'S FRAMEWORK:

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

- Integrating personal and social identities

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

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

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

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

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

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

- Communicating effectively
- Developing positive relationships

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

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

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

Interdisciplinary Connection

Language Arts

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

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

Unit Essential Question(s):

How will you write and talk about classes?

How will you describe a classroom?

How will you describe where things are located?

How will you exchange information while describing someone's location?

Unit Enduring Understandings:

Students around the world share similar schooling experiences although differences exist due to geography, resources, and culture.

<p>How do you compare perspectives towards school and uniforms in the Spanish-speaking world and the United States?</p> <p>What are the conjugations of the verb <i>estar</i>?</p> <p>How do you use the verb <i>estar</i> to talk about the location of things in the classroom?</p> <p>What are the plurals of nouns and articles?</p>	
<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Do Now • Observation of oral discourse • Listening activities • Questioning • Thumbs up/down activities • Quizzes • Entry tickets • Exit tickets • Homework <p>Summative/Benchmark Assessment(s):</p> <ul style="list-style-type: none"> • Chapter test • Oral presentation • Writing assignment <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Projects • Skits 	
<p>Resources/Materials:</p> <p>Pearson <i>Autentico Level 1</i> Teacher resources</p> <p>Pearson Realize Online</p> <p>TPR Storytelling</p>	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Classroom items and furniture • Computers • Words to describe location

Cultural videos			
Cultural readings from text and other sources			
Supplemental handouts			
Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Vocabulario: 2b Tu sala de clases	Students will be able to... <ul style="list-style-type: none">• Read, listen to, and understand information about the classroom and where objects are located• Write and talk about objects in the classroom• Describe a bedroom and a classroom• Exchange information about school supplies and their location	<ul style="list-style-type: none">• Listening activities• Tri fold• Videohistoria: Enseñar en Guatemala• Logico o no? Activity• Writing activity• Bedroom and Classroom descriptions• Exit tickets• Homework assignments	4 days
Gramatica: The verb estar	Students will be able to... <ul style="list-style-type: none">• Write about and discuss the location of people and things• Listen to descriptions of the position of people in a photo• Compare prices for backpacks in Spanish speaking countries	<ul style="list-style-type: none">• Do now• Estar Chart• GramActiva video on estar and uses• Listening activities• Writing activities• Los Ratones activity• Reading: Los precios de mochilas• Quiz• Homework	6 days
Gramatica: The plurals of nouns and articles	Students will be able to... <ul style="list-style-type: none">• Identify and describe the location of objects around school• Exchange information about the location of things in a classroom	<ul style="list-style-type: none">• GramActiva video• Listening activities• Charts• Lectura• Practice test• Chapter test	4 days
Teacher Notes:			

Additional Resources:

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

Midland Park Public Schools

Content Area: Spanish**Unit Title: 3a: Desayuno o almuerzo?****Grade Level: 7th Grade**

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

Standards (Content and Technology):

CPI#:

Statement:

Performance Expectations (NJSLs)

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

Career Readiness, Life Literacies, and Key Skills

9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.
9.4.2.CI.2	Demonstrate originality and inventiveness in work.

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9.4.2.CT.3	Use a variety of types of thinking to solve problems.
9.4.2.GCA:1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
9.4.2.TL.6	Illustrate and communicate ideas and stories using multiple digital tools.

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

Midland Park Public Schools

- Identifying personal, cultural, and linguistic assets
- Identifying one’s emotions
- Demonstrating honesty and integrity

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

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

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

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

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

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

- Communicating effectively
- Developing positive relationships

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

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

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

Interdisciplinary Connection

Language Arts:

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

Social Studies:

6.1.8.HistoryCC .4. d	Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted
<p>Unit Essential Question(s):</p> <p>How do you describe meals?</p> <p>What are mealtimes like in Spanish-speaking countries?</p> <p>What are some popular Spanish-speaking dishes? How do you describe what you like and do not like to eat?</p> <p>How do you exchange information about food preferences? What types of food would you eat for breakfast/lunch?</p> <p>What are the Present tense forms for verbs ending in –er and –ir?</p> <p>How do you express things that you like or love?</p>	<p>Unit Enduring Understandings:</p> <p>What comprises the great variety of interesting and delicious foods of the Spanish-speaking world?</p> <p>Food is symbolic to people of their cultural heritage and varies according to their socioeconomic status, geography, and tastes.</p>
<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Do Now • Observation of oral discourse • Listening activities • Questioning • Thumbs up/down activities • Quizzes • Guided practice activities • Entry tickets • Exit tickets • Homework <p>Summative/Benchmark Assessment(s):</p> <ul style="list-style-type: none"> • Chapter test • Oral presentation • Writing assignment 	

Alternative Assessments: <ul style="list-style-type: none">• Projects• Skits			
Resources/Materials: Pearson <i>Autentico Level 1</i> Teacher resources Pearson Realize Online TPR Storytelling Cultural videos Cultural readings from text and other sources Supplemental handouts		Key Vocabulary: <ul style="list-style-type: none">• Foods and beverages for breakfast and lunch• Expressions of frequency	
Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Vocabulario: 3a Desayuno o almuerzo?	Students will be able to... <ul style="list-style-type: none">• Read, listen to, and understand information about foods and beverages for breakfast and lunch• Listen to a description and distinguish between breakfast and lunch foods• Write about and discuss what you and others eat and drink for breakfast and lunch• Exchange information about likes and dislikes• Read about the American and European origins of foods to analyze a recipe	<ul style="list-style-type: none">• Listening activities• Tri fold• Videohistoria: El almuerzo• Reading activity• Writing activity• Partner activity• Exit ticket• Homework	5 days

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

Teacher Notes:

Additional Resources:

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

Consult with case managers				
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Follow IEP accommodations/modifications				
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Midland Park Public Schools	
Content Area: Spanish	
Unit Title: 3b: Para Mantener La Salud	
Grade Level: 7th Grade	
Core Ideas: In this unit students will describe healthy and unhealthy lifestyles. They will talk and write about food, health, and exercise choices. They will also exchange information while expressing their opinions about food choices and health.	
Standards (Content and Technology):	
CPI#:	Statement:
Performance Expectations (NJSLs)	
7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
Career Readiness, Life Literacies, and Key Skills	
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.

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

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

Amistad Law

N.J.S.A.18A5216A88

Holocaust Law

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

LGBT and Disability Law

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

Latino trading cards of influential people in the Spanish speaking world (Rivera, Clemente, Celia Cruz, Laurie Hernandez etc.)

CASEL'S FRAMEWORK:

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

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

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

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

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

- Showing the courage to take initiative

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

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

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

- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency

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

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

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

Interdisciplinary Connection

Language Arts

NJSLSA.L5	Demonstrate understanding of word relationships and nuances in word meanings
NJSLSA.L3.	NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Unit Essential Question(s):

How do you describe healthy and unhealthy lifestyles?

Unit Enduring Understandings:

<p>How do you talk about foods that are good and bad for you?</p> <p>How do you describe foods?</p> <p>What are meal times like in Spanish-speaking countries?</p> <p>What are popular dishes from the Spanish-speaking world?</p> <p>What are your opinions about food choices and health?</p> <p>How do you make adjectives plural?</p> <p>What is the conjugation of the verb ser and its uses?</p>	<p>Food is symbolic to people of their cultural heritage and varies according to their socioeconomic status, geography, and tastes.</p>
<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Do Now • Observation of oral discourse • Listening activities • Questioning • Thumbs up/down activities • Quizzes • Entry tickets • Exit tickets • Homework <p>Summative/Benchmark Assessment(s):</p> <ul style="list-style-type: none"> • Chapter test • Oral presentation • Writing assignment <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Projects • Skits 	
<p>Resources/Materials:</p> <p>Pearson <i>Autentico Level 1</i> Teacher resources</p> <p>Pearson Realize Online</p> <p>TPR Storytelling</p> <p>Cultural videos</p>	<p>Key Vocabulary:</p> <p>Food groups</p> <p>Healthy activities</p> <p>Ways to describe foods</p>

Cultural readings from text and other sources			
Supplemental handouts			
Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Vocabulario: Para Mantener La Salud	Students will be able to... <ul style="list-style-type: none">• Read, listen to, and understand information about food groups, healthy activities, and ways to describe food• Identify foods from the different foods• Discuss food preferences and healthy food choices• Exchange information while giving advice about staying healthy• Read and write about healthy activities	<ul style="list-style-type: none">• Listening activities• Tri fold• Videohistoria: Comida tropical• Food pyramid• Writing assignment• Reading: Que haces para mantener la salud?• Exit slip• Homework	4 days
Gramatica: The Plurals of Adjectives	Students will be able to... <ul style="list-style-type: none">• Express opinions about food and describe people• Discuss and compare food and beverage preferences with classmates	<ul style="list-style-type: none">• Partner activity• Writing activity• Guided practice• GramActiva video• Exit slip• Homework	5 days
Gramatica: The verb ser	Students will be able to... <ul style="list-style-type: none">• Listen to descriptions of food in a market• Describe people, places, and foods• Compare opinions about food with a classmate• Read and write about pizza	<ul style="list-style-type: none">• Do now• Mercados video• Writing descriptions• Partner activity• Reading: Pizzeria Lilia• Organizer• Practice test• Chapter test	8 days
Teacher Notes:			
Additional Resources:			

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Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	509Students
<p>Rephrase questions, directions, and explanations</p> <p>Additional handouts, charts, organizers</p> <p>Repetition and review of previously learned material</p> <p>Allow extended time to answer questions and complete assignments</p> <p>Consult with case managers</p> <p>Follow IEP accommodations/modifications</p>	<p>Assign a buddy, same language or English speaking</p> <p>Rephrase questions, directions, and explanations</p> <p>Allow extended time on assignments, quizzes, tests</p>	<p>Provide additional assignments and activities (higher level learning)</p> <p>Consult with parents and guidance to accommodate students' interests in completing tasks at their level of engagement</p>	<p>Provide extended time to complete tasks</p> <p>Consult with Guidance Counselors and follow I&RS procedures and action plans</p>	<p>Follow 504 plans accommodations and modifications</p> <p>Consult with 504 team and Guidance Counselors</p> <p>Rephrase questions, directions and explanations when necessary</p>

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Content Area: Spanish

Unit Title: 4a: Adonde vas?

Grade Level: 7th Grade

Core Ideas: In this unit students will describe leisure activities and schedules. They will talk and write about places to go and activities to do during free time. Also, students will exchange information about weekend plans.

Standards (Content and Technology):

CPI#:

Statement:

Performance Expectations (NJSLS)

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

Career Readiness, Life Literacies, and Key Skills

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

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

9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view.
Computer Science and Design Thinking	
8.1.2.NI.1	Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
8.1.2.NI.2	Describe how the Internet enables individuals to connect with others worldwide.
8.1.2.DA.4	Make predictions based on data using charts or graphs.
8.1.5.DA.5	Purpose cause and effect relationships, predict outcomes, or communicate ideas using data.
8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
8.2.8.EDW.2	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
Intercultural Statements (Amistad, Holocaust, LGBT, etc...)	
<p>Amistad Law</p> <p>N.J.S.A.18A5216A8</p> <p>Watch the famous Encanto movie which represents a Columbian family with Afro-Latino roots</p> <p>Holocaust Law</p> <p>N.J.S.A. 18A52:16A-88</p> <p>LGBT and Disability Law</p> <p>N.J.S.A.18A-35-4.35</p> <p>Watch the famous Disney movie Luca</p>	
<p>CASEL’S FRAMEWORK:</p> <p>SELF-AWARENESS: The abilities to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one’s strengths and limitations with a well-grounded sense of confidence and purpose. Such as:</p> <ul style="list-style-type: none"> • Integrating personal and social identities • Identifying personal, cultural, and linguistic assets 	

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- Identifying one’s emotions
- Demonstrating honesty and integrity
- Linking feelings, values, and thoughts

- Examining prejudices and biases
- Experiencing self-efficacy
- Having a growth mindset
- Developing interests and a sense of purpose

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

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

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

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

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

- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency

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

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

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

Interdisciplinary Connection

Language Arts:

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

Social Studies:

6.1.8.History CC. 4.d	Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted
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<p>Unit Essential Question(s):</p> <p>How do you talk about leisure activities and schedules?</p> <p>How do you talk about places to go and activities to do during free time?</p> <p>How do you exchange information about weekend plans? How do you identify cultural practices about community?</p> <p>How do you compare leisure activities in the Spanish speaking world and the United States?</p> <p>How do you ask questions in Spanish?</p> <p>What is the conjugation of the verb ir?</p>	<p>Unit Enduring Understandings:</p> <p>Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large.</p>
<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Do Now • Observation of oral discourse • Listening activities • Questioning • Thumbs up/down activities • Quizzes • Entry tickets • Exit tickets • Homework <p>Summative/Benchmark Assessment(s):</p> <ul style="list-style-type: none"> • Chapter test • Oral presentation • Writing assignment <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Projects • Skits 	

Resources/Materials: Pearson <i>Autentico Level 1</i> Teacher resources Pearson Realize Online TPR Storytelling Cultural videos Cultural readings from text and other sources Supplemental handouts	Key Vocabulary: Leisure activities Places in the community
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Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Vocabulario: Adonde vas?	Students will be able to... <ul style="list-style-type: none"> • Read, listen to, and understand information about places to go when you're not in school, and plans for leisure time • Write and talk about places you go in your free time • Listen to a description of a plaza • Discuss and compare where you go and how often 	<ul style="list-style-type: none"> • Listening activities • Writing activities • Videohistoria: Tiempo libre • Tri fold • Partner activities • Exit tickets • Homework 	8 days
Gramatica: The verb ir	Students will be able to... <ul style="list-style-type: none"> • Talk, read, and write about where you and others go • Exchange information about where to go to do leisure activities 	<ul style="list-style-type: none"> • Chart • GramActiva video • Tutorial • Guided practice activities • Partner activity • Quiz • Exit ticket • Homework 	5 days
Asking questions	Students will be able to... <ul style="list-style-type: none"> • Write and answer questions about leisure activities • Exchange information about where you and others go in your free time • Read and write about places 	<ul style="list-style-type: none"> • Do now • Writing activity • Speaking activity • Reading: Puerto Rico • Homework • Practice Test • Chapter test 	5 days

	in San Juan, Puerto Rico		
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Teacher Notes:				
Additional Resources:				
Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	510Students
<p>Rephrase questions, directions, and explanations</p> <p>Additional handouts, charts, organizers</p> <p>Repetition and review of previously learned material</p> <p>Allow extended time to answer questions and complete assignments</p> <p>Consult with case managers</p> <p>Follow IEP accommodations/modifications</p>	<p>Assign a buddy, same language or English speaking</p> <p>Rephrase questions, directions, and explanations</p> <p>Allow extended time on assignments, quizzes, tests</p>	<p>Provide additional assignments and activities (higher level learning)</p> <p>Consult with parents and guidance to accommodate students’ interests in completing tasks at their level of engagement</p>	<p>Provide extended time to complete tasks</p> <p>Consult with Guidance Counselors and follow I&RS procedures and action plans</p>	<p>Follow 504 plans accommodations and modifications</p> <p>Consult with 504 team and Guidance Counselors</p> <p>Rephrase questions, directions and explanations when necessary</p>

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Content Area: Spanish**Unit Title: 4b: Quieres ir conmigo?****Grade Level: 7th Grade****Core Ideas: In this unit students will listen to and read invitations and responses. They will discuss and write an invitation and an activity plan. Students will also exchange information while responding to an invitation.****Standards (Content and Technology):****CPI#:****Statement:****Performance Expectations (NJSLS)****7.1.NM.IPRET.1**

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

7.1.NM.IPRET.2

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

7.1.NM.IPRET.3

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

7.1.NM.IPRET.4

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

**7.1.NM.IPERS.
1**

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

**7.1.NM.IPERS.
2**

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

**7.1.NM.IPERS.
5**

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

Career Readiness, Life Literacies, and Key Skills**9.1.2.CR.1**

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

9.1.5.CR.1

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

9.4.2.CI.1

Demonstrate openness to new ideas and perspectives.

9.4.2.CI.2

Demonstrate originality and inventiveness in work.

9.4.2.CT.3

Use a variety of types of thinking to solve problems.

9.4.2.GCA:1

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

9.4.2.TL.6	Illustrate and communicate ideas and stories using multiple digital tools.
Computer Science and Design Thinking	
8.1.2.NI.1	Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
8.1.2.NI.2	Describe how the Internet enables individuals to connect with others worldwide.
8.1.2.DA.4	Make predictions based on data using charts or graphs.
8.1.5.DA.5	Purpose cause and effect relationships, predict outcomes, or communicate ideas using data.
8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
8.2.8.EC.1	Explain ethical issues that may arise from the use of new technologies
Intercultural Statements (Amistad, Holocaust, LGBT, etc...)	
<p>Amistad Law</p> <p>N.J.S.A.18A5216A88</p> <p>Students will learn about how African music has influenced a variety of Spanish music (Caribbean and South America)</p> <p>Holocaust Law</p> <p>N.J.S.A. 18A52:16A-88</p> <p>Article on artworks of Oswaldo Guayasamin (mestizo heritage)</p> <p>LQBT and Disability Law</p> <p>N.J.S.A.18A-35-4.35</p>	
<p>CASEL’S FRAMEWORK:</p> <p>SELF-AWARENESS: The abilities to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one’s strengths and limitations with a well-grounded sense of confidence and purpose. Such as:</p> <ul style="list-style-type: none"> • Integrating personal and social identities • Identifying personal, cultural, and linguistic assets • Identifying one’s emotions • Demonstrating honesty and integrity • Linking feelings, values, and thoughts • Examining prejudices and biases 	

- Experiencing self-efficacy
- Having a growth mindset
- Developing interests and a sense of purpose

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

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

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

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

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

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

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

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

Interdisciplinary Connection

Language Arts:

RI.6.1

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

RI.9-10.2

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

Unit Essential Question(s):

How do you listen to and read invitations and responses? How do you write an invitation?
 How do you discuss and create an activity plan for a party?
 How do you identify cultural differences regarding sports and free time activities?
 How do you compare and contrast the careers of two athletes?
 What does the verb ir mean and how is it used?
 How do you conjugate the verb jugar?

Unit Enduring Understandings:

Focusing on a universal theme such as sports allows students to relate personally to the material and encourages them to perceive their own experience from a global perspective.

Formative Assessments:

- Do Now
- Observation of oral discourse
- Listening activities

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

Summative/Benchmark Assessment(s):

- Chapter test
- Oral presentation
- Writing assignment

Alternative Assessments:

- Projects
- Skits

Resources/Materials:

Pearson *Autentico Level 1* Teacher resources

Pearson Realize Online

TPR Storytelling

Cultural videos

Cultural readings from text and other sources

Supplemental handouts

Key Vocabulary:

- Sports and activities outside of school
- Telling time
- Extending, accepting, and declining invitations

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
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Vocabulario: 4b Quieres ir conmigo?	Students will be able to... <ul style="list-style-type: none"> • Listen to and read invitations and responses • Discuss and write an invitation and an activity plan • Exchange information while responding to an invitation • Discuss what activities you and others will do and what time 	<ul style="list-style-type: none"> • Listening activities • Tri fold • Quizlet games • Videohistoria: Te gustaria ir de camping • Reading activity • Writing activity • Partner activity • Exit ticket • Homework 	7 days (ongoing)
Gramatica: Ir + a + infinitive	Students will be able to... <ul style="list-style-type: none"> • Listen to phone messages about invitations • Write about and discuss plans • Read an ad and extend an invitation by phone 	<ul style="list-style-type: none"> • Do now • GramActiva video • Guided practice worksheets • Listening activity • Writing activity • Sentence strips • Exit slips • Homework 	6 days
Gramatica: The verb jugar	Students will be able to... <ul style="list-style-type: none"> • Read, write and talk about sports and athletes • Exchange information about sports while playing a game • Read and write about camping in Spain 	<ul style="list-style-type: none"> • Writing activity: A que juegan? • Juego (game) • Reading: Mi Sueno • Reading: El espanol en el mundo del trabajo • Camping: Answering questions • Review games • Practice test • Chapter test 	9 days

Teacher Notes:

Additional Resources:

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	511Students
Rephrase questions, directions, and explanations Additional handouts, charts, organizers	Assign a buddy, same language or English speaking Rephrase questions,	Provide additional assignments and activities (higher level learning) Consult with	Provide extended time to complete tasks Consult with Guidance Counselors and follow I&RS	Follow 504 plans accommodations and modifications Consult with 504 team and Guidance Counselors

		parents and guidance to accommodate		
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Midland Park Public Schools

<p>Repetition and review of previously learned material</p> <p>Allow extended time to answer questions and complete assignments</p> <p>Consult with case managers</p> <p>Follow IEP accommodations/modifications</p>	<p>directions, and explanations</p> <p>Allow extended time on assignments, quizzes, tests</p>	<p>students' interests in completing tasks at their level of engagement</p>	<p>procedures and action plans</p>	<p>Rephrase questions, directions and explanations when necessary</p>
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