

Englewood Public School District
World Language, Spanish-III Grade
First Marking Period
Unit 1: Memorable Days

Overview: Through frequent class discussions, oral presentations, and communicative tasks, students improve their speaking abilities and listening comprehension skills. During this unit students will review their daily routines, learn about memorable moments, and learn new ways to express themselves to further develop their language interpretation abilities. Writing skills are emphasized through the study of advanced grammar and the writing of compositions on a variety of everyday topics. Students are expected to use the target language in all appropriate situations. The Spanish III program will be supported by the *Realidades 3* Spanish program and text that will cover different themes, support Spanish grammar and vocabulary

Time Frame: 40 to 44 Days

Enduring Understandings:

Students will understand that...

- *They can interact with others using Spanish vocabulary.*
- *Learning another language will help them communicate with someone who is from a Spanish speaking country.*
- *They can ask and answer questions in Spanish.*
- *They can communicate with others in a foreign language to obtain information, express feelings, and share opinions.*
- *They can describe activities done by both American and Hispanics teenagers*
- *They can read and interpret articles about daily routines, past times, and household activities.*
- *They can describe people, things or activities using descriptive adjectives and details.*
- *They can compare and contrast teenagers' special occasions.*
- *They can identify and describe popular vacation spots and activities done in each place.*
- *They can describe weather conditions and geographical features of different locations.*
- *They can expand their vocabulary by describing sporting events, equipment, and identifying popular sports in the U.S. and Latin American Countries.*

Essential Questions:

- *How can I use Spanish vocabulary that I know to describe, and identify myself and others?*
- *What is your daily routine like?*
- *What are some examples of extra-curricular and school activities?*
- *Why is it important to use the correct verb tenses when writing and speaking in Spanish?*
- *What are some special activities for teenagers?*
- *How does learning a foreign language help me become a global citizen?*
- *How does learning Spanish help reinforce my listening and speaking skills?*

- Why do people vacation?
- Why are sports popular?
- How does learning a foreign language help me gain critical 21st century skills?

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>7.1.IM.A.1</p> <p>Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.</p> <p>7.1.IM.A.2</p> <p>Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.</p> <p>7.1.IM.A.3</p> <p>Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to</p>	<p>Topics</p> <p>Daily routines, special events, and unforgettable days</p> <p>Objectives</p> <p>Students will</p> <ul style="list-style-type: none"> • Understand that it is possible to communicate in a foreign language • Ask and answer simple questions in target language • Use print, recorded, and digital media to learn Spanish • Use digital media to learn about Spanish speaking countries and people • Understand and use different verb tenses and stem-changing verbs. • Describe activities done by both American and Hispanics teenagers • Compare and contrast daily routine, past time, and household chores 	<p>As an introduction to this unit students will watch a video about special events in Spain. Students will discuss things they saw in the video (CRP11, CRP4) (6.1.12.D.14.f)</p> <p>Following teacher led lessons on present tense irregular and stem changing reflexive verbs, students will create a dialog to interview one another about what they do before and after school. (CRP12)</p> <p>Students will work in teams to create a Google classroom form to conduct an informal survey about activities students do on the weekend or after school. (CRP1., CRP2, CRP4, CRP12, CRP11) (9.2.12.C.3)</p> <p>Following a teacher led lesson on the verb gustar, students will write</p>	<p><i>You-Tube: Spanish Fiesta Tourism Video</i> https://youtu.be/4pplzyPN2L0</p> <p>Textbook: Realidades 3 Para empezar <i>Sección 1: Tu vida diaria</i> <ul style="list-style-type: none"> • activities before and after school • present-tense irregular and stem-changing reflexive verbs <i>Sección 2: Días especiales</i> <ul style="list-style-type: none"> • weekend activities • special events and celebrations • verbs like gustar • possessive adjectives </p> <p>Google Forms https://docs.google.com/forms/u/0/</p> <p>Realidades 3 Para empezar <i>Sección 1: Tu vida diaria</i> <i>Sección 2: Días especiales</i></p>	<p>Benchmark Assessment: Common Formative Assessment</p> <p>Formative Assessments:</p> <ul style="list-style-type: none"> • Participation/ Observations • Questioning • Discussions • Anecdotal Notes • Graphic Organizers • Peer/Self Assessments • Presentations • Visual Representations • Individual Whiteboards • “Do now” <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Pre-test, test, and daily work • Quizzes • District benchmark or

<p>determine the meaning of a message.</p> <p>7.1.IM.A.4</p> <p>Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.</p> <p>7.1.IM.A.5</p> <p>Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</p> <p>7.1.IM.A.7</p> <p>Infer the meaning of some unfamiliar words in some new contexts.</p> <p>7.1.IM.A.8</p> <p>Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</p> <p>7.1.IM.B.1</p> <p>Use digital tools to participate in short conversations and to exchange information</p>	<ul style="list-style-type: none"> • Explain in their own words different entertaining activities, TV programs, special days, and vacations. • Read and interpret articles about daily routine, pastimes, and household chores. • Recognize that the verbs gustar, encantar, importar, and interesar are different from other Spanish verbs. • Describe their daily activities including detail and descriptive adjectives. • Recall the irregular verbs in the present tense. • Recall how to use stem-changing verbs • Recall the following vocabulary: family, sports, daily activities, vacations, extracurricular activities, school activities • Explain their daily routine using reflexive verbs. • Compare and contrast teenagers' special occasions. • Describe people's houses and possessions using possessive adjectives. 	<p>sentences using the verb <i>gustar</i>.</p> <p>Students will prepare and deliver oral presentations describing their daily routine according to the rubric on page 14 of text.(CRP2, CRP4)</p> <p>Following the rubric on page 15, prepare "Activities in your community"</p> <p>Students will conduct a rapid interchange in which students ask and answer questions using the irregular present tense. (CRP4)</p> <p>Write a paragraph describing your daily routine and the household chores of your family members using the vocabulary expressions on page 7.</p> <p>Following a teacher-led vocabulary lesson on vacation words, places to go, activities to do, and weather vocabulary, students will create Frayer Model vocabulary flashcards. (CRP11)</p>	<p><i>Realidades 3</i> <i>Para empezar</i> <i>Sección 1: Tu vida diaria</i> <i>Sección 2: Días especiales</i></p> <p>Frayer 4-Square Model https://www.reallygoodstuff.com/images/art/304895.pdf</p> <p><i>Realidades 3</i> <i>Capítulo 1</i> <i>Preparación para Capítulo 1: A ver si recuerdas</i></p> <ul style="list-style-type: none"> • <i>al aire libre</i> • the preterite of regular verbs • <i>actividades al aire libre</i> • the preterite of verbs <i>ir</i> and <i>ser</i> • the preterite of verbs ending in <i>-car, -gar, and -zar</i> <p><i>Realidades 3</i> <i>Capítulo 1: Un día inolvidable</i></p> <ul style="list-style-type: none"> • preterite of irregular, stem-changing, and spelling-changing verbs • imperfect tense 	<p>interim assessments</p> <ul style="list-style-type: none"> • End-of-unit or tests • Scores that are used for accountability for schools (AYP) and students (report card grades) • Rubrics <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Students will respond to oral questioning and demonstrate proficiency on a checklist of Spanish language vocabulary. • Students will create a portfolio of completed drawings, writings, audio recordings, and other products related to their study of Spanish.
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<p>related to a variety of familiar topics and some unfamiliar topics.</p> <p>7.1.IM.B.2</p> <p>Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities in familiar and some unfamiliar situations.</p> <p>7.1.IM.B.3</p> <p>Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.</p> <p>7.1.IM.B.4</p> <p>Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.</p> <p>7.1.IM.B.5</p> <p>Engage in short conversations about personal experiences or</p>	<ul style="list-style-type: none"> • Identify popular vacation spots and activities done in each place. • Describe weather condition using proper vocabulary. • Expand vocabulary about different outside activities. • Apply past tense verbs and expressions in speaking and writing. • Compare and contrast preterit vs. present tense verbs. • Create sentences using special expressions with ir, hacer, and dar • Identify the most popular sports in the United States and Latin American countries. • Identify equipment needed for various sports. • Discuss actions in sports using a variety of verbs and expressions • React to what happened in sports. • Recall information about national parks in the United States. • Describe geographical features of a national park. • Identify natural causes of landforms in national parks. 	<p>Students will create a vocabulary and idiom organizer containing information about vacation: places to go, activities to do, weather conditions, animals encountered. (Pages 16-17).</p> <p>Following teacher-led grammar lessons on the preterite of regular verbs and the preterite of verbs <i>ir</i> and <i>ser</i>, students will complete a text-book related activity and write sentences using learned verb tenses.</p> <p>Following a teacher led lesson on Spanish grammar focusing on preterite verbs ending in -car, -gar, and -zar, students will complete text book and workbook related activities and write sentences using said verbs and learned unit vocabulary.</p> <p>Following teacher-led grammar lessons on preterite of irregular, stem-changing, and</p>	<p><i>Realidades 3</i> <i>Capítulo 1: Un día inolvidable</i></p> <ul style="list-style-type: none"> • preterite of irregular, stem-changing, and spelling-changing verbs • imperfect tense <p>Interactive Venn Template http://www.classtools.net/education-games-php/venn_intro</p> <p><i>Realidades 3</i> <i>Capítulo 1: Un día inolvidable</i></p> <p>Recommended Books:</p> <ul style="list-style-type: none"> • <i>501 Spanish Verbs 6th Ed., Barron's</i> • <i>Easy Spanish Step by Step By Barbara Bregstein</i> • <i>Living Language-Spanish</i> • <i>Spanish Now! Level 1</i> • <i>Spanish for Dummies</i> • http://americareadsspanish.org/libro/ARS_Essential_Guide_to_Spanish_Reading_f 	<ul style="list-style-type: none"> • Students will provide the teacher with audio recordings demonstrating their proficiency in Spanish speaking skills and vocabulary.
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<p>events, topics studied in other content areas, and some unfamiliar topics and situations.</p> <p>7.1.IM.C.1</p> <p>Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.IM.C.2</p> <p>Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p> <p>7.1.IM.C.4</p> <p>Synthesize information found in age- and level-</p>	<ul style="list-style-type: none"> • Explain activities that one could do in a national park. • Identify and explain irregularities in preterit tense verbs. • Describe equipment needed for a camping trip. • Express enthusiasm both positive and negative about a championship game. 	<p>spelling-changing verbs and imperfect tense verbs, students will complete workbook practice pages and create dialogue with classmates about their vacations and compare the activities they did using an interactive Venn diagram.</p> <p>(CRP11,CRP4, CRP2) (8.1.12.A.1, 8.1.12.A.2)</p> <p>Students will bring in photos of activities in sports; write a paragraph about each photo identifying body parts used in the sport, possible injuries incurred, and reactions to the play. (CRP2, CRP8)</p> <p>Create a section in your notebook containing list of groups of irregular verbs. Write sentences to practice irregularities. Use digital media or personal experiences to describe camping in a national park. Share your experience with a partner.(CRP6)</p> <p>Project Based Learning: Project 1</p>	<p><u>or Children and Young Adults.pdf</u></p> <p>Core Instructional/ Supplemental Materials:</p> <ul style="list-style-type: none"> • Textbook: <i>Realidades 3</i> • Workbook: <i>Realidades 3</i> • CD-Rom: <i>Realidades 3</i> • <i>Videos – Cultural information, Pearson Prentice Hall</i> • <i>Guided Practice Activities - Pearson Prentice Hall</i> • <i>Other resources from Pearson Prentice Hall</i> • <i>Others– Handouts, magazines, internet sites, songs, newspapers, National Geographic in Spanish.</i> <p>Quizlet <u>https://quizlet.com</u></p> <p>Spanish for teachers <u>http://spanish4teachers.org/spanishworksheets/</u></p>	
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<p>appropriate culturally authentic materials.</p> <p>7.1.IM.C.5</p> <p>Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices.</p>		<p>Research a national park in Latin America, like a travel writer or archeologist,. Include types of recreation and where one can do them, geographical features, size and location of the park, how to get to the park, amenities in the park, and places to stay. This project should contain a PowerPoint, a written research document, and a dialogue. (CRP2, CRP4, CRP11, CRP12) (6.1.12.D.14.f, 6.1.12.D.16.a) (9.2.12.C.3)</p> <p>Students will work with a partner to create a story about a disasters camping trip using the vocabulary from the chapter, page 28. (CRP6)</p> <p>Students will Read and interpret “Los Ecocamps de Torres del Paine” and answer the questions on page 35.</p> <p>Project Based Learning: Project 2</p> <p>Create a tournament in the sport of your choice including the following:</p>	<p><i>Edutopia: Four Spanish-Language Young Adult Novels Worth Reading</i></p> <p><u>https://www.edutopia.org/discussion/four-spanish-language-young-adult-novels-worth-reading</u></p>	
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		<p>who played, where the game took place, how many teams or people participated, was a reward and how much for winner, what preparation the athletes needed to make before the competition, and finally express your personal opinion about the competition as a whole. Use digital media to research what is needed to plan the event. (CRP1., CRP2, CRP4, CRP11) (9.2.12.C.3) (8.1.12.A.2, 8.1.12.A.1)</p>		
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Integration of 21st Century Standards NJSL 9:

9.2.12.C.3: Identify transferable career skills and design alternate career plans.

9.2.12.C.5: Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the

complexity of the requirements.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> • Speak and display vocabulary • Teacher modeling • Peer modeling • Develop and post routines • Label classroom materials • Word walls • Use visuals • Provide peer tutoring • Chants, songs, choral reading • Work toward longer passages as skills in English increase • Introduce key vocabulary before lesson • Teacher reads aloud daily • Preferential seating • Small group instruction • Use audio books • Allow extra time to complete assignments or tests • Assign a picture or movement to vocabulary words • Small group instruction-guided reading and guided writing • Oral prompts can be given. 	<ul style="list-style-type: none"> • Utilize modifications & accommodations delineated in the student's IEP • Work with paraprofessional • Use multi-sensory teaching approaches. Pictures, modeling, music, and other props provide helpful visual, auditory, and tactile reinforcement of ideas. • Work with a partner • One-on-one instruction • Small group instruction • Provide concrete examples and relate all new concepts to previously learned concepts or to typical life skills at home. • Solidify and refine concepts through repetition. • Change work requirements to reduce activity time • Preferential seating • Pre-teaching and re-teaching skills and concepts • Front load vocabulary • Chants, songs, choral reading • Introduce key vocabulary before lesson • Teacher reads aloud daily • Use audio books • Allow extra time to complete 	<ul style="list-style-type: none"> • Using visual demonstrations, illustrations, and models • Allow extra time to complete assignments or tests • Peer modeling • Teacher modeling • Give directions/instructions verbally and in simple written format. • Peer Support • Increase one on one time • Teachers may modify instructions by modeling what the student is expected to do • Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. • Review behavior expectations and make adjustments for personal space or other behaviors as needed. • Oral prompts can be 	<ul style="list-style-type: none"> • Curriculum compacting • Inquiry-based instruction • Independent study • Higher order thinking skills • Adjusting the pace of lessons • Interest based content • Real world scenarios • Student Driven Instruction • Ask open-ended questions • Use centers and group students according to ability and interest • Create an enhanced set of introductory activities • Organize and offer flexible small group learning activities • Use centers, contracts, or stations • Debrief students

<ul style="list-style-type: none"> ● Allow answers to be given orally or dictated 	<ul style="list-style-type: none"> ● assignments or tests ● Use a scribe for non-writers ● Large print texts and or Braille, or audio books ● Augmentative communication system ● Assistive Technology ● Oral prompts can be given. ● Allow answers to be given orally or dictated 	<ul style="list-style-type: none"> ● given. ● Allow answers to be given orally or dictated 	
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Interdisciplinary Connections:

ELA - NJSLS/ELA:

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Social Studies:

6.1.12.D.14.f Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

6.1.12.D.16.a Analyze the impact of American culture on other world cultures from multiple perspectives.

Integration of Technology Standards NJSLS 8:

8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

Career Ready Practices:

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

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

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

Key Vocabulary: Gente y personalidades- amigos, gente famosa, amigable, amable, cariñosa, feliz, confiable, responsable, rica, talentosa, agradable, extrovertida, inteligente, divertida, ingeniosa, mala, cansada, ocupada, enferma, triste, contenta, Ser, tener, la escuela, clase, maestro(a), actividades

extracurriculares, el clima y el tiempo, invierno, primavera, verano, otoño, frío, caliente, ventoso, lloviendo, nevando, ventoso, soleado, nublado, temprano, tarde, oscuro, noche, día, mañana, tarde, noche, deportes-fútbol, fútbol americano, baloncesto, tenis, béisbol, natación, correr, gimnasia, baile, voleibol, golf, boxeo, ciclismo, remo, atletismo, Pasatiempos: mi pasatiempo favorito es ... jugar al aire libre, ir al parque, comer, cocinar, bailar, jugar fútbol, jugar deportes, mirar televisión, hablar con amigos, jugar juegos de computadora, jugar videojuegos, leer, dibujar, cantar , pintar, Legos, escuchar música, jugar con mis juguetes, estar con mi familia, me gusta, no me gusta, Mi horario escolar -clase, almuerzo, mañana, tarde, después de la escuela, arte, música, educación física, matemáticas, artes del lenguaje, lectura, escritura, estudios sociales, ciencia, clase de español, clase de computación, primero, siguiente, último, autobús escolar, biblioteca, cafetería, profesor, sala de recursos, asistencia, ir a casa. normas o reglas de clase, hay que, se prohíbe, tener que. **Other vocabulary depending on students language levels**

Englewood Public School District
World Language, Spanish-III Grade
Second Marking Period
Unit 2: Childhood Memories and Spanish History

Overview: Through frequent class discussions, oral presentations, and communicative tasks, students improve their speaking abilities and listening comprehension skills. During this unit students will reflect on their personal past with childhood memories and learn about Spanish history to further develop language interpretation abilities. Writing skills are emphasized through the study of advanced grammar and the writing of compositions on a variety of everyday topics. Students are expected to use the target language in all appropriate situations. The Spanish III program will be supported by the *Realidades 3* Spanish program and text that will cover different themes, support Spanish grammar and vocabulary

Time Frame: 42 to 46 Days

Enduring Understandings:

Students will understand that...

- *They can communicate with someone who is from a Spanish speaking country.*
- *They can ask and answer questions in Spanish.*
- *They can describe people, places, and things in a foreign language.*
- *They can compare and contrast school activities, school or classroom rules, and items needed for different classes.*
- *They can demonstrate knowledge of new vocabulary to communicate about childhood memories.*
- *They can read and interpret a picture-based story.*
- *They can make comparisons using correct Spanish grammar.*
- *They can write a five paragraph essay.*

Essential Questions:

- *How does learning a foreign language help me become a global citizen?*
- *How does learning a foreign language help me gain critical 21st century skills?*
- *Why is it important to retain memories of our childhood?*
- *What does childhood mean to you?*
- *How will asking and answering questions in Spanish help me improve my oral comprehension and speaking skills?*
- *Do you think is important to differentiate between an action that occurred once in the past and an action that repeated many times in the past? Why? (In English and in Spanish).*
- *Why are verb tenses important?*
- *Why is it important to the study of Spanish to learn about Spain history?*
- *What are myths and legends?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>7.1.IM.A.1</p> <p>Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.</p> <p>7.1.IM.A.2</p> <p>Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.</p> <p>7.1.IM.A.3</p> <p>Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.</p> <p>7.1.IM.A.4</p> <p>Use target language to paraphrase what is heard or</p>	<p>Topics</p> <p>Childhood, archeology, myths vs. reality, Spanish History</p> <p>Objectives</p> <p>Students will</p> <ul style="list-style-type: none"> Understand that it is possible to communicate in a foreign language Ask and answer simple questions in target language Use print, recorded, and digital media to learn Spanish Use digital media to learn about Spanish speaking countries and people Demonstrate knowledge of new vocabulary Recall and talk about childhood experiences. Describe people and events from their childhood. Comprehend the uses of the imperfect tense. Differentiate between the different uses of the past tense in Spanish. Create questions and answers using key words 	<p>As an introduction to this unit, students will watch a video of childhood memories in a Spanish speaking country. (6.1.12.D.14.f, 6.1.12.D.6.a)</p> <p>Following teacher directed grammar lessons about adjective agreement and comparisons & superlatives Students will complete workbook and textbook related practice lessons.</p> <p>Using a word bank, students will complete a paragraph demonstrating knowledge of vocabulary related to the imperfect.</p> <p>Following a teacher led grammar lesson on the preterite vs. imperfect, students will Create a round-robin story about a situation that occurred regularly in a summer camp using the preterit and imperfect tense. (CRP2, CRP6)</p> <p>Students will apply their knowledge of the preterit and imperfect by creating</p>	<p>YouTube: Childhood Memories Easy Spanish 28 https://youtu.be/VhAiG4vUUXY</p> <p><i>Realidades 3</i></p> <p>Capítulo 2</p> <p>Preparación para Capítulo 2: A ver si recuerdas</p> <ul style="list-style-type: none"> adjective agreement comparisons and superlatives <p>Capítulo 2: ¿Cómo te expresas?</p> <ul style="list-style-type: none"> the preterite vs. imperfect <i>estar</i> + past participle the verbs <i>ser</i> and <i>estar</i> preterite & imperfect special meaning of verbs <p>Youtube: Preterite vs. Imperfect Song! (Cielito Lindo) https://youtu.be/eaDYhZMU_Aew</p>	<p>Benchmark Assessment: Midterm Assessment</p> <p>Formative Assessment:</p> <ul style="list-style-type: none"> Participation/Observations Questioning Discussions Anecdotal Notes Graphic Organizers Peer/Self Assessments Presentations Visual Representations Individual Whiteboards “Do now” <p>Summative Assessment:</p> <ul style="list-style-type: none"> Pre-test, test, and daily work Quizzes District benchmark or interim assessments End-of-unit or tests Scores that are used for accountability for schools

<p>read in oral or written descriptions of people, places, objects, and daily activities.</p> <p>7.1.IM.A.5</p> <p>Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</p> <p>7.1.IM.A.7</p> <p>Infer the meaning of some unfamiliar words in some new contexts.</p> <p>7.1.IM.A.8</p> <p>Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</p> <p>7.1.IM.B.1</p> <p>Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.</p>	<p>or idioms in the imperfect tense.</p> <ul style="list-style-type: none"> • Interview another student and create a dialogue about a real or imaginary event that occurred in the past. • Create sentences with the word when and while to compare and contrast the preterit and the imperfect. • Give a one minute oral presentation describing their childhood. • Interpret an article about Spanish culture. • Acquire knowledge about “El camino de Santiago” • Comprehend and interpret a Spanish legend. • Organize a selection of facts and ideas into a composition. 	<p>a composition about their childhood. Include information given on page 43.</p> <p>Students will talk about the leisure activities and household chores of each of their family members in previous years. (SK.K.1)</p> <p>Students will prepare a biography about their favorite actor or athlete using the imperfect and the preterit tense.</p> <p>Students will research and explain why the pilgrim came from England to Massachusetts in the 17th century. Students will work in small groups to create skits about the pilgrims coming to Massachusetts. (CRP12)</p> <p>After reading “El camino de Santiago”, explain the trip of the pilgrim to Santiago de Compostela. (NJSLSA.R2, NJSLSA.R7)</p> <p>Students will watch a Spanish video about hiking the “Camino de Santiago” and discuss three things they learned</p>	<p>Realidades 3 Capítulo 7 Preparación para Capítulo Capítulo 7: ¿Mito o realidad?</p> <p>YouTube: El Camino de Santiago https://youtu.be/qs3WgVClhyE</p> <p>Realidades 3 Capítulo 7 Preparación para Capítulo 7: A ver si recuerdas</p> <ul style="list-style-type: none"> • arqueología • affirmative and negative words • la naturaleza • using adjectives as nouns <p>Capítulo 7: ¿Mito o realidad?</p> <ul style="list-style-type: none"> • present and present perfect subjunctive with doubt • pero and sino • the subjunctive in adjective clauses <p><i>Leyenda del Popocatepetl e Iztaccíhuatl</i></p> <p>https://youtu.be/t2WoGqXLOaM</p>	<p>(AYP) and students (report card grades)</p> <ul style="list-style-type: none"> • Rubrics <p>Alternative Assessment:</p> <ul style="list-style-type: none"> • Students will respond to oral questioning and demonstrate proficiency on a checklist of Spanish language vocabulary. • Students will create a portfolio of completed drawings, writings, audio recordings, and other products related to their study of Spanish. • Students will provide the teacher with audio recordings demonstrating their proficiency in Spanish
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<p>7.1.IM.B.2</p> <p>Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities in familiar and some unfamiliar situations.</p> <p>7.1.IM.B.3</p> <p>Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.</p> <p>7.1.IM.B.4</p> <p>Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.</p> <p>7.1.IM.B.5</p> <p>Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and</p>		<p>in the video with a partner. (CRP4) (NJSLSA.R7, SK.K.1)</p> <p>Analyze information in a listening comprehension activity on page 50.</p> <p>Narrate a childhood event with the following information: the scene of the events, description of people, places, things, and what happened in the event. Create a digital storybook of the events.</p> <p>Following teacher led grammar lessons on affirmative and negative words and using adjectives as nouns, students will complete a workbook practice exercise.</p> <p>Following teacher-led grammar lessons on present and present perfect subjunctive with doubt and the subjunctive in adjective clauses, students will create a dialogue and work with a partner to find examples of Spanish myths. (CRP4, CRP2)</p>	<p><i>11 Tools and Apps for Creating Digital Storybooks</i></p> <p>https://americantesol.com/blogger/storybooktools/</p> <p>My Free Bingo Cards https://myfreebingocards.com</p> <p>Quizlet https://quizlet.com/subject/childhood/</p> <p><i>Have You Tried Applying for These 10 Jobs That Require Spanish Language Skills?</i> https://www.fluentu.com/blog/spanish/jobs-that-require-spanish/</p> <p>Recommended Books:</p> <ul style="list-style-type: none"> • <i>501 Spanish Verbs 6th Ed., Barron's</i> • <i>Easy Spanish Step by Step By Barbara Bregstein</i> • <i>Living Language-Spanish</i> • <i>Spanish Now! Level 1</i> • <i>Spanish for Dummies</i> • http://americareadsspanish.org/libro/ARS Essential Guide to Spanish Reading for 	<p>speaking skills and vocabulary.</p>
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<p>situations.</p> <p>7.1.IM.C.1</p> <p>Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.IM.C.2</p> <p>Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>7.1.IM.C.3</p> <p>Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p> <p>7.1.IM.C.4</p> <p>Synthesize information found in age- and level-appropriate culturally authentic materials.</p>		<p>Read and interpret the Mexican legend “El Iztaccihuatl y el Popocatepetl” on pages 54-56. Answer the comprehension questions on page 57. Following the graphic organizer on page 52, prepare an outline of the details of the legend and write a summary of the story in their own words. (NJSLSA.R2, NJSLSA.R7)</p> <p>Project Based Learning: Project 1</p> <p>Narrate a childhood event with the following information: the scene of the events, description of people, places, things, and what happened in the event. Create a digital storybook of the events and present it to the class. (9.2.12.C.3) (CRP2, CRP4, CRP11, CRP12, CRP6) (8.1.12.A.2, 8.1.12.A.1)</p> <p>Students will play Bingo & Quizlet vocabulary review activities with a partner or in teams.(CRP12)</p>	<p><u><i>Children and Young Adults.pdf</i></u></p> <p>Core Instructional/ supplemental materials:</p> <p>Textbook: <i>Realidades 3</i> Workbook: <i>Realidades 3</i> Videos: <i>Realidades 3</i> CD-Rom: <i>Realidades 3</i></p> <p><i>Quizlet</i> <u>https://quizlet.com</u></p> <p><i>Spanish for teachers</i> <u>http://spanish4teachers.org/spanishworksheets/</u></p>	
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<p>7.1.IM.C.5</p> <p>Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices.</p>		<p>Students will research different careers (traditional and non-traditional) that may use Spanish. Students will then develop a list of these careers and select one of the careers to write a paragraph about in Spanish. (9.2.12.C5, 9.2.12.C.3)</p>		
<p>Integration of 21st Century Standards NJSL 9: 9.2.12.C.3: Identify transferable career skills and design alternate career plans. 9.2.12.C.5: Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.</p>				
<p>Accommodations and Modifications: <i>Students with special needs:</i> Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.</p> <p><i>ELL/ESL students:</i> Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/</p> <p><i>Students at risk of school failure:</i> Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.</p> <p><i>Gifted and Talented Students:</i> Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements.</p>				
<p>English Language Learners</p> <ul style="list-style-type: none"> • Use visuals 	<p>Special Education</p> <ul style="list-style-type: none"> • Utilize modifications & 	<p>At-Risk</p> <ul style="list-style-type: none"> • Instructions may be printed 	<p>Gifted and Talented</p> <ul style="list-style-type: none"> • Adjusting the pace of lessons 	

<ul style="list-style-type: none"> ● Provide peer tutoring ● Chants, songs, choral reading ● Speak and display vocabulary ● Teacher modeling ● Peer modeling ● Develop and post routines ● Label classroom materials ● Word walls ● Work toward longer passages as skills in English increase ● Introduce key vocabulary before lesson ● Teacher reads aloud daily ● Preferential seating ● Small group instruction ● Use audio books ● Allow extra time to complete assignments or tests ● Assign a picture or movement to vocabulary words ● Small group instruction-guided reading and guided writing ● Oral prompts can be given. ● Allow answers to be given orally or dictated 	<p>accommodations delineated in the student's IEP</p> <ul style="list-style-type: none"> ● Work with paraprofessional ● Use multi-sensory teaching approaches. Pictures, modeling, music, and other props provide helpful visual, auditory, and tactile reinforcement of ideas. ● Work with a partner ● One-on-one instruction ● Small group instruction ● Provide concrete examples and relate all new concepts to previously learned concepts or to typical life skills at home. ● Solidify and refine concepts through repetition. ● Change work requirements to reduce activity time ● Preferential seating ● Pre-teaching and re-teaching skills and concepts ● Front load vocabulary ● Chants, songs, choral reading ● Introduce key vocabulary before lesson 	<p>out in large print and hung up for the student to see during the time of the lesson.</p> <ul style="list-style-type: none"> ● Review behavior expectations and make adjustments for personal space or other behaviors as needed. ● Using visual demonstrations, illustrations, and models ● Allow extra time to complete assignments or tests ● Peer modeling ● Teacher modeling ● Give directions/instructions verbally and in simple written format. ● Peer Support ● Increase one on one time ● Teachers may modify instructions by modeling what the student is expected to do ● Oral prompts can be given. ● Allow answers to be given orally or dictated 	<ul style="list-style-type: none"> ● Interest based content ● Real world scenarios ● Student Driven Instruction ● Curriculum compacting ● Inquiry-based instruction ● Independent study ● Higher order thinking skills ● Ask open-ended questions ● Use centers and group students according to ability and interest ● Create an enhanced set of introductory activities ● Organize and offer flexible small group learning activities ● Use centers, contracts, or stations ● Debrief students
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	<ul style="list-style-type: none"> • Teacher reads aloud daily • Use audio books • Allow extra time to complete assignments or tests • Use a scribe for non-writers • Large print texts and or Braille, or audio books • Augmentative communication system • Assistive Technology • Oral prompts can be given. • Allow answers to be given orally or dictated 		
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Interdisciplinary Connections:

ELA - NJSLS/ELA:

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Social Studies:

6.1.12.D.14.f Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

6.2.12.D.6.a Assess the role of increased personal and business electronic communications in creating a “global” culture, and evaluate the impact on traditional cultures and values.

Integration of Technology Standards NJSLS 8:

8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

Career Ready Practices:

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

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

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

Key Vocabulary: Clase: la mesa, pupitre, la silla, el lápiz, la puerta, el escritorio, el libro, el reloj, el mapa, el globo, el/la maestro/a, el borrador, Materiales escolares: carpetas, papel, lápices, crayones, mochila, lápices de colores, borradores, Escuela- Horario escolar, clases, períodos, primer período, segundo período, tercero, cuarto, quinto, programación de bloque, materias, materia, profesor, compañeros de clase, artes del lenguaje, idiomas del mundo, matemáticas, arte, música, educación física, ciencias, estudios sociales, historia, laboratorio, almuerzo, centro de medios, biblioteca, oficina de orientación, oficina principal, consejero. Pasatiempos: mi pasatiempo favorito es ... jugar al aire libre, ir al parque, comer, cocinar, bailar, jugar fútbol, jugar deportes, mirar televisión, hablar con amigos, jugar juegos de computadora, jugar videojuegos, leer, dibujar, cantar , pintar, Legos, escuchar música, jugar con mis juguetes, estar con mi familia, me gusta, no me gusta. **Other vocabulary depending on students language levels**

Englewood Public School District
World Language, Spanish-III Grade
Third Marking Period

Unit 3: What Will the Future Bring Us and Walking in Someone Else's Shoes

Overview: Through frequent class discussions, oral presentations, and communicative tasks, students improve their speaking abilities and listening comprehension skills. During this unit students will explore the future and become more aware of other cultures to further develop their language interpretation abilities. Writing skills are emphasized through the study of advanced grammar and the writing of compositions on a variety of everyday topics. Students are expected to use the target language in all appropriate situations. The Spanish III program will be supported by the *Realidades 3* Spanish program and text that will cover different themes, support Spanish grammar and vocabulary

Time Frame: 43 to 47 Days

Enduring Understandings:

Students will understand that...

- *They can imagine which professions will be most important in the future.*
- *They can predict what changes may occur in technology in the future.*
- *They can plan where they want to be five years from now.*
- *They can write five paragraph essays using correct Spanish Grammar.*
- *They can read, understand, and interpret books, poems, songs, and informational texts in Spanish.*
- *They can initiate discussions about different cultures in the United States and their influence on American society.*
- *They can understand cultural perspectives of different ethnic groups in the United States.*
- *They can identify different cultures that influenced Spain.*
- *They can identify and define the characteristics of the cultures within their community.*
- *They can create sentences using the regular and irregular forms of the conditional tense.*

Essential Questions:

- *How does learning a foreign language help me become a global citizen?*
- *How does learning a foreign language increase my 21st Century Skills?*
- *What kind of professions do you think will be the most important ones in the future? Why?*
- *Can you imagine some inventions that will be created in the future?*
- *How do you see yourself five years from now?*
- *Why is the future tense so easy to learn in Spanish?*
- *What interaction is there among different cultures in the United States?*
- *Why do you think the Moors had such a great influence in the culture and language of Spain?*
- *In what ways does ethnic influence contribute to the Spanish language? Why do you think this influence is important?*

Standards	Topics and Objectives	Activities	Resources	Assessments
7.1.IM.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.	Topics The Future, technology, careers, and different cultures <i>Twenty-First Century Themes and Skills include:</i> <ul style="list-style-type: none">• Social and Cross-cultural skills• The Four C’s- Communication, Collaboration, Critical-Thinking, and Creativity• Global Awareness http://classroom21.ncdpi.wikispaces.net/Framework+for+21st+Century+Skills+Overview+2	As an introduction to this unit, students will watch a video about how technology changes our lives. Students will take notes and name five things they learned from the video. (6.1.12.D.14.f, 6.1.12.D.6.a) Following a teacher-led vocabulary lesson technology, students will review interactive vocabulary cards to help them unit vocabulary. Students will research careers and evaluate which career is best suited for them. Students will write and present information orally about one careers and /or profession and necessary qualities for them. (9.2.12.C.3, 9.2.12.C.5) (CRP2, CRP4) Students write vocabulary related to professions on index cards, which will be collected by the teacher and then redistributed to different students.	You Tube: La tecnología que cambia nuestra vida Miguel García TEDxArroyoDeLaPlata https://youtu.be/AU_m-7dDVR8 Quizlet: Technology Spanish Vocabulary https://quizlet.com/subject/spanish-technology-vocab/ Realidades Capítulo 6 Preparación para Capítulo 6: A ver si recuerdas <ul style="list-style-type: none">• <i>el mundo del trabajo</i>• the verbs <i>saber</i> and <i>conocer</i>• <i>el medio ambiente y la tecnología</i>• the impersonal <i>se</i> Capítulo 6: ¿Qué nos traerá el futuro? <ul style="list-style-type: none">• the future tense• the future of probability• the future perfect• the use of direct and indirect object pronouns	Benchmark Assessment: Common Formative Assessment Formative Assessment: <ul style="list-style-type: none">• Participation/ Observations• Questioning• Discussions• Anecdotal Notes• Graphic Organizers• Peer/Self Assessments• Presentations• Visual Representations• Individual Whiteboards• “Do now” Summative Assessment: <ul style="list-style-type: none">• Pre-test, test, and daily work• Quizzes• District benchmark or interim assessments• End-of-unit or tests• Scores that are used for
7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.	Objectives Students will <ul style="list-style-type: none">• Understand that it is possible to communicate in a foreign language• Express their opinions and preferences• Research information in English and Spanish• Create Spanish presentations• Demonstrate knowledge about careers and professions and qualities necessary for them.			
7.1.IM.A.3 Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to				

<p>determine the meaning of a message.</p> <p>7.1.IM.A.4</p> <p>Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.</p> <p>7.1.IM.A.5</p> <p>Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</p> <p>7.1.IM.A.7</p> <p>Infer the meaning of some unfamiliar words in some new contexts.</p> <p>7.1.IM.A.8</p> <p>Use knowledge of structures of the target language to</p>	<ul style="list-style-type: none"> • Apply knowledge that they have about a variety of products and imagine/create inventions for the future. • Apply knowledge to explain technology that they will need in the next century. • Describe in their own words what they will be like five years from now. • Apply previously learned knowledge to create the future tense. • Create complex sentences using a “si” clause in the present tense and then independent clause in the future tense. • Infer in what ways virtual reality will change their lives. • Initiate discussions about different cultures in the United States and their influence on American society. • Understand cultural perspectives of different ethnic groups in the United States. • Identify different cultures that influenced Spain. • Identify and define the characteristics of the 	<p>Students will determine the profession on their card from the vocabulary given. (9.2.12.C.3, 9.2.12.C.5) (CRP2, CRP4)</p> <p>Practice listening comprehension of the new vocabulary through dictation.</p> <p>Read the interviews on page 254/255 silently first. Then, students take turns reading each interview aloud playing the roles of the two speakers.</p> <p>In pairs students will talk about what occupation they would like to have. (Activity 7, page 257). (9.2.12.C.3, 9.2.12.C.5) (CRP2, CRP4)</p> <p>After reading “En casa de mama” on page 257, students will answer comprehension questions. (NJSLSA.R2)</p> <p>Project Based Learning: Project 1 Working in groups of three or four, students will conduct polls on the topic of what it takes to find a</p>	<p>Realidades Capítulo 6 Preparación para Capítulo 6: A ver si recuerdas</p> <ul style="list-style-type: none"> • <i>el mundo del trabajo</i> • the verbs <i>saber</i> and <i>conocer</i> • <i>el medio ambiente y la tecnología</i> • the impersonal <i>se</i> <p>Capítulo 6: ¿Qué nos traerá el futuro?</p> <ul style="list-style-type: none"> • the future tense • the future of probability • the future perfect • the use of direct and indirect object pronouns <p>Realidades</p> <p>Capítulo 6: ¿Qué nos traerá el futuro?</p> <p>YouTube: 7 Malos Hábitos Y Cómo Eliminarlos Para Vivir Mejor <u>https://youtu.be/H9xwZ_mSvvw</u></p> <p>Drills Dialogues, and Role Plays <u>https://www.press.umich.edu/pdf/0472032038-web.pdf</u></p>	<p>accountability for schools (AYP) and students (report card grades)</p> <ul style="list-style-type: none"> • Rubrics <p>Alternative Assessment:</p> <ul style="list-style-type: none"> • Students will respond to oral questioning and demonstrate proficiency on a checklist of Spanish language vocabulary. • Students will create a portfolio of completed drawings, writings, audio recordings, and other products related to their study of Spanish. • Students will provide the teacher with audio recordings demonstrating their proficiency in Spanish
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<p>deduce meaning of new and unfamiliar structures.</p> <p>7.1.IM.B.1</p> <p>Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.</p> <p>7.1.IM.B.2</p> <p>Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities in familiar and some unfamiliar situations.</p> <p>7.1.IM.B.3</p> <p>Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in</p>	<p>cultures within their community.</p> <ul style="list-style-type: none"> • Create sentences using the regular and irregular forms of the conditional tense. 	<p>good job; record data on a chart and present it to the class. Compare the chart of the different groups. (9.2.12.C.3, 9.2.12.C.5) (CRP2, CRP4, CRP12, CRP8)</p> <p>Answer questions on activity 10, page 259, and compare the answers with those of your classmates.</p> <p>Project Based Learning: Project 2</p> <p>Create a picture story telling about plans for next summer; write 10 sentences with illustrations. Students will use PowerPoint or Google Classroom Presentations to publish their story. (CRP6) (8.1.12.A.1, 8.1.12.A.2)(CRP11)</p> <p>Work in pairs to practice regular and irregular future tense forms.</p> <p>Talk about habits they or someone they know used to have but now no longer have. Use the imperfect tense for the old habit and the future tense for the change.</p>	<p>Realidades Capítulo 6 Preparación para Capítulo 6: A ver si recuerdas</p> <ul style="list-style-type: none"> • <i>el mundo del trabajo</i> • the verbs <i>saber</i> and <i>conocer</i> • <i>el medio ambiente y la tecnología</i> • the impersonal <i>se</i> <p>Capítulo 6: ¿Qué nos traerá el futuro? • the future tense</p> <ul style="list-style-type: none"> • the future of probability • the future perfect • the use of direct and indirect object pronouns <p>Realidades Capítulo 6 Capítulo 6: ¿Qué nos traerá el futuro? • the future tense</p> <ul style="list-style-type: none"> • the future of probability • the future perfect • the use of direct and indirect object pronouns <p>Capítulo 8 Preparación para Capítulo 8: A ver si recuerdas</p> <ul style="list-style-type: none"> • <i>construcciones, descripciones</i> • interrogative words • <i>de compras, relaciones interpersonales</i> • verbs that change in the preterite 	<p>speaking skills and vocabulary.</p>
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<p>familiar and some unfamiliar situations.</p> <p>7.1.IM.B.4</p> <p>Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.</p> <p>7.1.IM.B.5</p> <p>Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.</p> <p>7.1.IM.C.1</p> <p>Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted</p>		<p>Work in pairs to prepare future activities in guided dialogues. (Activity 12, page 261). Caution! Reflexive and object pronouns are placed before the verb (no + reflexive pronoun + object pronoun).</p> <p>Following directions on Activity 13, page 261, demonstrate comprehension of new vocabulary by making logical connection between each cue and the future plans of their chosen person. Sentences can be negative.</p> <p>Students will work in teams of five to prepare a skit to be presented to the class and entitled “Donde estará mi tarea para mañana? (CRP12)</p> <p>Make predictions about your life in college; the kind of friends you will have, the teachers, the activities you will do, the grades you will get, and any other information you would like to include. Write it in the form of a composition.</p>	<p><i>Capítulo 8: Encuentro entre culturas</i> • the conditional tense</p> <ul style="list-style-type: none"> • the imperfect subjunctive • the imperfect subjunctive with <i>si</i> <p><i>Realidades 3</i> <i>Capítulo 8: Encuentro entre culturas</i></p> <p><i>Realidades 3</i> <i>Capítulo 8: Encuentro entre culturas</i></p> <p>Recommended Books:</p> <ul style="list-style-type: none"> • <i>501 Spanish Verbs 6th Ed., Barron’s</i> • <i>Easy Spanish Step by Step By Barbara Bregstein</i> • <i>Living Language-Spanish</i> • <i>Spanish Now! Level 1</i> • <i>Spanish for Dummies</i> • http://americareadsspanish.org/libro/ARS_Essential_Guide_to_Spanish_Reading_for_Children_and_Young_Adults.pdf 	
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<p>themes to be shared virtually with a target language audience.</p> <p>7.1.IM.C.2</p> <p>Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>7.1.IM.C.3</p> <p>Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p> <p>7.1.IM.C.4</p> <p>Synthesize information found in age- and level-appropriate culturally authentic materials.</p> <p>7.1.IM.C.5</p> <p>Compare cultural perspectives of the target</p>		<p>Project Based Learning: Project 3</p> <p>Working in groups of three or four, brainstorm and “invent” a technological advancement that might be possible 100 years from now. Describe in detail your prediction and include a drawing that can be shown to the class.</p> <p>17. Develop activity 29 on page 272.(CRP12, CRP6, CRP4)</p> <p>Project Based Learning: Students will work with partners to create Spanish advertisements for an upcoming fashion show. In groups of four prepare a fashion show in which each person wears clothing for different types of events. Every person in every group must describe the clothing and the event to which he/she is wearing the clothing. Include the material of the fabric and the color, the style, and the size. (CRP1, CRP2,</p>	<p>Core Instructional/ supplemental materials:</p> <p>Textbook: <i>Realidades 3</i> Workbook: <i>Realidades 3</i> Videos: <i>Realidades 3</i> CD-Rom: <i>Realidades 3</i></p> <p><i>Quizlet</i> https://quizlet.com</p> <p><i>Spanish for teachers</i> http://spanish4teachers.org/spanishworksheets/</p>	
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culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices.

CRP4, CRP6, CRP11, CRP12) (8.1.12.A.1, 8.1.2.1.B.1) (6.1.12.D.14.f, 6.1.12.D.16.a)

Project Based Learning:

Students will work in small groups using pictures from the Internet and/ or magazines, prepare a picture-based story poster in which students will describe a shopping trip that they took using the proper forms of the preterit tense. Using the poster for the above activity, student will expand the information adding time expressions previously learned. They will present this information to the class. CRP1, CRP2, CRP4, CRP6, CRP11, CRP12) (8.1.12.A.1, 8.1.2.1.B.1) (6.1.12.D.14.f)

Working in groups, research different cultures in different areas around the United States. Present your research to the class in an oral presentation. Pretend that you are a member of one of the cultural communities you

researched. Use the conditional tense.
(CRP12)

Research the Moorish and Jewish influence in Spain. Explain how these two cultures would change the traditional Catholic society of Spain. (CRP2, CRP8) (NJSLSA.R2, NJSLSA.R7)

Project Based Learning
Project 3

Research the history of the following major attractions in Spain:
“Mezquita de Córdoba”,
“La Alhambra”,
“Sinagoga de Córdoba”,
and “La Giralda”. Prepare a PowerPoint and deliver the information in an oral presentation. Prepare a minimum of five (5) questions to ask the audience after each presentation. (8.1.12.A.1, 8.1.12.A.2) (CRP2, CRP4, CRP6, CRP8, CRP11) (NJSLSA.R2, NJSLSA.R7, SK.K.1) (6.1.12.D.14.f, 6.1.12.D.16.a)

Read and interpret the passages on pages 346 and

		347. Organize the information in a three-column chart named “ciudad”, “culturas”, and “ejemplo de la mezcla de culturas”. Compare your chart to those of your classmates.(NJSLSA.R2. NJSLSA.R7)		
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Integration of 21st Century Standards NJSLS 9:

9.2.12.C.3: Identify transferable career skills and design alternate career plans.

9.2.12.C.5: Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> • Speak and display vocabulary • Teacher modeling • Peer modeling • Develop and post 	<ul style="list-style-type: none"> • Utilize modifications & accommodations delineated in the student’s IEP • Work with paraprofessional • Use multi-sensory teaching 	<ul style="list-style-type: none"> • Using visual demonstrations, illustrations, and models • Allow extra time to 	<ul style="list-style-type: none"> • Curriculum compacting • Inquiry-based instruction • Independent study • Higher order thinking

<p> routines <ul style="list-style-type: none"> ● Label classroom materials ● Word walls ● Use visuals ● Provide peer tutoring ● Chants, songs, choral reading ● Work toward longer passages as skills in English increase ● Introduce key vocabulary before lesson ● Teacher reads aloud daily ● Preferential seating ● Small group instruction ● Use audio books ● Allow extra time to complete assignments or tests ● Assign a picture or movement to vocabulary words ● Small group instruction-guided reading and guided writing ● Oral prompts can be given. ● Allow answers to be given orally or dictated </p>	<p> approaches. Pictures, modeling, music, and other props provide helpful visual, auditory, and tactile reinforcement of ideas. <ul style="list-style-type: none"> ● Work with a partner ● One-on-one instruction ● Small group instruction ● Provide concrete examples and relate all new concepts to previously learned concepts or to typical life skills at home. ● Solidify and refine concepts through repetition. ● Change work requirements to reduce activity time ● Preferential seating ● Pre-teaching and re-teaching skills and concepts ● Front load vocabulary ● Chants, songs, choral reading ● Introduce key vocabulary before lesson ● Teacher reads aloud daily ● Use audio books ● Allow extra time to complete assignments or tests ● Use a scribe for non-writers ● Large print texts and or Braille, or audio books ● Augmentative communication system ● Assistive Technology ● Oral prompts can be given. </p>	<p> complete assignments or tests <ul style="list-style-type: none"> ● Peer modeling ● Teacher modeling ● Give directions/instructions verbally and in simple written format. ● Peer Support ● Increase one on one time ● Teachers may modify instructions by modeling what the student is expected to do ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. ● Review behavior expectations and make adjustments for personal space or other behaviors as needed. ● Oral prompts can be given. ● Allow answers to be given orally or dictated </p>	<p> skills <ul style="list-style-type: none"> ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction ● Ask open-ended questions ● Use centers and group students according to ability and interest ● Create an enhanced set of introductory activities ● Organize and offer flexible small group learning activities ● Use centers, contracts, or stations ● Debrief students </p>
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	<ul style="list-style-type: none"> ● Allow answers to be given orally or dictated 		
<p>Interdisciplinary Connections:</p> <p>ELA - NJSLS/ELA:</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>Social Studies:</p> <p>6.1.12.D.14.f Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.</p> <p>6.2.12.D.6.a Assess the role of increased personal and business electronic communications in creating a “global” culture, and evaluate the impact on traditional cultures and values.</p> <p>6.1.12.D.16.a Analyze the impact of American culture on other world cultures from multiple perspectives.</p>			
<p>Integration of Technology Standards NJSLS 8:</p> <p>8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p>			
<p>Career Ready Practices:</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>			
<p>Key Vocabulary: compras-tienda de ropa, zapatería, supermercado, grandes almacenes, boutique, floristería, tienda de comestibles, restaurantes, artículos para el hogar, banco, cajero automático, tarjeta de crédito, efectivo, cambio, monedas, billetera, compradores, vendedor, tienda de dulces, panadería, restaurante de comida rápida, Ropa: camisa, blusa, pantalón, falda, vestido, traje, corbata, camiseta, ropa deportiva, pantalones cortos, top sin mangas, calcetines, zapatos, zapatillas de deporte, sandalias, suéter, sudadera, chaqueta, abrigo, guantes, mitones, gorro. , bufanda. Partes del cuerpo: cabeza, hombros, cuello, brazo, codo, muñeca, manos, dedos, uñas, torso, piernas, pies, dedos de los pies. Other vocabulary depending on students language levels</p>			

Englewood Public School District

World Language, Spanish-III Grade

Fourth Marking Period

Unit 4: Work and the Community

Overview: Through frequent class discussions, oral presentations, and communicative tasks, students improve their speaking abilities and listening comprehension skills. During this unit students will learn about work and the community to further develop their language interpretation abilities. Writing skills are emphasized through the study of advanced grammar and the writing of compositions on a variety of everyday topics. Students are expected to use the target language in all appropriate situations. The Spanish III program will be supported by the *Realidades 3* Spanish program and text that will cover different themes, support Spanish grammar and vocabulary

Time Frame: 43 to 47 Days

Enduring Understandings:

Students will understand that...

- *They can make a positive impact around the community.*
- *They can learn about the uses of technology and apply the skills to acquire a new language.*
- *They can demonstrate knowledge of skills needed in a variety of occupations.*
- *They can create a list of interviewing techniques of both the interviewer and the interviewee.*
- *They can explain the different volunteer activities in the community.*
- *They can identify the community service school activities at DMAE.*
- *They can recall the present tense of the verb **haber** and the past participle conjugations of regular and irregular verbs.*

Essential Questions:

- *How does learning Spanish help me improve my content area vocabulary?*
- *What businesses, things, and people did you see on your way to school?*
- *How does learning Spanish help improve my 21st Century skills?*
- *What skills are needed to qualify for different jobs?*
- *What do you think are the most important interviewing techniques when you have a job interview?*
- *What volunteer community organization are you aware of? Have you ever worked for any?*
- *Why do you think volunteering is important? What kind of community service have you done in school?*
- *Why is community service essential for the smooth running of school?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>7.1.IM.A.1</p> <p>Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.</p> <p>7.1.IM.A.2</p> <p>Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.</p> <p>7.1.IM.A.3</p> <p>Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.</p> <p>7.1.IM.A.4</p>	<p>Topics</p> <p>Work and the Community</p> <p><i>Twenty-First Century Themes and Skills include:</i></p> <ul style="list-style-type: none"> • Social and Cross cultural skills • The Four C's- Communication, Collaboration, Critical-Thinking, and Creativity • Global Awareness <p>http://classroom21.ncdpi.wikispaces.net/Framework+for+21st+Century+Skills+Overview+2</p> <p>Objectives</p> <p>Students will</p> <ul style="list-style-type: none"> • Learn about and use technology to communicate in Spanish • Create posters and digital presentations about a given topic • Use print, recorded, and digital media to learn Spanish • Demonstrate knowledge of skills needed in a variety of occupations. 	<p>As an introduction to this unit, students will learn about different jobs in local communities. (9.2.12.C.5)</p> <p>Following a teacher led lesson on vocabulary, Students will work in small groups and discuss the different businesses and jobs they have in the community and in and around Bergen County.(CRP12, CRP4)</p> <p>Following teacher led grammar lessons focusing on the present progressive tense and placement of direct and indirect pronouns , students will complete workbook practice pages and create a dialogue about the different jobs around Englewood. (CRP2)</p> <p>Following teacher led grammar lessons on the present perfect tense and past perfect tense students will complete a text base practice activity.</p>	<p>Youtube: Profesion-Community jobs https://youtu.be/mpCicuAMqP4</p> <p>Realidades Capítulo 5 Preparación para Capítulo 5:</p> <ul style="list-style-type: none"> • <i>trabajos y lugares en la comunidad</i> • the present progressive • <i>desastres, lugares en la comunidad, actividades en la comunidad</i> • placement of direct, indirect and reflexive pronouns <p>Capítulo 5: Trabajo y comunidad</p> <ul style="list-style-type: none"> • present perfect tense • past perfect tense • present perfect subjunctive • demonstrative adjectives and pronouns <p>Realidades Capítulo 5 Preparación para Capítulo 5:</p>	<p>Benchmark Assessment: End of Year Assessment</p> <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Participation/ Observations • Questioning • Discussions • Anecdotal Notes • Graphic Organizers • Peer/Self Assessments • Presentations • Visual Representations • Individual Whiteboards • “Do now” <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Pre-test, test, and daily work • Quizzes • District benchmark or interim assessments • End-of-unit or tests

<p>Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.</p> <p>7.1.IM.A.5</p> <p>Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</p> <p>7.1.IM.A.7</p> <p>Infer the meaning of some unfamiliar words in some new contexts.</p> <p>7.1.IM.A.8</p> <p>Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</p> <p>7.1.IM.B.1</p> <p>Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.</p>	<ul style="list-style-type: none"> • Create a list of interviewing techniques of both the interviewer and the interviewee. • Explain the different volunteer activities in the community. • Identify the community service school activities at DMAE. • Recall the present tense of the verb haber and the past participle conjugations of regular and irregular verbs. 	<p>Students will work in small groups and talk about work, job searches, employment types, and skills. Students will create a Google form asking which students have jobs and what they do and asking about what community service they do around the neighborhood. (9.2.12.C.3)(CRP2, CRP4, CRP11, CRP12) (8.1.12.A.1, 8.1.12.A.2)</p> <p>Project Based Learning: Project 1</p> <p>Students will research a local community organization and write a report about the volunteer work done in that organization. Then they will suggest ways to help fund raise for the organization they have chosen or look for grants to help their selected organization. (NJSLSA.R7) (9.2.12.C.3)(CRP2, CRP4, CRP11) (8.1.12.A.1, 8.1.12.A.2)(6.3.12.A.1)</p>	<ul style="list-style-type: none"> • <i>trabajos y lugares en la comunidad</i> <p>Google Forms</p> <p>Capítulo 5: Trabajo y comunidad</p> <ul style="list-style-type: none"> • present perfect tense • past perfect tense • present perfect subjunctive • demonstrative adjectives and pronouns <p>Realidades</p> <p>Capítulo 5 Capítulo 5: Trabajo y comunidad</p> <ul style="list-style-type: none"> • present perfect tense • past perfect tense • present perfect subjunctive • demonstrative adjectives and pronouns <p>Realidades</p> <p>Capítulo 5 Capítulo 5: Trabajo y comunidad</p>	<ul style="list-style-type: none"> • Scores that are used for accountability for schools (AYP) and students (report card grades) • Rubrics <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Students will respond to oral questioning and demonstrate proficiency on a checklist of Spanish language vocabulary. • Students will create a portfolio of completed drawings, writings, audio recordings, and other products related to their study of Spanish. • Students will provide the teacher with audio recordings demonstrating their proficiency
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<p>7.1.IM.B.2</p> <p>Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities in familiar and some unfamiliar situations.</p> <p>7.1.IM.B.3</p> <p>Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.</p> <p>7.1.IM.B.4</p> <p>Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.</p> <p>7.1.IM.B.5</p> <p>Engage in short conversations about personal experiences or events, topics studied in other content areas, and</p>		<p>Students will work with a partner to create a dialogue in which a teacher asks a student to do community service in school and wants to know about the student's specific experience. (CRP12)</p> <p>Following teacher-led grammar lessons on the present perfect tenses, present perfect subjunctive, and demonstrative adjectives and pronouns. Students complete text based practice exercises.</p> <p>Students will work in groups of three to create a picture-sequence story based on community service in school and your community. Students will use the present perfect tense when writing. (CRP6)</p> <p>Students will research interview questions and work in pairs to interview one another for a selected job. (9.2.12.C.3)</p> <p>Students will watch a Spanish video about</p>	<ul style="list-style-type: none"> • present perfect tense • past perfect tense • present perfect subjunctive • demonstrative adjectives and pronouns <p>Realidades</p> <p><i>Capítulo 5</i> <i>Capítulo 5: Trabajo y comunidad</i></p> <p>Como buscar trabajo en Estados Unidos - Mi experiencia consiguiendo trabajo https://youtu.be/UTs1O5jP5hc</p> <p>Recommended Books:</p> <ul style="list-style-type: none"> • <i>501 Spanish Verbs 6th Ed., Barron's</i> • <i>Easy Spanish Step by Step By Barbara Bregstein</i> • <i>Living Language-Spanish</i> • <i>Spanish Now! Level 1</i> • <i>Spanish for Dummies</i> • http://americareadsspanish.org/libro/ARS_Essential_Guide_to_Spanish_Reading_f 	<p>in Spanish speaking skills and vocabulary.</p>
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<p>some unfamiliar topics and situations.</p> <p>7.1.IM.C.1</p> <p>Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.IM.C.2</p> <p>Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>7.1.IM.C.3</p> <p>Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p> <p>7.1.IM.C.4</p> <p>Synthesize information found in age- and level-</p>		<p>finding a job in the United States.</p> <p>They will discuss five points they got from the video. Then students will create a brief video summary of the video in Spanish. (9.2.12.C.1) (CRP2, CRP4)</p>	<p><u><i>or Children and Young Adults.pdf</i></u></p> <p>Core Instructional/ supplemental materials:</p> <p>Textbook: <i>Realidades 3</i> Workbook: <i>Realidades 3</i> Videos: <i>Realidades 3</i> CD-Rom: <i>Realidades 3</i></p> <p><i>Quizlet</i> https://quizlet.com</p> <p><i>Spanish for teachers</i> http://spanish4teachers.org/spanishworksheets/</p> <p><u>Spanish Pronouns and Prepositions</u>, Dorothy Richmond www.enchantedlearning.com/language/spanish/label/ <u>National Geographic in Spanish</u>, Magazine Newspapers, Magazines, Periodicals http://www.elpais.es</p>	
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<p>appropriate culturally authentic materials.</p> <p>7.1.IM.C.5</p> <p>Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices.</p>				
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Integration of 21st Century Standards NJSL 9:

9.2.12.C.5: Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

9.2.12.C.3: Identify transferable career skills and design alternate career plans.

9.2.12.C.1: Review career goals and determine steps necessary for attainment.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA -

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> ● Chants, songs, choral reading ● Work toward longer passages as skills in English increase ● Introduce key vocabulary before lesson ● Speak and display vocabulary ● Teacher modeling ● Peer modeling ● Develop and post routines ● Label classroom materials ● Word walls ● Use visuals ● Provide peer tutoring ● Chants, songs, choral reading ● Teacher reads aloud daily ● Preferential seating ● Small group instruction ● Use audio books ● Allow extra time to 	<ul style="list-style-type: none"> ● Utilize modifications & accommodations delineated in the student's IEP ● Work with paraprofessional ● Use multi-sensory teaching approaches. Pictures, modeling, music, and other props provide helpful visual, auditory, and tactile reinforcement of ideas. ● Work with a partner ● One-on-one instruction ● Small group instruction ● Provide concrete examples and relate all new concepts to previously learned concepts or to typical life skills at home. ● Solidify and refine concepts through repetition. ● Change work requirements to reduce activity time ● Preferential seating ● Pre-teaching and re-teaching skills and concepts ● Front load vocabulary 	<ul style="list-style-type: none"> ● Using visual demonstrations, illustrations, and models ● Allow extra time to complete assignments or tests ● Peer modeling ● Teacher modeling ● Give directions/instructions verbally and in simple written format. ● Peer Support ● Increase one on one time ● Teachers may modify instructions by modeling what the student is expected to do ● Instructions may be printed out in large 	<ul style="list-style-type: none"> ● Create an enhanced set of introductory activities ● Organize and offer flexible small group learning activities ● Use centers, contracts, or stations ● Curriculum compacting ● Inquiry-based instruction ● Independent study ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction ● Ask open-ended questions

<p>complete assignments or tests</p> <ul style="list-style-type: none"> ● Assign a picture or movement to vocabulary words ● Small group instruction-guided reading and guided writing ● Oral prompts can be given. ● Allow answers to be given orally or dictated 	<ul style="list-style-type: none"> ● Chants, songs, choral reading ● Introduce key vocabulary before lesson ● Teacher reads aloud daily ● Use audio books ● Allow extra time to complete assignments or tests ● Use a scribe for non-writers ● Large print texts and or Braille, or audio books ● Augmentative communication system ● Assistive Technology ● Oral prompts can be given. ● Allow answers to be given orally or dictated 	<p>print and hung up for the student to see during the time of the lesson.</p> <ul style="list-style-type: none"> ● Review behavior expectations and make adjustments for personal space or other behaviors as needed. ● Oral prompts can be given. ● Allow answers to be given orally or dictated 	<ul style="list-style-type: none"> ● Use centers and group students according to ability and interest ● Debrief students
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Interdisciplinary Connections:

ELA - NJSLS/ELA:

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Social Studies:

6.3.12.A.1 Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.

Integration of Technology Standards NJSLS 8:

8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

Career Ready Practices:

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

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

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

Key Vocabulary: Infancia, juguetes, juegos, juegos, área de juegos, parque, piscina, salpicaduras, caja de arena, muñecas, tarjetas, videojuegos, dibujos animados, canto, baile, música, dibujo, colorear, crayones, pintura, fiestas, dormir, dormir la siesta, actividades, vacaciones, abuelos, mascotas, canciones, comunidad infantil, comprar, horario, médico, mecánico, maestro, estudiante, farmacia, mercado, mercado al aire libre, ciudad hermana, comando, pronombres, barrios, países, cultura. **Other vocabulary depending on students language levels**