

**Summit Public Schools  
Summit, New Jersey**

**Summit High School  
Grade Level: 9th - 12th / World Language  
Length of Course: Full Year  
Spanish 2**

**Course Description:**

Spanish 2 is the second year of language instruction at the high school level. The course is taught in a full immersion setting, in which all students are encouraged to participate in authentic real-life activities. Students will spend the academic year exploring Spanish-speaking countries and getting acquainted with their customs and traditions. Students will enhance their vocabulary and continue to develop novice high communication proficiency, as they explore the following topics: travel, food, hobbies, fashion and celebrations.

# Unit 1 - Vamos de Viaje

## 2020 New Jersey Student Learning Standards– World Languages 7.1 World Languages - Novice High

### Interpretive Mode of Communication

**Novice High learners** sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

### Interpersonal Mode of Communication

**Novice High learners** understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.

### Presentational Mode of Communication

**Novice High learners** present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.

### Big Ideas: *Course Objectives/ Content Statement(s)*

- ☐ One of the motivating reasons to learn a second language is traveling to another country. Students will not only gain knowledge about the Spanish-speaking world, but also enhance their vocabulary to be successful travelers. In this unit, students will learn how to make a travel reservation, navigate an airport, discuss their travel plans - all in Spanish!

### Essential Questions

*What provocative questions will foster inquiry, understanding, and transfer of learning?*

- ☐ What can you obtain from the experience of traveling taking into account procedures and cultural aspects?
- ☐ What information is essential when planning for an international trip?
- ☐ How can you effectively communicate while navigating through an airport or on a flight to a Spanish-speaking country?
- ☐ How do you get yourself ready for a trip?

### Enduring Understandings

*What will students understand about the big ideas?*

#### Students will understand that:

- ☐ Where I travel reflects my preferences, culture and lifestyle.
- ☐ Foreigners can bring new perspectives and insight into someone's native culture
- ☐ Reflexive verbs indicate that a person is performing the action toward or for him/herself.

Areas of Focus: Proficiencies (Progress Indicators)	Examples, Outcomes, Assessments
<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>❑ 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.</li> <li>❑ 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.</li> <li>❑ 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.</li> <li>❑ 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).</li> <li>❑ 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.</li> <li>❑ 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).</li> <li>❑ 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.</li> <li>❑ 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.</li> <li>❑ 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.</li> <li>❑ 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.</li> <li>❑ 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.</li> <li>❑ 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.</li> <li>❑ 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</li> <li>❑ 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.</li> </ul>	<p><b>Instructional Focus:</b></p> <p>In the target language students will...</p> <ul style="list-style-type: none"> <li>❑ Discuss travel plans, arrangements and accommodations.</li> <li>❑ Be able to converse about how they get ready before a trip.</li> <li>❑ Demonstrate knowledge of idiomatic expressions and phrases that relate to travel.</li> <li>❑ Accurately use reflexive verbs to describe their routine before and after a trip.</li> <li>❑ Infer meaning from travel documents and traveling advertisements.</li> </ul> <p><b>Sample Assessments:</b></p> <p><b>Formative</b></p> <ul style="list-style-type: none"> <li>❑ Google classroom responses/posts about traveling experiences</li> <li>❑ Participation during class discussions, activities and games</li> <li>❑ Pair discussions - Based on videos relating to traveling procedures.</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>❑ Vocabulary quizzes</li> <li>❑ Unit Test</li> <li>❑ Individual and group projects</li> </ul> <p><b>Projects/Post Assessment:</b></p> <ul style="list-style-type: none"> <li>❑ Integrated Performance Assessment (Unit Assessment)</li> </ul> <p><b>Instructional Strategies:</b></p> <p><b>Interpretive:</b></p> <ul style="list-style-type: none"> <li>❑ Dollar to Euro conversion activity</li> <li>❑ Examine a sample plane ticket from Iberian airlines</li> <li>❑ Scavenger hunt using the Iberia Airlines website: <a href="http://www.iberia.com/?language=es">http://www.iberia.com/?language=es</a></li> </ul> <p><b>Interpersonal:</b></p> <ul style="list-style-type: none"> <li>❑ Think Pair Share - Would you rather book a flight via the internet or a travel agency?</li> <li>❑ Survey class regarding travel preferences</li> <li>❑ Improv Dialogues (Passenger vs. Flight Attendant/Customer vs. travel agent).</li> </ul> <p><b>Presentational:</b></p> <ul style="list-style-type: none"> <li>❑ Present travel ideas to a (pretend) travel agent.</li> <li>❑ Create a travel itinerary to a region of choice in Spain.</li> </ul>

- ☐ 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.
- ☐ 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.
- ☐ 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.
- ☐ 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- ☐ 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.
- ☐ 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

- ☐ Write an email to your teacher providing details for an ideal trip for your class.

#### **Interdisciplinary Connections**

- ☐ Mathematics: Converting kilometers to miles and euros to dollars
- ☐ Geography: Locate Spanish speaking countries in a world map.

#### **Technology Integration**

- ☐ Use flipgrid to create a video providing advice for first time travelers, discussing how to plan a trip and what to expect at the airport.

#### **Media Literacy Integration**

- ☐ Students will explore, analyze and interpret information posted on travel sites such as [www.tripadvisor.com](http://www.tripadvisor.com)

#### **Global Perspectives**

- ☐ Compare and contrast traveling practices between the US and other spanish speaking countries - Ex. Clapping after airplane landing.

#### **Career Readiness, Life Literacies, and Key Skills Practices:**

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social, and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- Work productively in teams while using cultural/ global competence.

#### **Supports for English Language Learners**

Sensory Supports	Graphic Supports	Interactive Supports
Real life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups

Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

  

Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

## Recommended Texts:

### Teacher Resources:

- ❑ [www.spanishlistening.org](http://www.spanishlistening.org)
  - ❑ [http://www.spanishlistening.org/content/151-Gaby\\_Argentina\\_Travelling.html](http://www.spanishlistening.org/content/151-Gaby_Argentina_Travelling.html)
  - ❑ <http://www.spanishlistening.org/content/094-sorie-honduras-lasttrip.html>
- ❑ [www.podcastsinspanish.org](http://www.podcastsinspanish.org)
- ❑ [www.quizlet.com](http://www.quizlet.com)
- ❑ [www.quizizz.com](http://www.quizizz.com)
- ❑ [www.flipgrid.com](http://www.flipgrid.com)
- ❑ [www.padlet.com](http://www.padlet.com)
- ❑ [www.gimkit.com](http://www.gimkit.com)
- ❑ [www.youtube.com](http://www.youtube.com)
  - ❑ [https://www.youtube.com/watch?v=UxPYx\\_gKRpw](https://www.youtube.com/watch?v=UxPYx_gKRpw)
- ❑ Google - Classroom/Docs/Sheets/Forms/Maps
- ❑ [www.edpuzzle.com](http://www.edpuzzle.com)
  - ❑ <https://edpuzzle.com/media/5d8201fa14d8e4411308734d>
- ❑ [www.activelylearn.com](http://www.activelylearn.com)
  - ❑ <https://www.losapuntedelviajero.com/que-hacer-en-aeropuerto-durante-escala-aerea/>
  - ❑ <https://www.guiaturisticanuevayork.com/plan-para-una-semana-de-vacaciones-en-nueva-york.html>
- ❑ [www.newsela.com](http://www.newsela.com)
- ❑ [www.studyspanish.com](http://www.studyspanish.com)
- ❑ 7 ideas to pick a hotel - [Link](#)
- ❑ El gran hotel - Spanish Series - Episode 1

## Unit 2 - ¿Qué te gustaba hacer antes y qué te gusta hacer ahora?

### 2020 New Jersey Student Learning Standards– World Languages

#### 7.1 World Languages - Novice High

##### **Interpretive Mode of Communication**

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##### **Interpersonal Mode of Communication**

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##### **Presentational Mode of Communication**

**Novice High learners** present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.

##### **Big Ideas:***Course Objectives/ Content Statement(s)*

- ❑ One of the ways to understand a culture is to look at their leisure time-activities. In Spanish speaking countries most activities take place in the streets, parks, plazas and cafés. Sports are also very important. The most popular team sport in Spanish-speaking countries is soccer. People of all ages can be seen playing this sport in parks, on sports fields, beaches or neighborhood streets. In this Unit, students will be able to talk about their leisure time activities in the present and reminisce about their leisure time activities as children. They will be introduced to the activities hispanics enjoy with the purpose of making cultural connections.

<p><b>Essential Questions</b></p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p><b>Enduring Understandings</b></p> <p><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> <li>❑ What do children and teenagers in the U.S. do for fun? How does it compare to activities children and teenagers in Spanish-Speaking countries do for fun?</li> <li>❑ How does my definition of fun compare to that of other students' from other cultures?</li> <li>❑ If you were to travel abroad, would you be able to perform the same leisure activities you do in the US?</li> <li>❑ How do you know when to use “saber” and “conocer”?</li> <li>❑ What tense should you use when reminiscing about the past?</li> <li>❑ How do children and adults relate to each other in the US and how does it compare to Spain and Latin America?</li> </ul>	<p><b>Students will understand that:</b></p> <ul style="list-style-type: none"> <li>❑ Preferences for leisure activities can vary from child to child and culture to culture.</li> <li>❑ The verbs hacer, poder and tener have irregular preterit tense conjugations.</li> <li>❑ Both “saber” and “conocer” mean to know but the verb “saber” followed by an infinitive means “to know how to” do something. It is also used to talk about knowing information and facts. The verb “conocer” means “to know” in the sense of being acquainted or familiar with a person, place or thing.</li> <li>❑ The imperfect tense is used to discuss things you “used to do” in the past.</li> <li>❑ The verbs ser, ver and ir have irregular imperfect tense conjugations.</li> </ul>
<p><b>Areas of Focus: Proficiencies (Progress Indicators)</b></p>	<p><b>Examples, Outcomes, Assessments</b></p>
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culturally authentic materials on global issues, including climate change.

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### Summative

- ❑ Vocabulary quizzes
- ❑ Unit Test
- ❑ Individual and group projects

### Projects/Post Assessment:

- ❑ Integrated Performance Assessment (Unit Assessment)

### Instructional Strategies:

#### Interpretive:

- ❑ Videoele: Cuando era pequeña  
[http://videoele.com/A2\\_Cuando\\_era\\_pequena.html](http://videoele.com/A2_Cuando_era_pequena.html)
- ❑ Videoele: Las cosas que me gustan  
[http://videoele.com/A1\\_Las\\_cosas\\_que\\_me\\_gustan.htm](http://videoele.com/A1_Las_cosas_que_me_gustan.htm)
- ❑ Read and analyze short biographies of famous Spaniards in sports, television, art, politics, etc.

#### Interpersonal:

- ❑ Inside / Outside circle - What do you used to do when you were younger?
- ❑ Information gap activities where students must ask questions about likes and dislikes to figure out what person plays a sport or likes a certain activity.
- ❑ Role play: Father and son playing with toys -  
<https://www.youtube.com/watch?v=Oj0b8GhkBD0>

#### Presentation:

- ❑ Create a pamphlet/brochure about leisurely things to do in a specific region of Spain.
- ❑ Poster: "Cuando era niño/a..." Poster with a photo from when the student was 5 years old describing his or her childhood.
- ❑ Create a story using Little Bird Tales to compare their childhood to their life now  
<https://littlebirdtales.com/>

#### Interdisciplinary Connections

- ❑ **Music:** Learn various childhood songs in the target language.

#### Technology Integration

- ❑ Use online polling sites to gather class information about favorite and least favorite sports and activities during childhood.  
[www.polleverywhere.com](http://www.polleverywhere.com)

	<p><b>Media Literacy Integration</b></p> <ul style="list-style-type: none"> <li>❑ Students will explore, analyze and interpret shopping information posted on store sites such as <a href="https://www.elcorteingles.es/">https://www.elcorteingles.es/</a></li> </ul> <p><b>Global Perspectives</b></p> <ul style="list-style-type: none"> <li>❑ Identify various leisure activities of children &amp; teenagers in Spain and how they compare/contrast with those of the United States</li> </ul>
<p><b>Career Readiness, Life Literacies, and Key Skills Practices:</b></p> <ul style="list-style-type: none"> <li>● Act as a responsible and contributing community member and employee.</li> <li>● Attend to financial well-being.</li> <li>● Consider the environmental, social, and economic impacts of decisions.</li> <li>● Demonstrate creativity and innovation.</li> <li>● Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● Model integrity, ethical leadership, and effective management.</li> <li>● Plan education and career paths aligned to personal goals.</li> <li>● Use technology to enhance productivity, increase collaboration, and communicate effectively.</li> <li>● Work productively in teams while using cultural/ global competence.</li> </ul>	

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Broadcasts		With mentors
Models & Figures		
<div>Intervention Strategies</div>		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
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- ❑ [www.podcastsinspanish.org](http://www.podcastsinspanish.org)
- ❑ [www.quizlet.com](http://www.quizlet.com)
- ❑ [www.quizizz.com](http://www.quizizz.com)
- ❑ [www.flipgrid.com](http://www.flipgrid.com)
- ❑ [www.padlet.com](http://www.padlet.com)
- ❑ [www.gimkit.com](http://www.gimkit.com)
- ❑ [www.youtube.com](http://www.youtube.com)
  - ❑ <https://www.youtube.com/watch?v=Oj0b8GhkBD0>
- ❑ Google - Classroom/Docs/Sheets/Forms/Maps
- ❑ [www.edpuzzle.com](http://www.edpuzzle.com)
  - ❑ <https://edpuzzle.com/media/5ddb48989288eb40b14aa98f>
- ❑ [www.activelylearn.com](http://www.activelylearn.com)
- ❑ [www.newsela.com](http://www.newsela.com)
- ❑ [www.studyspanish.com](http://www.studyspanish.com)
- ❑ Image Picture Prompt -  
<https://docs.google.com/presentation/d/1X-AbyC3zKbhbsUPSAKkRzOMvPSuGWyAJJoDwFZk0L94c/edit?usp=sharing>
- ❑ No instructions included (2013) - Movie

## Unit 3 - ¡Estamos de fiesta!

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#### Big Ideas: *Course Objectives/ Content Statement(s)*

- ❑ This unit will foster a greater understanding of the family, the traditions and holidays honored by the Spanish-speaking communities. Students will learn the vocabulary for each of these themes and compare and contrast them with their own family values and traditions.

<b>Essential Questions</b> <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<b>Enduring Understandings</b> <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> <li>❑ Why do people celebrate holidays?</li> <li>❑ What is the difference between a day that is special for only one person or one family and a day that is special for a whole country or region?</li> <li>❑ How does culture influence the concept of family?</li> <li>❑ What roles do different family members play in a typical family in Spanish-speaking countries?</li> </ul>	<p><b>Students will understand that:</b></p> <ul style="list-style-type: none"> <li>❑ Holidays are often based on religious or historical events.</li> <li>❑ Different regions have various ways to celebrate special days and occasions.</li> <li>❑ The concept of what makes a family can be culturally defined</li> <li>❑ Calendar dates are expressed differently in Spanish.</li> <li>❑ Comparisons and superlatives are useful when contrasting two items.</li> <li>❑ Possessive adjectives change depending on gender and number.</li> </ul>

Areas of Focus: Proficiencies (Progress Indicators)	Examples, Outcomes, Assessments
<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.</li> <li><input type="checkbox"/> 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.</li> <li><input type="checkbox"/> 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.</li> <li><input type="checkbox"/> 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).</li> <li><input type="checkbox"/> 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.</li> <li><input type="checkbox"/> 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).</li> <li><input type="checkbox"/> 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.</li> <li><input type="checkbox"/> 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.</li> <li><input type="checkbox"/> 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.</li> <li><input type="checkbox"/> 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.</li> <li><input type="checkbox"/> 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.</li> <li><input type="checkbox"/> 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.</li> <li><input type="checkbox"/> 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</li> <li><input type="checkbox"/> 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.</li> </ul>	<p><b>Instructional Focus:</b></p> <p>In the target language students will...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand spoken and written materials related to family and friends.</li> <li><input type="checkbox"/> Interpret a family tree.</li> <li><input type="checkbox"/> Ask somebody else questions about their respective families.</li> <li><input type="checkbox"/> Compare and contrast customs and celebrations related to families in Spanish-Speaking countries and their own culture.</li> <li><input type="checkbox"/> Name major Spanish/Hispanic holidays and explain how and when they are celebrated.</li> <li><input type="checkbox"/> Use possessive adjectives to describe family members.</li> </ul> <p><b>Sample Assessments:</b></p> <p><b>Formative</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Listening activities with post discussions</li> <li><input type="checkbox"/> Gallery Walks - Holidays</li> <li><input type="checkbox"/> Inside/Outside Circle - Talk about Favorite family celebrations</li> <li><input type="checkbox"/> Polls and quizzes (Gimkit, Quizzizz, Quizlet Live, Polleverywhere, etc.)</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Vocabulary quizzes</li> <li><input type="checkbox"/> Unit Test</li> <li><input type="checkbox"/> Individual and group projects</li> </ul> <p><b>Projects/Post Assessment:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Integrated Performance Assessment (Unit Assessment)</li> </ul> <p><b>Instructional Strategies:</b></p> <p><b>Interpretive:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read and interpret authentic invitation cards.</li> <li><input type="checkbox"/> Video - Quinceañeras / Tradición precolombina + Comprehension question</li> <li><input type="checkbox"/> Short film - 17 años juntos + comprehension/discussion questions</li> </ul> <p><b>Interpersonal:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Role play - Two friends deciding for a party to attend</li> <li><input type="checkbox"/> Interview - Ask questions to a Spanish teacher about family events.</li> </ul> <p><b>Presentational:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Create an invitation card for an event</li> </ul>



Real life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

  

Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading



## Recommended Texts:

### Teacher Resources:

- ❑ [www.spanishlistening.org](http://www.spanishlistening.org)
  - ❑ <http://www.spanishlistening.org/content/011-manuel-puertorico-ultimapelicula.html>
  - ❑ <http://www.spanishlistening.org/content/067-lisbeth-guatemala-besttown.html>
  - ❑ <http://www.spanishlistening.org/content/300-olga-mexico-wedding.html>
- ❑ [www.podcastsinspanish.org](http://www.podcastsinspanish.org)
- ❑ [www.quizlet.com](http://www.quizlet.com)
- ❑ [www.quizizz.com](http://www.quizizz.com)
- ❑ [www.flipgrid.com](http://www.flipgrid.com)
- ❑ [www.padlet.com](http://www.padlet.com)
- ❑ [www.gimkit.com](http://www.gimkit.com)
- ❑ [www.youtube.com](http://www.youtube.com)
  - ❑ 17 años juntos - <https://www.youtube.com/watch?v=RIRdsTRFNeI&t=727s>
  - ❑ El regalo - <https://www.youtube.com/watch?v=RP1GsCyoAE>
- ❑ Google - Classroom/Docs/Sheets/Forms/Maps
- ❑ [www.edpuzzle.com](http://www.edpuzzle.com)
  - ❑ <https://edpuzzle.com/media/5e703a883a8bcf3ebc93c1dc>
- ❑ [www.activelylearn.com](http://www.activelylearn.com)
  - ❑ <https://www.euromundoglobal.com/noticia/416642/sociedad/como-se-celebran-los-cumpleanos-en-algunos-paises.html>
- ❑ [www.newsela.com](http://www.newsela.com)
- ❑ [www.studyspanish.com](http://www.studyspanish.com)

## Unit 4 - Vamos de compras

### 2020 New Jersey Student Learning Standards– World Languages

#### 7.1 World Languages - Novice High

##### **Interpretive Mode of Communication**

**Novice High learners** sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

##### **Interpersonal Mode of Communication**

**Novice High learners** understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.

##### **Presentational Mode of Communication**

**Novice High learners** present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.

##### **Big Ideas:***Course Objectives/ Content Statement(s)*

- ❑ One of the first things we notice about a person is the clothing he or she is wearing. If we want to get to know another person or culture we need to look at clothing as a cultural product and explore all its nuances. Many of the same clothes that are “in” in the US are also popular in Spanish-speaking countries such as T-shirts and jeans. However even though the casual look is acceptable, sloppiness is frowned upon. In addition, traditional dress varies by region and is worn during special festivities throughout Spain and Latin America. In this Unit, students will be able to shop for clothing, inquiring with sales associates about items, prices, and purchasing. They will share opinions about clothing, and understand advertising (print, web, radio, tv). In addition they will understand how culture influences fashion trends for example by looking at trends in the target country and our own. Finally, they will understand the fluidity of the definition of style which can vary by culture, ethnicity, background or life objectives of a person.

<p><b>Essential Questions</b></p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p><b>Enduring Understandings</b></p> <p><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> <li>❑ How does one pay for purchases in the US? How can you pay for purchases if traveling abroad?</li> <li>❑ When do you get the best deal when clothes shopping in the US? How about abroad?</li> <li>❑ What is the relative value of the dollar compared to the euro or the Mexican peso?</li> <li>❑ Do you prefer to shop online or in store? How often do you shop online? What are the advantages?</li> <li>❑ What kind of clothing do children and teenagers in the US like to wear on a daily basis? How does it compare to what children and teenagers in Spain and other Spanish-speaking countries like to wear?</li> <li>❑ How does your definition of style compare to other children in your classroom, town and the US? How does it compare to other cultures?</li> <li>❑ How does one's culture/ethnicity/background influence the clothes we wear?</li> <li>❑ How does culture influence fashion? And the reverse, how can fashion influence a culture?</li> <li>❑ Where can you buy clothing in the US? s and disadvantages of shopping online?</li> </ul>	<p><b>Students will understand that:</b></p> <ul style="list-style-type: none"> <li>❑ Clothing styles may vary by culture, ethnicity, background and life objectives.</li> <li>❑ World cultures influence fashion trends.</li> <li>❑ The fashion industry can influence the way cultures dress.</li> <li>❑ Sales happen twice a year in Spain during the summer and winter. Discounts may increase weekly until all merchandise from the previous season is sold to make room for the new season. Stores do not regularly have a sales rack as they do in the US.</li> <li>❑ Currencies vary from country to country.</li> <li>❑ Culture influences the types of fabric and colors used to make clothing. For example, alpaca fiber as opposed to sheep's wool. Bright colors and flower designs in the Caribbean.</li> <li>❑ The verb ser has irregular present tense conjugations and it is used to describe clothing and the material clothing is made of.</li> <li>❑ The verbs “probarse” and “encontrar” are stem changing in the present tense. “Probarse” is also a reflexive verb.</li> <li>❑ Demonstrative adjectives este, ese and aquel and their variations are used to point out things and people that are nearby. Demonstrative adjectives can also be used as pronouns to replace nouns.</li> </ul>
<p><b>Areas of Focus: Proficiencies (Progress Indicators)</b></p>	<p><b>Examples, Outcomes, Assessments</b></p>
<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>❑ 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.</li> <li>❑ 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.</li> <li>❑ 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.</li> <li>❑ 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).</li> </ul>	<p><b>Instructional Focus:</b></p> <p>In the target language students will...</p> <ul style="list-style-type: none"> <li>❑ Describe patterns and fabric.</li> <li>❑ Describe clothing in detail.</li> <li>❑ Indicate sizes of clothing.</li> <li>❑ Discuss clothing preferences and make comparisons.</li> <li>❑ Discuss ways of paying for purchases.</li> <li>❑ Understand the relative value of currencies.</li> </ul>

- ☐ 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.
- ☐ 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).
- ☐ 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
- ☐ 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
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- ☐ 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.
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- ☐ 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- ☐ 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
- ☐ 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.
- ☐ 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.
- ☐ 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.
- ☐ 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- ☐ 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.
- ☐ 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate

## Sample Assessments:

### Formative

- ☐ Listening activities with post discussions relation to clothing
- ☐ Gallery Walks - Los pecados de la moda
- ☐ Inside/Outside Circle - Talk about Favorite clothing stores and styles
- ☐ Polls and quizzes (Gimkit, Quizzizz, Quizlet Live, Polleverywhere, etc.)

### Summative

- ☐ Vocabulary quizzes
- ☐ Unit Test
- ☐ Individual and group projects

### Projects/Post Assessment:

- ☐ Integrated Performance Assessment (Unit Assessment)

### Instructional Strategies:

#### Interpretive:

- ☐ Scavenger hunt using the website for el Corte Ingles:

[https://docs.google.com/document/d/15xNbM9b\\_TWk7\\_Mq\\_BX7tV6m99dHqutwtDVHOj89giJw/edit?usp=sharing](https://docs.google.com/document/d/15xNbM9b_TWk7_Mq_BX7tV6m99dHqutwtDVHOj89giJw/edit?usp=sharing)

- ☐ Bachata Song - Dile que te amo + Cloze activity + Comprehension questions  
-<https://www.youtube.com/watch?v=V2FSBUraGcI>
- ☐ History of the jeans - Comprehension questions.

#### Interpersonal:

- ☐ Role Play - Shopping scenarios
- ☐ Interview classmates about their opinion on current fashion trends
- ☐ Discuss with classmate - Song - Dile que te amo - Parents reactions to present fashion trends

#### Presentational:

- ☐ Oral presentation about fashions trends in past decades
- ☐ Create a radio ad for a clothing store
- ☐ Write an email to a friend coming to the US and give advice about what to bring during the visit.

#### Interdisciplinary Connections

- ☐ **Math:** Convert euros to dollars and vice versa
- ☐ **Marketing/Advertising:** Analyze marketing tools used on website to attract customers

change in the student's community and/or different regions in the United States.

### Technology Integration

- ☐ Use Canvas to create a clothing store advertisement in Spanish.

### Media Literacy Integration

- ☐ Examine clothing ads and identify what they are trying to sell and what “promises” or ideas are they using to convince you to buy the product.

### Global Perspectives

- ☐ Explore popular fashion trends in Spain
- ☐ Compare and contrast popular brands in Spain vs. the United States

### Career Readiness, Life Literacies, and Key Skills Practices:

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social, and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- Work productively in teams while using cultural/ global competence.

### Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software

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- ☐ [www.podcastsinspanish.org](http://www.podcastsinspanish.org)
- ☐ [www.quizlet.com](http://www.quizlet.com)
- ☐ [www.quizizz.com](http://www.quizizz.com)
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- ☐ [www.gimkit.com](http://www.gimkit.com)
- ☐ [www.youtube.com](http://www.youtube.com)
- ☐ Google - Classroom/Docs/Sheets/Forms/Maps
- ☐ [www.edpuzzle.com](http://www.edpuzzle.com)
  - ☐ <https://edpuzzle.com/media/5e7d4d5ed3acdf3f953f292f>
- ☐ [www.activelylearn.com](http://www.activelylearn.com)
  - ☐ <https://www.eluniversal.com.mx/de-ultima/10-tendencias-de-moda-que-arrasaran-en-2019>
- ☐ [www.newsela.com](http://www.newsela.com)
- ☐ [www.studyspanish.com](http://www.studyspanish.com)
- ☐ Infografia - Antes de comprar -  
<https://drive.google.com/file/d/1vpRJPszhWyhLLtLFGAGJCeF7g0L3ICZt/view?usp=sharing>

## Unit 5 - ¿Qué sugieres que pida?

### 2020 New Jersey Student Learning Standards– World Languages

#### 7.1 World Languages - Novice High

##### **Interpretive Mode of Communication**

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##### **Presentational Mode of Communication**

**Novice High learners** present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.

##### **Big Ideas:***Course Objectives/ Content Statement(s)*

- ❑ With travel comes the opportunity to experience the food of the host country. Spain and Latin America are known for their varied culinary delights, and students will benefit from learning about some of the dishes that give this food its flare. In this unit, students will learn how to express commands to provide instruction when preparing different dishes.



<b>Essential Questions</b> <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<b>Enduring Understandings</b> <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> <li>❑ What Spanish and Latin American food have you tried and/or heard about?</li> <li>❑ What grammar and vocabulary do you need to be able to make it through a typical meal with a Spanish-speaking host family? In a restaurant in Spain or Latin America?</li> <li>❑ How do you decide what you're going to order from a restaurant menu?</li> </ul>	<p><b>Students will understand that:</b></p> <ul style="list-style-type: none"> <li>❑ In Spain and Latin America, meals are eaten at different times than here in the United States and look different, too.</li> <li>❑ Immediately after a meal, conversation continues to flow at the table for a good amount of time during the <i>sobremesa</i>.</li> <li>❑ The negative “tú” command is formed by using the “tú” form of the present subjunctive.</li> </ul>
<b>Areas of Focus: Proficiencies (Progress Indicators)</b>	<b>Examples, Outcomes, Assessments</b>
<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>❑ 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.</li> <li>❑ 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.</li> <li>❑ 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.</li> <li>❑ 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).</li> <li>❑ 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.</li> <li>❑ 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).</li> <li>❑ 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.</li> <li>❑ 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.</li> <li>❑ 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.</li> </ul>	<p><b>Instructional Focus:</b> In the target language students will...</p> <ul style="list-style-type: none"> <li>❑ Identify and describe various common Spanish dishes and ingredients.</li> <li>❑ List popular tapas served in Spain and their respective ingredients.</li> <li>❑ Follow a video tutorial and list the ingredients.</li> <li>❑ Recite a recipe after watching a video tutorial in the target language.</li> <li>❑ Be able to give commands using the “tú” form in the positive and negative format.</li> </ul> <p><b>Sample Assessments:</b></p> <p><b>Formative</b></p> <ul style="list-style-type: none"> <li>❑ Listening activities with post discussions relation to food</li> <li>❑ Gallery Walks - Poems/ Odes about food</li> <li>❑ Inside/Outside Circle - Talk about favorite food and restaurants</li> <li>❑ Polls and quizzes (Gimkit, Quizizz, Quizlet Live, Polleverywhere, etc.)</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>❑ Vocabulary quizzes</li> <li>❑ Unit Test</li> <li>❑ Individual and group projects</li> </ul> <p><b>Projects/Post Assessment:</b></p> <ul style="list-style-type: none"> <li>❑ Integrated Performance Assessment (Unit Assessment)</li> </ul>

<ul style="list-style-type: none"> <li><input type="checkbox"/> 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.</li> <li><input type="checkbox"/> 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.</li> <li><input type="checkbox"/> 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.</li> <li><input type="checkbox"/> 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</li> <li><input type="checkbox"/> 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.</li> <li><input type="checkbox"/> 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.</li> <li><input type="checkbox"/> 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.</li> <li><input type="checkbox"/> 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.</li> <li><input type="checkbox"/> 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</li> <li><input type="checkbox"/> 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.</li> <li><input type="checkbox"/> 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.</li> </ul>	<p><b>Instructional Strategies:</b></p> <p><b>Interpretive:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read Pablo Neruda - Oda al tomate - Comprehension question</li> <li><input type="checkbox"/> Video - Cooking show in Argentina - Comprehension questions</li> <li><input type="checkbox"/> Mi plato - Article - Comprehension questions</li> </ul> <p><b>Interpersonal:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Role Play - Waiter / Client at a restaurant</li> <li><input type="checkbox"/> Discuss with classmates - Healthy options for food</li> <li><input type="checkbox"/> Interview Spanish-speaking students about cafeteria lunch options</li> </ul> <p><b>Presentational:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Create a menu for a restaurant</li> <li><input type="checkbox"/> Create a cooking Show video</li> <li><input type="checkbox"/> Write an email to the school principal providing suggestions for a better school lunch</li> </ul> <p><b>Interdisciplinary Connections.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Health:</b> Discuss healthy food options (choosemyplate.gov - Articles)</li> </ul> <p><b>Technology Integration</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Using recording tools to create a cooking show</li> </ul> <p><b>Media Literacy Integration</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explore the importance that restaurant reviews plays in today's world.</li> </ul> <p><b>Global Perspectives</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Compare and contrast the differences between meals in Spanish-Speaking countries and the United States. Ex. Why is lunch more important in some countries in comparison to dinner in the US?</li> </ul>
<p><b>Career Readiness, Life Literacies, and Key Skills Practices:</b></p> <ul style="list-style-type: none"> <li>● Act as a responsible and contributing community member and employee.</li> <li>● Attend to financial well-being.</li> <li>● Consider the environmental, social, and economic impacts of decisions.</li> <li>● Demonstrate creativity and innovation.</li> <li>● Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● Model integrity, ethical leadership, and effective management.</li> <li>● Plan education and career paths aligned to personal goals.</li> <li>● Use technology to enhance productivity, increase</li> </ul>	

collaboration, and communicate effectively.

- Work productively in teams while using cultural/ global competence.

### Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

### Intervention Strategies

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need

Audio Books	Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	
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### Recommended Texts:

#### Teacher Resources:

- ❑ [www.spanishlistening.org](http://www.spanishlistening.org)
  - ❑ [http://www.spanishlistening.org/content/162-juan\\_argentina\\_healthy-diet.html](http://www.spanishlistening.org/content/162-juan_argentina_healthy-diet.html)
  - ❑ <http://www.spanishlistening.org/content/221-Laura-Spain-Dining.html>
- ❑ [www.podcastsinspanish.org](http://www.podcastsinspanish.org)
- ❑ [www.quizlet.com](http://www.quizlet.com)
- ❑ [www.quizizz.com](http://www.quizizz.com)
- ❑ [www.flipgrid.com](http://www.flipgrid.com)
- ❑ [www.padlet.com](http://www.padlet.com)
- ❑ [www.gimkit.com](http://www.gimkit.com)
- ❑ [www.youtube.com](http://www.youtube.com)
- ❑ Google - Classroom/Docs/Sheets/Forms/Maps
- ❑ [www.edpuzzle.com](http://www.edpuzzle.com)
  - ❑ <https://edpuzzle.com/media/5eab7a9712dd413f06ac2184>
  - ❑ <https://edpuzzle.com/media/5ed5ae60163b6b3f1b39dc32>
- ❑ [www.activelylearn.com](http://www.activelylearn.com)
  - ❑ <https://cookpad.com/eeuu/recetas/535433-como-preparar-sushi-en-casa-paso-a-paso>
- ❑ [www.newsela.com](http://www.newsela.com)
- ❑ [www.studyspanish.com](http://www.studyspanish.com)
- ❑ Mi plato - [https://drive.google.com/file/d/17GoCm\\_IbZktwWn6Vyyq7HQLWIs0f-0qa/view?usp=sharing](https://drive.google.com/file/d/17GoCm_IbZktwWn6Vyyq7HQLWIs0f-0qa/view?usp=sharing)
- ❑ East Side Sushi (2014) - Movie

## Curricular Addendum

### Career-Ready Practices

**CRP1:** Act as a responsible and contributing citizen and employee.

**CRP2:** Apply appropriate academic and technical skills.

**CRP3:** Attend to personal health and financial well-being.

**CRP4:** Communicate clearly and effectively and with reason.

**CRP5:** Consider the environmental, social and economic impacts of decisions.

**CRP6:** Demonstrate creativity and innovation.

**CRP7:** Employ valid and reliable research strategies.

### Interdisciplinary Connections

- Close Reading of works of art, music lyrics, videos, and advertisements
- Use [Standards for Mathematical Practice](#) and [Cross-Cutting Concepts](#) in science to support debate/inquiry across thinking processes

### Technology Integration

#### Ongoing:

- Listen to books on CDs, Playaways, videos, or podcasts if available.

**CRP8:** Utilize critical thinking to make sense of problems and persevere in solving them.

**CRP9:** Model integrity, ethical leadership and effective management.

**CRP10:** Plan education and career paths aligned to personal goals.

**CRP11:** Use technology to enhance productivity.

**CRP12:** Work productively in teams while using cultural global competence.

- Use document camera or overhead projector for shared reading of texts.

Other:

- Use Microsoft Word, Inspiration, or SmartBoard Notebook software to write the words from their word sorts.
- Use available technology to create concept maps of unit learning.

**Instructional Strategies:  
Supports for English Language Learners:**

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia)	Charts	In pairs or partners
Manipulatives	Graphic organizers	In triads or small groups
Pictures & photographs	Tables	In a whole group
Illustrations, diagrams, & drawings	Graphs	Using cooperative group structures
Magazines & newspapers	Timelines	With the Internet (websites) or software programs
Physical activities	Number lines	In the home language
Videos & films		With mentors
Broadcasts		
Models & figures		

from <https://wida.wisc.edu>

**Media Literacy Integration**

- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading and comprehension skills.

**Global Perspectives**

- [The Global Learning Resource Library](#)

**Differentiation Strategies:**

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g., directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding (e.g., writing, reading aloud, answering questions in class)	Individualized assessment tools based on student need
Audio Books	Utilize prereading strategies and activities: previews, anticipatory guides, and semantic mapping	Modified assessment grading