



Washington Township School District



The mission of the Washington Township Public Schools is to provide a safe educational environment for all students to attain the skills and knowledge specified in the New Jersey Core Curriculum Content Standards at all grade levels to ensure their full participation in our global society as responsible, self-directed, and civic-minded citizens.

Course Title: HS Spanish 1A

Grade Level(s): 9, 10, 11, 12

Duration:	<i>Full Year:</i>	X	<i>Semester:</i>	2	<i>Marking Period:</i>	4
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Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

NJ World Language Mission: The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures.

NJ World Language Vision: An education in world languages fosters a population that:

- Communicates in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication.
- Values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

Washington Township Goal: All Seniors who achieve a level 4 or AP level will pass the Seal of Biliteracy.

Designed by:

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Under the Direction of:

Rosemarie Armstrong, Supervisor of World Languages / ESL K-12

Written: July 2017

Revised: _____ July 2021 _____

BOE Approval: _____

**Course
Description:**

This course is designed for the student who has successfully completed an Introduction to HS Spanish course. The course is an interactive, communicative-based approach through the Interpretive, Interpersonal and presentational modes where students will be listening, speaking, reading and writing in the target language. Students expand their vocabulary related to their daily lives in predictable settings and also explore the target cultures related to themes at the Novice High level in the ACTFL proficiency guidelines. Students are becoming more aware of global connections and perspectives using culturally authentic resources.

Grading Procedures:

The goal of this course is for students to demonstrate proficiency on the ACTFL prurience scale and move along the continuum from the Novice mid to the Novice high level in speaking, reading, writing and listening in the target language. The students will also continuously compare the culture of the target language countries to their own. Proficiency will be assessed through benchmarks that contain components of integrated performance assessments, as well as formative and summative assessments in the areas of interpersonal, interpretive and presentational skills.

Grading on report cards is as follows:

50% Primary Assessments (IPA Exams, Chapter Tests, Unit Tests, and Major Projects)

35% Secondary Assessments (Quizzes, Minor Projects, and Oral Participation)

15% Support Assessments (Class work and Homework)

	NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW
Interpersonal Communication	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	I can communicate and exchange information, about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on several familiar topics using simple sentences. I can handle short social interactions by asking and answering simple questions.
Presentational Speaking	I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.	I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.	I can present information on most familiar topics using a series of simple sentences.
Presentational Writing	I can write lists and memorized phrases on familiar topics	I can write short messages and notes on familiar topics related to everyday life.	I can write briefly about most familiar topics and present information using a series of simple sentences.
Interpretive Listening	I can recognize some familiar words and phrases when I hear them spoken.	I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.	I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overhear.
Interpretive Reading	I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read.	I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.	I can understand the main idea of short and simple texts when the topic is familiar.

Primary Resources:

The textbook used for this course is Realidades I written by Peggy Boyles, Myriam Met, Richard Sayers, and Carol Eubanks-Wargin; published by Pearson Education, Inc., Copyright 2014.

Unit Title: Fiesta en mi Familia/Family Celebrations

Unit Description:

Students at a Novice High level will be able to communicate/compare/contrast in all modes about celebration, food and family. Students will listen to, understand and talk about family descriptions as well as demonstrate an understanding of some ways Spanish-speaking families celebrate special occasions and their cultural perspectives regarding meals and meal time.

Unit Duration: 8-10 weeks

Desired Results

Standard(s): PLEASE USE THESE STANDARDS FOR ALL UNITS.

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

Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	<ul style="list-style-type: none">• 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.• 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.• 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.• 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).• 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.• 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).• 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.• 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	<ul style="list-style-type: none">• 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.• 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.• 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.• 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.• 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.• 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	<ul style="list-style-type: none">• 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.• 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.• 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.• 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.• 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.• 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or

Intercultural Statement	Possible topics:
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, animals and their habitats, technology, geography, climate, fine and performing arts.
Learners recognize and identify a few typical practices of the target culture.	Community life, reasons and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.

Indicators:

The Novice-High language learner has progressed from understanding and communicating at the Word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences. The Intermediate-Low language learner understands and communicates at the sentence level and can use a series of simple sentences independently.

Interpretive:

- Read and listen to information about family celebrations.
- Read a picture-based story.
- Listen to and watch a video about a birthday party.
- Read an invitation.
- Read and listen to descriptions of family members.
- Compare the roles of families in Spanish-speaking countries to those in the U.S.
- Read and listen to information about restaurants, table settings, meal customs in Spanish-speaking cultures.
- Listen to and watch a video about restaurant service.
- Read a restaurant review and recipes.
- Understand etiquette for summoning a server.
- Understand the history of "luminarias" and the use of lights to celebrate events.

Interpersonal:

- Talk about families and celebrations.
- Talk about favorite activities and preferences.
- Talk about personal heroes.
- Talk about family members and others descriptively.
- Talk about table settings, meal customs in Spanish-speaking cultures.
- Talk about foods and beverages.

Presentational:

- Present information about families and celebrations.
- Write about how family members are related.
- Present descriptions of people.
- Write analogies to compare people and things.
- Present information about food and beverages.
- Present a skit between a server and customers.

Cultural Content Statements:

- Describe Quinceañera celebration.
- Describe the mealtime custom of "sobremesa" in Spanish-speaking countries.
- Describe the communal function of "plazas".
- Understand the relationships with extended families.
- Describe celebration traditions like the "piñata".
- Compare ages of attendees at parties in each country.

Understandings:

Students will understand that...

- 1.) family is an integral part of the Hispanic world.
- 2.) extended families tend to be close knit and that family celebrations are very common.
- 3.) personal identity is developed through experiences that occur within one's family, home and culture.
- 4.) there are similarities and differences in party celebrations (number of people, decorations, places, importance of religious ceremonies) in Spanish-speaking countries compared to those in the United States.
- 5.) there are similarities and differences in daily life and celebrations among families and friends in Spanish-speaking countries
- 6.) social structures for parties/events/activities in Spanish-speaking countries are much more intergenerational than in the U.S.
- 7.) social gatherings in plazas/public areas are much more common in Spanish-speaking countries.
- 8.) both countries typically celebrate birthdays and weddings etc. However, special emphasis is places on the U.S. Sweet Sixteen while many Spanish-speaking countries emphasize the Quinceañera.
- 9.) comparing typical celebrations such as customs, holidays, and special events deepens understanding of customs and traditions across cultures.

Essential Questions:

- 1.) How and why are celebrations of the United States similar/different to the celebrations in Spanish-speaking countries?
- 2.) Why are celebrations an important part of the Spanish- speaking world? What special events are specific to the Spanish-speaking world?
- 3.) What is the importance of a "Quinceañera?"
- 4.) How and why are days of celebration observed?
- 5.) What are some of the similarities and differences in Spanish- speaking families compared to that of the USA?
- 6.) How does the idea of extended families in Spanish-speaking cultures compare with what happens with you and your friends?
- 7.) Although there are differences, what connects us across cultures with our customs, holidays and special events?
- 8.) What advantages or disadvantages do you see to having your name consist of a first name, plus 2 surnames?

Performance Tasks:

5 Rules for the 3 Modes

To help students better master this unit remember these rules when selecting activities:

- They must be **authentic**.
- They should always be **engaging**.
- Activities should be **varied**.
- They need to be **focused** around the unit theme.
- Class/teacher should be 90% in **target language**.

Interpretive:

- Read Newsela article on a family or Hispanic celebration and answer questions.
- Listen to Audio CD 10 TK 15: At a friend's party, a woman is telling you stories about her brother Jorge. Describe Jorge's age, likes and dislikes and whether Jorge is the older/younger brother.
- Distribute authentic recipes to each group, per the target country. Have students read and analyze the recipes and plan an International Night event for the Spanish Club.

Interpersonal:

- At your first Spanish Club meeting, your teacher requests that all of you try to talk to each other in Spanish. Talk about your family members: a) how they are related to you, b) their ages, c) what they like to do, d) their personalities
- Your aunt and uncle are going to celebrate their anniversary with your family in a restaurant. Describe them to the waiter so that he can recognize them when they arrive: mention 2 physical characteristics about each person; include hair color, height and age.
- Role-Play: Each person receives a slip of paper describing their relationship to the other students in a pseudo-family. Students will communicate in the target language to create a family tree diagram that shows all the relationships between the students.

Presentational:

- Create a bulletin board using pictures of family celebrations, meals. Cluster the pictures into categories: weddings, baptisms, birthdays, graduations, etc., so that the similarities and differences are evident.
- Create a family photo video.
- Set a table for an event and describe.
- Create a PPT or movie using vocabulary, adjectives, GUSTAR, *TENER*, showing a family celebration/a special holiday and present to the class.
- Use the following websites to create a family tree of the current Royal Family of Spain. Include pictures and labels of all family members along with the place of residence of 8 members:
<http://www.biography.com/people/juan-carlos-i-9358722#synopsis> ; <http://www.bbc.com/news/world-europe-27664022> ;
<http://www.hellomagazine.com/royalty/2014061019275/prince-felipe-princess-letizia-house/> ;
<http://www.donquijote.co.uk/blog/the-spanish-royal-family> ;
http://europa.eu/about-eu/countries/member-countries/spain/index_en.htm

Other Evidence:

Pre-Assessment:

- Vocabulary evaluation/analysis
- [KWL Chart](#)
[KWL Chart](#)
[KWL Chart - Example](#)
- "Can Do" self-assessment
- Quick Write
- **Graffiti Wall** - Use large butcher paper and title it with a theme or big idea or topic from unit (i.e. Family and Celebrations) Students over a certain amount of time (a day-a week) write thoughts/ideas/opinions that come to mind regarding the title. Have them initial each. Keep track of what students record. The graffiti wall then can be used throughout the unit by adding new information, correcting misconceptions, categorizing, developing vocabulary, etc. for you to use later.

Formative Assessments:

- Reading / Interpreting Realia - Reading Strategies: Pronunciation and Comprehension strategies
- Written assessments (homework, quiz, test, e-mails, pen pal, scripts / written dialogues)
- TPR response
- Station / Center based work Reading / Pronunciation in the target language Oral prompting and inquiry
- Whiteboard responses
- Smartboard responses
- [Exit slips](#) / Polls
- Grammar: The verbs *TENER*, *SER*, *ESTAR* and *VENIR*
- Grammar: Possessive Adjectives
- Noun / Adjective Agreement
- Teacher quiz / [Socrative](#) / [Kahoot](#) / [Quizlet Live](#), etc.
- Student Blogs
- Matching vocabulary with photos
- Reading comprehension using authentic sources
- Cloze Statements - where students must insert appropriate vocabulary.
- Concentration game with vocabulary
- **Word Splash Activity** - content vocabulary is placed on a board, chart, large paper in a random 'splash'. Students are asked to use the words in sentences, a paragraph, captioned drawing, or diagram

Summative Assessments:

- Chapter Test / Unit Test
- Integrated Performance Assessment or a component
- Performance Assessment showing proficiency with "Can Do" statements and rubric

Benchmarks:

- I) **Overview:** You and your classmates are going to join a Spanish online book club blog where you will be corresponding with Spanish students your age. You decide to prepare ahead of time by learning about the book they have been reading. While doing some research, you come across the website <https://www.librote.com/libro/2329/una-familia-feliz> where this book is review. The next day, you and a classmate meet to talk in Spanish about the story and the main characters. Finally, you write a blog entry, where you introduce yourself, and then explain your opinion of the story and one of the characters.

Interpretive:

Una familia feliz

Autor **David** Género [Humor](#)

La familia Van Kieren está al borde del caos. La librería de la madre, Emma, está en la bancarrota; el padre trabaja demasiado; la hija adolescente no aprueba ni una asignatura, y al hijo pequeño la chica que le gusta lo humilla. Para colmo, después de una fiesta, una bruja hechiza a los Van Kieren y los condena a convertirse en el personaje del que van disfrazados: de repente son una vampira, Frankenstein, la momia y el hombre lobo. Para romper el hechizo, este singular cuarteto partirá en busca de la bruja por medio mundo. Y en el camino se encontrará con un montón de monstruos auténticos: vampiros, lagartos gigantes y turistas alemanes en viaje organizado. Pero por mucho que busquen, los Van Kieren no podrán dejar de ser monstruos hasta que vuelvan a creer en la felicidad familiar. David Safier, autor de Maldito karma, regresa con una novela hilarante sobre la familia, una historia que nos muestra cómo muchas veces no valoramos aquello que tenemos más cerca hasta que lo vemos con nuevos ojos. Si crees que tu familia es un caos, es que aún no conoces a los Van Kieren: «Una novela que te hace más feliz», Buchwurm; «Para morir de risa», Schweriner Volkszeitung. ...[Leer menos](#)

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Nº PÁGS 320

AÑO 2012

EDITORIAL SEIX BARRAL

- A.) Keyword recognition- Based on your interpretation of the text, find the Spanish word that best express the meaning of each of the following English words: chaos, humiliate, condemn, curse, giant, happiness, we don't value
- B.) Supporting details- circle the 3 supporting details mentioned in the document and write the number of that idea next to where it appears in the text.
1. The characters are university students.
 2. To break the curse, they must find a witch.
 3. The family is celebrating a Quinceañera.
 4. The mother works too many hours.
 5. During the adventure, they encounter many authentic monsters.
 6. The family is on the verge of chaos.
- C.) Using information from the document, identify the main ideas in English and include at least one detail for each idea.

Interpersonal: After reading a book review on a Spanish website, you meet with the classmate to talk about what you think of the story and the main characters. Make sure to include the following:

- Greet each other appropriately.
- Tell what you like and/or dislike about the story.
- Describe the characters.
- Close the conversation appropriately.

Make sure to keep the conversation alive by asking each other questions and extending the conversation. You will have 2 minutes to record your conversation (no script).

Presentational: After discussing with a classmate what you think about the story and the main characters, you plan to write an entry presenting your views in a French online book club blog. Since you don't have access to a computer at the moment, you write it out by hand first, for practice.

You may use the text of the book review from the French website as a source for your blog entry. Make sure the blog entry includes:

- A greeting
- Who you are
- Why you like or dislike the story
- Why you like or dislike one of the characters
- At least one question

II) <http://www.livebinders.com/media/get/MTA4OTM0MTU=>

Background: Student will be asked to make comparisons between their own familial structure and the familial structure of families in Colombia.

Part A: Interpretive

Students will read the following survey infographic on their personal devices:

<http://www.revistacredencial.com/credencial/content/c-mo-es-la-nueva-familia-colombiana> that describes typical Colombian families.

Students are asked to identify which word best represents the meaning of the word as used in the text:

- | | | | | |
|-------------|--------------|------------|-------------|-----------------|
| 1. Casados | a. single | b. married | c. free | d. high-income |
| 2. Hogar | a. country | b. place | c. people | d. home |
| 3. Hijos | a. relatives | b. kids | c. people | d. grandparents |
| 4. Abandonó | a. leave | b. abandon | c. drop-out | d. quit |
| 5. Edad | a. age | b. number | c. epic | d. education |
| 6. Nueva | a. nine | b. old | c. need | d. new |

Circle the statement not supported by the text?

- A. Colombian families are usually smaller, with the average having 4 members.
- B. Most Colombian families do not have grandparents living in the immediate home.
- C. Families are bound by love.
- D. The average person believes that the ideal family has three kids.

Approximately, which percentage of homes have the Internet?

- A. 25%
- B. 50%
- C. 75%
- D. 100%

Part B: Interpersonal

In groups, discuss how your American Family is similar and different from typical Colombian families.

Part C: Presentational

Students will create an interactive collage <http://pic-collage.com/> about their family. Include the following:

- Family members, ages, relation, where they live
- Family likes and dislikes
- Family activities
- What the family did last summer

The ultimate goal of world language instruction is for learners to attain high levels of proficiency, which allows them to use the language with ease and confidence in everyday interactions with native speakers and in the workplace. To attain proficiency, learners learn, use, and practice language that they acquire in a classroom setting. Spiraling and recursive performance in a world language leads to proficiency.

- Performance is defined as how well a learner uses language acquired in a classroom setting.
- Proficiency is defined as the spontaneous use of language in real-world situations that might occur when:
 - interacting with native speakers of the language, or
 - immersed in a target language environment.

The following guidelines describe what individuals can do with language when speaking, writing, listening, and reading in real-life situations in spontaneous and non-rehearsed contexts (ACTFL, 2012). The guidelines identify five major levels of proficiency: Novice, Intermediate, Advanced, Superior, and Distinguished.

- Novice Low: Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home.
- Novice Mid: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.
- Novice High: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Low: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Mid: Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate High: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.
- Advanced Low: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

<i>Assessing Performance Assessing Proficiency</i>	<i>Assessing Performance Assessing Proficiency</i>
Based on instruction: Describes what the language learner can demonstrate based on what was learned Independent of specific instruction or curriculum: Describes what the language user can do regardless of where, when or how the language was acquired	Based on instruction: Describes what the language learner can demonstrate based on what was learned Independent of specific instruction or curriculum: Describes what the language user can do regardless of where, when or how the language was acquired
Practice: Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks with familiar contexts Spontaneous: Tasks are non-rehearsed situations	Practice: Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks with familiar contexts Spontaneous: Tasks are non-rehearsed situations
Familiar content and context: Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned Broad content and context: Context and content are those that are appropriate for the given level	Familiar content and context: Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned Broad content and context: Context and content are those that are appropriate for the given level
Demonstrated performance: To be evaluated within a range, must be able to demonstrate the features of the domains of a given range in those contexts and content areas that have been learned and practices. Sustained performance across all the tasks and contexts for the level: To be at a level, must demonstrate consistent patterns of all the criteria for a given level, all of the time	

Learning Plan

[Dice Game](#) – Adjective Agreement

[¡A Clasificar!](#) – Descriptions (Basic Adjectives)

[¡A Clasificar!](#) – Ser vs Estar

[Domino Game](#) – Descriptions

[Matamoscas](#) – Family Vocabulary

[Matamoscas](#) – Party Vocabulary

[Caramba](#) – Family And House Vocabulary

[Scoot Game Sheet](#) – English Version (FREE) – Use with Task Cards or with Flashcards

[Scoot Game Sheet](#) – Spanish Version (FREE) - Use with Task Cards or with Flashcards

[Vocabulary Activity Bundle](#) – Personal Descriptions

[Vocabulary Activity Bundle](#) – Basic Family

[Comic Strip](#) - Basic Family

[Comic Strip](#) – Personal Descriptions

[Stations Test Review](#) – Realidades B Capítulo 5A

[Spanish Writing Assignments Packet](#) – 15 Different Topics

[La Familia Memory and Flashcards](#)

[Spanish Speaking Activity Bundle](#)

[Spanish Vocabulary: Family Scavenger Hunt](#)

[Spanish Family Unit](#) – Worksheets, Projects, Quiz and Skit

[Holidays and Festivals Student Research Activity](#)

[Family Human Bingo](#) – Speaking Activity with Follow up

[Adjective Interview](#)

[Adjectives Mirror Activity](#)

[Spanish Selfie](#) – Adjectives, Age, Hair and Eye Color

[Famous Families Activity](#)

[Miembros de la Familia](#) – Diagram / Video

[Spanish Family Worksheets](#) – (FREE)

[Family Tree Activities](#) – Spanish Playground

[Family Twiccionario](#) – Zachary Jones

[Instituto Cervantes](#) – Practice With Family Relationships

[Name That Card](#) – Picture Information Gap Activity

[Listen and Draw Activities](#) / [Listen and Draw Activities](#) – Free Printables

[¡Basta!](#) – Vocabulary Game

[Stick Figures](#) – Vocabulary Games

- *Realidades / Auténtico* Listening Activities
- *Realidades / Auténtico* Cultural Videos, *Videohistorias* as well as *¿Eres Tú María?*
- Watch *Quack*, *GramActiva* and *Animated Verb Videos* to reinforce the grammar concepts of *Ser* vs. *Estar*, *Tener*, *Venir* and Possessive Adjectives
- Watch *VideoCultura* Videos to gain an appreciation of the different cultural aspects of the many Spanish-speaking countries around the world. – The video that best goes along with this unit is *Fiesta En Familia*.
- Complete *VideoCultura* Activities
- Use *Mapa Global InterActivo* to investigate Spanish-speaking countries from around the world.
- Pronunciation Practice – Repeat nursery rhymes, poems, songs, tongue twisters, etc.
- Reading Strategies – Identify cognates, activate prior knowledge and summarize main ideas.
- Use Reading Strategies to interpret poems, biographies, comic strips, pamphlets and other authentic materials in the target language.
- Play *¿Quién Es Quién?* / *¿Quién es Quién?* game using descriptive adjectives.
- Create a Family Tree and Present to the class.
- Complete a Cross Word puzzle using clues such as *la hermana de mi madre es mi ____*.
- Make and discuss *papel picado* (*Realidades B*, p.56) and display in the classroom.
- Interview your classmate about his or her family and or their celebrations. (like Act 10 on p.40 of *Realidades B*)
- Plan a party in which every person attending must bring something whether it be food, beverages, a party item and or a gift.
- *¿Qué le gusta hacer a tu ____?* – Talk about what your friends and family members like to do at a party / celebration. Switch roles. (Be sure to write your answers down in complete sentences. If students need help refer them to Act 12, p.41 of *Realidades B*. – Encourage students to talk about more than one person at a time.

- Have students create their own fictional royal family. What fictional country do they rule?
- Complete a *Quinceañera* web quest. ([Version A](#) / [Version B](#))
- Play Verb Conjugation Games ([Minuto Loco](#), Boggle [A](#) or [B](#), the [Dice Game](#), Verb Relays [1](#) or [2](#), Serpiente, [Scoot](#), etc.) to reinforce the grammar concepts of *Ser*, *Estar*, *Tener* and *Venir*.
- Play Possessive Adjectives Relay (Like Verb Relays, Serpiente and Scoot but with Possessive Adjectives and family, party or classroom object vocabulary)
- Write a paragraph / essay about your hero / [Superhero](#), favorite [Athlete](#), etc. Write a paragraph / essay about [Un Novio](#) / [Una Novia Ideal](#)
- Create a Comic Strip about a family at a celebration. Be sure to use possessive adjectives, tener, party vocabulary and descriptive adjectives. [Comic Strip 1](#) / [Comic Strip 2](#) / [Comic Strip 3](#)
- Use the verb *Tener* to express possession, ages and what people have
- Determine what your last name would be if we used the [Spanish naming system](#) in the United States
- Use the verb *Tener* to express possession, ages and what people have
 - A/B activity – Find a partner that has the same ages as you, same / opposite family member as you.
- [¿Qué tienes en tu mochila?](#) – Have students Ask and Answer questions about what they have in their backpacks, shopping bags, etc. using the verb *Tener*.
- [¿Qué tienes que comprar para _____?](#) – El día de los profesores, la fiesta, etc. – Students write sentences about what they have to buy for different occasions. Have them not only write in the singular form but in the plural forms. After writing, have them share (speaking / reading) their sentences with a partner.
- Use Possessive Adjectives to tell whom something belongs.
 - *¿Es tu lápiz? No es su lápiz. Es el lápiz de David.*
- Create a poster advertising party supplies and cost. Present to class.
- Play [Sí o No game](#) (*Realidades B* p.33)
- Use [Conversation Cards](#) to spark extemporaneous interpersonal communication.
- Use [Task Cards](#) to reinforce vocabulary and grammar concepts.
- [Role Plays](#) – Friend interviewing friend
- [Skit 1](#) – 2 friends discussing their families / [Skit 2](#) – Descriptive Adjectives
- Stations
- Have students volunteer to read and act out the character roles from the Videohistoria (*Realidades B*, p.35).
- Watch and Complete video activities that accompany the *Videohistoria*.
- Listen and Label a family tree (fill in names, ages, relationships, etc.)
- Sequence Events of a party / celebration using pictures, comics, sentence strips, etc.
- [Sentence Strip Activity](#) – Cut apart a paragraph / story and have students and or groups put it back in order.
- [Interactive Venn Diagram](#) / [Venn Diagram](#) – Compare a *Quinceañera* to that of a Sweet Sixteen, Bar / Bat Mitzvah, etc.
- Create a Ser vs Estar Poster ([Version A](#) / [Version B](#)) showing when and how to use the verbs *Ser* and *Estar*. Be sure to illustrate the poster and give example sentences.
- Complete Internet Link Activity – [Los Quince Años de Jeanny](#). – Activity associated with Chapter 5A – *Realidades B*
- Complete Internet Link Activity – [Josué Y Su Familia](#). – Activity associated with Chapter 5B – *Realidades B*
- [JigSaw Activity](#) – Split up information on Grammar and Culture Topics into groups and have the groups present the information.
- Use [Think-Pair-Share Activities](#) to discuss grammar concepts, vocabulary, cultural topics, etc. and have students present information and the strategies they used to decipher the meaning(s).
- Play Charades to act out vocabulary words and or grammar concepts.
- Use Blogs, E-mails, [Padlet](#), [SeeSaw](#), Texts, E-pals, etc. to speak / write about families and celebrations in Spanish-speaking countries.
- Have students respond to a class blog, e-mail, tweet, etc.
- Use Art, Music, Digital Media and or Realia to reinforce concepts and to provide visuals of vocabulary and grammar concepts.
- Find and discuss the differences between two related photos.
- Play [Sparkle](#) / [Human Type Writer](#) with vocabulary words.
- [Four Corners](#) – Create 4 types of families and or celebrations in each corner of the room and students must decide what family they want to be a part of and or celebration they want to attend and explain why.
- [Listening and Drawing Activities](#)
- Use OneNote / Google Drive / [SeeSaw](#) to work collaboratively with students and other teachers.
- Use [Twitter](#) or a Blog as an ongoing story – writing activity. Teacher “tweets” the first line and students “tweet” a certain number of lines over a period then read the finished story in class.
- Use [Quia](#), [Quizlet Live](#), [Kahoot](#), Clickers, [Socrative](#) and or Whiteboard activities to reinforce grammar and vocabulary concepts presented throughout the unit.

- Read and Answer comprehension questions about the stories from the *Realidades* TPR story book.
- Describe people shown on transparencies / smartboard and have student volunteers come up and point to the correct picture.
- Use [Orgullo de Familia](#) – Simon Silva, 1997 – and have students write 3 or more descriptive sentences about the picture and share with the class.
- Use [Barbacoa Para Cumpleaños](#) – Carmen Lomas Garza – and have students write a descriptive paragraph and or essay about the picture and share with the class.
- Students bring in pictures of different families from magazines. Have them label the family members and write physical descriptions of each person and then share in small groups or with the entire class.
- Play *¿Cierto o Falso?* – Go around the room and describe different people and have students answer *Cierto* or *Falso* per the information you gave about the students.
- Have students work in pairs to complete an information gap activity. One student will have some information that they need to share with their partner. The two of them will share their information with one another without showing their partner their papers. Must be done entirely in the target language.
- Discuss your family, characteristics, likes and dislikes
- Use [Kahoot](#) to make a fun interactive *quiz* about family members, possessive adjectives as well as descriptive adjectives.
- Have students survey one another based on family members, hair and eye colors, likes and dislikes, etc.
- Listen to descriptions of people and then draw pictures of what you heard.
- Imagine you are planning a party and can invite any three to five people that you want. They can be a famous person from today, they can be a person that lived long ago or someone that you know personally. One a sheet of paper, on a blog, [Padlet](#), [Socrative](#), etc. tell why you want to invite each one.
- Have students write an e-mail to a friend explaining that they cannot get together because a family member is coming. Suggest they say what time it is and where they are, and encourage them to describe the family member.
- Have students bring in photos of different family celebrations or celebrations that they have attended with their friends. Have students describe the people in the photos or have them imagine the conversations suggested by the photo(s).
- Take turns telling how many brothers, sisters, aunts and uncles you have.
- Make a short song using four or more of your relatives. Present / Sing your song to the class.
- Take turns saying five things that your friend has using the verb *Tener*.
- Take turns describing three of your relatives in Spanish.
- Take turns. Role-play a celebrity. Give a short speech describing your family using nouns, adjectives, hair and eye color, etc.
- Play *20 Questions*. (For lower level classes or for the first time playing this game, you can provide the students with 20 questions to ask one another, just until they get the idea of how the “game” works.)
- Have students complete *Rompecabezas* about family members, pets and celebrations.
- *Entrevista y Reportaje* – Interview a classmate about his or her family (real or imaginary) – Switch roles – and then write a paragraph or two describing his or her family based on the information provided. (Similar to Acts 18 & 19 on p. 44 of *Realidades B*)
- Complete a Spanish Royal Family web quest. ([Version A](#) / [Version B](#) / [Version C](#))
- Watch a video and answer questions about the [Spanish Royal Family](#).
- Play *Family Serpiente* – Fill in with the correct family relationship – *Los padres de mi padre son mis ____*. / *La esposa de mi hermano es mi ____*.
- Listen to [Mi Familia Grande](#) – Sing, Dance, Laugh and Eat Tacos by Barbara McArthur and complete cloze activities.
- Read and Act out stories from the *Realidades* TPR story book.

Chapter Specific Resources:

http://cvc.cervantes.es/aula/matdid/vocabulario/familia/familia/fa_ej23.htm#ancla3

<https://www.myheritage.es/>

https://www.diasgrandiosos.com/es_US/goza/esto-es-lo-que-mamas-y-los-superheroes-tienen-en-comun.html

<https://www.inside-mexico.com/celebrando-el-ano-nuevo-en-mexico/>

[NJ Model Curriculum](#) – Novice Mid K-6 - [Unit 5A](#) & [Unit 5B](#) – Celebrations / Family

[NJ Model Curriculum](#) – Novice Mid 6-12 - [Unit 5](#) – Celebrations / Family

[NJ Model Curriculum](#) – Novice High - [Unit 5](#) – Celebrations / Family

[Georgia Standards](#) – Family and Friends Unit

[Jefferson County Public Schools](#) - Unit 3 – Who Am I?

[Jefferson County Public Schools](#) – Unit 5 – Let Me Introduce My Family! / [Jefferson County Public Schools](#) – My Family 2

[Jefferson County Public Schools](#) – Unit 6 – Let's Celebrate!

[Ohio Model Curriculum](#) – Sample Units - Families and Celebrations

[Realidades 1B Student homepage](#)

[Mi Vida Loca episode 11](#) – BBC Languages / *[Mi Vida Loca Activity Pack](#) - (www.teacherspayteachers.com)

[Family And Quinceañera Unit](#) – Quinceañera begins on p.69

[Family Resources](#) – Spanishplans.org

[La Familia Unit](#) – PowerPoints, Worksheets & Games / [La Familia Unit](#) – Worksheet, Games, & Skit - (www.teacherspayteachers.com)

[Facebook activity](#) (www.teacherspayteachers.com)

E-mail template (www.teacherspayteachers.com)

1.) [Template 1](#) 2.) [Template 2](#) (FREE)

[Blog template](#) (www.teacherspayteachers.com)

[Fiestas](#) – An Entire Unit / [Mi Familia](#) – An Entire Unit

[Quinceañera Lesson Plan](#) – Library of Congress / [Quinceañera Activity](#)

[Mexico A Multicultural Unit](#) – Quinceañera is Lesson 11

[Mi familia](#) - PPTs and supporting worksheets for talking about family, including helping at home, pets, future plans (FREE)

[Spanish Eyes and Hair Lesson](#) - PowerPoint and handout (FREE)

[Spanish Speaking Activity Bundle](#)

[Verb Tener](#) – Family, Age, Animals and Descriptions (FREE)

[Vocabulary Activity Bundle](#) – Personal Descriptions (www.teacherspayteachers.com)

[Vocabulary Activity Bundle](#) – Basic Family (www.teacherspayteachers.com)

[Descripción Física De Personas](#) – Slideshow

Task Cards (www.teacherspayteachers.com)

[Adjective Agreement](#)

[Chapters 5A & 5B](#)

[La Familia](#)

[La Familia Members Clue Task Cards](#)

[Possessive Adjectives](#)

[Ser 1 / Ser 2](#)

[Ser and Adjectives](#)

[Ser vs Estar](#)

[Subject Pronouns, Ser and Adjectives](#)

[Tener Task Cards](#)

[Scoot Game Sheet](#) – English Version (FREE) / [Scoot Game Sheet](#) – Spanish Version (FREE) - Use with Task Cards or Flashcards

[Blank Task Card Template](#) (FREE)

[Answer Sheet for Task Cards](#) (FREE)

[Listening Stations / Centers Task Cards](#)

[SeeSaw Task Cards](#)

Conversation Cards / Speaking Activities - (www.teacherspayteachers.com)

[8 Spanish Speaking Activities](#)

[20 Ways To Get Your Students Speaking In The Target Language](#)

[Creative Writing and Speaking Activities w/Rubrics](#)

[Spanish Speaking Activity Bundle](#)

[La Familia](#)

Comic Strip Generator

[Version A](#) (Free online tool) / [Version B](#) (Free online tool)

[Comics for Everyday Dialogues](#) – Includes Rubric - (www.teacherspayteachers.com)

[Pixton](#)

[Pow App](#) (itunes download)

[Professor Garfield](#)

[Storyboard That](#)

[ToonDoo](#)

[Comic Strip](#) - Basic Family (www.teacherspayteachers.com)

[Comic Strip](#) – Personal Descriptions (www.teacherspayteachers.com)

Music

[¿Cómo es?](#) – Tom Blodget – Músicapaedia - YouTube

[¿Cómo es tu familia?](#) - YouTube

[Mariposa Traicionera](#) – Ser vs. Estar (www.teacherspayteachers.com)

[Esta Es Mi Familia](#) (www.teacherspayteachers.com)

[Ser o Estar](#) – Jesse y Joy - YouTube

[Ser vs Estar](#) - to Taio Cruz – Dynamite – Señorita Bach - YouTube

[Tengo Tu Love](#) – Version 1 - (www.teacherspayteachers.com)

Canciones de Hip-Hop

1.) [Fiesta De Cumpleaños](#)

Newspaper and Magazine Articles

[Amigos y Amigas](#) – (www.teacherspayteachers.com)

[El Año Nuevo En México](#)

[El Blog De Miguel](#)

[El Sistema Español De Apellidos](#)

[Esta Es Mi Vida A](#) – Reading with Comprehension Questions – (www.teacherspayteachers.com)

[Esta Es Mi Vida B](#) – Reading with Comprehension Questions – (www.teacherspayteachers.com)

[iCulture](#)

[iCulture](#) – User Guide

[Celebrating The New Year In Colombia](#)

*[Essay](#)

[La Familia Alcántara](#)

[La Familia En España](#)

[La Nueva Familia Colombiana](#)

[Las Familia Televisivas](#)

[Los Apellidos En España](#)

[Los Hermanos Simpson](#)

[NewsEla](#) (Spanish Text Sets)

[Quinceañera Reading](#) – islcollective.com

[Quinceañera Reading](#) - (www.teacherspayteachers.com)

Projects

[15 Spanish 1 Projects](#) – Family p.9

[Culture Projects](#) - (www.teacherspayteachers.com)

[Family Photo Album Project](#) – Write in Present Tense (See Above)

[Family Scrapbook](#) - (www.teacherspayteachers.com)

[Family PowerPoint Project](#) - (www.teacherspayteachers.com)

[Family Tree Generator](#)

[Family Tree 1](#) / [Family Tree 2](#)

[La Familia](#) (www.teacherspayteachers.com)

[La Familia Ideal](#) (FREE) - (www.teacherspayteachers.com)

[La Presentación De La Familia](#) – Includes Rubric

[Mi familia: Presentational Speaking](#) (www.teacherspayteachers.com)

[Pluralization Poster](#)

*[Rubric](#)

[Quinceañera Webquest 1](#) (FREE) - (www.teacherspayteachers.com) / [Quinceañera Webquest 2](#) - (www.teacherspayteachers.com)

[QR Code Project](#) – Descriptions, Hair and Eye Color, Likes and Dislikes, etc.

[Se Busca Poster](#) (www.teacherspayteachers.com)

[Ser vs Estar vs Tener and Gustar Superhero](#) - (www.teacherspayteachers.com)

[The Quinceañera](#) – Project Based Learning (FREE) - (www.teacherspayteachers.com)

[Un Novio / Una Novia Ideal](#) - (www.teacherspayteachers.com)

[Yo Soy](#) – Personal Description Writing Activity (FREE) (www.teacherspayteachers.com)

Transparencies

[Family Members 1](#)

[Family Members 2](#)

[Family Members A](#)

[Family Members B](#)

[Family Members C](#)

[Family Members D](#)

[Possessive Adjectives](#)

Videos – (www.youtube.com)

[26 Video Activities For The Language Classroom](#)

[Busca y Encuentra](#) – Video and Worksheet

[¿Cómo es tu familia?](#)

[¿Cómo soy yo?](#) – Spanish Adjectives Song

***Worksheet**

[Describing People](#)

[Familia - Argentina](#)

[Family and Ages](#) – Part 1

[Family and Ages](#) – Part 2

[Hola. ¿Qué tal?](#) – Introductions, Ages and Family

[Las Descripciones](#)

[La Familia](#) – Part 2 gives lots of great descriptions

[La Familia](#) - Nivel Intermedio

[La Familia](#) – Language Learning Lab

[La Familia](#) – Spanish Learning Video

[La familia del Rey](#) - VideoELE

[La Familia De Miguel](#)

[La Familia Digital](#)

[La Familia Española](#)

[La Familia Hispana](#)

[Miembros de la Familia](#) – Diagram / Video

[Mi Familia](#)

[Mi Familia](#) – Vocabulary and Physical Descriptions

[Mi Familia](#) – Vocabulary and Tener With Ages

[Worksheet](#) – Goes Along With Above Video Mi Familia

[Mi Vida Loca – Episode 11](#) – BBC Languages / *[Mi Vida Loca Activity Pack](#) - (www.teacherspayteachers.com)

[Personal Descriptions](#) – Señor Jordan

[Personal Descriptions](#)

[Physical Descriptions With Tener](#)

[Possessive Adjectives](#) – Señor Jordan

[Ser vs Estar](#) – Señor Jordan

[Ser vs Estar](#) – Language Learning Lab

[Ser vs Estar](#) – Part 1

[Ser vs Estar](#) – Part 2

[Ser vs Estar](#) – Practice 1 - Señor Jordan

[Ser vs Estar](#) - Practice 2 - Señor Jordan

[Tener](#)

[Tener and Age](#) (FREE)

[The Hispanic Family Video](#)

Celebrations

[Day Of All Spanish Speakers](#)

[El Año Nuevo En México](#)

[Hispanic Holidays](#) – PowerPoints and Games (www.teacherspayteachers.com)

[La Nochebuena En España](#)

[Las Fallas](#)

[Quinceañera](#)

[Quinceañera Podcast](#) – Library of Congress

[Spanish Holidays](#) – Pinterest Board

[Spanish Holiday Activity Bundle](#) (www.teacherspayteachers.com)

[People, Places and Traditions: México](#) – Guided Notes & Activities (www.teacherspayteachers.com)

[Holidays and Festivals Student Research Activity](#) (www.teacherspayteachers.com)

Additional Practices

[ABC Teach Spanish Worksheets](#)

[Adjective Drawings](#) - (www.teacherspayteachers.com)

[Adjetivos Y La Familia](#) – Grammar and Paragraphs Activities

[Adjectives and People](#) – Number and Gender Agreement - (www.teacherspayteachers.com)

[Comprehension De Lectura](#) – Reading about family

[¿Cómo son?](#) – Physical Descriptions

[Conoce a la Familia Real Española](#)

[Conocemos a Lucía](#) - Reading

[Describimos Personas](#) – Infographic

[Descripción De Retratos](#)

[Descriptive Adjectives Packet](#) – (www.teacherspayteachers.com)

[Esta Es Mi Vida A](#) – Reading with Comprehension Questions – (www.teacherspayteachers.com)

[Esta Es Mi Vida B](#) – Reading with Comprehension Questions – (www.teacherspayteachers.com)

[La Familia](#)

[La Familia](#) – Matching Cards – (www.teacherspayteachers.com)

[La Familia](#) – Fill In The Blank - (www.teacherspayteachers.com)

[La Familia](#) – Family Relationships (Me Encanta Escribir En Español Blog)

[La Familia](#) – Las Relaciones de Parentesco

[La Familia](#) – Family Relationships – Más Arriba Online Workbook

[La Familia And Tener Practice](#) – Communicating Game – (www.teacherspayteachers.com)

[La Familia Rodríguez](#)

[La Nueva Familia Real](#)

[Léxico De Familia](#)

[Mi Familia](#)

[Mi Familia](#) – Presentational Speaking – (www.teacherspayteachers.com)

[Mi Familia 2](#)

[Mi Familia 3](#) - Reading activity on the topic of family, physical description and personality (FREE)

[Mi Familia 4](#) – Word Searches (FREE)

[Mi Familia 5](#) - Reading exercise and revision lesson with speaking activity (FREE)

[Mi Familia](#) – An Entire Unit

[Mi Familia Reconstruida](#)

[Possessive Adjectives](#) – Notes

[Possessive Adjectives](#) – Family, Animals and Clothing (www.teacherspayteachers.com)

[Possessive Adjective Practice 1](#)

[Possessive Adjective Practice 2](#)

[Possessive Adjective Practice](#) – AulaDiez

[Possessive Adjectives](#) - Más Arriba Online Workbook

[Possessive Adjectives And Family](#) - (www.teacherspayteachers.com)

[Possessive Adjectives With Family And Descriptive Adjectives](#) (www.teacherspayteachers.com)

[¿Qué Dice La Familia?](#)

[¿Quién es Quién?](#)

[¿Quién es Quién?](#) – Reading / Match Descriptions

[¿Quiénes son?](#) - Reading / Match Descriptions

[Realidades 5A Practice Packet](#) – (www.teacherspayteachers.com)

[Realidades 5B Practice Packet](#) – (www.teacherspayteachers.com)

[Se Busca](#) – Good for a Warmup Activity

[Señas Personales](#) – Description Matching

[Ser And Adjectives](#) – (www.teacherspayteachers.com)

[Ser](#) – Coloring - (www.teacherspayteachers.com)

[Ser o Estar](#) – Game - (www.teacherspayteachers.com)

[Ser vs Estar](#) - Notes

[Ser vs Estar](#) – Más Arriba Online Workbook

[Ser vs Estar](#) - Worksheets

[Ser vs Estar](#) – Spanish Language And Culture

[Ser y Estar](#) - TPR Story - (www.teacherspayteachers.com)

[Ser vs Estar Graphic Organizer](#) – (www.teacherspayteachers.com)

[Ser vs Estar Maze](#) – (www.teacherspayteachers.com)

[Ser vs Estar Wordle](#) – Good To Ask Questions From

[Ser vs Estar Practice](#) (with Quiz) – (www.teacherspayteachers.com)

[Ser vs Estar](#) – Mnemonic

[Ser o Tener](#) - (www.teacherspayteachers.com)

[Ser, Estar o Tener](#) - (www.teacherspayteachers.com)

[Ser and Family Descriptions](#) - (www.teacherspayteachers.com)

[Spanish Descriptions](#) - Lesson to practice recognizing and using adjectives to describe personality and appearance (FREE)

[Spanish Family Relationships](#) – Sentence Completion

[Tener 1](#)

[Tener](#) – Worksheets, PowerPoints and Loto Game(FREE)

[Tener Boot Verb](#) - (www.teacherspayteachers.com)

[Tener Color By Conjugation 1](#) - (www.teacherspayteachers.com)

[Tener Color By Conjugation 2](#) (México) - (www.teacherspayteachers.com)

[Tener Information Gap](#) - (www.teacherspayteachers.com)

[Tener Notes and Practice](#) – Hair, Eyes And Other Facial Features - (www.teacherspayteachers.com)

[Tener Practice Packet 1](#) - (www.teacherspayteachers.com)

[Tener, Ser, Estar, Adjective Word Sort](#) - (www.teacherspayteachers.com)

[Tener, Ser, Family and Descriptive Adjectives](#) - (www.teacherspayteachers.com)

[Vocabulary Practice](#)

[Tener Practice Packet 2](#) – With Reading - (www.teacherspayteachers.com)

[Tener, Ser, Family And Adjectives](#) – Fill In The Blank And Translations - (www.teacherspayteachers.com)

[Tener, Ser, Family, Hair and Eye Color](#) - (www.teacherspayteachers.com)

[The Verb Tener](#) – Intro, Practice, Respond And Write! - (www.teacherspayteachers.com)

[Twiccionario](#) – Ser vs Estar

[Vocabulary Practice](#)

PowerPoints

[How To Use Ser And Estar](#) – InterActive

[Possession](#) - InterActive

Writing Prompts - (www.teacherspayteachers.com)

[Bundle of 7 Writing Assignments](#) - A great party

[Creative Writing and Speaking Activities w/Rubrics](#)

[Spanish Writing Assignments Packet](#) – 15 Different Topics

[Describe 5 Family Members](#)

[Descripción De Retratos](#) – Me Encanta Escribir En Español Blog

[Superhero / Hero / Favorite Athlete](#)

[Un Novio / Una Novia Ideal](#)

Stations

[Stations: Description Unit](#) – Gives a good general idea of how stations work

[Ser vs. Estar](#) – Example

The Languages Resources Website

[Family](#)

[Family and Relationships](#)

World Languages A La Carte

[Realidades Capítulo 5A](#)

[Realidades Capítulo 5B](#)

Zachary Jones

[Celebrations and Holidays Unit](#)

[Descriptive Adjectives Unit](#)

[Family Unit](#)

[Noun / Adjective Agreement Unit](#)

[Possessive Adjectives Unit](#)

Señor Jordan

[Spanish YouTube Videos](#)

Social Emotional Learning:

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. World Language teachers include SEL practices in everyday learning to include the state competencies and sub-competencies. Students, through SEL, are able to take personal ownership and responsibility for their learning and decisions.



New Jersey Social and Emotional Learning Competencies and Sub-Competencies



Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges



Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals



Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings



Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions



Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.

- 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.

- 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.

- 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.

7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment

- 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

4.0	<p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> • Develop a multimedia presentation explaining the similarities and differences between families and celebrations in my own culture versus those in Hispanic cultures • Conduct an interview with a foreign exchange student or a native of a foreign country (using digital tools) about his or her family, their celebrations, and what one does to get ready for that particular celebration.
3.0	<p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> • Compare and contrast Hispanic family traditions to that of their culture in a multimedia presentation. • Demonstrate understanding of how to differentiate between SER and ESTAR through their use in context.
2.0	<p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> • Recall vocabulary for family members • Identify extended family members • Ask and answer questions relating to family members • Explain how last names are formed in Spanish-speaking countries • Describe activities at parties, including celebrations • Recall forms of likes and dislikes using indirect object pronouns: me, te, le, nos, os, & les with the verb <i>gustar</i> • Identify likes and dislikes related to activities at a party • Use the correct forms of the verb <i>Tener</i> in the present tense to indicate possession and to discuss the ages of people • Use the correct forms of possessive adjectives to indicate possession • Read, write and listen to descriptions of others • Identify and use descriptive adjectives • Demonstrate proficiency in adjective / noun agreement to describe people • Conjugate the verb <i>venir</i> in the present tense in context • Recall the forms of <i>ser</i> and <i>estar</i> in the present tense in context • Explain the difference and usage of the verbs <i>ser</i> and <i>estar</i> and apply the knowledge • Understand what people say in a short conversation about family members • Understand basic descriptions of family members and their likes and dislikes as it relates to celebration • Understand e-mails, notes and other short readings about family members and their likes and dislikes as it relates to a celebration • Explain what a family does together in a Spanish-speaking country at a celebration and compare it with my own • Explain the traditional family living arrangements in a Spanish-speaking country and compare it with my own.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

	How to Differentiate Without Creating 30 Different Lesson Plans Flipping Your Classroom Technology and Differentiated Instruction 16 Strategies To Differentiate Your Instruction 9 Ways To Differentiate Whole Group Instruction 10 Questioning Strategies to Differentiate Instruction Unique Student Grouping Ideas Designing Lessons for Diverse Learners - Natalie Olinghouse Instructional Strategies and Student Learning Characteristics – New Jersey Instructional Adaptations for Students With Diverse Needs – New Jersey Strategies for Students with Diverse Talents – New Jersey Appendix D Strategies for Diverse Learners - Nebraska
Advanced Learners	Gifted and Talented Resources 1 / Gifted and Talented Resources 2 / Gifted and Talented Resources 3 -NJ Appendix D <ul style="list-style-type: none"> Have the students research the <i>piñata</i>, what it is, and the tradition behind it. Have them create a <i>piñata</i> for the class. Have students find 5 or more pictures of people in our school. Using the vocabulary from this unit, they can write captions for each picture. Have students write a letter to a friend describing a family party. They should tell at what time the different family members are coming, describe the different family members, and what each family member is bringing to the party.
Struggling Learners	Struggling Learners – NJ Appendix D <ul style="list-style-type: none"> Extended time, partner with buddy, visuals, use of iPad / Lap top to revisit the video, etc. Provide students with a list of specific words and phrases you want them to know. Model different ways in which they can combine words and phrases for communication. Have students create a section of their notebook for vocabulary and a separate section for grammar. Allow students to keep a vocabulary notebook to add new words to and allow them to accompany vocabulary words with pictures and English translations. Teach content in chunks Use of TPRS, songs and visuals Review note-taking skills Give written directions to supplement verbal. Have students make flashcards of the vocabulary from the unit. Direct students to the online tutorials. They can review the related English grammar first and then proceed to the new Spanish grammar point. Assign the remedial assignments available online that come with the <i>Realidades / Auténtico</i> textbooks. Assign extra reading support online. Computer corrected activities use different reading strategies to help students comprehend new vocabulary and progress at their own pace. <p>Specific to this unit:</p> <ul style="list-style-type: none"> Have students bring in a photo of a recent family celebration or a magazine cutout of people at a party. Then have them brainstorm what they could say to describe the scene. Assign a Spanish-speaking country to the class, have students make a decorative poster-size chart for a festival or celebration to that country, the celebration, the time of year it takes place and a visual representation of its cultural or historical significance.
English Language Learners	ELL Resources 1 / ELL Resources 2 / NJ ELL Model Curriculum Supports <ul style="list-style-type: none"> Highlight academic vocabulary. Have the students/native speakers in the class; provide different colloquialisms as to greetings, classroom objects, etc. and its definition and how it differs with the material in the textbook. Use of TPRS, songs and visuals. Have students make flashcards of the vocabulary from the unit. Provide a buddy Use of iPad / Lap top to revisit videos, etc. <p>Specific to this Unit:</p> <ul style="list-style-type: none"> Have students bring in a photo of a recent family celebration. Have them describe what is going on per their culture. Ask students to bring in an item that is culturally relevant to their parties / celebrations.
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> Variation of time: adapting the time allotted for learning, task completion, or testing

	<ul style="list-style-type: none"> • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators

Comprehensive & Physical Education: <https://www.nj.gov/education/cccs/2020/2020%20NJSL-CHPE.pdf>

Science: <https://www.nj.gov/education/cccs/2020/NJSL-Science.pdf>

Social Studies: <https://www.nj.gov/education/cccs/2020/2020%20NJSL-SS.pdf>

Visual and Performing Arts: <https://www.nj.gov/education/cccs/2020/2020%20NJSL-VPA.pdf>

Standards in Action: Climate Change By its very nature, art has the power to inform or draw attention to a specific topic. It is always about something. In fact, the increasing prevalence of activist art in the past decade evidences the power of the arts to communicate big ideas. The aim of activist art is to change the world by inspiring people to take action against societal problems (Nurmis, 2016) – including global climate change. For example, when students engage in the creation and presentation of media artwork, or when devising a theatrical work exploring the social and economic implications of climate change (e.g., impacts on human health, agriculture, food security, water supply, transportation, energy systems, ecosystems), one might expect to see students working collaboratively to research the complex impacts of global climate change on the economy and quality of daily living for people throughout the world. Ultimately, by being culturally engaging, and tapping into the creative potential of the arts to shape perception, students can New Jersey Department of Education June 2020 4contribute to imagining a new and better future for humankind (Curtis, Reid, & Ballard, 2012; Hulme, 2009; Marks, Chandler, & Baldwin, 2014; Nurmis, 2016) through their artwork. This holds true for students now, and as adults in the workplace. It is not inconceivable that learning to leverage the capacity of the arts to raise awareness about the effects of climate change could yield employment opportunities focused on combating the negative effects of climate change and other societal global issues.

Integration of 21st Century Skills

Indicators:

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

Focus on standards 9.1, 9.2 and 9.4

For NJSL-CLKS, abbreviated forms of the disciplinary concepts are included in the alphanumeric code. The disciplinary concepts were abbreviated as follows:

- Civic Financial Responsibility (CFR)
- Credit Profile (CP) • Financial Psychology (FP)
- Financial Institutions (FI) • Planning and Budgeting (PB) • Risk Management and Insurance (RMI) • Economic and Government Influences (EGI) • Career Awareness and Planning (CAP) • Creativity and Innovation (CI) • Critical Thinking and Problem-Solving (CT)
- Digital Citizenship (DC) • Global and Cultural Awareness (GCA) • Information and Media Literacy (IML) • Technology Literacy (TL)

Critical Thinking and Problem-solving Critical thinking involves the ability to use various types of reasoning as appropriate to the situation. Essential to critical thinking is systems thinking, which analyzes how parts of a whole interact together to produce outcomes. Critical thinking also includes making judgements and decisions by analyzing evidence, claims, points of view then communicating the interpretation of both the information and conclusions based on the best analysis. In tandem with critical thinking, problem solving

involves the ability to generate and execute a solution to a problem. Problem solving occurs through one's use of initiative and flexibility to use trial and error to solve a problem until a successful solution is found.

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
Critical thinkers must first identify a problem then develop a plan to address it in order to effectively solve a problem.	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	Multiple solutions exist to solve a problem. • An essential aspect of problem solving is being able to self reflect on why possible solutions for solving problems were or were not successful.	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Global and Cultural Awareness To possess a cultural and global awareness is to fully understand that individuals are composed of complex cultural backgrounds, which are influenced by a multitude of factors. Armed with this crucial understanding, individuals can then better learn and work collaboratively with people from diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue, whether in a personal, work, or community-based context. Such an awareness also stresses the importance of recognizing and understanding the rich histories and multitude of languages of other nations and cultures.

Individuals from different cultures may have different points of view and experiences.	Culture and geography can shape an individual's experiences and perspectives.	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
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Technology

- In order to make students from a target language culture feel more welcome in the school, students learn to use appropriate gestures and oral expressions for greetings, leave takings, and common classroom interactions, and incorporate them into their daily routines.
- Digital Tools in the context of a world languages class, include applications and software that aid in communication. Some examples include video conferencing, texting, voicethread and IMing.
- Electronic Information Sources consist of audio, video, and text available through a virtual format. Some examples include podcasts, videocasts, audio clips, and websites.
- Multimedia Rich Presentations contain a combination of text, audio, still images, video, interactivity and animation.
- Virtual Sharing requires the use of digital tools and may be done through electronic information sources such as a social community/educational site, electronic poster, or webpage.

Communication:

Interpersonal:

Learners interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings and opinions.

Interpretive:

Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Presentational:

Learners present information, concepts, and ideas to inform, explain, persuade and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers or viewers.

Culture:

Relating Cultural Practices to Perspectives:

Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Relating Cultural Products to Perspectives:

Learners use the language to investigate, explain and reflect between the products and perspectives of the cultures studied.

Connections:

Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

Acquiring Information and Diverse Perspectives:

Learners access and evaluate information and diverse perspectives that are available through the language and its culture.

Language Comparisons:

Learners use the language to investigate, explain and reflect on the nature of the language through comparisons of the language studied and their own.

Cultural Comparisons:

Learners use the language to investigate, explain and reflect on the concept of culture through comparisons of the cultures studied and their own.

Communities:

School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Lifelong Learning:

Learners set goals and reflect on their progress in using languages for enjoyment, enrichment and advancement.

Technology:

Technologies for students to interact with people from other cultures and to experience authentic cultural products and practices. The use of technology as an instructional strategy is therefore no longer an option; rather it is an indispensable tool that enables students to develop a growing understanding of cultural perspectives and the inextricable link between language and culture.

- Digital Tools in the context of a world languages class include applications and software that aid in communication. Some examples include video/web conferencing, texting, and IM'ing.
- Electronic Information Sources consist of audio, video, and text available through a virtual format. Some examples include podcasts, video casts, audio clips, and websites.
- Multimedia Rich Presentations contain a combination of text, audio, still images, video, interactivity and animation.

Virtual Sharing requires the use of digital tools and may be done through electronic information sources such as a social community/educational site, electronic poster, or webpage.

Unit Title: La Casa/Home Sweet Home

Unit Description: This unit teaches students how to communicate orally and in writing about bedrooms and home furnishings as it relates to the Hispanic culture. Students will explore the cultural perspectives on how young people live in the US and the Spanish-speaking world as well as how heritage learners live in the US as compared to their home culture. At a Novice High level students will be able to communicate, compare, and contrast in all modes a typical teen's bedroom, home life and daily responsibilities as it relates to chores/household expectations and responsibilities.

Unit Duration: 6-8 weeks

Desired Results

Standard(s):

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

Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	<ul style="list-style-type: none">• 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.• 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.• 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.• 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).• 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.• 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).• 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.• 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	<ul style="list-style-type: none">• 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.• 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.• 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.• 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.• 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.• 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	<ul style="list-style-type: none">• 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.• 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.• 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.• 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.• 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.• 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.
Intercultural Statement	Possible topics:
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, animals and their habitats, technology, geography, climate, fine and performing arts.
Learners recognize and identify a few typical practices of the target culture.	Community life, reasons and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.

Indicators:

The Novice-High language learner has progressed from understanding and communicating at the Word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences. The Intermediate-Low language learner understands and communicates at the sentence level and can use a series of simple sentences independently.

Interpretive:

- Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify information about homes and chores.
- Match pictures based on oral descriptions of rooms in the house and home furnishings.
- Read and listen to information about features of a house.
- Listen to and watch a video about doing chores around the house.
- Read and listen to descriptions of homes and items found around the house.
- Compare homes in the U.S. to those in various Spanish-speaking countries.
- Understand cultural perspectives on housing and chores.
- Recognize common gestures, intonation, and other visual or auditory cues of the target language.
- Watch a video of a teen in a target culture country where a walk-through of a house is provided. Compare the teen's room to your room. What are similarities and differences?

Interpersonal:

- Engage in short unrehearsed/unscripted conversations with classmates and teacher in which they ask and answer questions related to homes and chores.
- Speak about houses, bedroom, house furnishings and description of rooms.
- Speak about chores.
- Ask for, give and refuse permission.
- Tell how often you do things.
- Tell where things are.
- Ask where something is.
- Invite a Spanish-speaking ELL to the class and interview him/her about differences in their home life compared to that of the U.S.. Students should ask questions and be prepared to answer questions from the ELLs as well.

Presentational:

- Use lists and or chunks of language, and memorized phrases to compare homes and chores in the U.S. and Spanish-speaking countries.
- Use phrases to describe homes, including the names of rooms, items in those rooms and the activities people do there.
- Present and discuss information about homes and chores.
- Present and or write information about homes and chores.
- Create a written presentation to showcase to a target audience and apply skills that show proficiency at this level.
- Imitate appropriate gestures, intonation and common idiomatic expressions of the target language during daily interactions.

Cultural:

- Discuss the Latin Grammy awards – (only if they occur during this unit. Otherwise discuss when doing entertainment unit.)
- Discuss “la siesta”; its pros and cons
- Understand the influence of Spanish architecture in the USA.
- Discuss the pros and cons of the technological global community.
- Compare craft/furniture/home decorations from different regions using internet catalog sites.
- Compare types of patios, and idioms for names of house sections.

Understandings:

Students will understand that...

- 1.) homes and lifestyles are different in Hispanic cultures.
- 2.) different living styles affect everyday activities.
- 3.) the architecture and cultural perspectives of homes is important in daily lives and activities.
- 4.) most Spanish homes include a patio.
- 5.) Hispanic architecture has greatly influenced the architecture of the United States.
- 6.) typical U.S. bedrooms and Spanish bedrooms differ in size and ways of furnishing.
- 7.) the daily Spanish schedule is set up differently than in the United States, time is often included for a *siesta*.
- 8.) colors can be used to describe and differentiate items.
- 9.) responsibilities of teens in Spanish-speaking countries differ from those in the United States.
- 10.) there is a difference in the amount and types of chores in Spanish-speaking countries as compared to that of the United States.

Essential Questions:

- 1.) What would it be like to live in a home in a Spanish-speaking country?
- 2.) How do homes differ in Spanish-speaking countries in terms of architecture and functionality to that of the United States?
- 3.) What does home size and design imply about a culture?
- 4.) What are the differences we see in a Spanish-speaking home versus homes in the United States?
- 5.) Where can one find the influence of Hispanic architecture in the United States?
- 6.) What are the differences we see in a Hispanic bedroom versus that of a bedroom in the United States? (Do you have your own bedroom or do you share your bedroom? / What is your favorite item in your bedroom?)
- 7.) Why is it important to understand the traditional daily schedule of Spanish-speakers?
- 8.) How are household chores for American and Hispanic teens similar / different?
- 9.) How do household responsibilities in different regions reflect culture?
- 10.) How is the concept of the siesta perceived?
- 11.) How does the scarcity of resources affect housing (climate change).

Performance Tasks:

5 Rules for the 3 Modes

To help students better master this unit remember these rules when selecting activities:

- They must be **authentic**.
- They should always be **engaging**.
- Activities should be **varied**.
- They need to be **focused** around the unit theme.
- Class/teacher should be 90% in **target language**.

INTERPRETIVE:

- You will be spending a month in a Spanish immersion camp. You go to the camp Website and click on the audio descriptions of the student room. Which items are provided? Which items do you have to bring? Use Audio Program CD 12 Track 16
- Read the following article. Based on the descriptions of colors, what kind of room best suits you? Why?
<https://www.entrepreneur.com/article/269009>
- Use Audio Program CD 13 Track 15: listen to a teenager explain to his mother why he can't do a chore now. Identify: a) what the mother want the teen to do, b) what the teen says he is busy doing.
- A friend is moving to Seville, Spain and asks you to help find an apartment. He wants a 2 bedroom, 2-bathroom apartment with a kitchen. Because he won't have a car he wants to live near a park and close to the Metro. Look at the following site and select which apartment would be the best fit for your friend. Explain why.
<https://www.yaencontre.com/alquiler/apartamentos/sevilla>

INTERPERSONAL:

- You are asked to survey several classmates about their bedrooms to describe the "typical" teenage room for a class project. Ask 3 students questions to find out: a) information about the color of his/her room, b) what kind of technology/furniture is in the room c) where he/she can study well in the room, d) whether they share their room, e) what is on the walls.
- Create a dialog between a realtor and a client who is looking to buy a new apartment/house.
- Tell your partner which house chores he/she must do to prepare for a party.
- Students compete against a partner to guess in what rooms of the house they have each placed family members. This is a game like Battleship. Player 1 is trying to locate family members of player 2. Teacher prepares file folders with a 3 x 3 grid of pictures of rooms in a house and game pieces representing family members. Each student places their game piece in a room in their file folder. Then, partners take turns asking si/no questions about the locations of family in rooms. The first student to solve the locations of the other student's family members will win.

Other Evidence:

Pre-Assessment:

- Vocabulary evaluation/analysis
- [KWL Chart](#)
[KWL Chart](#)
[KWL Chart - Example](#)
- "Can Do" self-assessment
- Quick Write
- **Graffiti Wall** - Use large butcher paper and title it with a theme or big idea or topic from unit (i.e. Home Sweet Home) Students over a certain amount of time (a day - a week) write thoughts/ideas/opinions that come to mind regarding the title. Have them initial each. Keep track of what students record. The graffiti wall then can be used throughout the unit by adding new information, correcting misconceptions, categorizing, developing vocabulary, etc. for you to use later.

Formative Assessments:

- Reading / Interpreting Realia - Reading Strategies: Pronunciation and Comprehension strategies
- Written assessments (homework, quiz, test, e-mails, pen pal, scripts / written dialogues)
- TPR response
- Station / Center based work / Reading / Pronunciation in the target language / Oral prompting and inquiry
- Whiteboard responses
- Smartboard responses
- [Exit slips](#) / Polls
- Grammar: The verbs *PODER* and *DORMIR* (-O to -UE stem changing verbs)
- Grammar: Present Progressive Tense, Affirmative Tú Commands, Making Comparisons and Making Superlatives
- Noun / Adjective Agreement
- Teacher quiz / [Socrative](#) / [Kahoot](#) / [Quizlet](#) Live, etc.
- Student Blogs
- Matching vocabulary with photos
- Reading comprehension using authentic sources
- Cloze Statements - where students must insert appropriate vocabulary.
- Concentration game with vocabulary
- **Word Splash Activity** - content vocabulary is placed on a board, chart, large paper in a random 'splash'. Students are asked to use the words in sentences, a paragraph, captioned drawing, or diagram

Summative Assessments:

- Chapter Test / Unit Test
- Integrated Performance Assessment or a component
- Performance Assessment showing proficiency with "Can Do" statements and rubric

PRESENTATIONAL:

- Using a Venn Diagram, compare your bedroom with a classmate. Discuss color of the walls, things on the wall, furniture. Then your partner will do the same. Determine which one is the best and present that one to another group. After several rotations, students will select the best room and tell why.
- and dormir and the present progressive tense.
- Write about at least 8 chores that you and the members of the Spanish Club would be willing to do to earn money for the club.
- Create a presentation based on an apartment/home you found in a target country. Make sure you use comparisons, superlatives, affirmative tu commands, possessive adjectives, the verbs poder

Benchmarks:

TEACHER MAY USE THE MODEL CURRICULUM BENCHMARK (NOVICE HIGH) IN NJ DOE STANDARDS FOR UNIT HOME, SWEET HOME or use the following teacher created benchmarks:

<https://blog.anida.es/hogar-futuro-estara-conectado-2/>

Background: Student will be asked to make comparisons between their own home and the "El Hogar del Futuro"

Part A:

INTERPRETIVE:

Students will read the following survey infographic <https://blog.anida.es/hogar-futuro-estara-conectado-2/>

Give the main idea and supporting details, as well as recognize keywords.

Then view a video depicting a home in one of the target countries. Using a graphic organizer make a comparison of that home to your home. Include as many details as possible so you have close to ten comparisons.

Part B: INTERPERSONAL

In groups, discuss how your house is similar and different from the house in the flyer.

Part C: PRESENTATIONAL

Students will create an interactive collage <http://pic-collage.com/> about their ideal home. Include the following:

- 3 floors
- Bedrooms, kitchen, dining room, living room, garage, patio, bathrooms
- Furniture
- Chores

Then students will create a page showing a typical home in a target country (teacher has assigned a different country to each student). Students will discuss the home and note differences with homes in Washington Township.

The ultimate goal of world language instruction is for learners to attain high levels of proficiency, which allows them to use the language with ease and confidence in everyday interactions with native speakers and in the workplace. To attain proficiency, learners learn, use, and practice language that they acquire in a classroom setting. Spiraling and recursive performance in a world language leads to proficiency.

- Performance is defined as how well a learner uses language acquired in a classroom setting.
- Proficiency is defined as the spontaneous use of language in real-world situations that might occur when:
 - interacting with native speakers of the language, or
 - immersed in a target language environment.

The following guidelines describe what individuals can do with language when speaking, writing, listening, and reading in real-life situations in spontaneous and non-rehearsed contexts (ACTFL, 2012). The guidelines identify five major levels of proficiency: Novice, Intermediate, Advanced, Superior, and Distinguished.

- Novice Low: Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home.
- Novice Mid: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.
- Novice High: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Low: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Mid: Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate High: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.
- Advanced Low: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

<i>Assessing Performance Assessing Proficiency</i>	<i>Assessing Performance Assessing Proficiency</i>
Based on instruction: Describes what the language learner can demonstrate based on what was learned Independent of specific instruction or curriculum: Describes what the language user can do regardless of where, when or how the language was acquired	Based on instruction: Describes what the language learner can demonstrate based on what was learned Independent of specific instruction or curriculum: Describes what the language user can do regardless of where, when or how the language was acquired
Practice: Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks with familiar contexts Spontaneous: Tasks are non-rehearsed situations	Practice: Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks with familiar contexts Spontaneous: Tasks are non-rehearsed situations
Familiar content and context: Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned Broad content and context: Context and content are those that are appropriate for the given level	Familiar content and context: Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned Broad content and context: Context and content are those that are appropriate for the given level
Demonstrated performance: To be evaluated within a range, must be able to demonstrate the features of the domains of a given range in those contexts and content areas that have been learned and practices. Sustained performance across all the tasks and contexts for the level: To be at a level, must demonstrate consistent patterns of all the criteria for a given level, all of the time	

Learning Plan

Learning Activities:

Teachers Discovery

[Ad Lib It](#)

[Pop It](#)

[Sink It](#)

[Sketch It](#)

Bedroom, House and Chores

[Concentration](#) - Chores

[Firma Por Favor](#)

[¡Pesca!](#) – House and Chores

[Shout](#) – House and Chores

[Boggle](#) – Chapter 6A

[Boggle](#) – Chapter 6B

[Frases Mágicas](#) – 6A – Cooperative Learning

[Frases Mágicas](#) – 6B – Cooperative Learning

[Serpiente](#) – Chapter 6B

[En Mi Dormitorio / ¿Cómo es tu casa?](#) – Drawing Activity

[En Mi Casa](#) – Board Game

Present Progressive

[Against The Clock](#)

[Charades](#)

[Exit Slip](#)

[Human Scavenger Hunt](#)

[Mannequin Challenge](#)

[Minuto Loco](#)

[Relay Race](#)

[Situaciones](#)

[Minuto Loco](#)

Affirmative Tú Commands

[Minuto Loco](#)

[El Golf](#)

[Pair Drill](#)

[El Básquetbol](#)

[Buzz](#)

[Against The Clock](#)

[JigSaw Puzzle](#)

[Corre En Círculos](#)

[Human Scavenger Hunt](#)

[Exit Slip](#)

[Seis](#)

O To UE Verbs

[Juego De Dados](#)

[Against the Clock](#)

[Seis](#)

[Human Scavenger Hunt](#)

[JigSaw Puzzle](#)

[Circle Puzzle](#)

[Honey Comb](#)

[El Golf](#)

[Yo Tengo. ¿Quién Tiene?](#)

[La Batalla](#) – O to UE – Verb Practice – (www.teacherspayteachers.com)

Comparisons And Superlatives

[Human Scavenger Hunt](#) – Comparisons

[Human Scavenger Hunt](#) – Superlatives

[Comic / Meme Present Progressive Activity](#)

[Prepositions Sketch and Game Cards / Flashcards](#)

[¿Qué hay en tu casa?](#) – Reader

[La Casa](#) - Interactive Notebook Activity or Game

[La Casa](#) - Interactive Notebook Activity

[La Casa](#) - Vocab Webquest

[La Casa](#) - Speaking Prompts

[La Casa Chiflada](#) - Story Book (FREE)

[Let's Taco About It!](#) - La Casa Speaking Activity

[La Casa y Preposiciones](#) - Ipad Lesson

[La Silla Caliente](#) - House, Chores and Prepositions

[La Parque de Chapultepec](#) - Prepositional Phrase Activity

[Casas y Departamentos](#) - Internet Activity

[La Casa y Los Quehaceres](#) - Writing In Context

[Complete the House](#)

- [Activity Suggestion](#)

[Buscando Por La Casa](#) - Card Game

[Name That Card](#) - Picture Information Gap Activity

[Listen and Draw Activities](#) / [Listen and Draw Activities](#) - Free Printables

[¡Basta!](#) - Vocabulary Game

[Stick Figures](#) - Vocabulary Games

[El Dormitorio De](#) - (Pics) - Scavenger Hunt - Mrs. Jennifer Diaz

[El Dormitorio De](#) - (Worksheet) - Scavenger Hunt - Mrs. Jennifer Diaz

[Comparative Scavenger Hunt & Worksheet](#) - Mrs. Jennifer Diaz

[Rooms and Chores Scavenger Hunt](#) - Gallery Walk Activity - Mrs. Jennifer Diaz

[Dream House](#) - Project Based Learning - (www.teacherspayteachers.com)

[Dibuja Una Casa](#)

[¿Dónde pone los muebles?](#)

[Floor Plan Puzzle](#)

[Room Planner](#)

[Facebook Activity](#)

[Verb Conjugation Spinners](#)

[SeeSaw Task Cards](#)

[Spanish Writing Assignments Packet](#) - 15 Different Topics

[Spanish Speaking Activity Bundle](#)

[Spanish Selfie](#) - Modify for Chores, Room in The House, etc.

[Haunted House](#) (FREE)

[House and Chores](#) - Paired Activity

[House and Chores](#) - Google Drive Interactive Notebook Activity

[House and Chores](#) - TPRS Story and

Activities

[La Casa](#) - Interactive Notebook

- *Realidades / Auténtico* Listening Activities
- *Realidades / Auténtico* Cultural Videos, *Videohistorias* as well as *¿Eres Tú María?*
- Watch *Quack*, *GramActiva* and *Animated Verb* Videos to reinforce the grammar concepts of Making Comparisons, The Superlative, Stem Changing Verbs *Poder* and *Dormir*, Affirmative Tú Commands, and the Present Progressive Tense.
- Watch *VideoCultura* Videos to gain an appreciation of the different cultural aspects of the many Spanish-speaking countries around the world. - The videos that best goes along with this unit is *La familia y La casa*.
- Complete *VideoCultura* Activities
- Use *Mapa Global InterActivo* to investigate Spanish-speaking countries from around the world.
- Pronunciation Practice - Repeat nursery rhymes, poems, songs, tongue twisters, etc.
- Reading Strategies - Identify cognates, activate prior knowledge and summarize main ideas.
- Use Reading Strategies to interpret poems, biographies, comic strips, pamphlets and other authentic materials in the target language.
- [KWL Chart](#) / [KWL Chart](#)
- Take into consideration those students that are color blind. Be sure to use both colors and words when asking students to identify colors.

- Have students survey each other about what they have in their bedrooms. *¿Tienes un equipo de sonido? ¿Dónde está?*
- [Describe the Scene](#) – Give students pictures of different bedrooms or rooms in the house and have them describe it to their partner using prepositions of location.
- Play *¿Cierto o Falso?* – Have students write sentences about a well-known teacher or well-known students. Ask that they make some of their sentences false and randomly read to the class to see if they can guess correctly. (Like Act 18, p.106 of *Realidades B*)
- Have students write sentences comparing their bedroom to that of a well-known Hispanic or from a picture that you the teacher provide.
- Watch a video segment from Extreme Makeover Edition Latin-American. ([Extreme Makeover Home Edition Latin-American](#) – Chile / [Extreme Makeover Home Edition Latin-American](#) – Argentina) Show the students the segment of the video before the bedroom is transformed and have students brainstorm adjectives to describe the room. Then show the segment of the video after the bedroom is transformed. Have students again brainstorm adjectives to describe the room. Working with a partner, the students compile their lists and write a paragraph comparing the two bedrooms and express their opinion about the changes.
- When teaching the superlative, give students a list of categories (classes, musicians, sports, food, clothes, etc.) and have them name the best and worst in each category per their opinion. Then have students write sentences in Spanish comparing the two items. Ex: *La clase de español es mejor que la clase de inglés.*
- Using the superlative, have students write sentences about the best and worst things in their rooms.
- Have students create a comic strip using basic household / bedroom items. [Comic Strip](#)
- Have students write an essay about his or her ideal bedroom. [Mi Cuarto Favorito](#)
- Before teaching O to UE verbs, remind students that they already know some stem-changing verbs (*tener, querer, preferir* and *jugar*).
- *Espejo, Espejo de la pared* - Have students prepare a funny skit based on Act 24, p. 110 of *Realidades B*. Have students prepare 4 questions to ask the *Espejo* using the superlative. Have one student stand in front of the mirror to ask the *Espejo* questions and have another student stand behind the *Espejo* to answer the questions. Ex: *Espejo, espejo de la pared, ¿Quién es la persona más guapa del mundo?*
- Have students brain storm ideas that would be allowed to do and not do if their parents were not at home. What would *las reglas* be for the baby sitter.
- Have students create a comic using the verb *poder* and comparisons. The topic of their comic should involve two characters and describe what they can do and who does it better. Use one of the Comic Generators from the resources section.
- Have students read an article about the tradition of *la siesta* in some Spanish-speaking countries and complete a [Venn diagram](#) comparing and contrasting the pros and cons or it.
- Play a [Circumlocution Game](#) to review vocabulary learned in this unit. Have students start out with: *Es una cosa que ...*
Ex: *Es una cosa que usas para escuchar música. Un equipo de sonido, una radio, un disco compacto, una computadora, etc.*
- Have students complete the *Presentación Oral* on p. 119 of *Realidades B*.
- *¿Qué puedes hacer en tu dormitorio?* – Talk about what you can do and not do in your bedroom. Switch roles. (Be sure to write your answers down in complete sentences)
- *Entrevista y Reportaje* – Interview a classmate about his or her bedroom – Switch roles – and then write a paragraph or two describing your classmate's bedroom based on the information provided.
- Complete a web quest on *la casa*. [Version A](#)
- Watch a video and answer questions about *la casa*. ([Version A](#) / [Version B](#))
- Watch a video about a house in a Spanish-speaking country and complete a [Venn-Diagram](#) comparing that home to a home in the United States. ([Video 1](#) / [Video 2](#) / [Video 3](#))
- Complete an Interactive Notebook Activities for *la casa*. ([Version A](#) / [Version B](#) / [Version C](#) / [Version D](#))
- Complete an Interactive Notebook Activity for *la casa y los quehaceres*. ([Version A](#))
- Complete an Interactive Notebook Activity for prepositions. ([Version A](#) / [Version B](#))
- Complete an [Affirmative Tú Commands](#) Activity Flip Book ([Version A](#))
- Play Verb Conjugation Games ([Minuto Loco](#), Boggle [A](#) or [B](#), the [Dice Game](#), Verb Relays [1](#) or [2](#), Serpiente, [Scoot](#), etc.) to reinforce the grammar concepts of Comparisons, Superlatives, *Poder* and *Dormir*, Present Progressive and Affirmative Tú Commands.
- Complete a Scavenger Hunt / Gallery Walk on *El dormitorio de...* ([Pictures](#) / [Worksheet](#))
- Write a paragraph / essay about your ideal home. ([Version A](#) / [Version B](#) / [Version C](#))
- Complete a Gallery Walk / Scavenger Hunt about Rooms and Chores. ([Version A](#))

- Stations
- Role Plays / Skits – Friend interviewing friend about house, chores, what can be done or not done in a one's bedroom.
- Have students volunteer to read and act out the character roles from the *Videohistoria* (*Realidades B*, p.96 and 128).
- Watch and Complete video activities that accompany the *Videohistoria*.
- Sequence Events of a weekend cleaning one's apartment / house using pictures, comics, sentence strips, etc.
- Sentence Strip Activity – Cut apart a paragraph / story and have students and or groups put it back in order.
- Interactive Venn Diagram / Venn Diagram – Compare your bedroom to a bedroom of someone in a Spanish-speaking country.
- Interactive Venn Diagram / Venn Diagram – Compare your home to a home of someone in a Spanish-speaking country.
- Complete Internet Link Activity – Patios Del Mundo Hispano. – Activity associated with Chapter 6A – *Realidades B*
- Complete Internet Link Activity – Mi Casa Es Tu Casa. – Activity associated with Chapter 6B – *Realidades B*
- JigSaw Activity – Split up information on Grammar and Culture Topics into groups and have the groups present the information.
- Use Think-Pair-Share Activities to discuss grammar concepts, vocabulary, cultural topics, etc. and have students present information and the strategies they used to decipher the meaning(s).
- Play Charades to act out vocabulary words and or grammar concepts.
- Use Blogs, E-mails, Padlet, SeeSaw, Texts, E-pals, etc. to speak / write about bedrooms, homes and chores in Spanish-speaking countries.
- Have students respond to a class blog, e-mail, tweet, etc.
- Use Art, Music, Digital Media and or Realia to reinforce concepts and to provide visuals of vocabulary and grammar concepts.
- Find and discuss the differences between two related photos.
- ¿Qué Diferencias Ves? – Have students explain / write the differences between the two bedrooms using furniture, colors, prepositions of place and comparisons and superlatives.
- Play Sparkle / Human Type Writer with vocabulary words.
- Four Corners – Create 4 types of homes and or bedrooms in each corner of the room and students must decide what house they want to live in and or bedroom they would like to have and explain why.
- Listening and Drawing Activities
- Use OneNote / Google Drive / SeeSaw to work collaboratively with students and other teachers.
- Use Twitter or a Blog as an ongoing story – writing activity. Teacher “tweets” the first line and students “tweet” a certain number of lines over a period then read the finished story in class.
- Use Quia, Quizlet Live, Kahoot, Clickers, Socrative and or Whiteboard activities to reinforce grammar and vocabulary concepts presented throughout the unit.
- Play Serpiente to review vocabulary and grammar concepts presented in Chapter 6B.
- Listen to *Bailando* by Enrique Iglesias (Version A / Version B), *Caminando* by Rubén Blades (Version A), *Hasta El Fin Del Mundo* (Version A), *Danza Kuduro* by Dan Omar (Version A) or *Dimelo* by Enrique Iglesias (Version A) and complete cloze activities.
- Read and Act out stories from the *Realidades* TPR story book
- Describe people shown on transparencies / smartboard and have student volunteers come up and point to the correct picture.
- Play Harry Potter Command Game using Affirmative Tú Commands.
- Use different pieces of art from different Hispanic artists and have students write descriptive sentences about the picture(s) and share with the class. (Las Meninas by Diego Velázquez – Describe using Prepositions of Location)
- Students bring in pictures of different bedrooms/ homes from magazines. Have them label the pictures and write descriptions, comparisons, superlatives, what one can and cannot do in that room, what a person or a group of people are doing in a room using the present progressive and then share in small groups or with the entire class.
- Have students work in pairs to complete an information gap activity. One student will have some information that they need to share with their partner. The two of them will share their information with one another without showing their partner their papers. Must be done entirely in the target language.
- Use Kahoot to make a fun interactive *quiz* about furniture, colors, O to UE verbs, comparisons and superlatives, the present progressive tense as well as affirmative tú commands.
- Have students survey one another based on homes, chores, what one can and cannot do, comparisons and superlatives, etc.
- Listen to descriptions of rooms, furniture, chores, etc. and then draw pictures of what you heard.
- Have students write an e-mail to a friend explaining that they cannot get together because a family member is coming to visit them and they need to get the house cleaned up before they arrive. Tell your friend all the chores that you are currently doing and or must do (*using tener + que + infinitive*)

- Using colors, have students ask each other what the colors of different items in their bedroom are. *¿De qué color es la lámpara en tu dormitorio?* (Similar to Act 13, p.104 of *Realidades B*)
- Have students write a short paragraph about what their bedrooms are like. Are they messy or are they clean? Who cleans their bedroom? Who is allowed in their bedroom?
- Have students write a short paragraph describing their idea of a tidy bedroom. Remind them to use the verb *Estar* + *prepositions of location*.
- Complete a listening / drawing activity using prepositions of location. Give students a blank diagram of a room and have them draw in the furniture per how you or another student describes it. (Like Act 6, p.100 of *Realidades B*)
- Create a Comic Strip about a family doing chores around the house. Be sure to use Comparisons, Superlatives, *Poder* or *Dormir* and the Present Progressive. ([Comic Strip](#) – Basic Household Items / [Comic Strip](#) – Chores)
- Play the [Cube Game](#) (one with subjects, the other with objects and or verbs).
- Use [Conversation Cards](#) to spark extemporaneous interpersonal communication.
- Use [Task Cards](#) to reinforce vocabulary and grammar concepts.
- Play [20 Questions](#). (For lower level classes or for the first time playing this game, you can provide the students with 20 questions to ask one another, just until they get the idea of how the “game” works.)
- Using a plan of a house on an overhead transparency or projected through the LCD projector place furniture in rooms to teach vocabulary. Ask after teaching vocabulary questions such as *¿Dónde está la silla?* *¿Cómo es?* Show the relationship between indefinite and definite articles to enable students to understand when to use which, ex: *¿Hay una mesa en el comedor?* *¿Dónde está la mesa?*

Listening Activities

[Assigning Chores in The Family](#)

[La Casa](#) – Descriptions With Ser

[Mi Apartamento](#)

[Mi Casa](#)

[Mi Casa Ideal](#)

[Mi Casa En México](#)

[Mi Casa, Mi Familia y Mis Mascotas](#)

[Mi Habitación](#)

[Mi Piso](#)

Additional Practice

[ABC Teach Spanish Worksheets](#)

[Acabar De + House Vocabulary](#) – (www.teacherspayteachers.com)

[Affirmative Tú Commands](#) – Worksheets and Activities – (www.teacherspayteachers.com)

[Affirmative Tú Commands](#) – Quiz – (www.teacherspayteachers.com)

[Affirmative Tú Commands & Chores](#) – (www.teacherspayteachers.com)

[At Home](#) – Flashcards

[Bedroom](#) – Identification and Prepositions (Needs to be Translated)

[Bedroom Drawing](#) – Info Gap 1

[Bedroom Drawing](#) – Info Gap 2

[Bedroom and House Identification](#) – Bedroom p.11 (Rock-A-Lingua)

[Bedroom Vocabulary & Prepositions](#)

[Bedroom Vocabulary & Prepositions](#)

[Boot Verbs](#) – Good for Poder and Dormir Practice

[Busco Piso](#) - Activities, Readings and Comprehension Questions

[Capítulos 6A y 6B Packet](#) – (www.teacherspayteachers.com)

[Chores](#) – Fill In The Blank - (www.teacherspayteachers.com)

[Chores and Affirmative Tú Commands](#) - (www.teacherspayteachers.com)

[Chores Identification](#) – p. 4

[Chores Identification](#)

[Chores and Present Progressive](#) - (www.teacherspayteachers.com)

[Chores Reading and Writing Activities](#) - (www.teacherspayteachers.com)

[Comparatives and Superlatives Test](#)

[Complete the House](#)

[Describe Tu Casa Ideal](#)

[¿De quién es cada casa?](#) – Reading Practice

[¿Dónde están mis gafas?](#)

[¿Dónde pone los muebles?](#)

[¿Dónde pone las cosas?](#) – Students will have to look up some words

[Dibuja Una Casa](#)

[El Dormitorio](#) – Sentences w/ Hay – – (www.teacherspayteachers.com)

[El Presente Progresivo](#)

[El Dormitorio](#) – Sketch Activity – – (www.teacherspayteachers.com)

[El Dormitorio](#) – Vocabulary Quiz (FREE) – – (www.teacherspayteachers.com)

[En Casa](#) – An Entire Unit

[En La Casa](#) – Online Activities

[Estar And Present Progressive](#) – Writing and Drawing Activities\

[Grammar Review Packet](#) – Great for Comparatives, Superlatives, Direct, Indirect Object Pronouns - (www.teacherspayteachers.com)

[Graphic Organizer](#) – Present Progressive - (www.teacherspayteachers.com)

[Graphic Organizer](#) – Affirmative Tú Commands - (www.teacherspayteachers.com)

[Haunted House](#) (FREE) - (www.teacherspayteachers.com)

[House and Chores](#) - PowerPoints and Worksheets - (www.teacherspayteachers.com)

[House and Chores](#) – Google Drive Interactive Notebook Activity

[House and Chores](#) – TPRS Story and Activities - (www.teacherspayteachers.com)

[House and Prepositions](#)

[House Identification](#) – p. 2

[House Labeling Activity](#) – Exterior - (www.teacherspayteachers.com)

[Jumbled Sentences](#) - House and Furniture

[La Casa](#) – Activities and Worksheets

[La Casa](#) – Identification
[La Casa](#) – Identification
[La Casa](#) – Identification
[La Casa](#) – Activities, Writing Prompts and Listening Activities
[La Casita](#)
[La Casa y Los Muebles](#) – Identification (Needs to be translated)
[La Casa y Preposiciones](#) – Ipad Lesson - (www.teacherspayteachers.com)
[La Habitación](#) – Sopa de Letras
[La Plaza De Madrid](#) – Present Progressive - (www.teacherspayteachers.com)
[La Siesta Reading Worksheet](#) – Mrs. Jennifer Diaz
[La Parque de Chapultepec](#) – Prepositional Phrase Activity- (www.teacherspayteachers.com)
[Las Partes De Una Casa](#)
[Los Muebles De Mi Casa](#)
[Los Quehaceres](#) – Matching – – (www.teacherspayteachers.com)
[Los Quehaceres](#) – Logical or Illogical – (www.teacherspayteachers.com)
[Los Quehaceres](#) – Quiz w/ Listening – (www.teacherspayteachers.com)
[Los Quehaceres](#) – A Logical Problem – – (www.teacherspayteachers.com)
[Mi Casa 1](#) – Worksheets, Readings and Activities – An Entire Unit
[Mi Casa 2](#) – Worksheets, Readings and Activities – An Entire Unit
[Mi Casa 3](#) – Guía Del Profesor
[Mi Casa](#) – Reading With Comprehension Questions
[Mi Casa](#) – Reading With Listening and Comprehension Questions (FREE)
[Mi Casa](#)
[Mi Casa Ideal](#)
[En Mi Dormitorio](#) – PowerPoints and Worksheets (FREE)
[Mi Dormitorio](#) – PowerPoint and Worksheets (FREE)
[Mi Dormitorio](#) – Reading
[Mi Dormitorio With Prepositions](#) – PowerPoint and Worksheet (FREE)
[Mi Dormitorio](#) – Reading and Activities
[Mi Dormitorio](#) – Worksheet (FREE)
[Mi Dormitorio With Prepositions](#) – PowerPoint and Worksheet (FREE)
[O to UE Verbs](#) - (www.teacherspayteachers.com)
[O to UE Verb Conjugation Practice](#) – Online Activity
[O to UE Verb Conjugación Quiz](#) – Online Activity
[Partes de la casa](#) – Online Activity
[Piso En Alquiler](#)
[Plazas De Madrid](#) – Present Progressive - (www.teacherspayteachers.com)
[Poder](#) - (www.teacherspayteachers.com)
[Prepositions worksheet](#)
[Prepositions worksheet](#) – (Needs to be Translated)
[Prepositions De Lugar](#)
[Prepositions Rhyme](#) – (www.teacherspayteachers.com)
[Present Progressive](#) – Notes and Activities (FREE)
[Present Progressive](#) – Picture Prompt - (www.teacherspayteachers.com)
[Present Progressive](#) (FREE)
[Present Progressive with Chores](#) (FREE)
[Present Progressive](#) – Notes, Handouts and Practice - (www.teacherspayteachers.com)
[Present Progressive and -AR verbs](#) - (www.teacherspayteachers.com)
[Present Progressive Bundle](#) – Worksheets and References - (www.teacherspayteachers.com)
[Present Progressive Conversation Exercise](#) – Fill in the Blanks - Online Activity
[Present Progressive Practice](#) (FREE)
[Present Progressive Sentence Making Activity](#) - Online Activity
[Present Progressive Reading Exercise](#) – Fill in the Blanks
[Present Progressive Practice Exercise](#) - Online Activity
[Present Progressive Fill In the Blanks](#) - Online Activity
[Present Progressive Matching Exercise](#) - Online Activity
[Present Progressive Listening Exercise](#) - Online Activity
[Present Progressive Listening Comprehension Exercise](#) - Online Activity
[Present Progressive Quiz](#) – Online Activity

[Present Progressive and Commands Quiz](http://www.teacherspayteachers.com) - (www.teacherspayteachers.com)
[Present Progressive](#) - Notes, Verbs and Writing Activity
[¿Quién Dice ...?](#) - House - warm-up - (www.teacherspayteachers.com)
[¿Qué Diferencias Hay En Los Salones?](#)
[¿Qué Están Haciendo 1](#) - Present Progressive
[¿Qué Están Haciendo 2](#) - Present Progressive
[¿Qué Están Haciendo? 3](#) - Present Progressive
[¿Qué Están Haciendo? 4](#) - Present Progressive
[¿Qué Están Haciendo Estas Personas?](#) - Present Progressive - Good For Speaking Or Writing
[¿Qué Están Haciendo Tus Vecinos?](#) - Present Progressive
[¿Qué hay en la habitación?](#) - Good for Prepositions (Writing or Speaking)
[Quehaceres Locos](#) - Reading, Writing, Critical Thinking
- (www.teacherspayteachers.com)
[Quehaceres](#) - Friendship Circles - Venn Diagram - Compare - (www.teacherspayteachers.com)
[Quehaceres](#)
- (www.teacherspayteachers.com)
[Realidades 6A Practice Packet](#) - (www.teacherspayteachers.com)
[Realidades 6B Practice Packet](#) - (www.teacherspayteachers.com)
[Rooms and Chores Scavenger Hunt](#) - Gallery Walk Activity - Mrs. Jennifer Diaz
[Se Busca](#) - Reading Activity
[Sentence Building](#) - House and Activities
[Ser, Estar and Present Progressive](#) - (www.teacherspayteachers.com)
[Superlative Interview](#) - (www.teacherspayteachers.com)
[Twiccionario](#) - Bedroom Furnishings / [Twiccionario](#) - Comparatives: Escuela / [Twiccionario](#) - Comparatives: Familia
[Twiccionario](#) - Los Quehaceres / [Twiccionario](#) - Superlatives: Super Bowl LI
[Twiccionario](#) - Mi Color Favorito
[Twiccionario](#) - Present Progressive
[Una Carta A Mamá](#) - Affirmative Tú Commands - (www.teacherspayteachers.com)
[UnEqual Comparative Adjectives with Family](#) - (www.teacherspayteachers.com)
[Who Lives There?](#) - Reading and Identification - Needs to be translated
[Who Lives There? 2](#) - Reading and Identification - Needs to be translated
PowerPoints
[Casa 1](#)
[Casa 2](#)
[Casa 3](#)
[Casa 4](#)
[Chores](#) - Photos, Images and Clipart - (www.teacherspayteachers.com)
[Comparatives And Superlatives](#) - InterActive
[Consejos y Recuerdos de Mamá](#) - Tú Commands - (www.teacherspayteachers.com)
[En Mi Dormitorio](#) - PowerPoints and Worksheets (FREE)
[House and Chores](#) - PowerPoints and Worksheets
[Mi Casa](#)
[Mi Dormitorio](#) - PowerPoint and Worksheets (FREE)
[Mi Dormitorio](#) - PowerPoint and Activity (FREE)
[Mi Dormitorio](#) - Worksheet (FREE)
[Mi Dormitorio With Prepositions](#) - PowerPoint and Worksheet (FREE)
[Present Progressive](#)
Writing Prompts
[Bundle of 7 Writing Assignments](#) - (www.teacherspayteachers.com)
[Creative Writing and Speaking Activities w/Rubrics](#) - (www.teacherspayteachers.com)
[Spanish Writing Assignments Packet](#) - 15 Different Topics - (www.teacherspayteachers.com)
[¿Buscas Piso?](#) (FREE)
[¿Cuál es el/la mejor?](#) - Speaking / Writing Activity
[Describir Una Casa / Un Piso](#)
[Elisa](#) - Prepositions - Writing Prompt
[La Casa](#) - Prompt is at the bottom of the page
[La Casa y Los Quehaceres](#) - Actividad 2
[La Casa y Los Quehaceres](#) - Writing In Context

[Mi Cuarto Favorito](#) – Writing Prompt / Essay - (www.teacherspayteachers.com)

[Movie Critique](#) – Comparative/Superlative & Poder Writing Activity – (www.teacherspayteachers.com)

[¿Qué están haciendo?](#)

[Se Vende Casa Encantada](#)

Stations

[Stations: Description Unit](#) – Gives a good general idea of how stations work

[Stations: Practice and Perfect](#)

[Station Directions](#) – Do Not Reinvent The Wheel

[Affirmative Tú Commands](#) – (www.teacherspayteachers.com)

[Bedroom Labeling](#) – Gives A General Idea

[House and Activities](#) – What Activity Do You Do In Each Room? - Gives A General Idea

[Present Progressive](#) – Gives A General Idea

[Present Progressive](#) – (www.teacherspayteachers.com)

The Languages Resources Website

[Daily Life](#)

[House](#)

World Languages A La Carte

[Realidades Capítulo 6A](#)

[Realidades Capítulo 6B](#)

Zachary Jones

[Colors Unit](#)

[Commands Unit](#)

[Comparatives Unit](#) / [House and Chores Unit](#)

[Prepositions of Place Unit](#) / [Present Participle Unit](#)

[Stem Changing Verbs Unit](#)

[Superlatives Unit](#)

[Señor Jordan](#)

[Spanish YouTube Videos](#)

Social Emotional Learning:

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. World Language teachers include SEL practices in everyday learning to include the state competencies and sub-competencies. Students, through SEL, are able to take personal ownership and responsibility for their learning and decisions.



New Jersey Social and Emotional Learning Competencies and Sub-Competencies



Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges



Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals



Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings



Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions



Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

- 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
- 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
- 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.
- 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.
- 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment
- 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

4.0	<p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> • Compare and contrast various aspects of homes in the United States versus Spanish Speaking Countries.
3.0	<p><u>Students will be able to:</u></p> <p>Create a multimedia floor plan of a house or apartment – labeling all the rooms, furniture, and accessories and state which chores can be done there.</p>
2.0	<p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> • Ask and Answer questions related to rooms of the house as well as furniture • Ask and Answer questions related to daily chores and the rooms of the house where they are done • Talk about the locations of rooms and items in the house using direction words • Talk about bedroom and home furnishings • Talk about daily household chores • Listen to and Discuss descriptions of rooms and furnishings • Read and Write descriptions of rooms and furnishings • Identify and Use descriptive adjectives • Demonstrate proficiency in adjective / noun agreement to describe rooms and furnishings • Use furniture and rooms of the house vocabulary • State common daily chores • State the location of items using the verb <i>estar</i> + prepositions of location • Use color words to describe items as they relate to the house and furniture • Use adjectives in the comparison and the superlative forms • Conjugate and use the stem-changing verbs (O to UE) <i>poder</i> and <i>dormir</i> in the present tense in writing and speaking • Use affirmative tú commands • Use the present progressive tense of regular verbs in the present tense in context.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

	How to Differentiate Without Creating 30 Different Lesson Plans Flipping Your Classroom Technology and Differentiated Instruction 16 Strategies To Differentiate Your Instruction 9 Ways To Differentiate Whole Group Instruction 10 Questioning Strategies to Differentiate Instruction Unique Student Grouping Ideas Designing Lessons for Diverse Learners - Natalie Olinghouse Instructional Strategies and Student Learning Characteristics – New Jersey Instructional Adaptations for Students With Diverse Needs – New Jersey Strategies for Students with Diverse Talents – New Jersey Appendix D Strategies for Diverse Learners - Nebraska
Advanced Learners	Gifted and Talented Resources 1 / Gifted and Talented Resources 2 / Gifted and Talented Resources 3 -NJ Appendix D <ul style="list-style-type: none"> • Have students write a short paragraph describing their idea of a tidy bedroom. Tell them to begin their paragraph with an introductory sentence, such as: <i>Para mi, un dormitorio está ordenado cuando...</i> • Use new / old vocab, the verb <i>ESTAR</i> & prepositions for location. • Have students research Spanish musical artists, pick someone they like & have them design a CD cover. • For using root words have students research & compile a list with examples. Have them type up their results. • For <i>Lectura – El desastre en mi dormitorio</i> have students write a letter to Magdalena with the opposite problem. • Have students model affirmative tú commands by writing & acting out a dialogue between either teacher & student or brother & sister. Or even parent & son/daughter. One person should be giving orders & the other should be responding. • Ask students to use the Internet to find information on how living arrangements in Spanish-speaking countries differ from rural to urban areas. Compare the findings to the trends of the U.S. Students will present their findings to the class. • Have students choose a Spanish-speaking country & research the style of the houses. Find out if the houses usually have a patio & the origin of the style of architecture. Share their findings with the class, showing pictures. • Have students write a summary of a favorite fairy tale using the present progressive tense, include pictures &/or drawings.
Struggling Learners	Struggling Learners – NJ Appendix D <ul style="list-style-type: none"> • Extended time, partner with buddy, visuals, use of iPad / Lap top to revisit the video, etc. • Provide students with a list of specific words and phrases you want them to know. • Model different ways in which they can combine words and phrases for communication. • Have students create a section of their notebook for vocabulary and a separate section for grammar. • Allow students to keep a vocabulary notebook to add new words to and allow them to accompany vocabulary words with pictures and English translations. • Teach content in chunks • Use of TPRS, songs and visuals • Review note-taking skills • Give written directions to supplement verbal. • Have students make flashcards of the vocabulary from the unit. • Direct students to the online tutorials. They can review the related English grammar first and then proceed to the new Spanish grammar point.

	<ul style="list-style-type: none"> Assign the remedial assignments available online that come with the <i>Realidades / Auténtico</i> textbooks. Assign extra reading support online. Computer corrected activities use different reading strategies to help students comprehend new vocabulary and progress at their own pace. <p><u>Specific to this unit:</u></p> <ul style="list-style-type: none"> Have students play charades to act out what they think are the best music, songs & television shows. For flags & their countries, play a game of concentration/memory. For using the verb <i>PODER</i>, have students compare themselves to a thing. EX: I can swim faster than a fish. Have students look at the photos in <i>Videohistoria</i> & identify chores that need to be done. Play charades with the chores, have students act them out. Create a large poster from pictures in magazines of people doing chores, write underneath what each person is doing.
English Language Learners	<p>ELL Resources 1 / ELL Resources 2 / NJ ELL Model Curriculum Supports</p> <ul style="list-style-type: none"> Highlight academic vocabulary. Have the students/native speakers in the class; provide different colloquialisms as to greetings, classroom objects, etc. and its definition and how it differs with the material in the textbook. Use of TPRS, songs and visuals. Have students make flashcards of the vocabulary from the unit. Provide a buddy Use of iPad / Lap top to revisit videos, etc. <p><u>Specific to this Unit:</u></p> <ul style="list-style-type: none"> Have students describe their own bedroom, does it differ here in the U.S from their own country? Have students write sentences comparing their bedroom to that of a sibling or friend. Review their work for correct spelling & grammar. Using the verb <i>PODER</i> have them state what students/teens in their country can &/or cannot do. Have students create a real estate flyer for a traditional home in their country. Post the flyers & have the rest of the classes choose which house they would like to buy. Have students list the chores they are responsible for in their home, is this different from when they lived in their native country? How are the home of the ESL students different in their native country? Do they have air-conditioning? Open floor plans with cross breezes & windows? Are they different from their home in the U.S?
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> Variation of time: adapting the time allotted for learning, task completion, or testing Variation of input: adapting the way instruction is delivered Variation of output: adapting how a student can respond to instruction Variation of size: adapting the number of items the student is expected to complete Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p>

	Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators

Comprehensive & Physical Education: <https://www.nj.gov/education/cccs/2020/2020%20NJSL-CHPE.pdf>

Science: <https://www.nj.gov/education/cccs/2020/NJSL-Science.pdf>

Social Studies: <https://www.nj.gov/education/cccs/2020/2020%20NJSL-SS.pdf>

Visual and Performing Arts: <https://www.nj.gov/education/cccs/2020/2020%20NJSL-VPA.pdf>

Standards in Action: Climate Change By its very nature, art has the power to inform or draw attention to a specific topic. It is always about something. In fact, the increasing prevalence of activist art in the past decade evidences the power of the arts to communicate big ideas. The aim of activist art is to change the world by inspiring people to take action against societal problems (Nurmis, 2016) – including global climate change. For example, when students engage in the creation and presentation of media artwork, or when devising a theatrical work exploring the social and economic implications of climate change (e.g., impacts on human health, agriculture, food security, water supply, transportation, energy systems, ecosystems), one might expect to see students working collaboratively to research the complex impacts of global climate change on the economy and quality of daily living for people throughout the world. Ultimately, by being culturally engaging, and tapping into the creative potential of the arts to shape perception, students can New Jersey Department of Education June 2020 4contribute to imagining a new and better future for humankind (Curtis, Reid, & Ballard, 2012; Hulme, 2009; Marks, Chandler, & Baldwin, 2014; Nurmis, 2016) through their artwork. This holds true for students now, and as adults in the workplace. It is not inconceivable that learning to leverage the capacity of the arts to raise awareness about the effects of climate change could yield employment opportunities focused on combating the negative effects of climate change and other societal global issues.

Integration of 21st Century Skills

Indicators:

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

Focus on standards 9.1, 9.2 and 9.4

For NJSL-CLKS, abbreviated forms of the disciplinary concepts are included in the alphanumeric code. The disciplinary concepts were abbreviated as follows:

- Civic Financial Responsibility (CFR)
- Credit Profile (CP) • Financial Psychology (FP)
- Financial Institutions (FI) • Planning and Budgeting (PB) • Risk Management and Insurance (RMI) • Economic and Government Influences (EGI) • Career Awareness and Planning (CAP) • Creativity and Innovation (CI) • Critical Thinking and Problem-Solving (CT)
- Digital Citizenship (DC) • Global and Cultural Awareness (GCA) • Information and Media Literacy (IML) • Technology Literacy (TL)

Critical Thinking and Problem-solving Critical thinking involves the ability to use various types of reasoning as appropriate to the situation. Essential to critical thinking is systems thinking, which analyzes how parts of a whole interact together to produce outcomes. Critical thinking also includes making judgements and decisions by analyzing evidence, claims, points of view then communicating the interpretation of both the information and conclusions based on the best analysis. In tandem with critical thinking, problem solving involves the ability to generate and execute a solution to a problem. Problem solving occurs through one's use of initiative and flexibility to use trial and error to solve a problem until a successful solution is found.

By the end of grade 2

By the end of grade 5

By the end of grade 8

By the end of grade 12

Critical thinkers must first identify a problem then develop a plan to address it in order to effectively solve a problem.	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	Multiple solutions exist to solve a problem. • An essential aspect of problem solving is being able to self reflect on why possible solutions for solving problems were or were not successful.	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Global and Cultural Awareness To possess a cultural and global awareness is to fully understand that individuals are composed of complex cultural backgrounds, which are influenced by a multitude of factors. Armed with this crucial understanding, individuals can then better learn and work collaboratively with people from diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue, whether in a personal, work, or community-based context. Such an awareness also stresses the importance of recognizing and understanding the rich histories and multitude of languages of other nations and cultures.

Individuals from different cultures may have different points of view and experiences.	Culture and geography can shape an individual's experiences and perspectives.	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
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Technology

- In order to make students from a target language culture feel more welcome in the school, students learn to use appropriate gestures and oral expressions for greetings, leave takings, and common classroom interactions, and incorporate them into their daily routines.
- Digital Tools in the context of a world languages class, include applications and software that aid in communication. Some examples include video conferencing, texting, voicethread and IMing.
- Electronic Information Sources consist of audio, video, and text available through a virtual format. Some examples include podcasts, videocasts, audio clips, and websites.
- Multimedia Rich Presentations contain a combination of text, audio, still images, video, interactivity and animation.
- Virtual Sharing requires the use of digital tools and may be done through electronic information sources such as a social community/educational site, electronic poster, or webpage.

Communication:

Interpersonal:

Learners interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings and opinions.

Interpretive:

Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Presentation:

Learners present information, concepts, and ideas to inform, explain, persuade and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers or viewers.

Culture:

Relating Cultural Practices to Perspectives:

Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Relating Cultural Products to Perspectives:

Learners use the language to investigate, explain and reflect between the products and perspectives of the cultures studied.

Connections:

Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

Acquiring Information and Diverse Perspectives:

Learners access and evaluate information and diverse perspectives that are available through the language and its culture.

Language Comparisons:

Learners use the language to investigate, explain and reflect on the nature of the language through comparisons of the language studied and their own.

Cultural Comparisons:

Learners use the language to investigate, explain and reflect on the concept of culture through comparisons of the cultures studied and their own.

Communities:

School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Lifelong Learning:

Learners set goals and reflect on their progress in using languages for enjoyment, enrichment and advancement.

Technology:

Technologies for students to interact with people from other cultures and to experience authentic cultural products and practices. The use of technology as an instructional strategy is therefore no longer an option; rather it is an indispensable tool that enables students to develop a growing understanding of cultural perspectives and the inextricable link between language and culture.

- Digital Tools in the context of a world languages class include applications and software that aid in communication. Some examples include video/web conferencing, texting, and IM'ing.
- Electronic Information Sources consist of audio, video, and text available through a virtual format. Some examples include podcasts, video casts, audio clips, and websites.
- Multimedia Rich Presentations contain a combination of text, audio, still images, video, interactivity and animation.

Virtual Sharing requires the use of digital tools and may be done through electronic information sources such as a social community/educational site, electronic poster, or webpage.

Unit Title: De Compras/Shopping**Unit Description:**

Students at a Novice High level will be able to communicate/compare/contrast in all modes about shopping and gift giving as it relates to clothing and accessories; explore the role it plays in social, familial, and commercial situations.

Unit Duration: 6-8weeks**Desired Results**

Standard(s):

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

<p>Core Idea:</p> <p>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p>	<ul style="list-style-type: none"> • 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. • 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. • 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. • 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s). • 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture. • 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s). • 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written. • 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
<p>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p>	<ul style="list-style-type: none"> • 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information. • 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects. • 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations. • 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities. • 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. • 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change
<p>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<ul style="list-style-type: none"> • 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes. • 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing. • 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment. • 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. • 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words. • 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.
Intercultural Statement	Possible topics:
<p>Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</p>	<p>Communities, animals and their habitats, technology, geography, climate, fine and performing arts.</p>
<p>Learners recognize and identify a few typical practices of the target culture.</p>	<p>Community life, reasons and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.</p>

Indicators:

The Novice-High language learner has progressed from understanding and communicating at the Word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences. The Intermediate-Low language learner understands and communicates at the sentence level and can use a series of simple sentences independently.

Interpretive:

- Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify information about shopping, clothes, stores and gifts (e.g. posters, radio/television/newspaper advertisements).
- Read and Listen to information about stores and malls.
- Read about Hispanic communities and commercial centers in United States cities. Compare to communities and commercial centers in Spanish-speaking countries.
- Read and understand information about the Hispanic custom of *regatear*.
- Read a picture based story on shopping, gift giving, bargaining and stores.
- Listen to information about work and chores as it relates to stores and shopping.
- Compare one's outfit to that of another's.
- Compare one's shopping and gift-giving habits to that of another's.
- Compare specialty shops and malls.
- Match pictures based on oral descriptions of clothing, stores and gifts.
- Read and listen to information about shopping, clothes, gifts and stores.
- Listen to and watch a video about shopping, clothes, gifts and stores.
- Read about preferences and plans.
- Compare changing fashions in Spanish-speaking countries and the United States.
- Understand cultural perspectives on clothing, shopping habits, gift giving and bargaining in the Spanish-speaking world as compared to the United States.
- Recognize common gestures, intonation, and other visual or auditory cues of the target language.

Interpersonal:

- Engage in short unrehearsed/unscripted conversations with classmates and teacher as well as heritage speakers in which they ask and answer questions related to shopping, gift giving and bargaining.
- Speak about shopping and clothes in the preterite tense.
- Speak about preferences and plans in the preterite tense.
- Speak about the traditional clothing, *las molas*, of Panama.
- Speak about the locations of stores in a mall and or around town.
- Speak and use color words as they relate to clothing and gifts.
- Give and receive advice and or commands/directions from one person to another.
- Extend and accept invitations.
- Speak about shopping and gifts in the preterit tense.
- Speak about malls and stores.
- Speak about leisure activities, work and chores as it relates to shopping and gift giving.
- Express opinions and React to clothing preferences, fashion and fit.
- Ask for assistance in a shopping situation.
- Speak about Madrid's flea market, *El Rastro* and the custom of bargaining, *regatear*.
- Discuss the importance of the custom of *el regateo* in Spain and the Americas to that of the United States.
- Discuss clothing and fashion.

Presentation:

- Use lists and or chunks of language, and memorized phrases to compare shopping habits, gift giving and bargaining techniques to those of Spanish-speaking countries.

- Use lists and or chunks of language, and memorized phrases to compare shopping habits, gift giving and bargaining techniques to those of Spanish-speaking countries.
- Use phrases to describe clothing preferences, fashion, fit, gifts and stores.
- Present and or write about shopping, clothes and or gift giving in the preterite tense.
- Present information about preferences, plans, fashion, gifts, stores and bargaining.
- Present and or write information about Botero's painting *En Familia*. (Or another famous Hispanic's work of art)
- Evaluate and interpret written texts and materials on Spanish-speaking fashion designers and present to the class.
- Write a letter giving fashion advice, telling where to shop, bargaining techniques or advice on gift giving
- Create a written presentation to showcase to a target audience and apply skills that show proficiency at this level.
- Imitate appropriate gestures, intonation and common idiomatic expressions of the target language during daily interactions.

Cultural Content Statement(s):

- Understand the etiquette of dress at social functions and personalized decorative clothing.
- Describe the glowing influence of Latin American fashion designers.
- Understand traditional Panamanian festivals.
- Understand "Carnaval" in Latin American Countries.
- Compare artists Joan Miró and Fernando Botero. Also use art that reflects fashion/shopping experience and have students discuss it in gallery walks
- Compare currency and its symbolism.
- Compare selections of shopping destinations; local flea markets.
- Discuss attitudes about shopping mall experiences.
- Understand that bargaining is done in various countries.
- Discuss metric system for sizing
- Discuss commas and decimals on price tags – different in other countries
- Discuss differences in customer service and waiting in line at stores
- Discuss expectations regarding gift giving as host/guest

Understandings:

Students will understand that...

- 1.) culture influences shopping experiences and fashion choices.
- 2.) The experience of shopping differs across cultures and regions
- 3.) clothing identification is important when shopping.
- 4.) the knowledge of numbers is necessary when shopping for prices and sizes.
- 5.) how prices of clothing in Spanish-speaking countries differ (much more expensive) with the United States.
- 6.) how to convert money from different Spanish-speaking countries to the U.S. dollar and vice-versa.
- 7.) shopping in Spanish-speaking countries exposes one to similarities and differences in cultural aspects such as fashion, currency, and the economy.
- 8.) the presence of specialty stores and open air markets are very common in the Hispanic world.
- 9.) clothing styles are different in Spanish-speaking countries.
- 10.) certain clothing is appropriate for certain occasions, seasons, and weather conditions.
- 11.) large cities in Spanish-speaking countries house large malls like the U.S.
- 12.) there is a difference between Spanish and English when one talks about past events.
- 13.) demonstrative adjectives are used to indicate proximity of an object to the speaker.
- 14.) ethnic groups pass down different traditions of making crafts & clothing by hand, shopping and gift giving from generation to generation.
- 15.) how to bargain in the target language, having a full understanding of its purpose and how it is done.
- 16.) appropriate gift giving/receiving etiquette.

Essential Questions:

- 1.) How do cultures differ about shopping experiences and prices?
- 2.) How do measurements/sizes differ in clothing in the Spanish speaking world?
- 3.) How does clothing reflect one's culture and personality?
- 4.) How does shopping in a Spanish-speaking country differ from shopping in the U.S.?
- 5.) What are the similarities and differences between clothing in your culture and clothing in the target cultures?
- 6.) How do Spanish-speakers talk about past events?
- 7.) What knowledge, skills & behaviors are passed down from generation to generation in terms of clothing, shopping, gift giving and craft making?
- 8.) What are cultural differences in gift giving?

Performance Tasks:

5 Rules for the 3 Modes

To help students better master this unit remember these rules when selecting activities:

- They must be **authentic**.
- They should always be **engaging**.
- Activities should be **varied**.
- They need to be **focused** around the unit theme.
- Class/teacher should be 90% in **target language**.

INTERPRETIVE:

Infographics – Great for Interpretive And Interpersonal Activities

- Listen (CD 15 TK 16) as a teen tells what she bought for her friend's *Quinceañera*. Tell a) what she bought; b) where she bought it; c) how much she paid.
- https://youtu.be/Txl_NgFrNJ8 (**chica**) or <https://youtu.be/AWCKOtCSFy4> (**chico**) Watch and listen to video on popular school outfits. Answer teacher-made comprehension questions.
- Read blurbs and look at photos from [People en Español](#), [El Gancho](#), [¿Qué tal?](#), [Ahora](#) or [El Sol](#) magazines, (Scholastic Publication), etc. or from [NewsEla](#) or iCulture and identify clothing and accessories vocabulary words or words relating to shopping and fashion trends in text (annotate or highlight) and answer comprehension questions.
- Read articles from Newela or iCulture regarding shopping experience and demonstrate comprehension.
- Go to an on-line site like Cortes Ingles and shop for items using a budget and theme provided by your teacher. Summarize your impressions when shopping a target country on-line catalog/store site.

INTERPERSONAL:

- Tell your partner about a gift you bought for a friend's birthday and how much it cost. Ask you partner what he/she thinks of the gift and the price. Convert to Euros.. Then partner takes turn.
- Two students will research a target country on-line catalog or website. Discuss the prices of clothes in the target country, sizes and styles. Be ready to share with the class.
- Write a list of gifts that you recently bought for Christmas. Tell a classmate / the teacher what you bought (describe it), for whom you bought it and how much you paid for it.
- Interview (either student to student, student to teacher or teacher to student) about their clothing. What things do they like to wear? What things do they not like to wear? What articles of clothing and or accessories are important to them? What articles of clothing and or accessories are their favorite (something that they wear daily, etc.)
- Role play a bargaining situation.

Other Evidence:

Pre-Assessment:

- Vocabulary evaluation/analysis
- [KWL Chart](#)
[KWL Chart](#)
[KWL Chart - Example](#)
- "Can Do" self-assessment
- Quick Write
- **Graffiti Wall** - Use large butcher paper and title it with a theme or big idea or topic from unit (i.e. Home Sweet Home) Students over a certain amount of time (a day - a week) write thoughts/ideas/opinions that come to mind regarding the title. Have them initial each. Keep track of what students record. The graffiti wall then can be used throughout the unit by adding new information, correcting misconceptions, categorizing, developing vocabulary, etc. for you to use later.

Formative Assessments:

- Reading / Interpreting Realia - Reading Strategies: Pronunciation and Comprehension strategies
- Written assessments (homework, quiz, test, e-mails, pen pal, scripts / written dialogues)
- TPR response
- Station / Center based work / Reading / Pronunciation in the target language / Oral prompting and inquiry
- Whiteboard responses
- Smartboard responses
- [Exit slips](#) / Polls
- Grammar: The verbs PENSAR, QUERER and PREFERIR (Stem changing -E to -IE verbs), DECIR (present tense), -AR verbs in the PRETERITE TENSE, -CAR, -GAR and -ZAR verbs in the PRETERITE TENSE, and DAR in the PRETERITE TENSE.
- Grammar: Demonstrative Adjectives, Direct and Indirect Object Pronouns.
- Teacher quiz / [Socrative](#) / [Kahoot](#) / [Quizlet](#) Live, etc.
- Student Blogs
- Matching vocabulary with photos
- Reading comprehension using authentic sources
- Cloze Statements - where students must insert appropriate vocabulary.
- Concentration game with vocabulary
- **Word Splash Activity** - content vocabulary is placed on a board, chart, large paper in a random 'splash'. Students are asked to use the words in sentences, a paragraph, captioned drawing, or diagram

Summative Assessments:

- Chapter Test / Unit Test
- Integrated Performance Assessment or a component
- Performance Assessment showing proficiency with "Can Do" statements and rubric

PRESENTATIONAL:

- You need new gym clothes for school. Look at this ad from *Corte Ingles*
<http://www.elcorteingles.es/deportes/ropa-deportiva/?s=ropa&level=12> and fill in teacher-made order form. Include the articles, color, size and price.
- As an entry for your class journal, explain how you spent your money last month. Describe a) 2 new clothing items/accessories you bought; b) where you bought the items; c) how much you paid.
- You are given a budget in US dollars. Spend it using an on-line catalog in Euros.

Benchmarks:**Teacher created IPA on clothing:****INTERPRETIVE:**

Students will find information on different clothing styles on the following website: <http://www.dscuento.com/comprar-online/moda-ropa/> and then give the main idea and supporting details, as well as recognize keywords.

Students will listen to a student discussing clothing trends in his/her country. They will then answer comprehension questions to show they understood the listening.

Teacher will find articles using Newsela or iCulture related to fashion. Students must read article and tell main idea and some supporting information.

PRESENTATIONAL:

You will be going to a target country for school this year. You will be purchasing three new outfits at your favorite store here in the U.S. and also purchasing one outfit in the target country. You will use an on-line site for the target country and purchase the clothes ahead of time so they can be delivered to the home of the Epal and be available upon your arrival.

Write an email to an Epal describing what you will be purchasing for your back-to school outfits here in the U.S. and where you purchased it. Let the Epal know you also purchased clothes at a store in their country (name it) using an on-line catalog and that the outfit will arrive at their house. Describe what you bought so they know what to expect. Ask the Epal if this is appropriate for school in their country and thank them for accepting the delivery.

INTERPERSONAL:

1) Students will have a conversation with a partner to describe clothing from a clothing advertisement. They will ask each other questions about which clothing articles they prefer and why.

2) Students will role play a regatear situation and record on their laptops to be sent to their teacher:

Customer: Will express that he/she likes an item on the vendor table and tell why he/she likes it and who it will be purchased for (a friend, family member, girl/boyfriend)

Vendor will describe the item in detail pointing out it's value

Customer will ask price and vendor will provide price. Customer will say it is too high. Vendor will explain it's value and the bargaining will begin. Continue to bargain at least three times before agreeing on a price (or disagreeing).

The ultimate goal of world language instruction is for learners to attain high levels of proficiency, which allows them to use the language with ease and confidence in everyday interactions with native speakers and in the workplace. To attain proficiency, learners learn, use, and practice language that they acquire in a classroom setting. Spiraling and recursive performance in a world language leads to proficiency.

- Performance is defined as how well a learner uses language acquired in a classroom setting.
- Proficiency is defined as the spontaneous use of language in real-world situations that might occur when:
 - interacting with native speakers of the language, or
 - immersed in a target language environment.

The following guidelines describe what individuals can do with language when speaking, writing, listening, and reading in real-life situations in spontaneous and non-rehearsed contexts (ACTFL, 2012). The guidelines identify five major levels of proficiency: Novice, Intermediate, Advanced, Superior, and Distinguished.

- Novice Low: Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home.
- Novice Mid: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.
- Novice High: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Low: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Mid: Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate High: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.
- Advanced Low: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

<i>Assessing Performance Assessing Proficiency</i>	<i>Assessing Performance Assessing Proficiency</i>
Based on instruction: Describes what the language learner can demonstrate based on what was learned Independent of specific instruction or curriculum: Describes what the language user can do regardless of where, when or how the language was acquired	Based on instruction: Describes what the language learner can demonstrate based on what was learned Independent of specific instruction or curriculum: Describes what the language user can do regardless of where, when or how the language was acquired
Practice: Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks with familiar contexts Spontaneous: Tasks are non-rehearsed situations	Practice: Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks with familiar contexts Spontaneous: Tasks are non-rehearsed situations
Familiar content and context: Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned Broad content and context: Context and content are those that are appropriate for the given level	Familiar content and context: Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned Broad content and context: Context and content are those that are appropriate for the given level
Demonstrated performance: To be evaluated within a range, must be able to demonstrate the features of the domains of a given range in those contexts and content areas that have been learned and practices. Sustained performance across all the tasks and contexts for the level: To be at a level, must demonstrate consistent patterns of all the criteria for a given level, all of the time	

Learning Plan

Learning Activities:

- Listen, repeat and respond to teacher/audio.
- Dice game for verb conjugation.
- *Realidades / Auténtico* Listening Activities
- *Realidades / Auténtico* Cultural Videos, *Videohistorias* as well as *¿Eres Tú María?*
- Watch *Quack*, *GramActiva* and *Animated Verb Videos* to reinforce the grammar concepts of *Gustar*, *Acabar de + infinitive*.
- Watch *VideoCultura* Videos to gain an appreciation of the different cultural aspects of the many Spanish-speaking countries around the world.
- Complete *VideoCultura* Activities
- Use *Mapa Global InterActivo* to investigate Spanish-speaking countries from around the world.
- Pronunciation Practice – Repeat nursery rhymes, poems, songs, tongue twisters, etc.
- Reading Strategies – Identify cognates, activate prior knowledge and summarize main ideas.
- Use Reading Strategies to interpret poems, biographies, comic strips, pamphlets and other authentic materials in the target language.
- [KWL Chart](#) / [KWL Chart](#)
- Play charades.
- Draw a short story with the new vocabulary you learned: use 6 frames, include a beginning, middle and end.
- Fashion show
- Suitcase game
- Clothing poster
- Clothing catalog
- Dress-up dolls
- Guess who?
- Role-play a scene in a clothing store
- Report on regional dress in Spain
- Design an open-air market place
- Discuss clothing sizes in France pg. 224
- Have students stand up and describe their own outfits
- Point out items using demonstratives adjectives
- Have students act out a scene with an opinionated clothing shopper
- Talk about typical clothing from Spanish-speaking countries.
- Give your opinion about a Boutique in a Spanish-speaking country.
- Conduct an oral drill about clothing
- Create a bulletin board using pictures of clothing, accessories, currencies, and different types of store front in Spanish-speaking countries.
- Role-play buying sports equipment, leather goods and accessories
- Journal entry of past events.
- Telephone conversation about what you bought.
- Pass the message from the present to the past.
- Log of past events
- Math problems
- Lotto
- Comic strips
- Write about a shopping trip with a friend
- Have students follow your commands about jewelry and accessories.
- Discuss monetary unit used in Spanish-speaking countries.
- Have students act out scenes in different types of stores
- Talk about shopping in Spanish-speaking countries.
- Past to Present – Students continue changing sentences around a circle
- Have students interview each other using a specific set of questions using the irregular past participles
- With a partner, write a story about a shopping trip.

Chapter Specific Resources:

<http://www.bloghug.com/spain-shopping/>

[NJ Model Curriculum](#) – Novice Mid K-6 - [Unit 5A](#) & [Unit 5B](#) – Celebrations / Clothing

[NJ Model Curriculum](#) – Novice Mid 6-12 - [Unit 5](#) – Celebrations / Clothing

[NJ Model Curriculum](#) – Novice High - [Unit 5](#) – Celebrations / Clothing

[Georgia Standards](#) – Stores, Shopping and Clothing

[Jefferson County Public Schools](#) – Let's Go Shopping! 1

[Jefferson County Public Schools](#) – Let's Go Shopping! 2

[Jefferson County Public Schools](#) – Let's Go Shopping! 3

[Ohio Model Curriculum](#) – Contemporary Life: What Should I Wear?

[Realidades 1B Student homepage](#)

[Mi Vida Loca – Episode 8](#) / *[Activity Packet](#) - (www.teacherspayteachers.com)

[-AR Verbs In The Preterite Tense](#) – Scavenger Hunt - (www.teacherspayteachers.com)

[Clothing and Prices Activity Bundle](#) - (www.teacherspayteachers.com)

[Clothing With Colors](#) – Magazine Scavenger Hunt - (www.teacherspayteachers.com)

[Clothing With Shopping Vocabulary](#) – IPA Exam – (All 3 Modes Are Included) - (www.teacherspayteachers.com)

[¿Cuánto cuesta?](#) – Entire Lesson

[¿Cuánto Cuesta Tu Ropa?](#) - (www.teacherspayteachers.com)

[Currency Conversion](#) – Webquest - (www.teacherspayteachers.com)

[Demonstrative Adjectives](#) – Interactive Notebook Activity - (www.teacherspayteachers.com)

[Direct Object Pronouns](#) – Interactive Notebook Activity - (www.teacherspayteachers.com)

[E To IE Verbs](#) – Clothing and E To IE Verbs Unit - (www.teacherspayteachers.com)

[E To IE Verbs](#) – Interactive Notebook Activity - (www.teacherspayteachers.com)

[El Pretérito](#) – Flip Book – Includes -ER/-IR, Dar, Decir And -CAR, -GAR, And -ZAR Verbs - (www.teacherspayteachers.com)

[En La Tienda De Ropa](#) –Entire Unit –Shopping In A Store/Clothes for Various Seasons & Weather – (www.teacherspayteachers.com)

En Español 1, Unidad 4, Etapa 2 p. 272 – Vocabulary For Bargaining

En Español 1, Unidad 4, Etapa 2 – Lectura y Cultura Reading from Exam Form A – Reading & Comp Questions

En Español 1, Unidad 4, Etapa 2 – Lectura y Cultura Reading from Exam Form B - Reading & Comp Questions

En Español 1, Unidad 4, Etapa 2 – Lectura y Cultura Reading from Examen para Hispanoblatantes - Reading & Comp Questions

En Español 1, Unidad 4, Etapa 2 – Hablar from Exam Form A – Bargaining Skit

En Español 1, Unidad 4, Etapa 2 – Hablar from Exam Form B – Bargaining Skit

En Español 1, Unidad 4, Etapa 2 – Hablar from Examen para hispanohablantes – Bargaining Skit

En Español 1, Unidad 4, Etapa 2 – Role Play – Bargaining Skit – Unit 4 Resource Book p.102

[Ir De Compras](#) – Entire Unit – Reading, Writing, Vocabulary, Grammar, Culture, Story Telling and Speaking – (www.glovico.com)

[La Moda](#) – Differentiated Instruction - (www.teacherspayteachers.com)

[La Ropa](#) – Complete Unit Pack - (www.teacherspayteachers.com)

[La Ropa](#) – Unit Pack - (www.teacherspayteachers.com)

[La Ropa](#) – Scavenger Hunt – Compare Clothing To Spanish-speaking Countries

[La Ropa](#) – Google Drive Activities – (www.teacherspayteachers.com) – (FREE)

[La Ropa w/ E to IE Verbs](#) – Entire Unit – (www.teacherspayteachers.com)

[Market Simulation](#) – Practice With Bartering, Buying And Selling, Numbers And Clothes – (www.estemlearning.com)

[Mi Armario](#) – Interactive Notebook Activity - (www.teacherspayteachers.com)

[Realidades 7A Practice Packet](#) – (www.teacherspayteachers.com)

[Realidades 7A Practice Packet 2](#) – (www.teacherspayteachers.com)

[Realidades 7B Practice Packet](#) – (www.teacherspayteachers.com)

[Realidades 7B Practice Packet 2](#) – (www.teacherspayteachers.com)

[Shopping and The Community](#) – Unit Overview – El Regateo

[Shopping and The Community](#) – Lesson 1 - ¿Cuánto Cuesta?

[Shopping and The Community](#) – Lesson 2 – Los Grandes Almacenes

[Shopping and The Community](#) – Lesson 3 – El Regateo

[Shopping For Clothing](#) – Webquest - (www.teacherspayteachers.com)

[Spanish Clothing Unit](#) - (www.teacherspayteachers.com)

[Spanish Clothing Unit 2](#) - (www.teacherspayteachers.com)

[Spanish Weather And Clothing Skit](#) - (www.teacherspayteachers.com)

[Un Viaje A Oaxaca](#) – Day 4 – Bargaining In The Market

[¡Vamos De Compras!](#) – El Corte Inglés – Webquest - (www.teacherspayteachers.com)

[Vocabulary Scavenger Hunt](#) 1 - Worksheet – Goes Along With Capítulos 7A & 7B – Mrs. Jennifer Diaz

[Vocabulary Scavenger Hunt](#) 2 - PowerPoint – Goes Along With Capítulos 7A & 7B – Mrs. Jennifer Diaz

[Facebook activity](#) - (www.teacherspayteachers.com)

E-mail template - (www.teacherspayteachers.com) 1.) [Template 1](#) 2.) [Template 2](#) (FREE)

[Blog template](#) - (www.teacherspayteachers.com)

Task Cards - (www.teacherspayteachers.com)

[Scoot Game Sheet](#) – English Version (FREE) – Use with Task Cards or with Flashcards

[Scoot Game Sheet](#) – Spanish Version (FREE) - Use with Task Cards or with Flashcards

[Blank Task Card Template](#) (FREE)

[Answer Sheet for Task Cards](#) (FREE)

[Listening Stations / Centers Task Cards](#)

[-AR Verbs In The Preterite Tense](#)

[-AR Verbs In The Preterite Tense](#)

[Professor Garfield](#)

[Storyboard That](#)

[ToonDoo](#)

[Clothing And Colors](#) - (www.teacherspayteachers.com)

[Clothing And Prices](#) - (www.teacherspayteachers.com)

[Direct Object Pronouns](#) – Storyboard That Activity

[Direct Object Pronouns](#) – (www.lessonplanet.com)

[Clothing Store Advertisement](#) - (www.teacherspayteachers.com)

[¿Cuánto Cuestan?](#) – Shopping Skit - (www.teacherspayteachers.com)

[Culture Projects](#) - (www.teacherspayteachers.com)

[Desfile De La Moda](#) - (www.teacherspayteachers.com)

[Regateo](#)

[Salir De Compras](#)

[Spanish Numbers](#) - 100 -1,000,000

[Tips Para Regatear](#)

[Vamos De Compras](#)

[-CAR, -GAR And -ZAR verbs](#)– Guided Notes & Practice (Includes -AR Preterite Verbs) - (www.teacherspayteachers.com)

[-CAR, -GAR And -ZAR verbs](#)

[-CAR, -GAR And -ZAR verbs](#) – Preterite Review

[-CAR, -GAR And -ZAR verbs](#) - (www.teacherspayteachers.com)

[Clothing](#) – Sentence Correction - (www.teacherspayteachers.com)

[Clothing](#) – Identification - (www.teacherspayteachers.com)

[La Ropa w/ Colors](#) – (www.teacherspayteachers.com)

[La Ropa w/ Colors](#) – (FREE)

[La Ropa w/ Colors & Llevar](#) – (www.teacherspayteachers.com)

[La Ropa w/ E to IE Verbs](#) – Entire Unit – (www.teacherspayteachers.com)

[La Tienda](#) – Clothing Identification - (www.teacherspayteachers.com)

[Los Números](#) – Numbers 0-1,000,000, Weather, Date and Time - (www.teacherspayteachers.com) (FREE)

[Los Números](#) – Numbers 1-1000

[Capítulos 7A & 7B](#)

[Demonstrative Adjectives](#)

[Demonstrative Adjectives](#)

[Demonstrative Adjectives and Clothing](#) – (www.esteemlearning.com)

[Direct Object Pronouns](#)

[Direct, Double and Indirect Object Pronouns](#) – (www.esteemlearning.com)

[Direct and Indirect Object Pronouns](#)

[E To IE Verbs](#)

[Los Números Grandes](#) – (FREE)

[¿Qué lleva?](#)

[Conversation Cards / Speaking Activities](#) - (www.teacherspayteachers.com)

[8 Spanish Speaking Activities](#)

[20 Ways To Get Your Students Speaking In The Target Language](#)

[Creative Writing and Speaking Activities w/Rubrics](#)

[Spanish Speaking Activity Bundle](#)

[Al Mercado](#) – Bargaining Skit

[Bargaining At The Market](#)

[Bartering In The Market](#)

[Bargaining Skit Quiz](#) – Rubric

[Board Game](#) – Clothing And Prices (Small Groups)

[Board Game](#) – Shopping (Small Groups)

[Brick Breaker](#) – Clothing And Prices – Partner Activity

[Brick Breaker](#) – Shopping – Partner Activity

[Clothing And Colors](#)

[Clothing And Numbers](#)

[Clothing Descriptions](#) – Hispanic Celebrities – (FREE)

[Connect Four](#) – Clothing And Colors

[Corazones Y Diamantes](#)

[Demonstrative Adjectives](#) – Partner Activity

[Direct Object Pronouns](#) – Info Gap

[El Camino](#) – Demonstrative Adjectives

[El Frenesí De Compras](#) – Tiered Speaking

[El Regateo](#) – Role Play Cards

[En El Mercado](#) – Bargaining skit

En Español 1, Unidad 4, Etapa 2 – Hablar from Exam Form A – Bargaining Skit

En Español 1, Unidad 4, Etapa 2 – Hablar from Exam Form B – Bargaining Skit

En Español 1, Unidad 4, Etapa 2 – Hablar from Examen para hispanohablantes – Bargaining Skit

En Español 1, Unidad 4, Etapa 2 – Role Play – Bargaining Skit – Unit 4 Resource Book p.102

[Fashion Police Skit](#)

[Hispanic Celebrities](#) (FREE) – Can Be Used As Stations As Well – Clothing Descriptions

[Juego De Dado](#) – Demonstrative Adjectives - (www.teacherspayteachers.com)

[La Moda Tasks](#) (FREE)

[La Ropa](#)

[La Ropa](#) – Info Gap –Authentic Resource

[La Ropa](#) – Interview Forms – Differentiated Instruction

[La Ropa](#) – Find Someone Who... - (www.teacherspayteachers.com)

[Partner Games](#) – E To IE Verbs - (www.teacherspayteachers.com)

[¿Qué Llevas Tú?](#) – Interviews - (www.teacherspayteachers.com)

[Rotating Interviews](#) – AR Verbs In The Preterite Tense

[Rotating Interviews](#) – Clothing And Prices

[Rotating Interviews](#) - Fashion

[Rotating Interviews](#) – Shopping

[Rotating Interviews](#) – E To IE Verbs

[Shopping Role Play Cards](#)

[Shopping Skit](#)

[Comic Strip Generator](#)

[Version A](#) (Free online tool) / [Version B](#) (Free online tool)

[Comics for Everyday Dialogues](#) – Includes Rubric - (www.teacherspayteachers.com)

[Pixton](#)

[Pow App](#) (itunes download)

El Regateo

En Una Tienda – Fill In The Missing Conversation

Fashion - (www.teacherspayteachers.com)

La Ropa w/ Prices - (www.teacherspayteachers.com)

Shopping - (www.teacherspayteachers.com)

Shopping For Clothes - (www.teacherspayteachers.com)

Shopping Trip - (www.teacherspayteachers.com)

Art

Carmen Lomas Garza Paintings

En Familia – Clothing Activity - (www.teacherspayteachers.com)

*En Familia

Escena De Familia – Fernando Botero / Questions - (www.teacherspayteachers.com)

La Familia – Fernando Botero

The Widow Por Fernando Botero / The Widow Questions - (www.teacherspayteachers.com)

Una Familia – Fernando Botero

Music

Amiga Mía por Alejandro Sanz – Cloze Line Activity – Direct and Indirect Object Pronouns – (www.teacherspayteachers.com)

Canciones En El Pretérito - (www.teacherspayteachers.com)

Dímelo por Enrique Iglesias – Cloze Line Activity – Indirect Object Pronouns – Version A / Version B / Version C

El Perdón por Enrique Iglesias y Nicky Jam – Cloze Line Activity – Demonstrative Adjectives - (www.teacherspayteachers.com)

La Camisa Negra por Juanes Version A / Version B / Version C - (www.teacherspayteachers.com)

La Historia De Juan por Juanes – Cloze Activity – AR Verbs In The Preterite Tense - (www.teacherspayteachers.com)

Mi Tierra por Gloria Estefan y Marc Anthony – Cloze Activity With Clothes and Descriptions

¿Qué Me Pongo? por Mango Punch– Cloze Line Activity - (www.teacherspayteachers.com)

Si Nos Duele por Víctor Manuelle – Cloze Line Activity - (www.speakinglatino.com)

Zapatos Viejos por Gloria Trevi – Cloze Line Activity - (www.teacherspayteachers.com)

Canciones de Hip-Hop

1.) ¿Quieres Ir De Compras? / 2.) ¿Qué compraste ayer?

Newspaper and Magazine Articles

Authentic Advertisements – Clothing and Beauty

Choral Reading – AR Verbs In The Preterite Tense - (www.teacherspayteachers.com)

Choral Reading – CAR, -GAR, And -ZAR verbs - (www.teacherspayteachers.com)

Choral Reading – Demonstrative Adjectives - (www.teacherspayteachers.com)

Choral Reading – E To IE Verbs - (www.teacherspayteachers.com)

Clothing and Dress Code – Reading & Comprehension Questions – Authentic Reading - (www.teacherspayteachers.com)

Comprar Nos Gusta Demasiado – Reading And Comprehension Questions – Authentic Reading

Consejos Para Regatear De Viaje – Reading About Bargaining Around The World

Diccionario De Moda Para Hombres - Reading & Comp Questions – Authentic Reading - (www.teacherspayteachers.com)

El Regateo: Guatemalan Markets – Reading - (www.teacherspayteachers.com)

En Español 1, Unidad 4, Etapa 2 – Lectura y Cultura Reading from Exam Form A – Reading & Comprehension Questions

En Español 1, Unidad 4, Etapa 2 – Lectura y Cultura Reading from Exam Form B - Reading & Comprehension Questions

En Español 1, Unidad 4, Etapa 2 – Lectura y Cultura Reading from Examen para Hispanoblatantes - Reading & Comp Questions

Household appliances – Reading & Comp Questions – Practice with Numbers & Cost

iCulture

iCulture – User Guide

La Cuesta De Enero – Reading And Comprehension Questions – Authentic Reading

La Moda En Madrid – Compare – Authentic Text

Los Zaptos Con Emojis - (www.teacherspayteachers.com)

Mexican Clothing Catalog – Must Be Read On A Laptop – Authentic Resource

NewsEla (Spanish Text Sets)

Rainbow Reading – AR Preterite Verbs - (www.teacherspayteachers.com)

Rainbow Reading – CAR, -GAR, And -ZAR verbs - (www.teacherspayteachers.com)

Rainbow Reading – Demonstrative Adjectives - (www.teacherspayteachers.com)

Rainbow Reading – E To IE Verbs - (www.teacherspayteachers.com)

Shopping In A Market – Reading – El Regateo – (www.teacherspayteachers.com)

Projects

15 Spanish 1 Projects – Clothing p.12

-AR Verbs In The Preterite Tense – PowerPoint / Booklet - (www.teacherspayteachers.com)

Boot Verbs - (www.teacherspayteachers.com)

[En El Mercado](#) – Mini iMovie Project – El Regateo
[Fashion Catalog](#) - (www.teacherspayteachers.com)
[Fashion Commentary](#) – Speaking Activity – Students Need To Comment On What People Are Wearing - (www.teacherspayteachers.com)
[Fashion Magazine](#) - (www.teacherspayteachers.com)
[Fashion Model](#) - (www.teacherspayteachers.com)
[Fashion Police Skit](#) - (www.teacherspayteachers.com)
[Fashion Show](#) - (www.teacherspayteachers.com)
[Fiesta Friday](#) – Fashion Show For All Levels - (www.teacherspayteachers.com)
[Ir De Compras](#) – Shopping Video - (www.teacherspayteachers.com)
[Ir De Compras En Chile](#) - (www.teacherspayteachers.com)
[La Ropa y Las Estaciones](#) – Mini Project - (www.teacherspayteachers.com)
[Market Simulation](#) – Practice With Bartering, Buying And Selling, Numbers And Clothes – (www.esteelearning.com)
[Mi Estilo](#) - (www.teacherspayteachers.com)
[Un Anuncio](#)
[Shopping Skit](#) - (www.teacherspayteachers.com)
[Spanish Weather And Clothing Skit](#) - (www.teacherspayteachers.com)
[Spanish Selfie](#) – La Ropa - (www.teacherspayteachers.com)
[Zombie Apocalypse](#) – Double Object Pronouns - (www.teacherspayteachers.com)

Transparencies

[-AR Verbs In The Preterite Tense](#) – No Vosotros Form
[-AR Verbs In The Preterite Tense](#) – Includes -ER and -IR Verbs As Well
[Clothing And Prices](#)
[Clothing And Prices](#)
[Clothing, Fit, Material And Accessories](#)
[Como Regatear En El Mercado](#)
[Counting In Spanish](#) – 0-1,000,000
[Create An Out Fit](#) – Can Be Used For Speaking Or Writing
[Demonstrative Adjectives](#)
[Demonstrative Adjectives](#)
[Demonstrative Adjectives](#) – This And These ...
[Diálogo De Regatear](#) – En Español p.265
[Direct Object Pronouns](#) – Also Good As A Handout
[Direct Objects vs. Indirect Objects](#)
[Double Object Pronouns](#) – RID Explanation
[E To IE Verbs](#) – Señor Jordan
[Empezar](#)
[Indirect Object Pronouns](#) – Señor Jordan
[Ir De Compras](#) – Clothing And Food – Pictures And Pronunciation
[La Imagen](#)
[La Moda](#) 1
[La Moda](#) 2
[La Moda](#) 3
[La Ropa](#) – 2 Slides – Good For Speaking Or A Quick Write
[La Ropa](#) - Good For Speaking Or A Quick Write
[La Ropa](#) - Good For Speaking Or Writing
[La Ropa Del Hombre](#) – Pictures With Pronunciation
[La Ropa Del Invierno](#) – Pictures With Pronunciation
[La Ropa De La Mujer](#) – Pictures With Pronunciation
[La Ropa De Los Hombres Y De Las Mujeres](#) – Good For Speaking Or Writing
[La Ropa Y Los Colores](#)
[La Ropa Y Los Complementos](#) – Pictures With Pronunciation
[Los Números](#) - 0 -1,000,000
[Los Números](#) - 0 -1,000,000,000
[Los Precios De La Vuelta Al Cole](#) – Infographic – Good For Speaking And / Or Writing
[Los Verbos En El Pretérito](#) – Includes -AR, -ER, And IR Verbs In The Preterite Tense
[Me Visto Como Quiero](#)
[Moda Con El Sello Verde](#) – InfoGraphic
[Que Ropa Llevar](#) – Clothing And Weather – InfoGraphic
[Ropa De Chicas](#)
[Ropa De Segunda Mano](#) – InfoGraphic
[Ropa De Invierno](#)

[Ropa De Otoño](#)
[Ropa De Primavera](#)
[Ropa De Verano](#)
[Ropa Para El Frío](#)
[Smarten Up Your Act](#) - Good For Speaking Or Writing
[Vocabulario y Diálogo De Regatear](#) - En Español p. 272
[Yo Quiero](#) - Can Be Used For Speaking Or Writing

Videos - (www.youtube.com)

[26 Video Activities For The Language Classroom](#)

[A Comprar](#) - VideoEle / *[A Comprar](#) - Guía Didáctica

[-AR Verbs In The Preterite Tense](#)

[-AR Verbs In The Preterite Tense](#)

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[-AR Verbs In The Preterite Tense](#)

[-AR Verbs In The Preterite Tense](#) - Señor Jordan

[-AR Verbs In The Preterite Tense](#)

[-AR Verbs In The Preterite Tense](#)

[-AR Verbs In The Preterite Tense](#)

[Bargaining Lesson](#)

[Bargaining Skit](#) - School Project - Good Idea For A Skit

[-CAR, -GAR And -ZAR Verbs In The Preterite Tense](#)

[-CAR, -GAR And -ZAR Verbs In The Preterite Tense](#) - Señor Jordan

[-CAR, -GAR And -ZAR Verbs In The Preterite Tense](#) - Song

[-CAR, -GAR And -ZAR Verbs In The Preterite Tense](#) - Rap Song

[Cuenta Con Profe](#) - Numbers 0-1,000,000

[Dar And Ver In The Preterite Tense](#)

[De Compras En El Rastro](#)

[Demonstrative Adjectives And Pronouns](#)

[Demonstrative Adjectives And Pronouns](#) - (www.teacherspayteachers.com)

[Demonstrative Adjectives](#)

[Demonstrative Adjectives](#) - Part 1 - Señor Jordan

[Demonstrative Adjectives](#) - Part 2 - Señor Jordan

[Direct Object Pronouns](#)

[Direct Object Pronouns](#)

[Direct Object Pronouns](#) - Part 1 - Señor Jordan

[Direct Object Pronouns](#) - Part 2 - Señor Jordan

[Direct Object Pronouns Rap](#)

[Direct Object Pronouns Song](#) - Señor Jordan

[Direct and Indirect Object Pronouns](#) - PowerPoint, Video and Worksheets - (www.teacherspayteachers.com)

[Double Object Pronouns](#)

[Double Object Pronouns](#) - Señor Jordan

[Double Object Pronouns](#) - Practice 1 - Señor Jordan

[Double Object Pronouns](#) - Practice 2 - Señor Jordan

[Double Object Pronouns](#) - Practice 3 - Señor Jordan

[Double Object Pronouns](#) - Practice 4 - Señor Jordan

[E To IE Verbs](#) - Señor Jordan

[E To IE Verbs](#)

[El Arte De Regatear 1](#)

[El Arte De Regatear 2](#)

[How To Attach Direct Object Pronouns](#) - Señor Jordan

[Ir De Compras](#) / Extra - [Sam Va De Compras](#)

[Indirect Object Pronouns](#)

[Indirect Object Pronouns](#) - Señor Jordan

[Indirect Object Pronouns](#): Show Me

[Indirect Object Pronouns Song](#) - Señor Jordan

[La Moda](#)

[La Ropa](#) - VideoEle / *[La Ropa](#) - Guía Didáctica

[La Ropa](#)

[La Ropa](#) - Señor Jordan

Los Demostrativos En Español

Los Demostrativos – VideoEle / *Los Demostrativos – Guía Didáctica

Mi Vida Loca – Episode 8 / *Activity Packet - (www.teacherspayteachers.com)

Números – 0-100 – Señor Jordan

Números – 100-1,000,000

Números – 100+ – Señor Jordan

¿Qué Meto En La Maleta?

Listening Activities

-AR Verbs In The Preterite Tense – Listening Activity And Quiz - (www.teacherspayteachers.com)

Buying An Article Of Clothing - Regatear

Buying An Item Of Clothing – 6 Native Speakers Speak About Buying Clothing

Clothing And Colors

Clothing And Prices

Clothing Line – Needs To Be Translated

¿Cuánto Cuesta Tu Ropa? - (www.teacherspayteachers.com)

Dialogue – Clothing

Dialogue – Buying Clothes

El cumpleaños de mi padre – Clothing

Ir De Compras – Clothing And Food

La Ropa Del Hombre

La Ropa Del Invierno

La Ropa Del Mujer

La Ropa Y Los Complementos – Pictures And Pronunciation

Los Uniformes – Listen and Draw - (www.teacherspayteachers.com)

Mannequin – Listen and Draw / Pair and Share - (www.teacherspayteachers.com)

Ropa De Segunda Mano

Stick Figures – Listen and Draw

¿Tienes Ropa De Invierno?

Additional Practice

ABC Teach Spanish Worksheets

-AR Verbs In The Preterite Tense – Quiz - (www.teacherspayteachers.com)

-AR Verbs In The Preterite Tense – Guided Notes And PowerPoint - (www.teacherspayteachers.com)

-AR Verbs In The Preterite Tense – Notes, Activities, and Reading - (www.teacherspayteachers.com)

-AR Verbs In The Preterite Tense – Guided Notes & Practice (Includes -CAR, -GAR, and -ZAR verbs) -

(www.teacherspayteachers.com)

-AR Verbs In The Preterite Tense - (www.teacherspayteachers.com)

-AR Verbs In The Preterite Tense – TriFold Interactive Notebook Activity - (www.teacherspayteachers.com)

-AR Verbs In The Preterite Tense – Quiz - (www.teacherspayteachers.com)

-AR Verbs In The Preterite Tense - (www.teacherspayteachers.com)

-AR Verbs In The Preterite Tense – Worksheets, Quiz And Exit Slips - (www.teacherspayteachers.com)

-AR Verbs In The Preterite Tense – Guided Notes & Practice - (www.teacherspayteachers.com) (FREE)

-AR Verbs In The Preterite Tense

-AR Verbs In The Preterite Tense – Verb Wheels – Includes -AR, -ER And -IR Verbs In The Preterite Tense – (FREE)

-AR Verbs In The Preterite Tense - (www.teacherspayteachers.com)

-AR Verbs In The Preterite Tense – Listening Activity And Quiz - (www.teacherspayteachers.com)

-AR Verbs In The Preterite Tense – Scavenger Hunt - (www.teacherspayteachers.com)

-AR Verbs In The Preterite Tense – 1 For -AR Verbs & 1 For -ER and -IR Verbs In The Preterite - (www.teacherspayteachers.com)

-AR Verbs In The Preterite Tense – Draw On A Grid / Create A Picture - (www.teacherspayteachers.com)

-AR Verbs In The Preterite Tense – Draw On A Grid / Create A Picture - (www.teacherspayteachers.com)

-AR Verbs In The Preterite Tense – Graphic Organizer & Practice (Includes -CAR, -GAR, And -ZAR verbs) -

(www.teacherspayteachers.com)

-AR Verbs In The Preterite Tense - (www.teacherspayteachers.com)

-AR Verbs In The Preterite Tense - (www.teacherspayteachers.com)

-AR Verbs In The Preterite Tense - (www.teacherspayteachers.com)

-AR Verbs In The Preterite Tense - (www.teacherspayteachers.com)

-AR Verbs In The Preterite Tense – People Hunt – Firme Por Favor - (www.teacherspayteachers.com)

-AR Verbs In The Preterite Tense - (www.teacherspayteachers.com)

-AR Verbs In The Preterite Tense – Rompecabezas - (www.teacherspayteachers.com)

-AR Verbs In The Preterite Tense – Juego De Firmas - (www.teacherspayteachers.com)

-AR Verbs In The Preterite Tense – Mirar - (www.teacherspayteachers.com)

[-AR Verbs In The Preterite Tense](#) – Notes, PowerPoint, Activities And Exit Ticket – (www.teacherspayteachers.com)

[-AR Verbs In The Preterite Tense](#) – Aligns To ACTFL Standards - (www.teacherspayteachers.com)

[-AR Verbs In The Preterite Tense](#) – Quiz - (www.teacherspayteachers.com)

[Bartering In A Market](#) – Speaking And Writing Activity

[Boot Verbs](#) – Good for E to IE verbs

[-CAR, -GAR and -ZAR verbs](#) – Entire Lesson - (www.teacherspayteachers.com) (FREE)

[-CAR, -GAR And -ZAR verbs](#)

[-CAR, -GAR And -ZAR verbs](#)

[-CAR, -GAR And -ZAR verbs](#)

[Clothing](#) – Identification

[Clothing](#) – Identification - (www.teacherspayteachers.com)

[Clothing](#) – Identification – Needs To Be Translated

[Clothing](#) – Describing Clothing - (www.teacherspayteachers.com)

[Clothing](#) – Quiz With Verbs And Demonstrative Adjectives - (www.teacherspayteachers.com)

[Clothing And Accessories](#) – (www.teacherspayteachers.com)

[Clothing And Accessories 2](#) – (www.teacherspayteachers.com)

[Clothing And Colors](#) – Needs To Be Translated / Modified

[Clothing, Demonstrative Adjectives And ¿Cuánto Cuesta?](#) - (www.teacherspayteachers.com)

[Clothing And Direct Object Pronouns 1](#) – (www.teacherspayteachers.com)

[Clothing And Direct Object Pronouns 2](#) – (www.teacherspayteachers.com)

[Clothing And – AR Preterite Verbs](#) - (www.teacherspayteachers.com)

[Clothing And Numbers 100-1,000,000](#) - (www.teacherspayteachers.com)

[Clothing And Prices](#) – Goes Along With Capítulo 7A - (www.teacherspayteachers.com)

[Clothing And Prices Activity Bundle](#) - (www.teacherspayteachers.com)

[Clothing Lesson 1](#) – (www.teacherspayteachers.com)

[Clothing Lesson 2](#) – (www.teacherspayteachers.com)

[Clothing With Colors](#) – Magazine Scavenger Hunt - (www.teacherspayteachers.com)

[Clothing With Comparisons](#) – (www.teacherspayteachers.com)

[Clothing With Shopping Vocabulary](#) – IPA Exam – (All 3 Modes Are Included) - (www.teacherspayteachers.com)

[Clothing With Quedar](#) – (www.teacherspayteachers.com)

[Clothing With Weather](#) – What Do You Wear When...? – (www.teacherspayteachers.com)

[Clothing With Weather Expressions](#) – (www.teacherspayteachers.com)

[Comprando La Ropa](#) – Buyer And Seller – Reading With Comprehension Questions - (www.teacherspayteachers.com)

[Comprar Ropa](#) – Complete The Conversation

[¿Cuánto Cuesta?](#) – Clothing With Numbers 1-100 – (www.teacherspayteachers.com)

[¿Cuánto Cuesta?](#) – Clothing With Numbers 100-1,000,000 – (www.teacherspayteachers.com)

[¿Cuánto Cuesta?](#) – Info Gap

[Customer And Salesperson](#) – Who Would Say What? - (www.teacherspayteachers.com)

[Currency Conversion](#) – Webquest - (www.teacherspayteachers.com)

[Decir and Direct Object Pronouns](#) – Notes With Practice

[Decir and Direct Object Pronouns](#) – Guided Practice

[Demonstrative Adjectives](#) – Notes – (www.teachersnotebook.com)

[Demonstrative Adjectives](#) – Notes and PowerPoint - (www.teacherspayteachers.com)

[Demonstrative Adjectives](#) – Notes

[Demonstrative Adjectives](#) – Notes And Practice Power Point - (www.teacherspayteachers.com)

[Demonstrative Adjectives](#) – Notes – Two Entire Lessons - (www.teacherspayteachers.com)

[Demonstrative Adjectives](#) – Comparisons Activity - (www.teacherspayteachers.com)

[Demonstrative Adjectives](#) – Drawing Activity - (www.teacherspayteachers.com)

[Demonstrative Adjectives](#) – Interactive Notebook Activity - (www.teacherspayteachers.com)

[Demonstrative Adjectives](#) – Needs To Be Translated To Spanish

[Demonstrative Adjectives](#) – Organizer - (www.teacherspayteachers.com)

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[Demonstrative Adjectives](#) – Worksheets

[Demonstrative Adjectives and Clothing](#) – (www.teacherspayteachers.com)

[Demonstrative Adjectives and Clothing 1](#) – (www.teacherspayteachers.com)

[Demonstrative Adjectives and Clothing 2](#) – (www.teacherspayteachers.com)

[Demonstrative Adjectives and Clothing 3](#) - (www.teacherspayteachers.com)

[Demonstrative Adjectives with Cuánto Cuesta](#) - (www.teacherspayteachers.com)

[Describing Clothing](#) – (www.teacherspayteachers.com)

[Diálogo Para Regatear](#) – Fill In

[Direct and Indirect Object Pronouns](#) – Handouts and Poster (www.speakinglatino.com)

[Direct Object Pronouns](#) – (www.lessonplanet.com)

[Direct Object Pronouns](#)

[Direct and Indirect Object Pronouns](#) - PowerPoint, Video and Worksheets - (www.teacherspayteachers.com)
[Direct and Indirect Object Pronouns](#) - Worksheet 1 - (www.lessonplanet.com)
[Direct and Indirect Object Pronouns](#) - Worksheet 2 - (www.lessonplanet.com)
[Direct and Indirect Object Pronouns](#) - Worksheet 3 - (www.lessonplanet.com)
[Direct Object Pronouns](#) - Nouns and PowerPoint - (www.teacherspayteachers.com)
[Direct Object Pronouns](#) - Info Gap
[Direct Object Pronouns](#) - Explanation
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[Direct Object Pronouns](#) - Worksheet 4
[Direct Object Pronouns](#) - Worksheet 5
[Direct Object Pronouns](#) - Worksheet 6
[Direct Object Pronouns And Clothing](#) - (www.teacherspayteachers.com)
[Direct Object Pronouns and Decir](#)
[Dos Juntos](#) - E To IE Practice - (www.teacherspayteachers.com)
[E To IE Verbs](#) - AR verbs - (www.teacherspayteachers.com)
[E To IE Verbs](#) - Boot Verbs - (www.teacherspayteachers.com)
[E To IE Verbs](#) - ER / IR verbs - (www.teacherspayteachers.com)
[E To IE Verbs](#) - Interactive Notebook Activity - (www.teacherspayteachers.com)
[E To IE Verbs](#) - Puzzle - (www.teacherspayteachers.com)
[E To IE Verbs](#) - Crossword
[E To IE Verbs](#) - Clothing and E To IE Verbs Unit - (www.teacherspayteachers.com)
[E To IE Verbs](#) - Packet
[E To IE Verbs](#) - Pensar Worksheet 1 - (www.teacherspayteachers.com)
[E To IE Verbs](#) - Pensar Worksheet 2 - (www.teacherspayteachers.com)
[E To IE Verbs](#) - Pensar, Preferir and Querer
[E To IE Verbs](#) - Querer Worksheet - (www.teacherspayteachers.com)
[E To IE Verbs](#) - Sentence Mixers - (www.teacherspayteachers.com)
[E to IE Verbs](#) - Quiz - (www.teacherspayteachers.com)
[E To IE Verbs](#) - Verb Drills - (www.teacherspayteachers.com)
[E To IE Verbs](#) - Worksheets And Quiz - (www.teacherspayteachers.com)
[E To IE Verbs](#) - (www.teacherspayteachers.com)
[Double Object Pronouns](#) - Worksheet And Quiz
[El Pretérito](#) - Flip Book - Includes -ER/-IR, Dar, Decir And -CAR, -GAR, And -ZAR Verbs - (www.teacherspayteachers.com)
[En La Tienda](#) - Complete The Conversation
[En La Tienda De Ropa](#) - Entire Unit - Shopping In A Store / Clothes For Various Seasons & Weather - (www.teacherspayteachers.com)
[Fill Your Wardrobe](#)
[Gift Giving Convos](#) - Fill In
[Gift Opinion](#) - Needs To Be Modified
[Grammar Review Packet](#) - Great for Direct, Indirect Object Pronouns, Comparatives and Superlatives - (www.teacherspayteachers.com)
[Hace La Maleta](#) - Writing Activity - Clothing
[Indirect Object Pronouns](#) - Explanation
[Indirect Object Pronouns](#) - Pair Practice, Writing Practice or Oral Review Practice - (www.teacherspayteachers.com)
[Indirect Object Pronouns](#) - Notes and PowerPoint - (www.teacherspayteachers.com)
[Indirect Object Pronouns](#) - Worksheet 1
[Indirect Object Pronouns](#) - Worksheet 2
[Indirect Object Pronouns](#) - Worksheet 3
[Indirect Object Pronouns](#) - Worksheet 4
[Indirect Object Pronouns](#) - Worksheet 5
[Indirect Object Pronouns](#) - PowerPoint With 16 Practice Exercises
[Ir De Compras](#) - Entire Unit - Reading, Writing, Vocabulary, Grammar, Culture, Story Telling and Speaking - (www.glovico.com)
[Las Joyas](#) - Writing Activity

[La Ropa](http://www.teacherspayteachers.com) – Activities, PowerPoint, And Curriculum - (www.teacherspayteachers.com)
[La Ropa](http://www.teacherspayteachers.com) – Google Drive Activities – (www.teacherspayteachers.com) – (FREE)
[La Ropa](http://www.teacherspayteachers.com) – Guided Notes, PowerPoint And Activities - (www.teacherspayteachers.com)
[La Ropa](http://www.teacherspayteachers.com) – Info Gap –Authentic Resource - (www.teacherspayteachers.com)
[La Ropa](http://www.teacherspayteachers.com) – Activities And PowerPoint
[La Ropa](http://www.teacherspayteachers.com) – Proficiency Exam - (www.teacherspayteachers.com)
[La Ropa](http://www.teacherspayteachers.com) – Scavenger Hunt – Compare Clothing To Spanish-speaking Countries
[La Ropa](http://www.teacherspayteachers.com)– Search-A-Word
[La Ropa Del Invierno](http://www.teacherspayteachers.com) – (www.teacherspayteachers.com)
[La Ropa](http://www.teacherspayteachers.com) – Entire Unit – Differentiated Instruction Stations - (www.teacherspayteachers.com)
[Los Números](http://www.teacherspayteachers.com) – 1,000-1,000,000 - (www.teacherspayteachers.com)
[Los Números](http://www.teacherspayteachers.com) – 100-1,000,000 with Clothing - (www.teacherspayteachers.com)
[Los Números](http://www.teacherspayteachers.com) – 0-1,000 – Broken Down Into Groups Of Numbers - (www.teacherspayteachers.com)
[Mannequin](http://www.teacherspayteachers.com) – Listen And Draw / Pair And Share - (www.teacherspayteachers.com)
[Mi Armario](http://www.teacherspayteachers.com) – Interactive Notebook Activity - (www.teacherspayteachers.com)
[Numbers w/ Caro & Barato](http://www.teacherspayteachers.com) - (www.teacherspayteachers.com)
[Numbers Quiz](http://www.teacherspayteachers.com) – 100-1,000,000 – (www.teacherspayteachers.com)
[Object Pronouns Cheat Sheet](http://www.teacherspayteachers.com) - (www.teacherspayteachers.com)
[Preterite Tense Verbs](http://www.teacherspayteachers.com) – -AR, -ER And -IR – Flipbook - (www.teacherspayteachers.com)
[¿Qué Pones En La Maleta?](http://www.teacherspayteachers.com) – Clothing And Seasons - (www.teacherspayteachers.com)
[¿Qué Ropa Me Pongo?](http://www.teacherspayteachers.com) 1 – Clothing And Weather
[¿Qué Ropa Me Pongo?](http://www.teacherspayteachers.com) 2 – Clothing And Weather – Male And Female
[¿Quién Dice...?](http://www.teacherspayteachers.com) – Clothing And Shopping Vocabulary Between A Sales Clerk And A Customer – (www.teacherspayteachers.com)
[¿Quién Está Llevando?](http://www.teacherspayteachers.com) – Clothing
[¿Qué Llevas?](http://www.teacherspayteachers.com) – Clothing and Weather Vocab – Create An Outfit For The Different Seasons – (www.teacherspayteachers.com)
[¿Qué Pones En La Maleta?](http://www.teacherspayteachers.com) - (www.teacherspayteachers.com)
[Realidades 7A Practice Packet](http://www.teacherspayteachers.com) – (www.teacherspayteachers.com)
[Realidades 7A Practice Packet 2](http://www.teacherspayteachers.com) – (www.teacherspayteachers.com)
[Realidades 7B Practice Packet](http://www.teacherspayteachers.com) – (www.teacherspayteachers.com)
[Realidades 7B Practice Packet 2](http://www.teacherspayteachers.com) – (www.teacherspayteachers.com)
[Regalos](http://www.teacherspayteachers.com)
[Shopping](http://www.teacherspayteachers.com) – Fill In The Blank – Goes With Capítulo 7B
[Shopping Dialogue](http://www.teacherspayteachers.com) – Reading And Comprehension Questions
[Shopping For Clothing](http://www.teacherspayteachers.com) – Webquest - (www.teacherspayteachers.com)
[Shopping In A Market](http://www.teacherspayteachers.com) – Reading – El Regateo
[Shopping Phrases](http://www.teacherspayteachers.com) – How To Clothes Shop - (www.teacherspayteachers.com)
[Spanish Clothing Unit 2](http://www.teacherspayteachers.com) - (www.teacherspayteachers.com)
[This/These/That/Those](http://www.teacherspayteachers.com) – Needs To Be Translated Into Spanish
[Twiccionario](http://www.teacherspayteachers.com) – AR Verbs
[Twiccionario](http://www.teacherspayteachers.com) – Ropa Para El Frío
[Twiccionario](http://www.teacherspayteachers.com) – Mi Color Favorito
[Twiccionario](http://www.teacherspayteachers.com) - ¿Qué Tiempo Hace? 1
[Twiccionario](http://www.teacherspayteachers.com) - ¿Qué Tiempo Hace? 2
[¡Vamos De Compras!](http://www.teacherspayteachers.com) – Clothing And Shopping Vocabulary Crossword Puzzle – (www.teacherspayteachers.com)
[¡Vamos De Compras!](http://www.teacherspayteachers.com) – El Corte Inglés – Webquest - (www.teacherspayteachers.com)
[¡Vamos De Compras!](http://www.teacherspayteachers.com) – Stores And Clothing
[¡Vamos De Compras!](http://www.teacherspayteachers.com) – Practice Clothing Words - (www.teacherspayteachers.com)
[¡Vamos De Compras!](http://www.teacherspayteachers.com) – InfoGap
[Vocabulary Scavenger Hunt](http://www.teacherspayteachers.com) 1 - Worksheet – Goes Along With Capítulos 7A & 7B – Mrs. Jennifer Diaz
[Vocabulary Scavenger Hunt](http://www.teacherspayteachers.com) 2 - PowerPoint – Goes Along With Capítulos 7A & 7B – Mrs. Jennifer Diaz
[What Clothing To Wear?](http://www.teacherspayteachers.com)

PowerPoints

[-AR Verbs In The Preterite Tense](http://www.teacherspayteachers.com)
[-AR Verbs In The Preterite Tense](http://www.teacherspayteachers.com)
[-AR Verbs In The Preterite Tense](http://www.teacherspayteachers.com) - (www.teacherspayteachers.com)
[-AR Verbs In The Preterite Tense](http://www.teacherspayteachers.com) – Guided Notes And PowerPoint - (www.teacherspayteachers.com)
[-CAR, -GAR And -ZAR Verbs](http://www.teacherspayteachers.com) – Starts With Slide 6
[-CAR, -GAR And -ZAR verbs](http://www.teacherspayteachers.com) – Guided Notes And PowerPoint - (www.teacherspayteachers.com)
[¿Cuánto Cuesta?](http://www.teacherspayteachers.com) – Capítulo 7A
[Demonstrative Adjectives](http://www.teacherspayteachers.com)
[Demonstrative Adjectives](http://www.teacherspayteachers.com) – Notes and PowerPoint - (www.teacherspayteachers.com)
[Demonstrative Adjectives](http://www.teacherspayteachers.com) - InterActive

[Direct And Indirect Object Pronouns](#) - PowerPoint, Video and Worksheets - (www.teacherspayteachers.com)

[Direct And Indirect Object Pronouns](#) - InterActive

[Direct Object Pronouns](#) - Notes - (www.teacherspayteachers.com)

[Direct Object Pronouns](#) - InterActive

[Direct Object Pronouns](#) - (www.lessonplanet.com)

[Direct Object Pronouns](#) - (www.lessonplanet.com)

[Direct Object Pronouns](#)

[Direct Object Pronouns](#) - (www.teacherspayteachers.com) (FREE)

[El Pretérito](#) - Good For -AR, -ER, And -IR Verbs In The Preterite Tense

[Indirect Object Pronouns](#) - Notes and PowerPoint - (www.teacherspayteachers.com)

[Indirect Object Pronouns](#) - PowerPoint With 16 Practice Exercises

[Indirect Object Pronouns](#) - InterActive

[La Ropa](#) (FREE)

[La Ropa w/ Llevar](#) - (www.teacherspayteachers.com)

[La Ropa w/ Llevar](#)

[Nos Vamos De Compras](#)

[¿Presente O Pretérito?](#) - practice reading skills & recognizing preterite /present tense of -AR verbs. -

(www.teacherspayteachers.com)

[¿Qué Regalo!](#) - Capítulo 7B

[Querer, Pensar And Preferir](#)

[¿Quién Es?](#) - Guess The Person Wearing The Clothing

[The Preterite Tense](#) - InterActive - Good For -AR And -ER/-IR Verbs As Well As -CAR, -GAR And -ZAR Verbs

Writing Prompts

[Bundle of 7 Writing Assignments](#) - (www.teacherspayteachers.com)

[Creative Writing and Speaking Activities w/ Rubrics](#) - (www.teacherspayteachers.com)

[Spanish Writing Assignments Packet](#) - 15 Different Topics - (www.teacherspayteachers.com)

[Diálogo De Ropa](#)

[E To IE Verbs](#) - (www.teacherspayteachers.com)

[Formas Escondidas](#) - E To IE Verbs - (www.teacherspayteachers.com)

[Clothing Descriptions](#) - Hispanic Celebrities - (FREE)

[Gift Giving](#) - Essay

[Hace La Maleta](#) - Writing Activity - Clothing

[Mad Libs 1](#) - Directions - Mrs. Jennifer Diaz

[Mad Libs 2](#) - List - Mrs. Jennifer Diaz

[Mad Libs 3](#) - Story - Mrs. Jennifer Diaz

[Mad Lib 4](#) - Comic From Story - Mrs. Jennifer Diaz

[Las Joyas](#) - Writing Activity

[Shopping Trip](#)

Stations

[Stations: Description Unit](#) - Gives a good general idea of how stations work

[Stations: Practice and Perfect](#)

[Station Directions](#) - Do Not Reinvent The Wheel

[-AR Verbs In The Preterite Tense](#) - (www.teacherspayteachers.com)

[Demonstrative Adjectives](#)

[Direct Object Pronouns](#) - (www.teacherspayteachers.com)

[E To IE Verbs](#) - (www.teacherspayteachers.com)

[La Ropa](#) - Entire Unit - Differentiated Instruction Stations - (www.teacherspayteachers.com)

The Languages Resources Website

[Clothes And Fashion](#)

[Fashion Trends](#)

[Grammar](#) - Preterite Tense

[Pronouns](#)

[Weather](#)

World Languages A La Carte

[Realidades Capítulo 7A](#)

[Realidades Capítulo 7B](#)

[Weather And Seasons Unit](#)

Zachary Jones

[Accidental "Se" Unit](#)

[Clothing Unit](#)

[Colors Unit](#)

[Demonstratives Unit](#)

[Direct And Indirect Objects Pronouns Unit](#)

[Numbers Unit](#)

[Preterite Tense Regular Verbs Unit](#)

[Stem Changing Verbs Unit](#)

Señor Jordan

[Spanish YouTube Videos](#)

Social Emotional Learning:

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. World Language teachers include SEL practices in everyday learning to include the state competencies and sub-competencies. Students, through SEL, are able to take personal ownership and responsibility for their learning and decisions.



New Jersey Social and Emotional Learning Competencies and Sub-Competencies



Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges



Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals



Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings



Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions



Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

*Adopted by the New Jersey State Board of Education in August 2017

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.

7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.

7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.

7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.

7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.

7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment

7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

4.0	<u>Students will be able to:</u> <ul style="list-style-type: none"> Compose a role play between a shop owner and a customer to solve potential problems in purchasing and returning clothing and gift items.
3.0	<u>Students will be able to:</u> Create and present a multimedia presentation comparing the shopping habits of various Spanish-speaking countries. <u>Discuss how the scarcity of resources impact pricing, shipping, immigration. (Climate change)</u>
2.0	<u>Students will be able to:</u> <ul style="list-style-type: none"> use clothing vocabulary write and tell places where one shops write and talk about shopping habits, gifts, stores and malls name prices of various items state desires, plans and preferences understand the concept of demonstrative adjectives and their correct usage understand the formation & meanings of- E to -IE stem changing verbs (<i>pensar, querer, and preferir</i>) in the present tense understand the formation & meanings of the verb <i>decir</i> in the present tense use expressions to express past actions state actions in the past by use of <i>preterite tense</i> (-AR verbs) know and understand the rules of verbs ending in -CAR, -GAR and -ZAR in the <i>preterite tense</i> understand the formation & meanings of the verb <i>dar</i> in the <i>preterite tense</i> understand and use Spanish direct object pronouns understand and use Spanish indirect object pronouns understand and use Spanish double object pronouns bargain (<i>regatear</i>) in the target language, having a full understanding of its purpose and how it is done.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

[How to Differentiate Without Creating 30 Different Lesson Plans](#)
[Flipping Your Classroom](#)
[Technology and Differentiated Instruction](#)
[16 Strategies To Differentiate Your Instruction](#)
[9 Ways To Differentiate Whole Group Instruction](#)
[10 Questioning Strategies to Differentiate Instruction](#)
[Unique Student Grouping Ideas](#)
[Designing Lessons for Diverse Learners](#) - Natalie Olinghouse

	Instructional Strategies and Student Learning Characteristics – New Jersey Instructional Adaptations for Students With Diverse Needs – New Jersey Strategies for Students with Diverse Talents – New Jersey Appendix D Strategies for Diverse Learners - Nebraska
Advanced Learners	Gifted and Talented Resources 1 / Gifted and Talented Resources 2 / Gifted and Talented Resources 3 -NJ Appendix D <ul style="list-style-type: none"> • Students choose a Spanish-speaking country & locate an example of its currency. Using a world map, string the currency to its country. • Students have \$200.00 to spend on clothes. Ask them to write sentences telling what items they would like to buy & their cost. • Students invent a shopping dialogue. They can describe what they plan to buy, what clothes their parents prefer, & what kind they prefer to wear. Their shopping partner can provide opinions about fit & cost. • Create their own brand name & logo for a clothing company. Decide what fashion appeals to them & how much items cost. • Students go online to a department store Web site or mail-order business and print out the order forms. Ask them to choose clothing items within a specific budget & to fill out the form. Have them tell you what they plan to buy or want to buy. • Have students create a short radio or TV ad for a jewelry store. The ad may contain a jingle to be sung or chanted. • Students search the Internet for the types of Latin American products that can be bought online. They might look for handicrafts or jewelry unique to a country, town or region. Students should report the names of the businesses, the products they sell, how much they cost & how long shipping takes. Share results with the class. • Have students write 5 sentences about local or state historical events, gather the information & make a mural timeline. • Have students write 5 sentences about a souvenir they or someone they know bought while on a trip. Stories can be shared with the class or a classroom display can be placed in the room. • Compare & contrast malls in the U.S & those in a Spanish-speaking country. Prepare a visual comparison, using pictures/photos.
Struggling Learners	Struggling Learners – NJ Appendix D <ul style="list-style-type: none"> • Extended time, partner with buddy, visuals, use of iPad / Lap top to revisit the video, etc. • Provide students with a list of specific words and phrases you want them to know. • Model different ways in which they can combine words and phrases for communication. • Have students create a section of their notebook for vocabulary and a separate section for grammar. • Allow students to keep a vocabulary notebook to add new words to and allow them to accompany vocabulary words with pictures and English translations. • Teach content in chunks • Use of TPRS, songs and visuals • Review note-taking skills • Give written directions to supplement verbal. • Have students make flashcards of the vocabulary from the unit. • Direct students to the online tutorials. They can review the related English grammar first and then proceed to the new Spanish grammar point. • Assign the remedial assignments available online that come with the <i>Realidades / Auténtico</i> textbooks. • Assign extra reading support online. Computer corrected activities use different reading strategies to help students comprehend new vocabulary and progress at their own pace. <p><u>Specific to this unit:</u></p> <ul style="list-style-type: none"> • For the <i>Videohistoria</i> for <i>Capítulo 7A</i> have students rewrite the 6th frame of the scene, imagining that Ramón is dressed too formally instead of too casually. • Bring in mail order catalogs and have students practice saying the prices in Spanish as numbers tend to be challenging for most students.

	<ul style="list-style-type: none"> • Create flashcards of clothing vocabulary from magazine pictures, naming them, giving a price, stating the color etc. • When teaching demonstrative adjectives, use clothing and or classroom objects to physically show demonstrations of the spatial differences between the objects. • Draw/design their ideal mall. Include their favorite stores, as well as desirable extras (indoor ice-skating, movie theaters, etc.) Label it in Spanish. • For act 17 p. 198 provide infinitives of the verbs that belong in the spaces.
English Language Learners	<p>ELL Resources 1 / ELL Resources 2 / NJ ELL Model Curriculum Supports</p> <ul style="list-style-type: none"> • Highlight academic vocabulary. • Have the students/native speakers in the class; provide different colloquialisms as to greetings, classroom objects, etc. and its definition and how it differs with the material in the textbook. • Use of TPRS, songs and visuals. • Have students make flashcards of the vocabulary from the unit. • Provide a buddy • Use of iPad / Lap top to revisit videos, etc. <p><u>Specific to this Unit:</u></p> <ul style="list-style-type: none"> • Have students draw a traditional outfit as well as what teens wear daily from their native country, ask them to label it with as much Spanish vocabulary as they know. • Using <i>pensar</i>, <i>querer</i> & <i>preferir</i> ask students to write six sentences telling what young people usually want, plan, or prefer to do on weekends and after school in their home country. • What is the unit of currency in their home country? Do they or their family keep track of the exchange rate? Weekly? Monthly? • Is there a famous fashion designer from their native country? If so, have them bring in pictures or write a short bio of the designer. • Do you or anyone in your family practice a traditional handicraft? Do you have clothes or outfits that you have made or customized to express your interests or personality? • Have students write a paragraph in which they describe their ideal birthday gift. Include details such as who bought it, what it looks like, and what they plan to do with it. • What are the typical places to shop like in their native country? Malls? Specialty shops? Markets? Can they bargain or do they have to pay a set price? • Have them write/perform a short commercial for a specialty shop from their home country, they bring in props of items bought there. • Mexico is well known for its jewelry; silver & gold has been unearthed there for centuries. What is their home country known for? • Gift opening itself has its own cultural significance. When receiving a gift in their native country when do they open it? • When visiting someone's home for a meal, do they bring a gift with them? • For extra practice with <i>-car</i>, <i>-gar</i> & <i>-zar</i> verbs have students write a 6-sentence paragraph about a sports competition or a musical performance in which they participated (or fictitious).
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product

	Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here . Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators

Comprehensive & Physical Education: <https://www.nj.gov/education/cccs/2020/2020%20NJSL-CHPE.pdf>

Science: <https://www.nj.gov/education/cccs/2020/NJSL-Science.pdf>

Social Studies: <https://www.nj.gov/education/cccs/2020/2020%20NJSL-SS.pdf>

Visual and Performing Arts: <https://www.nj.gov/education/cccs/2020/2020%20NJSL-VPA.pdf>

Standards in Action: Climate Change By its very nature, art has the power to inform or draw attention to a specific topic. It is always about something. In fact, the increasing prevalence of activist art in the past decade evidences the power of the arts to communicate big ideas. The aim of activist art is to change the world by inspiring people to take action against societal problems (Nurmis, 2016) – including global climate change. For example, when students engage in the creation and presentation of media artwork, or when devising a theatrical work exploring the social and economic implications of climate change (e.g., impacts on human health, agriculture, food security, water supply, transportation, energy systems, ecosystems), one might expect to see students working collaboratively to research the complex impacts of global climate change on the economy and quality of daily living for people throughout the world. Ultimately, by being culturally engaging, and tapping into the creative potential of the arts to shape perception, students can New Jersey Department of Education June 2020 4 contribute to imagining a new and better future for humankind (Curtis, Reid, & Ballard, 2012; Hulme, 2009; Marks, Chandler, & Baldwin, 2014; Nurmis, 2016) through their artwork. This holds true for students now, and as adults in the workplace. It is not inconceivable that learning to leverage the capacity of the arts to raise awareness about the effects of climate change could yield employment opportunities focused on combating the negative effects of climate change and other societal global issues.

Integration of 21st Century Skills

Indicators:

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

Focus on standards 9.1, 9.2 and 9.4

For NJSL-CLKS, abbreviated forms of the disciplinary concepts are included in the alphanumeric code. The disciplinary concepts were abbreviated as follows:

- Civic Financial Responsibility (CFR)
- Credit Profile (CP) • Financial Psychology (FP)
- Financial Institutions (FI) • Planning and Budgeting (PB) • Risk Management and Insurance (RMI) • Economic and Government Influences (EGI) • Career Awareness and Planning (CAP) • Creativity and Innovation (CI) • Critical Thinking and Problem-Solving (CT)
- Digital Citizenship (DC) • Global and Cultural Awareness (GCA) • Information and Media Literacy (IML) • Technology Literacy (TL)

Critical Thinking and Problem-solving Critical thinking involves the ability to use various types of reasoning as appropriate to the situation. Essential to critical thinking is systems thinking, which analyzes how parts of a whole interact together to produce outcomes. Critical thinking also includes making judgements and decisions by analyzing evidence, claims, points of view then communicating the interpretation of both the information and conclusions based on the best analysis. In tandem with critical thinking, problem solving

involves the ability to generate and execute a solution to a problem. Problem solving occurs through one's use of initiative and flexibility to use trial and error to solve a problem until a successful solution is found.

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
Critical thinkers must first identify a problem then develop a plan to address it in order to effectively solve a problem.	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	Multiple solutions exist to solve a problem. • An essential aspect of problem solving is being able to self reflect on why possible solutions for solving problems were or were not successful.	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Global and Cultural Awareness To possess a cultural and global awareness is to fully understand that individuals are composed of complex cultural backgrounds, which are influenced by a multitude of factors. Armed with this crucial understanding, individuals can then better learn and work collaboratively with people from diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue, whether in a personal, work, or community-based context. Such an awareness also stresses the importance of recognizing and understanding the rich histories and multitude of languages of other nations and cultures.

Individuals from different cultures may have different points of view and experiences.	Culture and geography can shape an individual's experiences and perspectives.	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
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Technology

- In order to make students from a target language culture feel more welcome in the school, students learn to use appropriate gestures and oral expressions for greetings, leave takings, and common classroom interactions, and incorporate them into their daily routines.
- Digital Tools in the context of a world languages class, include applications and software that aid in communication. Some examples include video conferencing, texting, voicethread and IMing.
- Electronic Information Sources consist of audio, video, and text available through a virtual format. Some examples include podcasts, videocasts, audio clips, and websites.
- Multimedia Rich Presentations contain a combination of text, audio, still images, video, interactivity and animation.
- Virtual Sharing requires the use of digital tools and may be done through electronic information sources such as a social community/educational site, electronic poster, or webpage.

Communication:

Interpersonal:

Learners interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings and opinions.

Interpretive:

Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Presentational:

Learners present information, concepts, and ideas to inform, explain, persuade and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers or viewers.

Culture:

Relating Cultural Practices to Perspectives:

Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Relating Cultural Products to Perspectives:

Learners use the language to investigate, explain and reflect between the products and perspectives of the cultures studied.

Connections:

Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

Acquiring Information and Diverse Perspectives:

Learners access and evaluate information and diverse perspectives that are available through the language and its culture.

Language Comparisons:

Learners use the language to investigate, explain and reflect on the nature of the language through comparisons of the language studied and their own.

Cultural Comparisons:

Learners use the language to investigate, explain and reflect on the concept of culture through comparisons of the cultures studied and their own.

Communities:

School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Lifelong Learning:

Learners set goals and reflect on their progress in using languages for enjoyment, enrichment and advancement.

Technology:

Technologies for students to interact with people from other cultures and to experience authentic cultural products and practices. The use of technology as an instructional strategy is therefore no longer an option; rather it is an indispensable tool that enables students to develop a growing understanding of cultural perspectives and the inextricable link between language and culture.

- Digital Tools in the context of a world languages class include applications and software that aid in communication. Some examples include video/web conferencing, texting, and IM'ing.
- Electronic Information Sources consist of audio, video, and text available through a virtual format. Some examples include podcasts, video casts, audio clips, and websites.
- Multimedia Rich Presentations contain a combination of text, audio, still images, video, interactivity and animation.

Virtual Sharing requires the use of digital tools and may be done through electronic information sources such as a social community/educational site, electronic poster, or webpage.

Unit Title: De Vacaciones/On Vacation
<u>Unit Description:</u> This unit teaches students how to communicate orally and in writing about things to do and places to visit while on vacation in the past tense as it relates to the Hispanic culture. Students will explore the cultural perspectives on the types of vacations and how people spend their time on vacation in the US and the Spanish-speaking world. At a Novice High level (some may be able to do Intermediate low) students will be able to communicate, compare, and contrast in all modes a typical teen's leisure activities as it relates to travel and vacations.
Unit Duration: 4-5 weeks

Desired Results

Standard(s):

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

Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	<ul style="list-style-type: none">• 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.• 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.• 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.• 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).• 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.• 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).• 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.• 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	<ul style="list-style-type: none">• 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.• 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.• 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.• 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.• 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.• 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	<ul style="list-style-type: none">• 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.• 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.• 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.• 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.• 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.• 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.
Intercultural Statement	Possible topics:
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, animals and their habitats, technology, geography, climate, fine and performing arts.
Learners recognize and identify a few typical practices of the target culture.	Community life, reasons and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.

Indicators:

The Novice-High language learner has progressed from understanding and communicating at the Word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences. The Intermediate-Low language learner understands and communicates at the sentence level and can use a series of simple sentences independently.

Interpretive:

- Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify information about travel and vacations
- Match pictures based on oral descriptions of travel and vacations
- Read and Listen to information about travel and vacations
- Listen to and watch a video about travel and vacations
- Read and listen to descriptions of travel and vacations
- Read about the importance of *Ojo de Dios*
- Compare travel and vacations in the U.S. to those in various Spanish-speaking countries
- Read and listen to descriptions of travel and vacation activities
- Listen to information about students' personal preferences when it comes to travel and vacations
- Listen to and discuss various places to travel to and spend one's vacation
- Understand the cultural perspectives on travel and vacations in Spanish-speaking countries to those in the United States
- Understand the cultural perspectives on the differences of how Hispanics spend their time on vacation versus that of the United States.
- Recognize common gestures, intonation, and other visual or auditory cues of the target language

Interpersonal:

- Engage in short unrehearsed / unscripted conversations with classmates and teacher as well as heritage speakers in which they ask and answer questions related to travel and vacations.
- Listen to and discuss various places to travel to and spend one's vacation
- Speak about travel and vacations.
- Speak about the locations of various places around town
- Speak about activities during vacations.
- Ask for and give information about travel.
- Ask for information about travel and vacations.
- Plan a vacation with someone else.
- Give and receive commands / directions from one person to another
- Discuss the importance of Ecotourism in Spanish-speaking countries.
- Discuss the importance of *Ojo de Dios*

Presentation:

- Use lists and or chunks of language, and memorized phrases to discuss travel and vacations in the U.S. and Spanish-speaking countries
- Use phrases to discuss travel and vacations.
- Present and discuss information about travel and vacations
- Present and or write information about vacation plans and past vacations
- Explain the uses of -ER and -IR verbs in the preterite tense, personal A and prepositions with places around town.
- Imitate appropriate gestures, intonation and common idiomatic expressions of the target language during daily interactions.
- Use -ER and -IR verbs in the preterite tense correctly to describe travel and vacations
- Use Personal A correctly when speaking and or writing about a person or a group of people
- Create a written presentation to showcase to a target audience and apply skills that show proficiency at this level.
- Imitate appropriate gestures, intonation and common idiomatic expressions of the target language during daily interactions.

Cultural Content Statement(s):

- Compare *Ojos de Dios* craft.
- Discuss Peru's celebrations, Machu Pichu, Nazca Lines and Lake Titicaca.
- Explain Spain's method of writing addresses.
- Discuss Spanish artists through different landscapes.
- Discuss use of trains and military time with train schedules in the target culture.
- Discuss Europass
- Discuss youth Hostel network
- Discuss passport
- Discuss how vacations/breaks are different in target countries/hemisphere – opposite seasons in South America

Understandings:

Students will understand that...

- 1.) Spanish-speaking countries in Central and South America involve ecotourism vacations.
- 2.) Persons in Spanish-speaking countries address each other to display high level of respect and formality
- 3.) Communicating in Spanish will give the ability to communicate with native speakers within the community as well as internationally.
- 4.) The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.)
- 5.) Military time is used for transportation schedules.
- 6.) Some road signs are universal.

Essential Questions:

- 1.) What is an Ecotourism vacation? Why are they important in Spanish-speaking countries?
- 2.) Why do some cities have a more advanced and varied public transportation system than others?
- 3.) What regions of the United States can be compared to regions in Spanish-speaking countries?
- 4.) What criteria is used when you and your family decide where to go on vacation?
- 5.) Does the mode of transportation influence how far you are willing to travel?
- 6.) How are vacations in USA similar/different to vacations in target culture?
- 7.) How does culture affect the length of vacation time? School break?
- 8.) How does tourism affect target cultures?
- 9.) How does climate change/health epidemics affect tourism and economies?

Assessment Evidence

Performance Tasks:

5 Rules for the 3 Modes

In order to help students better master this unit remember these rules when selecting activities:

- They must be **authentic**.
- They should always be **engaging**.
- Activities should be **varied**.
- They need to be **focused** around the unit theme.
- Class/teacher should be 90% in **target language**.

Interpretive (reading and listening)

[Infographics on Pinterest](#), [podcasts](#), [Newsela](#) and [iCulture](#) –

Great For Interpretive And Interpersonal Activities,
Read and listen to information about travel and vacations:

- Read a travel brochure and/or House Hunting International (HGTV) and identify things to see and do at that destination.
- Listen as a husband and wife talk to a travel agent about their upcoming vacation. Where would each like to go? What type of things would each like to do? Most importantly, do they agree on what is the ideal trip? As you listen, write as much information as you can. Think of a place they could go where both would be happy. (Audio Act. 5 Realidades 1_Communication Workbook)
- Teacher will provide train schedules from a Spanish train station. Comprehension questions will be asked and students must tell her what train to take at certain times to certain cities

Interpersonal (dialogue with each other and with teacher)

Talk about travel, vacation activities, local attractions and; historical events and dates:

- Explain why you packed certain items in your luggage (i.e. Clothing, camera, weather...)
- Discuss the similarities and differences between your home town and the Spanish-speaking town you visited.
- Students divide into pairs and interview each other about their trip to Spanish-speaking town (How are they similar? How are they different?) After the interviews are complete, each pair will introduce the other student to the class supplying the information gathered during the interview.
- Interview others from a Spanish-speaking town when possible using Skype, etc.

Other Evidence:

Pre-Assessment:

- Vocabulary evaluation/analysis
- [KWL Chart](#)
[KWL Chart](#)
[KWL Chart - Example](#)
- "Can Do" self-assessment
- Quick Write
- Identify Spanish-speaking countries

Formative Assessments:

- Reading / Interpreting Realia - Reading Strategies: Pronunciation and Comprehension strategies
- Written assessments (homework, quiz, test, e-mails, pen pal, scripts / written dialogues)
- TPR response
- Graphic organizer
- Station / Center based work Reading / Pronunciation in the target language Oral prompting and inquiry
- Whiteboard responses
- Smartboard responses
- [Exit slips](#) / Polls
- Grammar: The preterite of -ER and -IR ending verbs; the preterite of the verb IR; the personal "a"
- Noun / Adjective Agreement
- Teacher quiz / Socrates / Kahoot It! / Quizlet Live, etc.
- Student Blogs
- Matching vocabulary with photos
- Reading comprehension using authentic sources
- Cloze Statements - where students must insert appropriate vocabulary.

Summative Assessments:

- Chapter Test / Unit Test
- Integrated Performance Assessment or a component
- Performance Assessment showing proficiency with "Can Do" statements and rubric

Presentational (writing and speaking to an audience)

Present information about a trip:

- Go around in a circle and each person contributes one line of a story of what a family member did (preterite tense verbs) while on vacation.
- Create a TV commercial advertising a trip to a Spanish-speaking destination.
- Plan a family vacation itinerary.
- Sequence pictures to talk about your trip.
- Draw a scene from your favorite family trip and talk about it.
- Design a **scrapbook** that includes pictures of your relatives (real or made up) and places you visited during your trip to a Spanish-speaking town.
- Discuss El Greco and his paintings
- Discuss the transportation system in a Spanish-speaking city.
- The teacher gives groups of students two vacation spots (in various target countries). The students make a list of five details that these two destinations have in common and five details that they do not have in common. Then the group must decide which spot is better and explain to another or persuade another to join them.

BENCHMARK:

I.) Your school's Spanish Club is going to Costa Rica for a week. Your sponsor wants you to help in the committee that is organizing the trip. You come across this Spanish Flyer with tips for going on vacation <https://www.pinterest.com/pin/449304500306848312/>. You will first read the information, discuss it with the committee in Spanish and create an organizational chart to share with the other club members.

INTERPRETIVE:

- 1) Read the flyer and based on your interpretation of the text, find the Spanish word that best expresses the meaning of the following English words: destination, budget, accommodations, embassy, unforeseen, offers, luggage
- 2) Important expressions – first circle the letter of the 4 ideas mentioned in the document. Then, write the letter of that idea next to where it appears in the text.
 - a) El respeto.
 - b) Comprar recuerdos.
 - c) Traer ropa de invierno.
 - d) Cambiar el dinero al llegar al país.
 - e) Buscar un lugar donde van a dormir.
 - f) Tener un plan de emergencia.
 - g) Comprar muchas joyas.
 - h) Visitar el presidente.
- 3) Using information from the document, identify the main idea(s) in English.

INTERPERSONAL: After seeing the online flyer, talk with your committee members in Spanish about which tips were most essential for your trip. Talk about:

- Which tips are most important.
- Where you will stay and how you will travel while in Costa Rica.
- Suitable clothing to pack for the trip.
- Which destinations will you visit while in Costa Rica

You will have 3-5 minutes to record your conversation without script.

PRESENTATION: Your sponsor would like to distribute a flyer to the Spanish Club with information about the trip to Costa Rica. Create an organizational chart like the online flyer you read with the details for the trip to Costa Rica.

II) · Teacher created Integrated Performance Assessment on travel and vacations.

INTERPRETIVE: Students will look at a hotel advertisement, and then give the main idea and supporting details, as well as recognize keywords. https://www.tripadvisor.com/SmartDeals-g150800-Mexico_City_Central_Mexico_and_Gulf_Coast-Hotel-Deals.html

Presentational: Students will write an information sheet on what to bring and what to do before travelling abroad. First, they make a list of all the things one needs to bring and all the things one needs to do. Then they will write a paragraph explaining all the things not to forget when travelling to another country.

Interpersonal: Students will Imagine that they are going to Mexico City on vacation. They call the hotel receptionist, to make a reservation for the dates they will be there. They will tell the receptionist that they would like a non-smoking room with a single bed. They will also ask if meals are included in the price.

The ultimate goal of world language instruction is for learners to attain high levels of proficiency, which allows them to use the language with ease and confidence in everyday interactions with native speakers and in the workplace. To attain proficiency, learners learn, use, and practice language that they acquire in a classroom setting. Spiraling and recursive performance in a world language leads to proficiency.

- Performance is defined as how well a learner uses language acquired in a classroom setting.
- Proficiency is defined as the spontaneous use of language in real-world situations that might occur when:
 - interacting with native speakers of the language, or
 - immersed in a target language environment.

The following guidelines describe what individuals can do with language when speaking, writing, listening, and reading in real-life situations in spontaneous and non-rehearsed contexts (ACTFL, 2012). The guidelines identify five major levels of proficiency: Novice, Intermediate, Advanced, Superior, and Distinguished.

- Novice Low: Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home.
- Novice Mid: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.
- Novice High: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Low: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Mid: Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate High: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.
- Advanced Low: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

<i>Assessing Performance Assessing Proficiency</i>	<i>Assessing Performance Assessing Proficiency</i>
Based on instruction: Describes what the language learner can demonstrate based on what was learned Independent of specific instruction or curriculum: Describes what the language user can do regardless of where, when or how the language was acquired	Based on instruction: Describes what the language learner can demonstrate based on what was learned Independent of specific instruction or curriculum: Describes what the language user can do regardless of where, when or how the language was acquired
Practice: Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks with familiar contexts Spontaneous: Tasks are non-rehearsed situations	Practice: Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks with familiar contexts Spontaneous: Tasks are non-rehearsed situations
Familiar content and context: Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned Broad content and context: Context and content are those that are appropriate for the given level	Familiar content and context: Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned Broad content and context: Context and content are those that are appropriate for the given level
Demonstrated performance: To be evaluated within a range, must be able to demonstrate the features of the domains of a given range in those contexts and content areas that have been learned and practices. Sustained performance across all the tasks and contexts for the level: To be at a level, must demonstrate consistent patterns of all the criteria for a given level, all of the time	

Learning Activities:

- Make flashcards of new vocabulary.
- Create a travel brochure for a Spanish-speaking country/city.
- Research hot spots for vacations in Spanish-speaking countries and how to get there; what students there do in their free time.
- Talk about past vacations.
- Use white boards to identify vocabulary flashcards.
- Current event presentations.
- Use dice for -er and -ir ending verbs and the verb IR in the preterite tense.
- Create a word search using 15 vocabulary words. Below write clues for each word.
- Use vocabulary words in a poem or song.
- Use Venn Diagram to compare a city in the US with a Spanish-speaking city. Use videos below as a possible starting point.
- View a video on Paraná River: <https://youtu.be/1RYvnsZ4m2c>
- View a video on Patagonia: https://youtu.be/nD_dFyfOXIo
- View a video on El Yunque, Puerto Rico: <https://youtu.be/IMPt8Cvq254>
- View a video on Sarapiquí, Costa Rica: <https://youtu.be/c3ezipbPS3k>
- View video on the top 10 art museums in the world and draw a map showing where they are located and which famous paintings can be found in each: <https://youtu.be/978U0DG7WS>
- Select a painting from El Greco and create a gallery in the classroom. Students will describe 3 of their favorite paintings in Spanish.
- Create a passport and plane ticket.
- Prepare a 7-day itinerary for a family vacation.
- Dream Trip <https://www.teacherspayteachers.com/Product/El-viaje-de-mis-suenos-Dream-Trip-Project-Instructions-Rubric-3022150>
- Create a flow chart of a vacation: <https://www.pinterest.com/pin/589408669952999760/>
- Draw a map of places you visited while in a Spanish-speaking country.
- Create a cartoon skit inviting a friend to a place of entertainment. Describe the location and include the date and time.
- Create clues in Spanish for famous places in the United States. Students guess the location or famous landmark.
- Make an alphabet tour book with pictures, maps and information for every letter of the alphabet.
- Read about "Ojo de Dios" weave and make one.
- Create a 3D replica of historical places in Perú.
- Create an advertisement/commercial for either: amusement park, theatre, lake zoo, museum. Stadium.
- Realidades / Auténtico Listening Activities
- Realidades / Auténtico Cultural Videos, Videohistorias as Wells as ¿Eres Tú María? •
- GramActiva and Animated Verb Videos to reinforce the grammar concepts of the preterite of -er, -ir ending verbs, the preterite of IR=to go and personal "a"
- Watch VideoCultura Videos to gain an appreciation of the different cultural aspects of the many Spanish-speaking countries around the world.
- Verb races
- Matamosca
- Preterite of IR: <http://reviewgamezone.com/game.php?id=15958>
- [Mi Vida Loca – Episode 8](#)
- [*Mi Vida Loca Activity Pack](#) - (www.teacherspayteachers.com)
- [Riding The Bus In Mexico](#) – **News Paper and Magazine Articles**
- [*Essay](#)
- Canciones de Hip-Hop
- ¿Adónde Fuiste?
- Canciones de Hip-Hop - 9A
- [¿Qué te interesa?](#)
- [IR Conjugations](#) – Any Tense
- [Cuéntame Un Cuento](#) – -AR, -ER And -IR Preterite Tense Verbs

- [Human Scavenger Hunt](#) – IR + Destinations
- [Human Scavenger Hunt](#) – Personal A
- [Human Scavenger Hunt](#) – ER/IR Preterite
- [Human Scavenger Hunt](#) – Media
- [El Viaje De Mis Sueños](#)
- Listen, repeat and respond to teacher/audio.
- Watch *Quack*, *GramActiva* and *Animated Verb Videos* to reinforce the grammar concepts of *Gustar*, *Acabar de + infinitive*.
- Watch *VideoCultura* Videos to gain an appreciation of the different cultural aspects of the many Spanish-speaking countries around the world.
- Complete *VideoCultura* Activities
- Use *Mapa Global InterActivo* to investigate Spanish-speaking countries from around the world.
- Pronunciation Practice – Repeat nursery rhymes, poems, songs, tongue twisters, etc.
- Reading Strategies – Identify cognates, activate prior knowledge and summarize main ideas.
- Use Reading Strategies to interpret poems, biographies, comic strips, pamphlets and other authentic materials in the target language.
- [KWL Chart](#) / [KWL Chart](#)
- Play charades.
- Draw a short story with the new vocabulary you learned: use 6 frames, include a beginning, middle and end.

Resources:

- <http://www.turismocasual.com/articulos/51-lugares-turisticos-argentina>
Information about twenty places to visit in Argentina.
- <http://www.colombia.travel/es>
Website on travel in Colombia
- <http://www.audioviator.com/es/Audioguia-Madrid-La-ruta-de-Tapeo>
An audio guide that students can use to virtually experience the best tapas from Madrid. They will also discover the history of tapas as well as information about monuments in the historic center of Madrid. This website also contains tourism audio guides in Spanish for places around the world.
- http://museodealtamira.mcu.es/El_Museo/index.html
Website for the Altamira Caves, in Spain, focuses on some of the oldest works of art known. The website shows samples and provides background about the caves and the paintings.
- <http://www.audioviator.com/es/>
Free downloadable audio guides for tourist sites around the world.
- <http://www.ecoturismo.com/>
A site dedicated to the traveler who wants to travel and experience nature at the same time. Options and programs are available for a variety of countries.
- http://www.nacion.com/ln_ee/2008/junio/27/economia1596895.html
Article from the Costa Rican newspaper La Nación that discusses sustainable tourism and how more travelers are choosing ecotourism.
- <http://www.enjoymexico.net/mexico/deportes-aventura-ciclismo-montana-ciudad-mexico.php>
Biking through Mexico.
- http://www.youtube.com/watch?feature=endscreen&NR=1&v=33Vr_ovsD8Y - Ecotourism in the Amazon rain forest.
- <http://www.miraflores.org/index.php/free-videos>
Videos of Young people traveling in South America

Social Emotional Learning:

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. World Language teachers include SEL practices in everyday learning to include the state competencies and sub-competencies. Students, through SEL, are able to take personal ownership and responsibility for their learning and decisions.



New Jersey Social and Emotional Learning Competencies and Sub-Competencies



Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges



Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals



Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings



Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions



Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

*Adopted by the New Jersey State Board of Education in August 2017

Unit Learning Goal and Scale *(Level 2.0 reflects a minimal level of proficiency)*

Standard(s):

7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.

7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.

7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.

7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.

7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.

7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.

7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment

7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing

4.0	<p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> • Compose and act out a role play between a travel agent and a customer. To help future travelers, the customer must report back to the travel agent explaining what they did on their trip, what they saw, and cultural customs of various Spanish-speaking countries. • Present information to prospective study abroad students about a Spanish-speaking country. Share your experiences on what you saw, what you visited, and cultural customs you learned while studying abroad.
3.0	<p><u>Students will be able to:</u></p> <p>Create a digital postcard describing a real or an imaginary trip to a target country. You will tell where you went, famous places (museums, parks, stores, etc..) you visited, souvenirs you purchased, with whom you traveled and how you traveled, what restaurants you visited and what you ate, what memorable things you did, what you learned.</p> <p>Evaluate how tourism was affected by the Coronavirus – create lists/charts (compare/contrast before and after using basic comparison phrases.</p>
2.0	<p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> • talk about things to do on vacation • talk about places to visit on vacation • talk about places to visit and how to get there using modes of transportation • learn how to use the personal A • give and receive directions on how to get to and from a place around town • state actions in the past by using the preterite tense of -ER & -IR verbs • state actions in the past by using the preterite of the verb IR – to go • state actions in the past by using the preterite of the verb HACER – to do; to make <p>understand cultural perspectives of travel and vacations</p>
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

	How to Differentiate Without Creating 30 Different Lesson Plans Flipping Your Classroom Technology and Differentiated Instruction 16 Strategies To Differentiate Your Instruction 9 Ways To Differentiate Whole Group Instruction 10 Questioning Strategies to Differentiate Instruction Unique Student Grouping Ideas
Advanced Learners	<ul style="list-style-type: none"> • Research and prepare a report about Sarapiquí National Park in Costa Rica, The Nazca Lines of Perú or Paraná River delta in Argentina. Find geographical information about the region as well as its impact on the local tourism and other economies. Create 2 multiple-choice questions. • Compare any region in Costa Rica, Argentina, Puerto Rico or Perú with a region in the United States. • Research excellent scuba diving locations and create a map showing their locations and what can be seen there.
Struggling Learners	Struggling Learners – NJ Appendix D <ul style="list-style-type: none"> • Extended time, partner with buddy, visuals, use of iPads to revisit the video, etc. • Provide students with a list of specific words and phrases you want them to know. • Model different ways in which they can combine words and phrases for communication. • Have students create a section of their notebook for vocabulary and a separate section for grammar. • Allow students to accompany vocabulary words with pictures and English translations. • Teach content in chunks • Use of TPRS • Review note-taking skills • Give written directions to supplement verbal. • Direct students to the online tutorials. They can review the related English grammar first and then proceed to the new Spanish grammar point. • Assign the remedial assignments available online that come with the Realidades / Autentico textbooks. • Assign extra reading support online. Computer corrected activities use different reading strategies to help students comprehend new vocabulary and progress at their own pace. • Use Venn Diagram and/or other graphic organizers to organize information. <p><u>Specific to this unit:</u></p> <ul style="list-style-type: none"> • Before beginning chapter reinforce what they already know by asking general questions about vacation spots & activities. • If students with fine motor skill difficulties cannot make the appropriate gestures for item 2 of Actividad 12, p.227 have them point to the correct illustration as they tell its meaning. • For acts 17 & 18 p.231 students create a Venn diagram to organize the information about themselves & their friend. Have students highlight the sentences that overlap and need to be put in the <i>nosotros(as)</i> form. • Point out that in a question like <i>¿Cómo fuiste?</i>, the single preterite form of the verb conveys the idea of “Did you go?” and no other words are necessary. • Actividad 27, p. 237 - Before starting the activity, have students write the appropriate direct object pronouns in the margin of their paper before each entry. This will make it easier for them to focus on describing whom they visited rather than on the grammatical details. • For vocabulary, give students a blank grid on which to create a word search puzzle. They choose 15 vocabulary words & write them into the grid, fill the remaining grid with letters. Underneath they create clues.
English Language Learners	ELL Resources 1 / ELL Resources 2 / NJ ELL Model Curriculum Supports <ul style="list-style-type: none"> • Highlight academic vocabulary.

	<ul style="list-style-type: none"> • Have the students/native speakers in the class; provide different colloquialisms as to greetings, classroom objects, etc. and its definition and how it defers with the material in the textbook. • Use of TPRS, songs and visuals. • Provide a buddy • Use of iPad to revisit videos, etc. • Find out if their native country is a destination for an ecotourism vacation and share. • Create clues about their heritage country: climate, land formations, bodies of water, capital, large cities. • Bring in lyrics of a traditional song and/or souvenirs of their heritage country to share with class. • Talk about national parks/landmarks in their heritage country. <p><u>Specific to this Unit:</u></p> <ul style="list-style-type: none"> • Is their native country a destination for an ecotourism vacation? • Have students bring in to be displayed travel posters, advertisements, banners, souvenirs, ticket stubs etc. to enhance student learning. • Have students research an interesting or important natural area or national park in their native country and report on it. • Write its name, show its location on a world map & tell about its distinctive features such as unusual animals, plant life and scenery. • What are some of the outdoor sports &/or activities that are relevant to their home country? • Have students interview an ELL from a target country. Have class discussion.
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	<p>Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.</p>

Indicators**Comprehensive & Physical Education:** <https://www.nj.gov/education/cccs/2020/2020%20NJSLs-CHPE.pdf>**Science:** <https://www.nj.gov/education/cccs/2020/NJSLs-Science.pdf>**Social Studies:** <https://www.nj.gov/education/cccs/2020/2020%20NJSLs-SS.pdf>**Visual and Performing Arts:** <https://www.nj.gov/education/cccs/2020/2020%20NJSLs-VPA.pdf>

Standards in Action: Climate Change By its very nature, art has the power to inform or draw attention to a specific topic. It is always about something. In fact, the increasing prevalence of activist art in the past decade evidences the power of the arts to communicate big ideas. The aim of activist art is to change the world by inspiring people to take action against societal problems (Nurmis, 2016) – including global climate change. For example, when students engage in the creation and presentation of media artwork, or when devising a theatrical work exploring the social and economic implications of climate change (e.g., impacts on human health, agriculture, food security, water supply, transportation, energy systems, ecosystems), one might expect to see students working collaboratively to research the complex impacts of global climate change on the economy and quality of daily living for people throughout the world. Ultimately, by being culturally engaging, and tapping into the creative potential of the arts to shape perception, students can New Jersey Department of Education June 2020 4contribute to imagining a new and better future for humankind (Curtis, Reid, & Ballard, 2012; Hulme, 2009; Marks, Chandler, & Baldwin, 2014; Nurmis, 2016) through their artwork. This holds true for students now, and as adults in the workplace. It is not inconceivable that learning to leverage the capacity of the arts to raise awareness about the effects of climate change could yield employment opportunities focused on combating the negative effects of climate change and other societal global issues.

Indicators:

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

Focus on standards 9.1, 9.2 and 9.4

For NJSLS-CLKS, abbreviated forms of the disciplinary concepts are included in the alphanumeric code. The disciplinary concepts were abbreviated as follows:

- Civic Financial Responsibility (CFR)
- Credit Profile (CP) • Financial Psychology (FP)
- Financial Institutions (FI) • Planning and Budgeting (PB) • Risk Management and Insurance (RMI) • Economic and Government Influences (EGI) • Career Awareness and Planning (CAP) • Creativity and Innovation (CI) • Critical Thinking and Problem-Solving (CT)
- Digital Citizenship (DC) • Global and Cultural Awareness (GCA) • Information and Media Literacy (IML) • Technology Literacy (TL)

Critical Thinking and Problem-solving Critical thinking involves the ability to use various types of reasoning as appropriate to the situation. Essential to critical thinking is systems thinking, which analyzes how parts of a whole interact together to produce outcomes. Critical thinking also includes making judgements and decisions by analyzing evidence, claims, points of view then communicating the interpretation of both the information and conclusions based on the best analysis. In tandem with critical thinking, problem solving involves the ability to generate and execute a solution to a problem. Problem solving occurs through one's use of initiative and flexibility to use trial and error to solve a problem until a successful solution is found.

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
Critical thinkers must first identify a problem then develop a plan to address it in order to effectively solve a problem.	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	Multiple solutions exist to solve a problem. • An essential aspect of problem solving is being able to self reflect on why possible solutions for solving problems were or were not successful.	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Global and Cultural Awareness To possess a cultural and global awareness is to fully understand that individuals are composed of complex cultural backgrounds, which are influenced by a multitude of factors. Armed with this crucial understanding, individuals can then better learn and work collaboratively with people from diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue, whether in a personal, work, or community-based context. Such an awareness also stresses the importance of recognizing and understanding the rich histories and multitude of languages of other nations and cultures.

Individuals from different cultures may have different points of view and experiences.	Culture and geography can shape an individual's experiences and perspectives.	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
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Technology

- In order to make students from a target language culture feel more welcome in the school, students learn to use appropriate gestures and oral expressions for greetings, leave takings, and common classroom interactions, and incorporate them into their daily routines.
- Digital Tools in the context of a world languages class, include applications and software that aid in communication. Some examples include video conferencing, texting, voicethread and IMing.
- Electronic Information Sources consist of audio, video, and text available through a virtual format. Some examples include podcasts, videocasts, audio clips, and websites.
- Multimedia Rich Presentations contain a combination of text, audio, still images, video, interactivity and animation.
- Virtual Sharing requires the use of digital tools and may be done through electronic information sources such as a social community/educational site, electronic poster, or webpage.

Communication:**Interpersonal:**

Learners interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings and opinions.

Interpretive:

Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Presentational:

Learners present information, concepts, and ideas to inform, explain, persuade and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers or viewers.

Culture:**Relating Cultural Practices to Perspectives:**

Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Relating Cultural Products to Perspectives:

Learners use the language to investigate, explain and reflect between the products and perspectives of the cultures studied.

Connections:

Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

Acquiring Information and Diverse Perspectives:

Learners access and evaluate information and diverse perspectives that are available through the language and its culture.

Language Comparisons:

Learners use the language to investigate, explain and reflect on the nature of the language through comparisons of the language studied and their own.

Cultural Comparisons:

Learners use the language to investigate, explain and reflect on the concept of culture through comparisons of the cultures studied and their own.

Communities:

School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Lifelong Learning:

Learners set goals and reflect on their progress in using languages for enjoyment, enrichment and advancement.

Technology:

Technologies for students to interact with people from other cultures and to experience authentic cultural products and practices. The use of technology as an instructional strategy is therefore no longer an option; rather it is an indispensable tool that enables students to develop a growing understanding of cultural perspectives and the inextricable link between language and culture.

- Digital Tools in the context of a world languages class include applications and software that aid in communication. Some examples include video/web conferencing, texting, and IM'ing.
- Electronic Information Sources consist of audio, video, and text available through a virtual format. Some examples include podcasts, video casts, audio clips, and websites.
- Multimedia Rich Presentations contain a combination of text, audio, still images, video, interactivity and animation.
- *Virtual Sharing requires the use of digital tools and may be done through electronic information sources such as a social community/educational site, electronic poster, or webpage.*

Unit Title: El Cine Y La Televisión/TV and Movies
<u>Unit Description:</u> This unit teaches students how to communicate orally and in writing about movies, television programs, things one enjoys or does not enjoy doing, and what activity one has just finished doing as it relates to the Hispanic culture. Students will explore the cultural perspectives on the types of movies and television programs that one enjoys watching in the US and the Spanish-speaking world. At a Novice High / Intermediate Low level students will be able to communicate, compare, and contrast in all modes a typical teen's entertainment habits as it relates to movies and television programs.
Unit Duration: 4-5 weeks

Desired Results

Standard(s):

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

<p>Core Idea:</p> <p>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p>	<ul style="list-style-type: none"> • 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. • 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. • 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. • 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s). • 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture. • 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s). • 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written. • 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
<p>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p>	<ul style="list-style-type: none"> • 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information. • 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects. • 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations. • 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities. • 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. • 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change
<p>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<ul style="list-style-type: none"> • 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes. • 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing. • 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment. • 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. • 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words. • 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.
Intercultural Statement	Possible topics:
<p>Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</p>	<p>Communities, animals and their habitats, technology, geography, climate, fine and performing arts.</p>
<p>Learners recognize and identify a few typical practices of the target culture.</p>	<p>Community life, reasons and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.</p>

Indicators:

The Novice-High language learner has progressed from understanding and communicating at the Word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences. The Intermediate-Low language learner understands and communicates at the sentence level and can use a series of simple sentences independently.

Interpretive:

- Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify information about movies and television programs (e.g. posters, radio/television/newspaper advertisements, etc.).
- Match pictures based on oral descriptions of movies and television programs.
- Read and listen to information about movies and television programs.
- Read and listen to descriptions of movies and television programs.
- Read and listen to opinions of movies and television programs.
- Listen to information about students' personal preferences when it comes to movies and television programs.
- Listen to and watch a video about movies and television programs.
- Listen to and discuss descriptions of movies and television programs.
- Compare one movie / television program to another movie / television program.
- Compare commercials in different countries – what do they suggest about cultural values? What do they suggest about gender? Example: How many commercials are there about beauty targeted at women compared to men? How does this affect young girls with regard to beauty?
- Understand the cultural perspectives on movies and television programs in Spanish-speaking countries to those in the United States.
- Understand the cultural perspectives on common gestures in Spanish-speaking countries to those in the United States.
- Recognize common gestures, intonation, and other visual or auditory cues of the target language

Interpersonal:

- Engage in short unrehearsed/unscripted conversations with classmates and teacher as well as heritage speakers in which they ask and answer questions related to movies and television programs compared to those in Spanish-speaking countries
- Listen to and discuss descriptions movies and television programs.
- Listen to and discuss opinions of movies and television programs.
- Speak about likes and dislikes in terms of movies and television programs.
- Speak about opinions about the media.
- Speak about favorite actors.
- Speak about recent events using the verb *acabar de + infinitive*.
- Discuss the cultural importance and influence in the Hispanic community of *Sábado Gigante*.
- Discuss the importance and the length of *telenovelas* in Spain-speaking countries to that of soap operas in the United States.

Presentation:

- Use lists and or chunks of language, and memorized phrases to compare movies and television programs to those of Spanish-speaking countries.
- Use phrases to describe movies and television programs to an audience
- Use verbs correctly to describe movies and television programs
- Present and or write about movies and television programs. (Movie critic role)
- Present and or write about opinions of movies and television programs.

~~Present a description of a movie / television program using illustrations~~

Understandings:

Students will understand that...

- 1.) Nowadays Spanish-speaking actors/actresses are more well known in the USA.
- 2.) Spanish soap operas are shorter than in the USA, only lasting several months versus years.
- 3.) There are similarities and differences between TV programs in Spanish-speaking countries and the US.
- 4.) Every culture can communicate without words by using common gestures.
- 5.) US teens watch more TV than other cultures.
- 6.) It is important to be able to discuss opinions about entertainment / media to be better able to communicate with others from the target culture.
- 7.) Students will review the role of women/minorities in media in target culture and compare to the U.S.

Essential Questions:

- 1.) What is the importance of media / entertainment in your culture?
- 2.) How can we compare TV and movies between cultures?
- 3.) What is the cultural influence of Spanish / Latino entertainers on the U.S. entertainment scene?
- 4.) How does culture influence advertising?
- 5.) What are the pros/cons of the media?
- 6.) How does culture affect gender roles in entertainment?
- 7.) What are some common gestures used between cultures that are used to communicate opinions / ideas with one another?
- 8.) How does media influence Voting? Purchasing? Economic confidence? Perspectives? Charity? The human condition? Social values?

Assessment Evidence

Performance Tasks:

5 Rules for the 3 Modes

To help students better master this unit remember these rules when selecting activities:

- They must be **authentic**.
- They should always be **engaging**.
- Activities should be **varied**.
- They need to be **focused** around the unit theme.
- Class/teacher should be 90% in target language

INTERPERSONAL:

- For the verb *acabar de + infinitive* have the students discuss what they just listened to/watched on their iPhone/cell/laptop.
- Convince your classmate that they should watch a show. Give several (+5) reasons, day and time of the show; character description and why you think your friend will like it.
- Discuss which media programs you plan to see next weekend. Ask and answer question about the genre and characters.
- Have a pair review movie guides on the internet and discuss which one they will go see and why. What genre is the movie they select?
- Assign students a different Spanish-speaking country. Students list 2 programs from that country that they would like to watch and 2 programs that they would not watch and explain why.
- Interview classes from other countries about their television / movie watching habits when possible using [Skype](#), etc.
- Write a [letter](#), [e-mail](#), [Tweet](#), [Facebook](#), [Instagram](#) post, and/or [blogpost](#) about a recent movie / television program that you just watched that you were super excited about or very disappointed with and share with a classmate. After the interviews are complete, each pair will introduce the other student to the class supplying the information gathered during the interview.

INTERPRETIVE: ([Infographics](#))

- Use the Internet to search for Spanish titles of recent Hollywood movies. Have students try to guess what the title of the movie is in English. Then place the titles into categories.

Other Evidence:

Pre-Assessment:

- Vocabulary evaluation/analysis
- [KWL Chart](#)
[KWL Chart](#)
[KWL Chart - Example](#)
- "Can Do" self-assessment
- Quick Write
- **Graffiti Wall** - Use large butcher paper and title it with a theme or big idea or topic from unit (i.e. Family and Celebrations) Students over a certain amount of time (a day-a week) write thoughts/ideas/opinions that come to mind regarding the title. Have them initial each. Keep track of what students record. The graffiti wall then can be used throughout the unit by adding new information, correcting misconceptions, categorizing, developing vocabulary, etc. for you to use later.

Formative Assessments:

- Reading / Interpreting Realia - Reading Strategies: Pronunciation and Comprehension strategies
- Written assessments (homework, quiz, test, e-mails, pen pal, scripts / written dialogues)
- TPR response
- Station / Center based work Reading / Pronunciation in the target language Oral prompting and inquiry
- Whiteboard responses
- Smartboard responses
- [Exit slips](#) / Polls
- Grammar: The verbs *GUSTAR*, *ACABAR DE + INFINITIVE*
- Noun / Adjective Agreement
- Teacher quiz / [Socrative](#) / [Kahoot](#) / [Quizlet](#) Live, etc.
- Student Blogs
- Matching vocabulary with photos
- Reading comprehension using authentic sources
- Cloze Statements - where students must insert appropriate vocabulary.
- Concentration game with vocabulary
- **Word Splash Activity** - content vocabulary is placed on a board, chart, large paper in a random 'splash'. Students are asked to use the words in sentences, a paragraph, captioned drawing, or diagram

Summative Assessments:

- Chapter Test / Unit Test
- Integrated Performance Assessment or a component
- Performance Assessment showing proficiency with "Can Do" statements and rubric

- Read about a show called *Sabado Gigante* and describe what type of show it is and your opinion about the show:
https://en.wikipedia.org/wiki/S%C3%A1bado_Gigante
- Compare commercials using Venn Diagram
- Create a bar graph comparing the hours spent watching TV/Media program, doing HW, extra-curricular activities/hobbies, sleep in a day.
- Research and list which Latin American programs can be found in your local cable or satellite listings. Include where these programs are produced.
- Identify movies, television programs, and descriptions of them as found in videos of movies and television programs from authentic electronic sources as well as advertisements for movies and television programs from different production companies and/or written articles on movies and television programs and one's viewing habits.
 - [¿Más o Menos Televisión?](#)
 - [¿Prefieres Ver Películas En DVD O En El Cine?](#)
 - [¿Qué Tipo De Películas Me Gustan?](#)
 - [¿Qué Tipo De Películas Te Gustan? 1](#)
 - [¿Qué Tipo De Películas Te Gustan? 2](#)
 - [¿Qué Tipo De Películas Te Gustan? 3](#)
- Create a [Venn diagram](#) or similar chart to compare and contrast movies and television programs in the United States versus Spanish-speaking countries.
- [Listening and Drawing Activities](#)
- Listen and Understand as people describe their favorite movies and / or television programs.
- Use an online Spanish language newspaper, magazine ([Veinte Mundos](#)) or an article from [NewsEla](#) or [iCulture](#) to read about movies and television programs that a typical teenager in a Spanish-speaking country watches and answer questions about it.
 - [Más Cine, Por Favor](#)
 - [¿Qué Ponen En La Tele?](#)
 - [La Televisión Española](#)
 - [Una Historia De Suspense](#)
 - [De Cine Y Geografía](#)
 - [De Cine](#) – About The Movie *The Way*

PRESENTATIONAL:

- Write a short review describing a recent movie you watched. Include the name of the movie and the type of the movie it is. Include names of main actors/actresses, duration of the movie, plot, your impression.
- Research and present on a popular Spanish-speaking actor/actress in the USA.
- Create a sign-up flier for “semana sin television” campaign. Create a public service announcement for it and record it.
- Create a time capsule that would show someone from the future what life is like today. Include short descriptions accompanied by illustrations of popular movies, TV shows, music, computer programs/Websites, how people spend their time, etc. Students present their time capsules to the class, explaining why they included each item.
- Create a trailer video for a movie in Spanish.

Benchmarks:

Context for the Integrated Performance Assessment: The principal of your school has received a notice from the Department of Education inviting his/her students to participate in a program called “No TV for One Month!” The students in your Spanish class must decide if they want to participate or not.

Interpretive Task: Read the *Lectura: Una semana sin televisión* on pages 440-441 of *Realidades 1, Capítulo 9A*. Take notes on the effects of watching too much television on students and on the benefits to students who watch little or no television. Decide if you can go for one month without watching TV and make a list of reasons that explain your decision.

Interpersonal Task: Find a student who agrees with you. Discuss your opinions and your reasons. If your partner has reasons that did not occur to you and you agree with them, add them to your list.

Presentational Task: Make an oral presentation to the class explaining whether you are willing to go for one month without TV or not, and say why or why not. You should have at least 5 reasons to support your decision. Cite current television shows and use details regarding these shows to support your decision.

The ultimate goal of world language instruction is for learners to attain high levels of proficiency, which allows them to use the language with ease and confidence in everyday interactions with native speakers and in the workplace. To attain proficiency, learners learn, use, and practice language that they acquire in a classroom setting. Spiraling and recursive performance in a world language leads to proficiency.

- Performance is defined as how well a learner uses language acquired in a classroom setting.
- Proficiency is defined as the spontaneous use of language in real-world situations that might occur when:
 - interacting with native speakers of the language, or
 - immersed in a target language environment.

The following guidelines describe what individuals can do with language when speaking, writing, listening, and reading in real-life situations in spontaneous and non-rehearsed contexts (ACTFL, 2012). The guidelines identify five major levels of proficiency: Novice, Intermediate, Advanced, Superior, and Distinguished.

- Novice Low: Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home.
- Novice Mid: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.
- Novice High: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Low: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Mid: Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate High: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.
- Advanced Low: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

<i>Assessing Performance Assessing Proficiency</i>	<i>Assessing Performance Assessing Proficiency</i>
Based on instruction: Describes what the language learner can demonstrate based on what was learned Independent of specific instruction or curriculum: Describes what the language user can do regardless of where, when or how the language was acquired	Based on instruction: Describes what the language learner can demonstrate based on what was learned Independent of specific instruction or curriculum: Describes what the language user can do regardless of where, when or how the language was acquired
Practice: Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks with familiar contexts Spontaneous: Tasks are non-rehearsed situations	Practice: Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks with familiar contexts Spontaneous: Tasks are non-rehearsed situations
Familiar content and context: Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned Broad content and context: Context and content are those that are appropriate for the given level	Familiar content and context: Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned Broad content and context: Context and content are those that are appropriate for the given level
Demonstrated performance: To be evaluated within a range, must be able to demonstrate the features of the domains of a given range in those contexts and content areas that have been learned and practices. Sustained performance across all the tasks and contexts for the level: To be at a level, must demonstrate consistent patterns of all the criteria for a given level, all of the time	

Learning Plan

Learning Activities:

- Survey time spent watching TV/Other programs.
- Read and analyze a Spanish movie review.
- Listen, repeat and respond to teacher/audio.
- Dice game for verb conjugation.
- Prepare a summary of a movie or TV show.
- Have students say/write the starting and finishing times of their English class and Gym class.
- Have students create their own movie posters.
- Research the Internet for a TV program from a Spanish-speaking country. Have students write the name of the program and what type of show it is by looking at the images and skimming the text.
- Write alternative activities for media watching that are good for our health.
- Write a movie review column for the school newspaper.
- Create a collage with pictures of movies and TV shows from Spanish-speaking countries.
- *Realidades / Auténtico* Listening Activities
- *Realidades / Auténtico* Cultural Videos, *Videohistorias* as well as *¿Eres Tú María?*
- Watch *Quack*, *GramActiva* and *Animated Verb Videos* to reinforce the grammar concepts of *Gustar*, *Acabar de + infinitive*.
- Watch *VideoCultura* Videos to gain an appreciation of the different cultural aspects of the many Spanish-speaking countries around the world.
- Complete *VideoCultura* Activities
- Use *Mapa Global InterActivo* to investigate Spanish-speaking countries from around the world.
- Pronunciation Practice – Repeat nursery rhymes, poems, songs, tongue twisters, etc.
- Reading Strategies – Identify cognates, activate prior knowledge and summarize main ideas.
- Use Reading Strategies to interpret poems, biographies, comic strips, pamphlets and other authentic materials in the target language.
- Play charades: pantomime a type of TV show/movie.
- Draw a short story with the new vocabulary you learned: use 6 frames, include a beginning, middle and end.
- Watch clips from Spanish telenovelas and use Venn Diagram to compare them to US soap operas.

RESOURCES:

- <http://www.univision.com/univision>
- https://en.wikipedia.org/wiki/S%C3%A1bado_Gigante
- <https://www.bing.com/videos/search?q=sabado+gigante&qpv=sabado+gigante&FORM=VDRE>

Chapter Specific Resources:

[NJ Model Curriculum](#)

[Georgia Standards](#) – Media & Technology

[Jefferson County Public Schools](#) – Let's Communicate!

[Jefferson County Public Schools](#) – Let's Go To The Movies!

[Jefferson County Public Schools](#) – What's Trending?

[Ohio Model Curriculum](#) – Contemporary Life

[Ohio Model Curriculum](#) – Communications & Media

[Realidades 1B Student homepage](#)

[Acabar De + Infinitive](#) – Information Gap / Pair Drill - (www.teacherspayteachers.com)

[Gustar Like Verbs](#) – Notes, Guided Practice, Communicative Activities And Readings - (www.teacherspayteachers.com)

[Gustar Like Verbs](#) – 33 Page Booklet – Notes, Handouts, And Activities - (www.teacherspayteachers.com)

[Gustar Like Verbs](#) – Gallery Walk – Needs To Be Modified So It's Not Just Gustar - (www.teacherspayteachers.com)

[Gustar Like Verbs](#) – Four Corners - (www.teacherspayteachers.com)

[Gustar Like Verbs](#) – Human Scavenger Hunt - (www.teacherspayteachers.com)

[Gustar Like Verbs](#) – People Hunt - (www.teacherspayteachers.com)

[Gustar Like Verbs](#) – Interactive Notebook Activity - (www.teacherspayteachers.com)

[Gustar Like Verbs](#) – Interactive Notebook Activity - (www.teacherspayteachers.com)

[Gustar Like Verbs](#) – Entire Unit - (www.teacherspayteachers.com)

[Gustar Like Verbs](#) – Mini Unit - (www.teacherspayteachers.com)

[Gustar Like Verbs](#) – Magazine Project - (www.teacherspayteachers.com)

[Facebook activity](#) (www.teacherspayteachers.com)

E-mail template (www.teacherspayteachers.com) 1.) [Template 1](#) 2.) [Template 2](#) (FREE)

[Blog template](#) (www.teacherspayteachers.com)

Task Cards - (www.teacherspayteachers.com)

[Scoot Game Sheet](#) – English Version (FREE) – Use with Task Cards or with Flashcards

[Scoot Game Sheet](#) – Spanish Version (FREE) - Use with Task Cards or with Flashcards

[Blank Task Card Template](#) (FREE)

[Answer Sheet for Task Cards](#) (FREE)

[Listening Stations / Centers Task Cards](#)

[Capítulos 9A & 9B](#) - (www.teacherspayteachers.com)

[Gustar](#) - (www.teacherspayteachers.com)

[Verbs Like Gustar](#) - (www.teacherspayteachers.com)

Conversation Cards / Speaking Activities - (www.teacherspayteachers.com)

[8 Spanish Speaking Activities](#)

[20 Ways To Get Your Students Speaking In The Target Language](#)

[Creative Writing and Speaking Activities w/Rubrics](#)

[Spanish Speaking Activity Bundle](#)

[Situaciones](#) – Gustar Like Verbs - (www.teacherspayteachers.com)

[Television Shows](#) – Flashcard Speaking Activity - (www.teacherspayteachers.com)

[Gustar Like Verbs](#) – Circle Activity - (www.teacherspayteachers.com)

[Gustar Like Verbs](#) – Communicative Activities And Readings - (www.teacherspayteachers.com)

[Gustar Like Verbs](#) – Tu Compañero/a De Cuarto Ideal - (www.teacherspayteachers.com)

[Gustar Like Verbs](#) – Mini Project – Good For Writing And / Or Speaking - (www.teacherspayteachers.com)

[¿Quién Soy?](#) – Uses Gustar, But Can Be Modified For Gustar Like Verbs - (www.teacherspayteachers.com)

Comic Strip Generator

[Version A](#) (Free online tool) / [Version B](#) (Free online tool)

[Comics for Everyday Dialogues](#) – Includes Rubric - (www.teacherspayteachers.com)

[Pixton](#)

[Pow App](#) (iTunes download)

[Professor Garfield](#)

[Storyboard That](#)

[ToonDoo](#)

[Television Shows](#) - (www.teacherspayteachers.com)

Music

Canciones de Hip-Hop - [¿Qué te interesa?](#) / [Video](#)

[De Todo Lo Sé](#) por Los Primos MX

[Me Gustas Tú](#) por Manchu – [Version A](#) / [Version B](#) (Clean Version) - (www.teacherspayteachers.com)

[Nunca Vi La Televisión](#) por Belanova - (www.teacherspayteachers.com)

Newspaper and Magazine Articles

[iCulture](#)

[iCulture](#) – User Guide

[NewsEla](#) (Spanish Text Sets)

[Una Historia De Suspense](#)

[Choral Reading](#) – Verbs Like Gustar - (www.teacherspayteachers.com)

[¿Cuál Es Su Programa Favorito?](#) – Reading Comprehension And Writing Prompt

[De Cine](#) – About The Movie *The Way*

[De Cine Y Geografía](#)

[Guía De La Televisión](#)

[Gustar Like Verbs](#) – Communicative Activities And Readings - (www.teacherspayteachers.com)

[Gustar Like Verbs](#) – Speed Dating Story - (www.teacherspayteachers.com)

[La Televisión Española](#) – Authentic Text – Martina Bex - (www.teacherspayteachers.com)

[Latin Teen Celebrities](#) – Article And Lesson Plan

[Más Cine, Por Favor](#)

[¿Qué Ponen En La Tele?](#)

[Rainbow Reading](#) – Gustar Like Verbs - (www.teacherspayteachers.com)

[Television Wall](#) – Reading Comprehension

Projects

[15 Spanish 1 Projects](#)

[Culture Projects](#) - (www.teacherspayteachers.com)

[Gustar Like Verbs](#) – Magazine Project - (www.teacherspayteachers.com)

[Gustar Like Verbs](#) – Mini Project – Good For Writing And / Or Speaking - (www.teacherspayteachers.com)

[Gustar Like Verbs](#) – Movie Plot Summary Project - (www.teacherspayteachers.com)

[Mi Telenovela](#) – Spanish Soap Opera Project – FREE

[Movie Critique](#) - (www.teacherspayteachers.com)

[Movie Review Project](#) – Project Based Learning - (www.teacherspayteachers.com)

Transparencies

[Géneros Cinematográficos](#)

[Movie Genres](#)

[Movie Genres](#)

[Movie Genres](#)

[Verbs Like Gustar](#)

Videos - (www.youtube.com)

[26 Video Activities For The Language Classroom](#)

[Acabar De + Infinitive](#) – Señor Jordan

[Acabar De + Infinitive](#) 1 – Señor Belles

[Acabar De + Infinitive](#) 2 – Señor Belles

[Acabar De + Infinitive](#)

[Entretelas](#) – Free Spanish Short Films

Extra – [Ha Nacido Una Estrella](#)

[La Bella Y La Bestia](#) – Movie Trailer In Spanish

[Movie Trailers](#) - A Variety Of Genres With Comprehension Questions

[Television And Movies](#)

[Television And Movies](#)

[Television And Movies](#) – Good For Whiteboards Or Speaking / Writing Practice

[Television And Movies](#) – Can You Guess What These Shows Are In English?

[Verbs Like Gustar](#)

[Verbs Like Gustar](#)

[Verbs Like Gustar](#)

[Verbs Like Gustar](#)

[Verbs Like Gustar](#)

[Verbs Like Gustar](#)

Listening Activities

[¿Le Gusta O No Le Gusta?](#) / *[Activity Sheet](#)

[Los Españoles Y La Televisión](#)

[¿Más o Menos Televisión?](#) – Transcript And Activities

[Mis Programas Preferidos](#)

[¿Prefieres Ver Películas En DVD O En El Cine?](#) / [Transcript And Activities](#)

[¿Qué Tipo De Películas Me Gustan?](#) – Transcript And Activities

[¿Qué Tipo De Películas Te Gustan?](#) 1 - Transcript And Activities

[¿Qué Tipo De Películas Te Gustan?](#) 2 - Transcript And Activities

[¿Qué Tipo De Películas Te Gustan?](#) 3 - Transcript And Activities

PowerPoints

[Acabar De + Infinitive](#) - FREE

[Acabar De + Infinitive](#) – FREE

[Acabar De + Infinitive](#) – FREE

[Acabar De + Infinitive](#) – PowerPoint And Practice – FREE

[Acabar De + Infinitive](#) - PowerPoint And Practice – FREE

[Capítulo 9A](#) - FREE

[Capítulo 9A](#) – Revision PowerPoint - (www.teacherspayteachers.com)

[El Cine](#) – FREE

[El Cine Y La Tele](#) – FREE

[Gustar Like Verbs](#) - FREE

[Gustar Like Verbs](#) – PowerPoint And Worksheets - (www.teacherspayteachers.com)

[Gustar Like Verbs](#) - (www.teacherspayteachers.com)

[Gustar Like Verbs](#) - (www.teacherspayteachers.com)

[Gustar Like Verbs](#) – Aburrir, Gustar And Interesar - (www.teacherspayteachers.com)

[Gustar Like Verbs](#) – Gustar, Parecer, And Quedar - (www.teacherspayteachers.com)

[Gustar Like Verbs](#) – Interactive PowerPoint - (www.teacherspayteachers.com)

[La Televisión](#) – FREE

[Las Opiniones De La Televisión](#) – PowerPoint And Activities – FREE

[Las Películas](#) - FREE

[Las Películas En Español](#) – How Movies Names Don't Always Translate The Same - (www.teacherspayteachers.com)

[Programas De Televisión](#) - FREE

[¿Qué Tipo De Películas Te Gustan?](#) – Identification And Reading Comprehension - FREE

[Television And Cinema](#) – FREE

[Television And Films](#) – PowerPoint And Worksheets - FREE

[Types Of Television Shows](#) – PowerPoint And Worksheets - FREE

Evidence

[ABC Teach Spanish Worksheets](#)

[3 Activities For A Television Unit](#) – IPA Style

[Acabar De + Infinitive](#) – Grammar And Practice - (www.teacherspayteachers.com)

[Acabar De + Infinitive](#) - (www.teacherspayteachers.com)

[Acabar De + Infinitive](#) - (www.teacherspayteachers.com)

[Acabar De + Infinitive](#) – Information Gap / Pair Drill - (www.teacherspayteachers.com)

[Acabar De + Infinitive](#) + Chores - (www.teacherspayteachers.com)

[Acabar De + Infinitive](#) + Chores - (www.teacherspayteachers.com)

[Acabar De + Infinitive](#) + Chores - (www.teacherspayteachers.com)

[Acabar De + Infinitive](#) + Chores - (www.teacherspayteachers.com)

[Acabar De + Infinitive](#) - (www.teacherspayteachers.com)

[Acabar De + Infinitive](#) + Tener Que & Ir A - - (www.teacherspayteachers.com)

[Acabar De + Infinitive](#) + Tener Que & Ir A -

[Acabar De + Infinitive](#) - (www.teacherspayteachers.com)

[Acabar De + Infinitive](#) - (www.teacherspayteachers.com)

[Acabar De + Infinitive](#) – Grammar Notes Packet With Acabar De + Infinitive - (www.teacherspayteachers.com)

[Acabar De + Infinitive](#) – Translation - - (www.teacherspayteachers.com)

[Anticipatroy Set](#) – Book Walk / Preview Guide For Capítulo 9A - (www.teacherspayteachers.com)

[Color Match](#) – Vocabulary And Grammar - (www.teacherspayteachers.com)

[Connect Four](#) – Vocabulary And Grammar / Television And Movies - (www.teacherspayteachers.com)

[El Cine](#) – FREE

[El Cine, La Televisión, Y La Tecnología](#) – (www.tes.com)

[El Tiempo Libre: Gustos Y Preferencias](#) – Activities – Gustar Like Verbs - FREE

[En La Tele Y Las Películas](#) – Identification - FREE

[Gustar Like Verbs](#) – FREE

[Gustar Like Verbs](#) – Aburrir, Gustar, And Interesar – FREE

[Gustar Like Verbs](#) – Aburrir, Gustar, And Interesar – (www.teacherspayteachers.com)

[Gustar Like Verbs](#) – Notes And Practice – FREE

[Gustar Like Verbs](#) - FREE

[I Can Stamps](#) – Capítulos 9A & 9B - (www.teacherspayteachers.com)

[La Televisión](#) – PowerPoints And Worksheets – FREE

[La Televisión](#) – FREE

[La Televisión](#) – Opinions And Reasons – PowerPoint And Activities - FREE

[La Televisión](#) – PowerPoint And Worksheet – FREE

[La Televisión](#) – Likes And Dislikes – (www.tes.com)

[La Televisión](#) – Expressing Opinions - (www.tes.com)

[Lista De Vocabulario](#) – Capítulo 9A - FREE

[Movie Genres](#) - (www.tes.com)

[Movies And Television](#) – Fill In The Blank - (www.teacherspayteachers.com)

[Programas De La Tele / Películas Americanas](#) – Translate Television And Movies Vocabulary - (www.teacherspayteachers.com)

[Quizlet](#) – Capítulo 9A

[Television And Films](#) – PowerPoint And Worksheets - FREE

[Television Shows](#) – Sentence Mixers – (www.teacherspayteachers.com)

[Types Of Television Shows](#) – PowerPoint And Worksheets - FREE

[Vocabulary Puzzle](#) – Television And Movies - (www.teacherspayteachers.com)

[Review Guide - Capítulos 8A - 9B](#) – (www.teacherspayteachers.com)

[Scavenger Hunt](#) – Television And Movies - (www.teacherspayteachers.com)

[Sentence Races](#) - Vocabulary And Grammar / Television And Movies - (www.teacherspayteachers.com)

[Sentence Mixers](#) – Gustar Like Verbs - (www.teacherspayteachers.com)

[Twiccionario](#) – A Mi Familia Le Gusta

[Twiccionario](#) – Gustar Like Verbs

[Twiccionario](#) – Mi Color Favorito

[Twiccionario](#) – ¿Qué Le Parece?

[Vamos Al Cine](#) 1

[Vamos Al Cine](#) 2

[Vocabulario](#) – Crossword Puzzle – 1 for 9A & 1 for 9B - (www.teacherspayteachers.com)

[Vocabulary List On Movies And Television](#) – Part 1 - FREE

[Vocabulary List On Movies And Television](#) – Part 2 – FREE

[Vocabulary List](#) – Capítulo 9A – FREE

Writing Prompts

[Bundle of 7 Writing Assignments](http://www.teacherspayteachers.com) - (www.teacherspayteachers.com)

[Creative Writing and Speaking Activities w/Rubrics](http://www.teacherspayteachers.com) - (www.teacherspayteachers.com)

[Spanish Writing Assignments Packet](http://www.teacherspayteachers.com) - 15 Different Topics - (www.teacherspayteachers.com)

[¿Cuál Es Su Programa Favorito?](http://www.teacherspayteachers.com) - Reading Comprehension And Writing Prompt - FREE

[Gustar Like Verbs](http://www.teacherspayteachers.com) - Tu Compañero/a De Cuarto Ideal - (www.teacherspayteachers.com)

[Gustar Like Verbs](http://www.teacherspayteachers.com) - Poem Writing - (www.teacherspayteachers.com)

[Gustar Like Verbs](http://www.teacherspayteachers.com) - Mini Project - Good For Writing And / Or Speaking - (www.teacherspayteachers.com)

Stations

[Stations: Description Unit](http://www.teacherspayteachers.com) - Gives a good general idea of how stations work

[Stations: Practice and Perfect](http://www.teacherspayteachers.com)

[Station Directions](http://www.teacherspayteachers.com) - Do Not Reinvent The Wheel

[Verbs Like Gustar](http://www.teacherspayteachers.com) - (www.teacherspayteachers.com)

[Verbs Like Gustar](http://www.teacherspayteachers.com) - (www.teacherspayteachers.com)

The Languages Resources Website

[TV, Music, & Film](http://www.teacherspayteachers.com)

[Television & Advertising](http://www.teacherspayteachers.com)

World Languages A La Carte

[Realidades Capítulo 9A](http://www.teacherspayteachers.com)

Zachary Jones

[Gustar & Similar Verbs Unit](http://www.teacherspayteachers.com)

[Media & Technology Unit](http://www.teacherspayteachers.com)

Señor Jordan

[Spanish YouTube Videos](http://www.teacherspayteachers.com)

Social Emotional Learning:

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. World Language teachers include SEL practices in everyday learning to include the state competencies and sub-competencies. Students, through SEL, are able to take personal ownership and responsibility for their learning and decisions.



New Jersey Social and Emotional Learning Competencies and Sub-Competencies



Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges



Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals



Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings



Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions



Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.

7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.

7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.

7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.

7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.

7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.

7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment

7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing

4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Research on the Internet additional gestures in Spanish-speaking countries. Compare them to common gestures in the USA. • Create a digital postcard /e-mail / Facebook message telling your pen-pal what your favorite TV shows are and what type of movies you prefer. List some of your favorite TV programs and movies. Give a reason why you prefer that type of program or movie. Tell the type of program other members of your family prefer and your opinion. Your preferences in movies and your opinion. Tell what the best movie is and invite him/her to see it.
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify the pros and cons of going for one month without media entertainment. • Watch a Spanish-language TV show (telenovela, Sábado Gigante, etc.) and write a short article about it for the school newspaper / prepare a brief presentation for the morning announcements at your school. In your article / presentation, state the show's title and write / present about how the Hispanic culture is reflected in the show. Compare how the Spanish-language TV show is similar / different to other TV shows your classmates might have seen. (7.1.IL.C.5) How are cultural values communicated in the programming?
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Communicate and exchange information about the media/TV programs. • Maintain short social interactions in everyday situations by asking and answering simple questions. • Present/describe basic information about media/TV programs using simple phrases and simple sentences. • Write a short message about the media/TV programs. • Understand words, phrases, and simple sentences related to the media/TV programs. • Recognize pieces of information and sometimes understand the main topic of certain media/TV programs. • Express opinions about media entertainment using the verb <i>gustar</i>. • Talk about things you have done recently using <i>acabar de + infinitive</i>. • understand cultural perspectives on common gestures
1.0	<p>With help, partial success at level 2.0 content and level 3.0 content:</p>
0.0	<p>Even with help, no success</p>

Unit Modifications for Special Population Students	
	How to Differentiate Without Creating 30 Different Lesson Plans Flipping Your Classroom Technology and Differentiated Instruction 16 Strategies to Differentiate Your Instruction 9 Ways to Differentiate Whole Group Instruction 10 Questioning Strategies to Differentiate Instruction Unique Student Grouping Ideas
Advanced Learners	Gifted and Talented Resources 1 / Gifted and Talented Resources 2 / Gifted and Talented Resources 3 -NJ Appendix D <ul style="list-style-type: none"> • Have students make crossword puzzles using vocabulary from this chapter as well as TV/movie pop culture. • Have students research on the Internet additional gestures in Spanish-speaking countries.
Struggling Learners	Struggling Learners – NJ Appendix D <ul style="list-style-type: none"> • Extended time, partner with buddy, visuals, use of iPads to revisit the video, etc. • Provide students with a list of specific words and phrases you want them to know. • Model different ways in which they can combine words and phrases for communication. • Have students create a section of their notebook for vocabulary and a separate section for grammar. • Allow students to accompany vocabulary words with pictures and English translations. • Teach content in chunks • Use of TPRS • Review note-taking skills • Give written directions to supplement verbal. • Direct students to the online tutorials. They can review the related English grammar first and then proceed to the new Spanish grammar point. • Assign the remedial assignments available online that come with the Realidades / Autentico textbooks. • Assign extra reading support online. Computer corrected activities use different reading strategies to help students comprehend new vocabulary and progress at their own pace. • Use Venn Diagram and/or other graphic organizers to organize information. <p>SPECIFIC FOR 9A ONLY</p> <ul style="list-style-type: none"> • Have students create their own movie posters. Encourage them to use their imaginations when thinking of titles. • Assign individual students a specific type of TV program. Have them read their examples aloud and create a master list on the board for students to use.
English Language Learners	ELL Resources 1 / ELL Resources 2 / NJ ELL Model Curriculum Supports <ul style="list-style-type: none"> • Highlight academic vocabulary. • Have the students/native speakers in the class; provide different colloquialisms as to greetings, classroom objects, etc. and its definition and how it differs with the material in the textbook. • Use of TPRS, songs and visuals. • Provide a buddy • Use of iPad to revisit videos, etc. • Find out if their native country a destination for an ecotourism vacation? • Create clues about their heritage country: climate, land formations, bodies of water, capital, large cities. • Bring in lyrics of a traditional song and/or souvenirs of their heritage country to share with class. • Talk about national parks/landmarks in their heritage country. <p>SPECIFIC FOR 9A ONLY</p> <ul style="list-style-type: none"> • Have students create movie posters about a film from their native country.

	<ul style="list-style-type: none"> Compare the types of TV programs watched in the USA with their native country. Are the types of shows similar or different? Do their channels show more movies, sitcoms, soap operas, etc.?
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> Variation of time: adapting the time allotted for learning, task completion, or testing Variation of input: adapting the way instruction is delivered Variation of output: adapting how a student can respond to instruction Variation of size: adapting the number of items the student is expected to complete Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	<p>Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.</p>

Interdisciplinary Connections

Indicators

Comprehensive & Physical Education: <https://www.nj.gov/education/cccs/2020/2020%20NJSL-CHPE.pdf>

Science: <https://www.nj.gov/education/cccs/2020/NJSL-Science.pdf>

Social Studies: <https://www.nj.gov/education/cccs/2020/2020%20NJSL-SS.pdf>

Visual and Performing Arts: <https://www.nj.gov/education/cccs/2020/2020%20NJSL-VPA.pdf>

Standards in Action: Climate Change By its very nature, art has the power to inform or draw attention to a specific topic. It is always about something. In fact, the increasing prevalence of activist art in the past decade evidences the power of the arts to communicate big ideas. The aim of activist art is to change the world by inspiring people to take action against societal problems (Nurmis, 2016) – including global climate change. For example, when students engage in the creation and presentation of media artwork, or when devising a theatrical work exploring the social and economic implications of climate change (e.g., impacts on human health, agriculture, food security, water supply, transportation, energy systems, ecosystems), one might expect to see students working collaboratively to research the complex impacts of global climate change on the economy and quality of daily living for people throughout the world. Ultimately, by being culturally engaging, and tapping into the creative potential of the arts to shape perception, students can New Jersey Department of Education June 2020 4 contribute to imagining a new and better future for humankind (Curtis, Reid, & Ballard, 2012; Hulme, 2009; Marks, Chandler, & Baldwin, 2014; Nurmis, 2016) through their artwork. This holds true for students now, and as adults in the workplace. It is not inconceivable that learning to leverage the capacity of the arts to raise awareness about the effects of climate change could yield employment opportunities focused on combating the negative effects of climate change and other societal global issues.

Integration of 21st Century Skills

Indicators:

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

Focus on standards 9.1, 9.2 and 9.4

For NJSL-CLKS, abbreviated forms of the disciplinary concepts are included in the alphanumeric code. The disciplinary concepts were abbreviated as follows:

- Civic Financial Responsibility (CFR)
- Credit Profile (CP) • Financial Psychology (FP)
- Financial Institutions (FI) • Planning and Budgeting (PB) • Risk Management and Insurance (RMI) • Economic and Government Influences (EGI) • Career Awareness and Planning (CAP) • Creativity and Innovation (CI) • Critical Thinking and Problem-Solving (CT)
- Digital Citizenship (DC) • Global and Cultural Awareness (GCA) • Information and Media Literacy (IML) • Technology Literacy (TL)

Critical Thinking and Problem-solving Critical thinking involves the ability to use various types of reasoning as appropriate to the situation. Essential to critical thinking is systems thinking, which analyzes how parts of a whole interact together to produce outcomes. Critical thinking also includes making judgements and decisions by analyzing evidence, claims, points of view then communicating the interpretation of both the information and conclusions based on the best analysis. In tandem with critical thinking, problem solving involves the ability to generate and execute a solution to a problem. Problem solving occurs through one's use of initiative and flexibility to use trial and error to solve a problem until a successful solution is found.

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
Critical thinkers must first identify a problem then develop a plan to address it in order to effectively solve a problem.	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	Multiple solutions exist to solve a problem. • An essential aspect of problem solving is being able to self reflect on why possible solutions for solving problems were or were not successful.	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Global and Cultural Awareness To possess a cultural and global awareness is to fully understand that individuals are composed of complex cultural backgrounds, which are influenced by a multitude of factors. Armed with this crucial understanding, individuals can then better learn and work collaboratively with people from diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue, whether in a personal, work, or community-based context. Such an awareness also stresses the importance of recognizing and understanding the rich histories and multitude of languages of other nations and cultures.

Individuals from different cultures may have different points of view and experiences.	Culture and geography can shape an individual's experiences and perspectives.	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.	Solutions to the problems faced by a global society require the contribution of individuals with different
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Technology

- In order to make students from a target language culture feel more welcome in the school, students learn to use appropriate gestures and oral expressions for greetings, leave takings, and common classroom interactions, and incorporate them into their daily routines.
- Digital Tools in the context of a world languages class, include applications and software that aid in communication. Some examples include video conferencing, texting, voicethread and IMing.
- Electronic Information Sources consist of audio, video, and text available through a virtual format. Some examples include podcasts, videocasts, audio clips, and websites.
- Multimedia Rich Presentations contain a combination of text, audio, still images, video, interactivity and animation.
- Virtual Sharing requires the use of digital tools and may be done through electronic information sources such as a social community/educational site, electronic poster, or webpage.

Communication:

Interpersonal:

Learners interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings and opinions.

Interpretive:

Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Presentational:

Learners present information, concepts, and ideas to inform, explain, persuade and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers or viewers.

Culture:

Relating Cultural Practices to Perspectives:

Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Relating Cultural Products to Perspectives:

Learners use the language to investigate, explain and reflect between the products and perspectives of the cultures studied.

Connections:

Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

Acquiring Information and Diverse Perspectives:

Learners access and evaluate information and diverse perspectives that are available through the language and its culture.

Language Comparisons:

Learners use the language to investigate, explain and reflect on the nature of the language through comparisons of the language studied and their own.

Cultural Comparisons:

Learners use the language to investigate, explain and reflect on the concept of culture through comparisons of the cultures studied and their own.

Communities:

School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Lifelong Learning:

Learners set goals and reflect on their progress in using languages for enjoyment, enrichment and advancement.

Technology:

Technologies for students to interact with people from other cultures and to experience authentic cultural products and practices. The use of technology as an instructional strategy is therefore no longer an option; rather it is an indispensable tool that enables students to develop a growing understanding of cultural perspectives and the inextricable link between language and culture.

- Digital Tools in the context of a world languages class include applications and software that aid in communication. Some examples include video/web conferencing, texting, and IM'ing.
- Electronic Information Sources consist of audio, video, and text available through a virtual format. Some examples include podcasts, video casts, audio clips, and websites.
- Multimedia Rich Presentations contain a combination of text, audio, still images, video, interactivity and animation.
- *Virtual Sharing requires the use of digital tools and may be done through electronic information sources such as a social community/educational site, electronic poster, or webpage.*

General Resources:

[NJ World Language Standards](#)

[NJ World Language Progression Chart](#)

[Annotated Glossary With Resources](#)

[The Five C's](#)

[Ohio Model Curriculum](#)

[American Association of Teachers of Spanish and Portuguese](#)

[Realidades 1B Student homepage](#)

[Real Academia Española](#)

[World Culture Encyclopedia](#)

[123 Teach Me](#) – All Types of Resources (some things are free others you must pay for)

[Audiria](#) – Free Audio Texts

[AulaDiez](#) – Online Grammar And Vocabulary Exercises

[Aula 115](#)

[Bowdoin College](#) – Online Spanish Grammar Explanations

[CAPL](#) – Culturally Authentic Images

[CARLA](#)

[CIA](#) – Facts About Countries Around The World

[Class Tools](#)

[Colby College](#) – Culture and Grammar Instruction

[Creative Language Class](#)

[Culture Crossing](#)

[Destinos](#) – Video Series

[¿De Verdad?](#) – Spanish Videos and Lessons

[Dialogues / Speech Bubbles](#)

[Digital Dialects](#)

[EdModo](#)

[EdPuzzle](#) – Cut Down Videos and Insert Comprehension Questions

[Estudia Feliz](#) – Resources, Lesson Plans, Activities and Songs

[FLENJ](#)

[FLTEACH](#)

[FluencyProf](#) – Listening Comprehension Activities

[For Spanish Teachers](#) – Worksheets, Music, Videos, etc.

[FORVO](#) – Speak with Native Speakers from Around the World

[Fotobabble](#) – Share and Narrate Pictures

[Fun For Spanish Teachers](#) – Cultural Resources

[Game Board](#)

[Glogster](#)

[Haverford Township Schools](#) – Integration of Authentic Materials

[I Love Languages](#)

[Instituto Cervantes](#)

[Instructional Resources](#) – Learning Scenarios

[IE Languages](#) - Listening resources vocabulary, grammar, and pronunciation exercises

[Language Guide](#) – Vocabulary Lessons with Pronunciation and Practice

[Languages On Line](#)

[Lang Media](#) – Video Clips

[Language Magazine](#)

[LANIC](#) – Latin and South America Resources

[Learn A Language](#) – Comprehensive Lessons, Games and Activities

[Learner.org](#) – Integrated Lessons for the World Language Classroom

[Lingolex](#)

[Lingorilla](#) – Video Clips and Interactive lessons

[Lingt](#) – Create speaking exercises for your students

[Lingus](#) – Videos for all levels

[LiveBinders](#)

[Live Worksheets](#)

[Lyrics Training](#)

[Más Arriba](#) – Online Workbook

[Me Encanta Escribir En Español](#) – Worksheets and Writing Activities

[Mis Cositas](#) – Cultural Videos

[Mi Vida Loca](#) – Video Series
[My Languages](#) - Grammar Guides and Short Vocabulary quizzes
[My Language Exchange](#)
[Mi Mundo En Palabras](#)
[Musical Spanish](#) – Music Videos and Interactive Activities
[NCLRC](#)
[Neil Jones](#)
[Online Free Spanish](#) – Visual and Audio Activities
[Photo Scavenger Hunts](#)
[Photo Scavenger Hunts](#) – How To Organize
[Picture Dictionary](#)
[PicLits](#) - Pick An Image From Selection Then Writes – (Use Freestyle Choice To Change Language)
<https://www.pinterest.com/grahnforlang/infographics-for-world-languages-spanish/>
[Poll Everywhere](#)
[Portal De Educación](#)
[Poster My Wall](#) – Online Poster and Flyer Maker
[Profe De ELE](#) – Worksheets, Listening Activities, Transparencies, etc.
[Professor Garfield](#) - Read and Listen to Children's Stories and Create Their Own Comics
Realia Project
[Read, Write, Think](#) – Awesome Resources (need to be modified for language taught)
[Scholastic](#)
[Señor Belles](#) – Videos and Worksheets
[Señor Wooly](#) – Music and Videos
 *[Using Señor Wooly In Your Classes](#)
[Shelby County Schools World Languages](#)
[Spanish Grammar Lessons](#) – Worksheets, Listening Activities, Reading Passages
[Spanish Language Exercises](#) – Juan Ramón de Arana
[Spanish Language and Culture](#) - Barbara Kudzu Nelson
[Spanish Learning Lab](#) – Free Communicative Lessons / Free Listening Exercises
[Spanish Listening](#) – Videos and Recordings of Native Speakers
[Spanish Mama](#) – Resources, Songs, Videos, Interactive Notebooks
[Spanish Plans](#) – Comprehensible Input
[Spanish Playground](#) – Videos, Music, Readings and Interactive Link
[Spanish Proficiency Exercises](#) – Podcasts and Video Clips of Native Speakers (University of Texas at Austin)
[Spanish Town](#) – Videos and Interactive Lessons
[Spanish Unlimited](#) – Video and Culture Lessons
[Spanish Vocabulary Drills](#)
[Spanish 4 Teachers](#) – Lesson Plans, PowerPoints, Worksheets, etc.
[Sra. Echel](#) – Resources for Spanish Teachers
[Sra. Fette](#) – Español 1

[Tackk](#) – Authentic Resources for Spanish Class

[Teacher's Discovery and Carlex](#) – Video Worksheets

[TES](#) – Lesson Plans and Activities

[The Comprehensible Classroom](#) – Best Practices Strategies and Resources for the World Language Classroom (Martina Bex)

[Today's Meet](#) – Create Chat Rooms

[The Verb Game](#)

[Trabalenguas](#) – Great For Pronunciation Practice (www.teacherspayteachers.com)

[Travel and Culture](#) – Video Worksheets

[Venn Diagrams](#)

[Verb Conjugation Chart](#) – (FREE) - (www.teacherspayteachers.com)

[Visuals For The Foreign Language Classroom](#)

[Voice Thread](#)

<http://wlrecipe4rigor.wikispaces.com/>

[World Language Classroom](#) – Resources and Activities

[World Stories](#) – Stories From Around The World

[Yabla](#)

[Zambombazo](#) – Zachary Jones's website

News Papers and Magazines

[Ahora](#)

[BBC - en español](#)

[CNN en español](#)

[El Gancho](#)

[El Sol](#)

[iCulture](#)

[iCulture](#) – User Guide

[IPL](#)

[MIT Humanities Library](#)

[NewsEla](#) (Spanish Text Sets)

[News Link](#)

[PaperBoy](#)

[People En Español](#)

[Prensa Latina](#)

[Revista Credencial](#)

[¿Qué tal?](#)

[Habla](#) - Short Articles, Exercises and Vocabulary Lists

[Veinte Mundos](#)

[World Stories](#) – Stories From Around The World

Writing Prompts

[Writing Prompts Spanish](#) (FREE)

[Writing Prompts in English and Spanish](#) (FREE)

[Foreign Language Writing Project](#)

[Foreign Language Writing – Novice Level](#)

[20 Spanish Writing Prompts](#) (FREE)

[25 Spanish Writing Prompts](#) (FREE)

[QR Codes Writing Prompts](#)

[Roll A Story](#) (FREE) – Needs to be adapted to level teaching

[Postcard Template](#) (FREE)

Online Activities

[BBC Languages](#)

[Conjuguemos](#)

[Kahoot](#)

[Lingt](#) – Create speaking exercises for your students

[Poll Everywhere](#)

[Puzzle Maker](#)

[Socrative](#)

[QR Code Activity Generator](#)

[Quia](#)

[Quizlet](#)

[VideoELE](#)

[Yabla](#)

Presentation Software

[Blogger](#) - Blog

[Book Creator](#) (for writing stories and or essays)

[EdDraw](#) - Visualization Solutions (Charts and Diagrams)

[EdPuzzle](#) - Cut Down Videos and Insert Comprehension Questions

[Educational Technology and Mobile Learning](#) - Educational Web Tools and Mobile Apps

[Fotobabble](#) - Share and Narrate Pictures

[Glogster](#)

Google Drive

[Haiku Deck](#)

[iMovie](#)

[Keynote](#)

[Lingt](#) - Create Speaking Exercises For Your Students

[Live Journal](#) - Blog

OneNote

[Padlet](#)

[Pictotranslator](#) - Picture Translation

[Poster My Wall](#) - Online Poster and Flyer Maker

PowerPoint

[Prezi](#)

[SeeSaw](#) - Digital Portfolio

[Storify](#)

[Storyboard That](#) - Create Stories

[Today's Meet](#) - Create Chat Rooms

[Twitter](#)

[Twister](#) (Fake Twitter)

[Vocaroo](#) - Voice Recording Device

[Voice Thread](#)

[Voki](#) - Create an Avatar

[Wordle](#)

Radio Stations from Around the World

[Ambulante](#)

[RTVE.es](#)

Rubrics

[PALS Rubrics](#) - By Level

[FLENJ Rubrics](#) - By Level

Stations

[Chat Stations](#)

[Reading Stations](#)

[Using Centers and Stations to Teach World Languages](#)

[Spanish Music Appreciation Stations](#)

[Stations: Description Unit](#) - Gives a good general idea of how stations work

[Listening Stations / Centers Task Cards](#)

[Spanish Music Appreciation Stations](#)

[Stations: Description Unit](#) - Gives a good general idea of how stations work

[Listening Stations / Centers Task Cards](#)

[Stations: Practice and Perfect](#)

[Station Directions](#) - Do Not Reinvent The Wheel

Music

[Banco De Canciones Para La Clase De Español](#)

[89 Songs for Spanish Class](#)

[Canciones Para La Clase De Español](#)

[Canciones Y Español Como Lengua Extranjera](#)

[Canciones](#)