

PITTSGROVE TOWNSHIP SCHOOL DISTRICT



Course Name: 8th Grade Spanish	Grade Level(s): 8th Grade
Department: Humanities	Credits:
BOE Adoption Date: September 2021	Revision Date(s):

Course Description

According to the New Jersey Student Learning Standards, students at the Novice-Mid proficiency level will, “be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.” Middle School students learn communicative skills by exploring the language and culture of Spanish Speaking countries. The program continues in the eighth grade as an exploratory course designed to give the students a base knowledge to prepare them for Spanish I at the high school. During the course, the students learn vocabulary and continue to communicate in the target language. The course also covers the culture of Spain, and the many Spanish speaking countries throughout the world. Students are further exposed to customs, food, songs, and history.

Mission Statement

The Pittsgrove Township School District believes in growing all learners to thrive. The district offers an intellectually rigorous, dynamic curriculum aligned to state and national standards coupled with research-based practices in classrooms. The Pittsgrove Township School District strives to highlight critical thinking, problem-solving, intercultural literacy, digital literacy, collaboration, innovation, and a growth mindset as part of the instructional core of learning. The district provides high quality resources to provide young people the knowledge they need to approach the future as leaders and learners.

Curriculum & Instruction Goals

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum PreK-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and ongoing progress monitoring

How to Read this Document

This curricular document contains both a *pacing guide* and *curriculum units* . The pacing guide serves to communicate an estimated timeframe as to *when* critical knowledge and skills will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, objectives, instructional strategies, resources, and assessments.

NJ Administrative Code and Statutes Key
^=Amistad Law O=Diversity & Inclusion Law <>=Holocaust + =LGBT and Disabilities Law *=AAPI (Asian American and Pacific Islanders) \$=Financial Literacy Use this key to understand where the NJ mandates are being implemented in the K-12 curriculum units.

Pacing Guide

Course Title: 8th Grade Spanish

Prerequisite(s): None

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Critical Knowledge and Skills
<p>Unit 1: Let's Go Out!</p> <p>Cultural Context: * Hisp. Her. Month * Día de Los M. * Navidad/Janucá/ * Cuansa * El Año Nuevo * San Valentín * Carnaval * El 5 de Mayo * La Tomatina * San Fermín</p> <p>Topics: * Talking on the phone * Plans * Getting ready * Courtesies * Transportation * Tener idioms * "Ar" verbs * "Er" verbs * "Ir" verbs</p>	<p>25-30 days</p>	<p>POWER STANDARD:</p> <ul style="list-style-type: none"> • 7.1.NH.PRSNT.1: Recombine <i>basic information</i> at the <i>phrase and sentence level</i> related to <i>everyday topics</i> and themes. <p><u>Interpretive Mode:</u></p> <ul style="list-style-type: none"> • 7.1.NM. IPRET.1: Identify familiar spoken and written <i>words, phrases, and simple sentences</i> contained in culturally authentic materials and other resources related to targeted themes. • 7.1.NM. IPRET.3: Identify familiar <i>people, places, objects in daily life</i> based on simple oral and written descriptions. • 7.1.NM. IPRET.4: Report on the <i>content of short</i> 	<p>Students will understand:</p> <ol style="list-style-type: none"> 1. How to integrate previously learned vocabulary, grammar, and cultural context to create new conversations. 2. How to build relationships with others, integrating previously learned vocabulary, grammar, and cultural context with new information. 3. How to make sense of figurative language in Spanish. 	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Talk on the phone 2. Talk about making plans 3. Talk about getting ready 4. Talk about how to politely turn down and invitation 5. Talk about transportation 6. Use tener idioms

<p>* Verb conjugation</p>		<p><i>messages that they hear, view, and read on predictable culturally authentic material.</i></p> <p><u>Interpersonal Mode:</u></p> <ul style="list-style-type: none"> • 7.1.NM.IPERS.1: Request and provide information by <i>asking and answering simple questions, using memorized words and phrases.</i> • 7.1.NM.IPERS.2: Share <i>basic needs</i> on very familiar topics using <i>words, phrases, and short memorized, formulaic sentences practiced in class.</i> • 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.IPERS.4: Give and follow <i>simple oral and written directions, commands, and requests</i> 		
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		<p>when participating in classroom and cultural activities.</p> <ul style="list-style-type: none"> • 7.1.NM.IPERS.5: Imitate <i>gestures and intonation of the target culture(s)</i> native speakers when <i>greetings others, during leave-takings, and daily interactions.</i> <p><u>Presentational Mode:</u></p> <ul style="list-style-type: none"> • 7.1.NM.PRSNT.1: Present <i>basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</i> • 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple <i>poetry, rhymes, songs, and skits.</i> • 7.1.NM.PRSNT.4: Copy/write <i>words, phrases, or simple guided texts</i> on familiar topics. • 7.1.NM.PRSNT.5: Present <i>information from age- and level-appropriate, culturally</i> 		
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		<p>authentic materials orally or in writing.</p> <p><u>Interpretive Mode:</u> 7.1.NH. IPRET.1: Identify <i>familiar words and phrases</i> in culturally authentic materials related to targeted themes. • 7.1.NH. IPRET.2: Understand the <i>main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences</i> in culturally authentic materials related to targeted themes. • 7.1.NH. IPRET.4: Recognize some <i>common gestures and cultural practices</i> associated with target culture(s). • 7.1.NH. IPRET.8: Demonstrate comprehension of <i>brief oral and written messages</i> using contextualized culturally authentic materials on global issues, including climate change.</p> <p><u>Interpersonal Mode:</u> 7.1.NH.IPERS.1: Exchange</p>		
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		<p><i>basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.</i></p> <ul style="list-style-type: none"> • 7.1.NH.IPERS.4: Give and follow a <i>series of oral and written directions, commands, and requests for participating in classroom and cultural activities.</i> • 7.1.NH.IPERS.5: Imitate appropriate <i>gestures, intonation, and common idiomatic expressions</i> of the target culture(s)/language during daily interactions. <p><u>Presentational Mode:</u></p> <ul style="list-style-type: none"> • 7.1.NH.PRSNT.2: Create and present <i>brief messages</i> using <i>familiar vocabulary orally or in writing.</i> • 7.1.NH.PRSNT.5: When speaking and writing, use <i>simple sentences</i> and try to connect them with a <i>few transition words.</i> 		
<p>Unit 2: Dining Out On the Town!</p>	25-30 days	<p>POWER STANDARD:</p> <ul style="list-style-type: none"> • 7.1.NH.IPERS.5: Imitate appropriate <i>gestures, intonation, and common</i> 	Students will understand:	Students will be able to: 1. Talk about meals and food

<p>Cultural Context: * Hisp. Her. Month * Día de Los M. * Navidad/Janucá/ * Cuansa * El Año Nuevo * San Valentín * Carnaval * El 5 de Mayo * La Tomatina * San Fermín</p> <p>Topics: * Food * Menus * Courtesies * Money</p>		<p><i>idiomatic expressions</i> of the target culture(s)/language during daily interactions.</p> <p><u>Interpretive Mode:</u></p> <ul style="list-style-type: none"> • 7.1.NM. IPRET.1: Identify familiar spoken and written <i>words, phrases, and simple sentences</i> contained in culturally authentic materials and other resources related to targeted themes. • 7.1.NM. IPRET.3: Identify familiar <i>people, places, objects in daily life</i> based on simple oral and written descriptions. • 7.1.NM. IPRET.4: Report on the <i>content of short messages</i> that they <i>hear, view, and read on predictable</i> culturally authentic material. <p><u>Interpersonal Mode:</u></p> <ul style="list-style-type: none"> • 7.1.NM.IPERS.1: Request and provide information by <i>asking and answering simple questions</i>, using <i>memorized words and phrases</i>. 	<ol style="list-style-type: none"> 1. How to use figurative language and idiomatic expressions to communicate in an authentic cultural context. 2. The importance of using courtesy expressions in an authentic cultural context. 	<ol style="list-style-type: none"> 2. Talk about breakfast, lunch, and dinner 3. Making polite requests 4. Ordering in a restaurant 5. Asking and paying the bill in a restaurant
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		<ul style="list-style-type: none"> • 7.1.NM.IPERS.2: Share <i>basic needs</i> on very familiar topics using <i>words, phrases, and short memorized, formulaic sentences practiced in class.</i> • 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.IPERS.4: Give and follow <i>simple oral and written directions, commands, and requests</i> when participating in classroom and cultural activities. • 7.1.NM.IPERS.5: Imitate <i>gestures and intonation of the target culture(s) native speakers when greetings others, during leave-takings, and daily interactions.</i> <p><u>Presentational Mode:</u></p>		
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		<ul style="list-style-type: none"> • 7.1.NM.PRSNT.1: Present <i>basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</i> • 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple <i>poetry, rhymes, songs, and skits.</i> • 7.1.NM.PRSNT.4: Copy/write <i>words, phrases, or simple guided texts</i> on familiar topics. • 7.1.NM.PRSNT.5: Present <i>information from age- and level-appropriate, culturally authentic materials orally or in writing.</i> <p><u>Interpretive Mode:</u></p> <p>7.1.NH. IPRET.1: Identify <i>familiar words and phrases</i> in culturally authentic materials related to targeted themes.</p> <ul style="list-style-type: none"> • 7.1.NH. IPRET.2: Understand the <i>main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words,</i> 		
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		<p><i>phrases, and short sentences</i> in culturally authentic materials related to targeted themes.</p> <ul style="list-style-type: none"> • 7.1.NH. IPRET.4: Recognize some <i>common gestures and cultural practices</i> associated with target culture(s). • 7.1.NH. IPRET.8: Demonstrate comprehension of <i>brief oral and written messages</i> using contextualized culturally authentic materials on global issues, including climate change. <p><u>Interpersonal Mode:</u></p> <p>7.1.NH.IPERS.1: Exchange <i>basic information</i> by recombining <i>memorized words, phrases, and sentences on topics related to self and targeted themes</i> to express original ideas and information.</p> <ul style="list-style-type: none"> • 7.1.NH.IPERS.4: Give and follow a <i>series of oral and written directions, commands, and requests for participating in classroom</i> and cultural activities. <p><u>Presentational Mode:</u></p>		
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		<ul style="list-style-type: none"> • 7.1.NH.PRSNT.1: Recombine <i>basic information</i> at the <i>phrase</i> and <i>sentence level</i> related to <i>everyday topics</i> and themes. • 7.1.NH.PRSNT.2: Create and present <i>brief messages</i> using <i>familiar vocabulary orally or in writing</i>. • 7.1.NH.PRSNT.5: When speaking and writing, use <i>simple sentences</i> and try to connect them with a <i>few transition words</i>. 		
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Instructional Unit Map				
Course Title: 8th Grade Spanish				
Unit Title	Unit 1: Let's Go Out!		Start Date:	Beginning of each trimester
			Length of Unit:	5-6 weeks
Content Standards <i>What do we want them to know, understand, & do?</i>	POWER STANDARD: <ul style="list-style-type: none"> • 7.1.NH.PRSNT.1: Recombine <i>basic information</i> at the <i>phrase</i> and <i>sentence level</i> related to <i>everyday topics</i> and themes. <u>Interpretive Mode:</u>	Learning Goals	Students will understand: <ol style="list-style-type: none"> 1. How to integrate previously learned vocabulary, grammar, and cultural context to create new conversations. 2. How to build relationships with others, integrating previously learned vocabulary, grammar, and cultural context with new information. 	

	<ul style="list-style-type: none"> • 7.1.NM. IPRET.1: Identify familiar spoken and written <i>words, phrases, and simple sentences</i> contained in culturally authentic materials and other resources related to targeted themes. • 7.1.NM. IPRET.3: Identify familiar <i>people, places, objects in daily life</i> based on simple oral and written descriptions. • 7.1.NM. IPRET.4: Report on the <i>content of short messages</i> that they <i>hear, view, and read on predictable</i> culturally authentic material. <p><u>Interpersonal Mode:</u></p> <ul style="list-style-type: none"> • 7.1.NM.IPERS.1: Request and provide information by <i>asking and answering simple questions</i>, using <i>memorized words and phrases</i>. • 7.1.NM.IPERS.2: Share <i>basic needs</i> on very familiar topics using <i>words, phrases, and short memorized, formulaic sentences practiced in class</i>. • 7.1.NM.IPERS.3: Express one's own and react to 		<p>3. How to make sense of figurative language in Spanish.</p>
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	<p>others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.</p> <ul style="list-style-type: none"> • 7.1.NM.IPERS.4: Give and follow <i>simple oral and written directions, commands, and requests</i> when participating in classroom and cultural activities. • 7.1.NM.IPERS.5: Imitate <i>gestures and intonation of the target culture(s)</i> native speakers when <i>greetings others, during leave-takings, and daily interactions.</i> <p><u>Presentational Mode:</u></p> <ul style="list-style-type: none"> • 7.1.NM.PRSNT.1: Present <i>basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</i> • 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple <i>poetry, rhymes, songs, and skits.</i> 		
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	<ul style="list-style-type: none"> • 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. • 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing. <p><u>Interpretive Mode:</u></p> <p>7.1.NH. IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.</p> <ul style="list-style-type: none"> • 7.1.NH. IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. • 7.1.NH. IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s). • 7.1.NH. IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global 		
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	<p>issues, including climate change.</p> <p><u>Interpersonal Mode:</u></p> <p>7.1.NH.IPERS.1: Exchange <i>basic information</i> by recombining <i>memorized words, phrases, and sentences</i> on <i>topics related to self and targeted themes</i> to express original ideas and information.</p> <ul style="list-style-type: none"> • 7.1.NH.IPERS.4: Give and follow a <i>series of oral and written directions, commands, and requests for participating in classroom and cultural activities.</i> • 7.1.NH.IPERS.5: Imitate appropriate <i>gestures, intonation, and common idiomatic expressions</i> of the target culture(s)/language during daily interactions. <p><u>Presentational Mode:</u></p> <ul style="list-style-type: none"> • 7.1.NH.PRSNT.2: Create and present <i>brief messages</i> using <i>familiar vocabulary orally or in writing.</i> • 7.1.NH.PRSNT.5: When speaking and writing, use <i>simple sentences</i> and try to connect them with a <i>few transition words.</i> 		
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Essential Questions	<ul style="list-style-type: none"> • How can I integrate previously learned vocabulary, grammar, and cultural context to create new conversations? • How can I build relationships with others, integrating previously learned vocabulary, grammar, and cultural context with new information? • How can I make sense of figurative language in Spanish? 					
Assessments <i>How will we know they have gained the knowledge & skills?</i>	<table border="1" style="width: 100%; background-color: black; color: white;"> <thead> <tr> <th style="width: 33%; text-align: center;">Formative</th> <th style="width: 33%; text-align: center;">Summative</th> <th style="width: 33%; text-align: center;">Alternative</th> </tr> </thead> </table>			Formative	Summative	Alternative
Formative	Summative	Alternative				
	<ul style="list-style-type: none"> • Choral and individual responses to questioning verbally and on the smartboard • Journal entries • Listening exercises • Quizzes • Speaking exercises • Student self-assessments • Think-Pair-Share discussions • Thumbs up/down, and other interactive answering strategies. • Warm ups/Tickets out the door 	<ul style="list-style-type: none"> • Dramatic Presentations • Musical Presentations • Oral presentations • Presentations • Projects • Skits, Drama, Re-enactments • Tests 	<ul style="list-style-type: none"> • Menu Options • Genius Hour • Student Choice 			
Unit Pre-Assessment(s) <i>What do they already know?</i>	<ul style="list-style-type: none"> • Google form survey • Anticipation activity • K-W-L Chart 					
Instructional Strategies/Student Activities	<p>Instructional Models</p> <ul style="list-style-type: none"> • TPACK (Technology, Pedagogy, and Content Knowledge) • TPR (Total Physical Response) • Multiple Intelligence Theory • Direct Instruction <p>Other</p> <ul style="list-style-type: none"> • Alternate assessments • Annotating text 					

- Audio and video recorded content for audio learners
- Bilingual resources
- Building on prior knowledge
- Chalk Talk
- Choice menus
- Cold Call
- Collaborative learning
- Conferencing
- Cooperative learning
- Cultural presentations
- Dialogue presentations
- Dialogues
- Digital Escape Rooms
- Discussions, genius hour
- Effective questioning strategies
- English proficient with ELL student
- Essays
- Essential questions,
- Flexible deadlines
- Formative assessment
- Google Doc creation/submissions
- Google Form creation/submissions
- Google Slides creation/submissions
- Google tools
- Graphic organizers (Venn Diagrams, KWLs, etc.)
- Guest speakers
- Heterogeneous grouping
- Homogeneous grouping
- Integration of content ELA, Social Studies, Music, Art, and STEM
- Interactive Word Wall
- Jigsaw
- Modeling
- Mural displays
- Music and songs
- Musical presentations
- Online games
- Peer Review/Feedback

	<ul style="list-style-type: none"> ● Performance-based activities ● Portfolio ● project-based activities ● Projects ● Quizzes ● Reflection ● Role play, simulations, drama, ● Rubrics ● Scaffolding ● Socratic Seminar ● Sorting ● Student choice ● Student created videos ● Student goal setting ● Student interest groupings ● Tests ● Text for visual and word learners ● Think-Pair-Shair ● Word wall 			
Instructional/Assessment Scaffolds <i>(Modifications /Accommodations) – planned for prior to instruction</i>	English Language Learners Special Education Learners Struggling Learners Advanced Learners			
	<ul style="list-style-type: none"> ● 1:1 student conference ● Allow for “silent period” for student to process communication ● Chunking ● Cognates to build vocabulary ● Collaborate with ELL teacher in order to develop additional strategies to support learner ● Cultural context of vocabulary using videos 	<ul style="list-style-type: none"> ● 1:1 student conference ● Additional time ● Allow oral responses ● Allow re-dos/retakes ● Answers to be dictated (if assessing writing skills) ● Chunk projects or long-term assignments 	<ul style="list-style-type: none"> ● 1:1 student conference ● Chunking ● Cognates to build vocabulary ● Collaborate with ELL teacher in order to develop additional strategies to support learner ● Cultural context of vocabulary using videos ● Highlight and discuss key words ● Limit required material for class presentation ● Online programs (ie: Duolingo which is individually paced) 	<ul style="list-style-type: none"> ● Choice Menus ● Choice menus ● Independent novel choice ● Independent Projects ● Learning stations ● Online programs (ie: Duolingo which is individually paced based on each student’s progress and ability) ● Student choice ● Tiered assessments

	<ul style="list-style-type: none"> ● Highlight and discuss key words ● Limit required material for class presentation ● Online programs (ie: Duolingo which is individually paced based on each student's progress and ability) ● Pre-teach when possible ● Preferential seating on an as-needed basis ● Provide key vocabulary prior to lesson and/or assessment ● Scaffolding of language as needed ● Small group instruction ● Visual charts and displays 	<ul style="list-style-type: none"> ● Collaborate with special education teacher and/or aide in order to develop student specific strategies/approaches ● Differentiated grouping ● Limit required material for class presentation ● Online programs (ie: Duolingo which is individually paced based on each student's progress and ability) ● Oral testing (assessing reading comprehension/writing skills) ● Preferential seating on an as-needed basis ● Provide study guides or study opportunities ● Read test aloud ● Read test passages/articles aloud (if assessing reading comprehension) 	<p>based on each student's progress and ability)</p> <ul style="list-style-type: none"> ● Pre-teach when possible ● Preferential seating on an as-needed basis ● Provide key vocabulary prior to lesson and/or assessment ● Scaffolding of language as needed ● Small group instruction ● Visual charts and displays 	
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		<ul style="list-style-type: none"> • Single step directions • Small group instruction • Tiered assessments • Truncated/shortened assessment • Use multiple choice format • Vary test formats • Visual charts and representations of concepts 		
<p>Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i></p>	<p>Access (Resources and/or Process)</p>		<p>Expression (Products and/or Performance)</p>	
	<ul style="list-style-type: none"> • Audio: Attached to Google Slides and in videos (Saludos, Día de Los Muertos, Las Posadas, Cinco de Mayo, Hisp. Her. Month, Día de Los M., Navidad/Janucá/Cuansa, El Año Nuevo, San Valentín, Carnaval, El 5 de Mayo, La Tomatina, San Fermín) • Closed Captions: Youtube and Discovery Teacher videos (Saludos, Día de Los Muertos, Las Posadas, Cinco de Mayo, Hisp. Her. Month, Día de Los M., Navidad/Janucá/Cuansa, El Año Nuevo, San Valentín, Carnaval, El 5 de Mayo, La Tomatina, San Fermín) • Chromebooks: access all content via Google Classroom (Saludos, Día de Los Muertos, Las Posadas, Cinco de Mayo, Hisp. Her. Month, Día de Los M., Navidad/Janucá/Cuansa, El Año Nuevo, San Valentín, Carnaval, El 5 de Mayo, La Tomatina, San Fermín) • Google Apps: ie: classroom, slides, forms, docs, sheets, etc. (Saludos, Día de Los Muertos, Las 		<ul style="list-style-type: none"> • Dramatic presentation • Written deliverables (ie: paragraph, letter, postcard, poem, rap and/or song lyrics,) • Oral presentations (skits/dialogues) • Peer conversations 1:1 and groups of three • Posters (paper or digital) • Reports (paper or digital) • Video presentations (individual, in pairs, small group) 	

	<p>Posadas, Cinco de Mayo, Hisp. Her. Month, Día de Los M., Navidad/Janucá/Cuansa, El Año Nuevo, San Valentín, Carnaval, El 5 de Mayo, La Tomatina, San Fermín)</p> <ul style="list-style-type: none"> ● Online language, research, and instructional tools (Duolingo, Google Translate) ● Promethean Board (Saludos, Día de Los Muertos, Las Posadas, Cinco de Mayo, Hisp. Her. Month, Día de Los M., Navidad/Janucá/Cuansa, El Año Nuevo, San Valentín, Carnaval, El 5 de Mayo, La Tomatina, San Fermín) ● Teacher generated resources (Google Skits with audio) Skits #1-30, Chapter Dialogues #1-6 ● TPT (Teachers Pay Teachers) resources (Saludos, Día de Los Muertos, Las Posadas, Cinco de Mayo, Hisp. Her. Month, Día de Los M., Navidad/Janucá/Cuansa, El Año Nuevo, San Valentín, Carnaval, El 5 de Mayo, La Tomatina, San Fermín) ● Various groupings ● Video: <ul style="list-style-type: none"> o Teacher generated (“Why” Spanish?, Greetings, Introductions, Goodbyes, Colors, Numbers, Likes/Dislikes, Food, Sports, Languages, Music) o Discovery Teacher (Saludos, Día de Los Muertos, Las Posadas, Cinco de Mayo) o Youtube Videos/Playlists (Hisp. Her. Month, Día de Los M., Navidad/Janucá/Cuansa, El Año Nuevo, San Valentín, Carnaval, El 5 de Mayo, La Tomatina, San Fermín) 	
<p>Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i></p>	<p>Tier II: Compare/Contrast, Construct, Analyze, Synthesize etc. Tier III: https://quizlet.com/135231640/spanish-tener-idioms-checked-flash-cards/ and https://quizlet.com/235799137/verbos-ar-ar-verbs-flash-cards/ and https://quizlet.com/184467969/spanish-ar-er-ir-verbs-flash-cards/ and</p>	

	<p>https://quizlet.com/154542963/spanish-pronouns-flash-cards/ and https://quizlet.com/418528489/spanish-regular-present-tense-verbs-conjugation-practice-flash-cards/</p>
<p>Integration of Technology SAMR</p>	<p>Substitution:</p> <ul style="list-style-type: none"> ● Google Docs, Slides, Sheets, Forms, youtube videos, Duolingo, Collegeboard, Quizlet, Kaizema, Google Translate, Vocaroo, Online Voice Recorder, Easybib, Citation Machine, Word Reference, Padlet ● Teacher will: <ul style="list-style-type: none"> ○ Present the similarities and difference between various holidays/events to students. Students will create a Google Drawing Venn Diagram to compare the these holidays/events based on the teacher’s presentation. ○ Share text using Google Docs. Students will make a copy and type the translation. Student will be allowed to use an online dictionary like Google Translate online to speed and streamline the process of translation. ● Students will: <ul style="list-style-type: none"> ○ Access photos online and insert them into the Google Doc instead of the English translation. ○ Put listening practice on Edmodo or Google Classroom for class to listen and answer questions. Students will type their answers in a Google Doc. ○ Take digital notes while watching presentations. ○ Take notes in their digital interactive notebook via Google Docs. ○ Use (teacher) Screencastify/Youtube to post a video/presentation depicting the teacher presenting key information about a country in the target language. Students will watch and take notes on their own. ○ Use Collegeboard.org and other online resources to explore college choices rather than using paper resources. ○ Use Google Docs to ask and answer basic questions. If they do not know a word, they can use Google Translate or wordreference.com. ○ Use Google Docs to create an artifact, ie: study guide, vocabulary list, flashcards ○ Use Google Docs to type their essay describing the geography of their country. They will use Easybib to or Citation Machine cite their sources. ○ Use Google Docs to write dialogue. ○ Use Google Sheets or Quizlet to create a vocabulary list with the definitions. ○ Use Google Slides to label a blank map of the target country. ○ Use internet databases and the research tool to gather information. They will use Google docs to write information found and Easybib or Citation Machine to cite their sources. ○ Use internet databases to research the holiday. Students will keep their notes in a Google Doc and use Easybib or Citation Machine to cite their sources.

- Use library databases to research an historical event in the target country. They will use [Easybib](#) or Citation Machine to cite their sources.
- Use [Vocaroo](#) or Online Voice Recorder to record an assigned speaking prompt.
- Work together to write a script and then record their speaking parts with the [Kaizena Add-On](#) or Online Voice Recorder.
- Write their letter using Google Docs and share with a partner for peer review.

Augmentation:

- Individual and/or peer feedback via comments in Google Docs, Slides, Sheets, Forms, Google Classroom, Duolingo, Kaiezena, Online Voice Recorder, youtube videos, Duolingo, Collegeboard, Quizlet, Google Translate, Vocaroo, Online Voice Recorder, Easybib, Citation Machine, Word Reference, Padlet.
- Teacher will:
 - Listen to the student speaking parts and use [Kaizena](#) to provide feedback.
- Students will:
 - Access photos online and insert them into the Google Doc instead of the English translation.
 - Add an image in a third column, next to each definition.
 - Add the Google Draw Venn Diagram to their digital Interactive Notebook Google Doc. Students will then include links to images and video that demonstrates the comparisons in the diagram.
 - After making corrections, students will use [Vocaroo.com](#), Online Voice Recorder, or Kaizema to record their pen pal letter and self-assess their pronunciation.
 - Create a Google Map in which they label the key information of the target country.
 - Create a Google Presentation to display their information. Images and links to other sites should be included.
 - Listen to their own recording and write a one paragraph reflection on their speech. They will then listen to two other classmates and write another one page reflection.
 - Put listening practice on Edmodo, Online Voice Recorder, or Kaizena for class to listen and answer questions. Students will leave a message with their answers.
 - Share their artifacts with two partners and a teacher. Students will provide comments on their partners' work and the student will make suggested changes.
 - Share their Docs with a partner for peer review. Students will use [wordreference.com](#) or Google Translate to make sure that the language choices are correct.
 - Share their translation with a partner to compare and figure out the correct translation.
 - Use Google Docs to collaborate with partner. Students will peer edit one another's work and use [www.wordreference.com](#) or Google Translate to look up words that are unfamiliar.
 - Use Google Draw and Google Docs to create a postcard for their holiday. They will fill out their postcard as if they were sending it after attending the holiday.

- Use Google Draw or Slides to create a Venn diagram that compares/contrasts the two holidays.
- Use Google Maps to add placemarkers to their sites, the text to each site, and photos.
- Use Google Maps to create a map of their chosen country. They will drop pins on their map to explain the geography of their country and include images, text and hyperlinks.

Modification:

- Revise, edit based on previous collaboration, using Google Docs, Slides, Sheets, Forms, youtube videos, Duolingo, Screencastify, Youtube, Kaizema, Colledgeboard, Quizlet, Google Translate, Vocaroo, Online Voice Recorder, Easybib, Citation Machine, Word Reference, Padlet, Flipidity.net, Mindmeister, and Lucid Chart.
- Teacher will:
 - Divide students into groups. Each group is responsible for researching either the various events or holidays from the United States and other Spanish speaking countries. The group will then develops a visual / presentation / document that explains their event/activity Each group will then partner with a group that researched a different event/activity. The two groups will collaborate on a Google Doc to compare and contrast the event/activity.
 - Give each student a section of the same class presentation. When they are finished with their map, they will include the link to their map on the Presentation. The final product will be one class presentation with the maps from all of the chosen countries.
 - Group students according to ability. Groups of students needing improvement on similar skills can work collaboratively to improve skill set.
 - Pair up and Share their presentation with their partner for feedback.
 - Using Google Docs, the teacher will write the beginning of a Chain Story and the students have to reply adding on to the story. The Revision History will be used to ensure that all students contributed.
- Students will:
 - Create a Google Presentation and add images in addition to text.
 - Make revisions and create an answer key. The study guides will then be shared with students in lower levels of the language.
 - Record their individual parts using [vocaroo](#) and post on Edmodo. They will listen to at least two others and provide feedback.
 - Share their information with three others. Students will then use the Comment Tool to ask questions about the information provided.
 - Share their research and Venn diagram with a partner to obtain feedback and make necessary revisions.
 - Share their worksheet with a partner to peer edit and combine into one worksheet.
 - Use [flippity.net](#) to create flash cards. An image will be on one side with the key information on the other.
 - Use Google Docs to share a summary of their research with a partner. The two students will then use Google Draw to create a Venn Diagram comparing and contrasting their findings.

- o Use Google Maps to place markers depicting the locations that they will be visiting. Images, text and links to external websites should be included. The map will then be linked on the brochure.
- o Use Google Presentations to create a storyboard of their skit.
- o Use online databases to research a country that speaks the target language.
- o Use Online Voice Recorder or [Kaizena](#) to record themselves speaking each vocab word so that when you click on each word, it will play it out loud.
- o Use Screencastify to record their Pen Pal letter.
- o Using the Google Map they just made, students will create a tour that takes the viewer through each site that they marked in their map. Tours will be posted on Edmodo or Google Classroom.
- o Utilizing Edmodo small groups, three sets of pairs will be combined and tasked with created one final version of the translation.
- o Working in small groups become the tourism board for a city of their choice. Their task is to create a [brochure](#) or [infographic](#) that advertises their city's holiday celebration or special event.

Redefinition:

- Google Docs, Slides, Sheets, Forms, youtube videos, Duolingo, Screencastify, Youtube, Kaizema, Piktochart
- Teacher will:
 - o Combine students pairs to create a group of four. Students will create a digital audio-video story where they will recreate and retell in the target language an original story or legend of their choice.
- Student will
 - o
 - o "Call" (for a final assessment) their teacher and give their oral assessment.
 - o Create a Google Presentation to present their information about their country. They will then upload it to Screencastify or Online Recorder to add narration and post their final product on Edmodo or other shared app (ie: Google Classroom, Google Groups, Microsoft Teams etc.).
 - o Create a presentation (continuing to work in groups of six) with accompanying images, diagrams and charts, using online resources, to illustrate the passage and summarize key points and unusual grammar or cultural references.
 - o Create one presentation (working with their partner) that discusses similarities, differences, and the relationships between the two countries.
 - o Multiple WL classes will complete the same project. When each class is done, the presentations will be posted in one Edmodo group. Students from all classes will then complete a map scavenger hunt.
 - o Periodically record themselves and keep all of the links in a Google Spreadsheet. This spreadsheet will become a yearlong progress portfolio. For each entry, the student will self-assess.
 - o Post class brochures on Edmodo or Google Classroom and the class will vote on their favorite. The top three brochures will be shared with lower levels and possibly even MS and ES teachers.
 - o Share their video letters with their counterpart school.

	<ul style="list-style-type: none"> ○ Use a medium of their choice (after making revisions) to present their research to the class. ○ Use Edmodo or Google Classroom to connect with a class that speaks the target language. Students will chat with their counterparts and explain to them the significance of the Super Bowl in America. In turn, students in the partner class will explain the significance of the World Cup. ○ Use flippity.net or Quizlet to create their flashcards and quiz themselves. ○ Use Google Draw to make a jigsaw puzzle of the target country. ○ Use Mindmeister, LucidChart or Google Draw to create a mind map that organizes the vocabulary into certain categories. ○ Use piktochart to create an infographic depicting the details of both holidays. The infographics will then be shared with WL teachers at either the MS or ES level to share with their students. ○ Use Screencastify to record a one minute video explaining how this activity helped them develop their language skills. ○ View the tours of two other students and will use Google Docs and Google Draw to create a postcard. They will write the postcard as if they were actually visiting one of the locations on the tour. ○ Working in small groups, students will become the tourism board for a city of their choice. Their task is to create a commercial that advertises their city's holiday celebration. They can use WeVideo or Screencastify to create a Google Presentation and upload it to MoveNote or Youtube via Screencastify.
<p>Interdisciplinary Connections NJ Student Learning Standards</p>	<p>English Language Arts:</p> <ul style="list-style-type: none"> ● RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. ● RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. ● RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably. <p>Career Readiness, Life Literacies, and Key Skills</p> <ul style="list-style-type: none"> ● 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions. ● 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity. ● 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process. ● 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process. ● 9.4.5.CT.2: Identify a problem and list the types of individuals and resources that can aid in solving the problem.

- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
- 9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
- 9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.
- 9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions.
- 9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.
- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance .
- 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue.
- 9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
- 9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively.
- 9.4.5.TL.5: Collaborate digitally to produce an artifact.

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

Computer Science and Design Thinking:

- 8.1.5.NI.1: Develop models that successfully transmit and receive information using both wired and wireless methods.
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
- 8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim.

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CSDT.pdf>

Career Readiness:

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

21 st Century Themes/Skills P21 Framework	Themes		Skills
Resources/Materials	Global Awareness, Civic Literacy		Creativity, Critical Thinking, Collaboration, Communication, Media Literacy, Information Literacy, Information, Communication Technology Literacy, Productivity and Accountability, Leadership and Responsibility, Flexibility and Adaptability, Social and Cross Cultural Skills, Initiative and Self-Direction
	<ul style="list-style-type: none"> • Google classroom, docs, spreadsheets, forms, slides, meets, translate • Teacher generated content (digital escape rooms, genius hour, socratic seminars, various lessons created with research and Google Tools) • Discover Teacher Culture videos (Day of the Dead, Las Posadas, La Comida de México, Cinco de Mayo) • Teacher’s Pay Teachers Resources • ¡Ven Conmigo! Holt Spanish Level 1 Copyright 1996 • Several Quizizz Activities 		

Instructional Unit Map			
Course Title: 8th Grade Spanish			
Unit Title	Unit 2: Dining Out On the Town!		Start Date: Second Half of each Trimester Length of Unit: 5-6 Weeks
Content Standards <i>What do we want them to know, understand, & do?</i>	POWER STANDARD:ti <ul style="list-style-type: none"> • 7.1.NH.IPERS.5: Imitate appropriate <i>gestures, intonation, and common idiomatic expressions</i> of the target culture(s)/language 	Learning Goals	Students will understand: 1. How to use figurative language and idiomatic expressions to communicate in an authentic cultural context.

	<p>during daily interactions.</p> <p><u>Interpretive Mode:</u></p> <ul style="list-style-type: none"> • 7.1.NM. IPRET.1: Identify familiar spoken and written <i>words, phrases, and simple sentences</i> contained in culturally authentic materials and other resources related to targeted themes. • 7.1.NM. IPRET.3: Identify familiar <i>people, places, objects in daily life</i> based on simple oral and written descriptions. • 7.1.NM. IPRET.4: Report on the <i>content of short messages</i> that they <i>hear, view, and read on predictable</i> culturally authentic material. <p><u>Interpersonal Mode:</u></p> <ul style="list-style-type: none"> • 7.1.NM.IPERS.1: Request and provide information by <i>asking and answering simple questions, using memorized words and phrases.</i> • 7.1.NM.IPERS.2: Share <i>basic needs</i> on very familiar topics using <i>words, phrases, and short memorized,</i> 		<p>2. The importance of using courtesy expressions in an authentic cultural context.</p>
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	<p><i>formulaic sentences practiced in class.</i></p> <ul style="list-style-type: none"> • 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.IPERS.4: Give and follow <i>simple oral and written directions, commands, and requests</i> when participating in classroom and cultural activities. • 7.1.NM.IPERS.5: Imitate <i>gestures and intonation of the target culture(s)</i> native speakers when <i>greetings others, during leave-takings, and daily interactions.</i> <p><u>Presentational Mode:</u></p> <ul style="list-style-type: none"> • 7.1.NM.PRSNT.1: Present <i>basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</i> 		
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	<ul style="list-style-type: none"> • 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple <i>poetry, rhymes, songs, and skits</i>. • 7.1.NM.PRSNT.4: Copy/write <i>words, phrases, or simple guided texts</i> on familiar topics. • 7.1.NM.PRSNT.5: Present <i>information from age- and level-appropriate</i>, culturally authentic materials orally or in writing. <p><u>Interpretive Mode:</u></p> <p>7.1.NH. IPRET.1: Identify <i>familiar words and phrases</i> in culturally authentic materials related to targeted themes.</p> <ul style="list-style-type: none"> • 7.1.NH. IPRET.2: Understand the <i>main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences</i> in culturally authentic materials related to targeted themes. • 7.1.NH. IPRET.4: Recognize some <i>common gestures and cultural practices</i> associated with target culture(s). • 7.1.NH. IPRET.8: 		
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	<p>Demonstrate comprehension of <i>brief oral and written messages</i> using contextualized culturally authentic materials on global issues, including climate change.</p> <p><u>Interpersonal Mode:</u></p> <p>7.1.NH.IPERS.1: Exchange <i>basic information</i> by recombining <i>memorized words, phrases, and sentences</i> on <i>topics related to self and targeted themes</i> to express original ideas and information.</p> <ul style="list-style-type: none"> • 7.1.NH.IPERS.4: Give and follow a <i>series of oral and written directions, commands, and requests for participating in classroom and cultural activities.</i> <p><u>Presentational Mode:</u></p> <ul style="list-style-type: none"> • 7.1.NH.PRSNT.1: Recombine <i>basic information</i> at the <i>phrase and sentence level</i> related to <i>everyday topics</i> and themes. • 7.1.NH.PRSNT.2: Create and present <i>brief messages</i> using <i>familiar vocabulary orally or in writing.</i> • 7.1.NH.PRSNT.5: When speaking and writing, use 		
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- Annotating text
- Audio and video recorded content for audio learners
- Bilingual resources
- Building on prior knowledge
- Chalk Talk
- Choice menus
- Cold Call
- Collaborative learning
- Conferencing
- Cooperative learning
- Cultural presentations
- Dialogue presentations
- Dialogues
- Digital Escape Rooms
- Discussions, genius hour
- Effective questioning strategies
- English proficient with ELL student
- Essays
- Essential questions,
- Flexible deadlines
- Formative assessment
- Google Doc creation/submissions
- Google Form creation/submissions
- Google Slides creation/submissions
- Google tools
- Graphic organizers (Venn Diagrams, KWLs, etc.)
- Guest speakers
- Heterogeneous grouping
- Homogeneous grouping
- Integration of content ELA, Social Studies, Music, Art, and STEM
- Interactive Word Wall
- Jigsaw
- Modeling
- Mural displays
- Music and songs
- Musical presentations
- Online games

	<ul style="list-style-type: none"> ● Peer Review/Feedback ● Performance-based activities ● Portfolio ● project-based activities ● Projects ● Quizzes ● Reflection ● Role play, simulations, drama, ● Rubrics ● Scaffolding ● Socratic Seminar ● Sorting ● Student choice ● Student created videos ● Student goal setting ● Student interest groupings ● Tests ● Text for visual and word learners ● Think-Pair-Share ● Word wall 			
Instructional/Assessment Scaffolds <i>(Modifications /Accommodations) – planned for prior to instruction</i>	English Language Learners Special Education Learners Struggling Learners Advanced Learners			
	<ul style="list-style-type: none"> ● 1:1 student conference ● Allow for “silent period” for student to process communication ● Chunking ● Cognates to build vocabulary ● Collaborate with ELL teacher in order to develop additional strategies to support learner 	<ul style="list-style-type: none"> ● 1:1 student conference ● Additional time ● Allow oral responses ● Allow re-dos/retakes ● Answers to be dictated (if assessing writing skills) 	<ul style="list-style-type: none"> ● 1:1 student conference ● Chunking ● Cognates to build vocabulary ● Collaborate with ELL teacher in order to develop additional strategies to support learner ● Cultural context of vocabulary using videos ● Highlight and discuss key words ● Limit required material for class presentation ● Online programs (ie: Duolingo which is individually paced 	<ul style="list-style-type: none"> ● Choice Menus ● Choice menus ● Independent novel choice ● Independent Projects ● Learning stations ● Online programs (ie: Duolingo which is individually paced based on each student’s progress and ability) ● Student choice

	<ul style="list-style-type: none"> ● Cultural context of vocabulary using videos ● Highlight and discuss key words ● Limit required material for class presentation ● Online programs (ie: Duolingo which is individually paced based on each student's progress and ability) ● Pre-teach when possible ● Preferential seating on an as-needed basis ● Provide key vocabulary prior to lesson and/or assessment ● Scaffolding of language as needed ● Small group instruction ● Visual charts and displays 	<ul style="list-style-type: none"> ● Chunk projects or long-term assignments ● Collaborate with special education teacher and/or aide in order to develop student specific strategies/approaches ● Differentiated grouping ● Limit required material for class presentation ● Online programs (ie: Duolingo which is individually paced based on each student's progress and ability) ● Oral testing (assessing reading comprehension/writing skills) ● Preferential seating on an as-needed basis ● Provide study guides or study opportunities ● Read test aloud ● Read test passages/articles aloud (if assessing 	<p>based on each student's progress and ability)</p> <ul style="list-style-type: none"> ● Pre-teach when possible ● Preferential seating on an as-needed basis ● Provide key vocabulary prior to lesson and/or assessment ● Scaffolding of language as needed ● Small group instruction ● Visual charts and displays 	<ul style="list-style-type: none"> ● Tiered assessments
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		<p>reading comprehension)</p> <ul style="list-style-type: none"> ● Single step directions ● Small group instruction ● Tiered assessments ● Truncated/shortened assessment ● Use multiple choice format ● Vary test formats ● Visual charts and representations of concepts 		
<p>Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i></p>	<p>Access (Resources and/or Process)</p>		<p>Expression (Products and/or Performance)</p>	
	<ul style="list-style-type: none"> ● Audio: Attached to Google Slides and in videos (Saludos, Día de Los Muertos, Las Posadas, Cinco de Mayo, Hisp. Her. Month, Día de Los M., Navidad/Janucá/Cuansa, El Año Nuevo, San Valentín, Carnaval, El 5 de Mayo, La Tomatina, San Fermín) ● Closed Captions: Youtube and Discovery Teacher videos (Saludos, Día de Los Muertos, Las Posadas, Cinco de Mayo, Hisp. Her. Month, Día de Los M., Navidad/Janucá/Cuansa, El Año Nuevo, San Valentín, Carnaval, El 5 de Mayo, La Tomatina, San Fermín) ● Chromebooks: access all content via Google Classroom (Saludos, Día de Los Muertos, Las Posadas, Cinco de Mayo, Hisp. Her. Month, Día de Los M., Navidad/Janucá/Cuansa, El Año Nuevo, San Valentín, Carnaval, El 5 de Mayo, La Tomatina, San Fermín) 		<ul style="list-style-type: none"> ● Dramatic presentation ● Written deliverables (ie: paragraph, letter, postcard, poem, rap and/or song lyrics,) ● Oral presentations (skits/dialogues) ● Peer conversations 1:1 and groups of three ● Posters (paper or digital) ● Reports (paper or digital) ● Video presentations (individual, in pairs, small group) 	

	<ul style="list-style-type: none"> ● Google Apps: ie: classroom, slides, forms, docs, sheets, etc. (Saludos, Día de Los Muertos, Las Posadas, Cinco de Mayo, Hisp. Her. Month, Día de Los M., Navidad/Janucá/Cuansa, El Año Nuevo, San Valentín, Carnaval, El 5 de Mayo, La Tomatina, San Fermín) ● Online language, research, and instructional tools (Duolingo, Google Translate) ● Promethean Board (Saludos, Día de Los Muertos, Las Posadas, Cinco de Mayo, Hisp. Her. Month, Día de Los M., Navidad/Janucá/Cuansa, El Año Nuevo, San Valentín, Carnaval, El 5 de Mayo, La Tomatina, San Fermín) ● Teacher generated resources (Google Skits with audio) Skits #1-30, Chapter Dialogues #1-6 ● TPT (Teachers Pay Teachers) resources (Saludos, Día de Los Muertos, Las Posadas, Cinco de Mayo, Hisp. Her. Month, Día de Los M., Navidad/Janucá/Cuansa, El Año Nuevo, San Valentín, Carnaval, El 5 de Mayo, La Tomatina, San Fermín) ● Various groupings ● Video: <ul style="list-style-type: none"> o Teacher generated (“Why” Spanish?, Greetings, Introductions, Goodbyes, Colors, Numbers, Likes/Dislikes, Food, Sports, Languages, Music) o Discovery Teacher (Saludos, Día de Los Muertos, Las Posadas, Cinco de Mayo) o Youtube Videos/Playlists (Hisp. Her. Month, Día de Los M., Navidad/Janucá/Cuansa, El Año Nuevo, San Valentín, Carnaval, El 5 de Mayo, La Tomatina, San Fermín)
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<p>Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i></p>	<p>Tier II: Compare/Contrast, Construct, Analyze, Synthesize etc. Tier III: https://quizlet.com/172882625/spanish-menu-flash-cards/ and https://quizlet.com/326313116/spanish-restaurant-flash-cards/</p>
<p>Integration of Technology SAMR</p>	<p>Substitution:</p> <ul style="list-style-type: none"> ● Google Docs, Slides, Sheets, Forms, youtube videos, Duolingo, Collegeboard, Quizlet, Kaizema, Google Translate, Vocaroo, Online Voice Recorder, Easybib, Citation Machine, Word Reference, Padlet ● Teacher will: <ul style="list-style-type: none"> ○ Present the similarities and difference between various holidays/events to students. Students will create a Google Drawing Venn Diagram to compare these holidays/events based on the teacher's presentation. ○ Share text using Google Docs. Students will make a copy and type the translation. Student will be allowed to use an online dictionary like Google Translate online to speed and streamline the process of translation. ● Students will: <ul style="list-style-type: none"> ○ Access photos online and insert them into the Google Doc instead of the English translation. ○ Put listening practice on Edmodo or Google Classroom for class to listen and answer questions. Students will type their answers in a Google Doc. ○ Take digital notes while watching presentations. ○ Take notes in their digital interactive notebook via Google Docs. ○ Use (teacher) Screencastify/YouTube to post a video/presentation depicting the teacher presenting key information about a country in the target language. Students will watch and take notes on their own. ○ Use Collegeboard.org and other online resources to explore college choices rather than using paper resources. ○ Use Google Docs to ask and answer basic questions. If they do not know a word, they can use Google Translate or wordreference.com. ○ Use Google Docs to create an artifact, ie: study guide, vocabulary list, flashcards ○ Use Google Docs to type their essay describing the geography of their country. They will use Easybib to or Citation Machine cite their sources. ○ Use Google Docs to write dialogue. ○ Use Google Sheets or Quizlet to create a vocabulary list with the definitions. ○ Use Google Slides to label a blank map of the target country. ○ Use internet databases and the research tool to gather information. They will use Google docs to write information found and Easybib or Citation Machine to cite their sources.

- Use internet databases to research the holiday. Students will keep their notes in a Google Doc and use Easybib or Citation Machine to cite their sources.
- Use library databases to research an historical event in the target country. They will use [Easybib](#) or Citation Machine to cite their sources.
- Use [Vocaroo](#) or Online Voice Recorder to record an assigned speaking prompt.
- Work together to write a script and then record their speaking parts with the [Kaizena Add-On](#) or Online Voice Recorder.
- Write their letter using Google Docs and share with a partner for peer review.

Augmentation:

- Individual and/or peer feedback via comments in Google Docs, Slides, Sheets, Forms, Google Classroom, Duolingo, Kaiezena, Online Voice Recorder, youtube videos, Duolingo, Collegeboard, Quizlet, Google Translate, Vocaroo, Online Voice Recorder, Easybib, Citation Machine, Word Reference, Padlet.
- Teacher will:
 - Listen to the student speaking parts and use [Kaizena](#) to provide feedback.
- Students will:
 - Access photos online and insert them into the Google Doc instead of the English translation.
 - Add an image in a third column, next to each definition.
 - Add the Google Draw Venn Diagram to their digital Interactive Notebook Google Doc. Students will then include links to images and video that demonstrates the comparisons in the diagram.
 - After making corrections, students will use [Vocaroo.com](#), Online Voice Recorder, or Kaizema to record their pen pal letter and self-assess their pronunciation.
 - Create a Google Map in which they label the key information of the target country.
 - Create a Google Presentation to display their information. Images and links to other sites should be included.
 - Listen to their own recording and write a one paragraph reflection on their speech. They will then listen to two other classmates and write another one page reflection.
 - Put listening practice on Edmodo, Online Voice Recorder, or Kaizena for class to listen and answer questions. Students will leave a message with their answers.
 - Share their artifacts with two partners and a teacher. Students will provide comments on their partners' work and the student will make suggested changes.
 - Share their Docs with a partner for peer review. Students will use [wordreference.com](#) or Google Translate to make sure that the language choices are correct.
 - Share their translation with a partner to compare and figure out the correct translation.
 - Use Google Docs to collaborate with partner. Students will peer edit one another's work and use [www.wordreference.com](#) or Google Translate to look up words that are unfamiliar.

- Use Google Draw and Google Docs to create a postcard for their holiday. They will fill out their postcard as if they were sending it after attending the holiday.
- Use Google Draw or Slides to create a Venn diagram that compares/contrasts the two holidays.
- Use Google Maps to add placemarkers to their sites, the text to each site, and photos.
- Use Google Maps to create a map of their chosen country. They will drop pins on their map to explain the geography of their country and include images, text and hyperlinks.

Modification:

- Revise, edit based on previous collaboration, using Google Docs, Slides, Sheets, Forms, youtube videos, Duolingo, Screencastify, Youtube, Kaizema, Colledgeboard, Quizlet, Google Translate, Vocaroo, Online Voice Recorder, Easybib, Citation Machine, Word Reference, Padlet, Flipidity.net, Mindmeister, and Lucid Chart.
- Teacher will:
 - Divide students into groups. Each group is responsible for researching either the various events or holidays from the United States and other Spanish speaking countries. The group will then develops a visual / presentation / document that explains their event/activity Each group will then partner with a group that researched a different event/activity. The two groups will collaborate on a Google Doc to compare and contrast the event/activity.
 - Give each student a section of the same class presentation. When they are finished with their map, they will include the link to their map on the Presentation. The final product will be one class presentation with the maps from all of the chosen countries.
 - Group students according to ability. Groups of students needing improvement on similar skills can work collaboratively to improve skill set.
 - Pair up and Share their presentation with their partner for feedback.
 - Using Google Docs, the teacher will write the beginning of a Chain Story and the students have to reply adding on to the story. The Revision History will be used to ensure that all students contributed.
- Students will:
 - Create a Google Presentation and add images in addition to text.
 - Make revisions and create an answer key. The study guides will then be shared with students in lower levels of the language.
 - Record their individual parts using [vocaroo](#) and post on Edmodo. They will listen to at least two others and provide feedback.
 - Share their information with three others. Students will then use the Comment Tool to ask questions about the information provided.
 - Share their research and Venn diagram with a partner to obtain feedback and make necessary revisions.
 - Share their worksheet with a partner to peer edit and combine into one worksheet.
 - Use [flippity.net](#) to create flash cards. An image will be on one side with the key information on the other.

- o Use Google Docs to share a summary of their research with a partner. The two students will then use Google Draw to create a Venn Diagram comparing and contrasting their findings.
- o Use Google Maps to place markers depicting the locations that they will be visiting. Images, text and links to external websites should be included. The map will then be linked on the brochure.
- o Use Google Presentations to create a storyboard of their skit.
- o Use online databases to research a country that speaks the target language.
- o Use Online Voice Recorder or [Kaizena](#) to record themselves speaking each vocab word so that when you click on each word, it will play it out loud.
- o Use Screencastify to record their Pen Pal letter.
- o Using the Google Map they just made, students will create a tour that takes the viewer through each site that they marked in their map. Tours will be posted on Edmodo or Google Classroom.
- o Utilizing Edmodo small groups, three sets of pairs will be combined and tasked with created one final version of the translation.
- o Working in small groups become the tourism board for a city of their choice. Their task is to create a [brochure](#) or [infographic](#) that advertises their city’s holiday celebration or special event.

Redefinition:

- Google Docs, Slides, Sheets, Forms, youtube videos, Duolingo, Screencastify, Youtube, Kaizema, Piktochart
- Teacher will:
 - o Combine students pairs to create a group of four. Students will create a digital audio-video story where they will recreate and retell in the target language an original story or legend of their choice.
- Student will
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 - o “Call” (for a final assessment) their teacher and give their oral assessment.
 - o Create a Google Presentation to present their information about their country. They will then upload it to Screencastify or Online Recorder to add narration and post their final product on Edmodo or other shared app (ie: Google Classroom, Google Groups, Microsoft Teams etc.).
 - o Create a presentation (continuing to work in groups of six) with accompanying images, diagrams and charts, using online resources, to illustrate the passage and summarize key points and unusual grammar or cultural references.
 - o Create one presentation (working with their partner) that discusses similarities, differences, and the relationships between the two countries.
 - o Multiple WL classes will complete the same project. When each class is done, the presentations will be posted in one Edmodo group. Students from all classes will then complete a map scavenger hunt.
 - o Periodically record themselves and keep all of the links in a Google Spreadsheet. This spreadsheet will become a yearlong progress portfolio. For each entry, the student will self-assess.

	<ul style="list-style-type: none"> ○ Post class brochures on Edmodo or Google Classroom and the class will vote on their favorite. The top three brochures will be shared with lower levels and possibly even MS and ES teachers. ○ Share their video letters with their counterpart school. ○ Use a medium of their choice (after making revisions) to present their research to the class. ○ Use Edmodo or Google Classroom to connect with a class that speaks the target language. Students will chat with their counterparts and explain to them the significance of the Super Bowl in America. In turn, students in the partner class will explain the significance of the World Cup. ○ Use flippity.net or Quizlet to create their flashcards and quiz themselves. ○ Use Google Draw to make a jigsaw puzzle of the target country. ○ Use Mindmeister, LucidChart or Google Draw to create a mind map that organizes the vocabulary into certain categories. ○ Use piktochart to create an infographic depicting the details of both holidays. The infographics will then be shared with WL teachers at either the MS or ES level to share with their students. ○ Use Screencastify to record a one minute video explaining how this activity helped them develop their language skills. ○ View the tours of two other students and will use Google Docs and Google Draw to create a postcard. They will write the postcard as if they were actually visiting one of the locations on the tour. ○ Working in small groups, students will become the tourism board for a city of their choice. Their task is to create a commercial that advertises their city's holiday celebration. They can use WeVideo or Screencastify to create a Google Presentation and upload it to MoveNote or Youtube via Screencastify.
<p>Interdisciplinary Connections NJ Student Learning Standards</p>	<p>English Language Arts:</p> <ul style="list-style-type: none"> ● RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. ● RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. ● RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. ● RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. ● RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably. <p>Career Readiness, Life Literacies, and Key Skills</p> <ul style="list-style-type: none"> ● 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives

about a local and/or global climate change issue and deliberate about possible solutions.

- 9.4.5.Cl.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- 9.4.5.Cl.4: Research the development process of a product and identify the role of failure as a part of the creative process.
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources that can aid in solving the problem.
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
- 9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
- 9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.
- 9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions.
- 9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.
- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance .
- 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue.
- 9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
- 9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively.
- 9.4.5.TL.5: Collaborate digitally to produce an artifact.

<https://www.state.nj.us/education/cccs/2020/2020%20NJSL-CLKS.pdf>

Computer Science and Design Thinking:

- 8.1.5.NI.1: Develop models that successfully transmit and receive information using both wired and wireless methods.
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
- 8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim.

<https://www.state.nj.us/education/cccs/2020/2020%20NJSL-CSDT.pdf>

Career Readiness:

	<ul style="list-style-type: none"> ● CRP2. Apply appropriate academic and technical skills. ● CRP4. Communicate clearly and effectively and with reason. ● CRP6. Demonstrate creativity and innovation. ● CRP7. Employ valid and reliable research strategies. ● CRP11. Use technology to enhance productivity. ● CRP12. Work productively in teams while using cultural global competence. 	
21st Century Themes/Skills P21 Framework	<div style="display: flex; justify-content: space-between;"> Themes Skills </div>	
	Global Awareness, Civic Literacy	Creativity, Critical Thinking, Collaboration, Communication, Media Literacy, Information Literacy, Information, Communication Technology Literacy, Productivity and Accountability, Leadership and Responsibility, Flexibility and Adaptability, Social and Cross Cultural Skills, Initiative and Self-Direction
Resources/Materials	Google classroom, docs, spreadsheets, forms, slides, meets, translate <ul style="list-style-type: none"> ● Teacher generated content (digital escape rooms, genius hour, socratic seminars, various lessons created with research and Google Tools) ● Discovery Teacher Culture videos (Day of the Dead, Las Posadas, La Comida de México, Cinco de Mayo) ● Teacher’s Pay Teachers Resources ● ¡Ven Conmigo! Holt Spanish Level 1 Copyright 1996 ● Several Quizizz Activities 	