

# Spanish 1

## Curriculum

*This curricula and accompanying instructional materials have been developed to align with the NJSLS and in accordance with the NJ Department of Education's guidelines to include: Curriculum designed to meet grade level expectations, integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students, assessments including benchmarks, formative, summative, and alternative assessments, a list of core instructional and supplemental materials, pacing guide, interdisciplinary connections, integration of 21<sup>st</sup> century skills, integration of technology, and integration of 21<sup>st</sup> Century Life and Career standards.*

### About the Standards

In 1996, the New Jersey State Board of Education adopted the state's first set of academic standards called the Core Curriculum Content Standards. The standards described what students should know and be able to do upon completion of a thirteen-year public school education. Over the last twenty years, New Jersey's academic standards have laid the foundation for local district curricula that is used by teachers in their daily lesson plans.

Revised every five years, the standards provide local school districts with clear and specific benchmarks for student achievement in nine content areas. Developed and reviewed by panels of teachers, administrators, parents, students, and representatives from higher education, business, and the community, the standards are influenced by national standards, research-based practice, and student needs. The standards define a "Thorough and Efficient Education" as guaranteed in 1875 by the New Jersey Constitution. Currently the standards are designed to prepare our students for college and careers by emphasizing high-level skills needed for tomorrow's world.

The New Jersey Student Learning Standards include Preschool Teaching and Learning Standards, as well as nine K-12 standards for the following content areas: **21st Century Life and Careers, Comprehensive Health and Physical Education, English Language Arts, Mathematics, Science, Social Studies, Technology, Visual and Performing Arts, World Languages**

The most recent review and revision of the standards occurred in 2014. However, the standards in language arts and math underwent an additional review in 2015 with adoption by the New Jersey State Board of Education in May 2016.

**Lower Cape May Regional School District Spanish 1 Curriculum**

**Content Area: College Bound Spanish**

**Course Title: Spanish 1**

**Grade level: 8-12**

**Unit 1: En la Escuela, en la clase y el tiempo**

**September - October**

**Unit 2: Mis amigos y yo**

**November - December**

**Unit 3: Tu día en la escuela**

**January - February**

**Unit 4: La Comida**

**March - April**

**Unit 5: Los pasatiempos**

**April - May**

**Unit 6: Fiesta en familia**

**May - June**

**Date Created: August 2021**

**Board Approved On: October 28, 2021**

**Lower Cape May Regional School District Spanish 1 Curriculum  
Unit 1 Overview**

**Content Area: College Bound Spanish**

**Unit Title: En la Escuela, en la clase y el tiempo**

**Target Course/Grade Level: Spanish 1 / Grades 8-12**

**Unit 1 Summary:**

**Students will be able to:**

- Greet people at different times of day
- Introduce self to others
- Respond to classroom directions
- Use numbers
- Tell time
- Identify body parts
- Talk about items in the classroom
- Use the Spanish alphabet to spell words
- Talk about the calendar
- Describe weather and seasons

**Interdisciplinary Connections:**

- Discuss cultural celebration of los sanfermines in Pamplona, Spain
- Discuss the hieroglyphics of the Maya civilization
- Discuss the Aztec calendar
- Discuss the geography and climatology in the Southern Hemisphere and compare to our own
- Reinforce math and metric conversion skills
- Discuss metric uses in Hispanic countries
- Discuss Mexican holidays
- Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners own culture. – Greetings/Goodbyes & Preferences, Classroom Objects, Time, Numbers, Calendar, Weather, Body Parts, Alphabet.
- Learners recognize and identify a few typical practices of the target culture. - Communication through gestures, eye contact, and body language. Examine and compare Formal vs Informal greetings and courtesies. Cultural celebrations and comparisons.

**21st Century Themes, Skills, and Standards:**

Throughout the curriculum, we constantly examine how knowing a foreign language improve a student's future. We touch on many of the 21st Century Themes, Skills and Standards within each unit. See examples aligned with the specific standards below.

- **CRP1. Act as a responsible and contributing citizen and employee.** - Interpersonal speaking activities, group activities, assignment completion, feedback and conversation with the teacher allows students to responsibly work in the classroom environment and take and apply those skills outside the walls of the classroom.
- **CRP2. Apply appropriate academic and technical skills.** - Language skills can be applied to other academic areas as well as life skills areas, such as strengthening grammar, vocabulary and knowledge and using the target language in the workplace while working with or serving native speakers.
- **CRP4. Communicate clearly and effectively and with reason.** - Interpersonal speaking activities allow students to properly address each other as well as native speakers in target language.
- **CRP5. Consider the environmental, social and economic impacts of decisions. – 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures., 9.1.8.CR.2: Compare various ways to give back through strengths, passions, and other personal factors., 9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance.,** - Many of the countries studied are underdeveloped and face different social and economic differences compared to our own. Projects, discussions, and comparisons explored help contribute to impacts of decisions in own life.
- **CRP6. Demonstrate creativity and innovation.** - Projects, presentations and skits allow students to show off creative and innovative sides of the students.
- **CRP10. Plan education and career paths aligned to personal goals., 9.1.8PB.5: Identify factors that affect one's goals, including peers, culture, location and past experiences.** - Throughout the curriculum, we discuss how learning a world language can assist in furthering education goals in the high school (additional classes) as well as college and career goals. Even learning the basics a world language makes someone more marketable in any career avenue than someone who has no knowledge of an additional language.
- **CRP11. Use technology to enhance productivity.** - Students use Chromebooks, online textbooks, apps and programs to enhance their learning.

**Technology Standards** - Used throughout unit for different in class activities, projects and homework assignments.

**8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.**

## Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
7.1.NL.IPRET.1	Identify a few memorized and practiced words contained in oral, viewed and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions
7.1.NL.IPRET.2	Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
7.1.NL.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
7.1.NL.IPERS.3	Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
7.1.NL.PRSNT.1	Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
7.1.NL.PRSNT.2	Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPRET.2	Respond with actions and or gestures to oral and written direction, commands, and requests that relate to familiar and practiced topics.
7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases and short memorized, formulaic sentences practiced in class.
7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.

7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greetings others, during leave-takings, and daily interactions.
7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases and short memorized, formulaic sentences practiced in class.
7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.PRSNT.5	Present information from age and level appropriate, culturally authentic materials orally or in writing.
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.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.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.		
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**Unit Objectives:***Students will know....*

- Greetings and Goodbyes
- How someone is
- Time components
- Numbers up to 100
- Body Parts
- Classroom Commands
- Classroom Objects
- Spanish Alphabet
- Months and dates
- Weather expressions and seasons

**Unit Objectives:***Students will be able to.....*

- Greet someone and say goodbye
- Ask and tell how someone is
- Ask and tell time
- Count to 100
- Talk about the body
- Talk about the classroom
- Ask and tell the date and day of the week
- Ask for help
- Ask and talk about the weather and seasons

**Lower Cape May Regional School District Spanish 1 Curriculum  
Unit 2 Overview**

**Content Area: College Bound Spanish**

**Unit Title: Mis amigos y yo**

**Target Course/Grade Level: Spanish 1 / Grades 8-12**

**Unit 2 Summary:***Students will be able to:*

- Listen to and read about activities people like and don't like to do
- Talk and write about what you and others like and don't like to do
- Describe your favorite activities and others about theirs
- Describe dances and music from the Spanish-speaking world and compare them to dances you know
- Compare favorite activities of Spanish-speaking teens to those of teens in the United States
- Listen to and read descriptions of others
- Talk and write about your personality traits
- Describe your personality to others
- Compare cultural perspectives on friendship

**Interdisciplinary Connections:**

- Grammar Points: Compare use of English infinitives, negatives, agreement and vowels to Spanish, Identify vocabulary through the use of cognates, Build vocabulary using known root words, Use definite and indefinite articles accordingly



- Discuss musical instruments from the Dominican Republic
- Discuss a variety of traditional Hispanic dances
- Discuss Outdoor Cafes, La Plaza Mayor in Salamanca and Spanish Architecture
- Discuss facts about Spanish-speaking Countries and Regions: Spain & the Caribbean
- Discuss artists and their works: Jaime Antonio González Colson, Pablo Picasso & Frida Kahlo
- Talk about and write a type of poem known as the diamante
- Explain how Spanish in the Caribbean is influenced by Europe and African tongues
- Discuss the cultural importance of the Huipil and how its designs have cultural and regional significance
- Discuss Simon Bolivar and his importance in South America
- Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners own culture. – Likes, dislikes, activities, personality traits, descriptions.
- Learners recognize and identify a few typical practices of the target culture. - Communication through gestures, eye contact, and body language. Community life compared to that of the US. Impact of geography throughout the world and compared to that of the US. Cultural celebrations and comparisons.

### **21st Century Themes, Skills, and Standards:**

Throughout the curriculum, we constantly examine how knowing a foreign language improve a student's future. We touch on many of the 21st Century Themes, Skills and Standards within each unit. See examples aligned with the specific standards below.

- **CRP1. Act as a responsible and contributing citizen and employee.** - Interpersonal speaking activities, group activities, assignment completion, feedback and conversation with the teacher allows students to responsibly work in the classroom environment and take and apply those skills outside the walls of the classroom.
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**Technology Standards** - Used throughout unit for different in class activities, projects and homework assignments.

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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.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.
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7.1NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
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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.

<p><b>Unit Enduring Questions:</b></p> <ul style="list-style-type: none"> <li>• ¿Qué te gusta hacer?</li> <li>• ¿Qué te gusta más?</li> <li>• ¿Te gusta...?</li> <li>• ¿Y a ti?</li> <li>• ¿Cómo eres? / ¿Cómo es?</li> <li>• ¿Eres...?</li> <li>• ¿Cómo se llama?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• To talk about activities</li> <li>• To say what you like and don't like to do</li> <li>• To ask others what they like to do</li> <li>• To talk about what you and others are like</li> <li>• To ask people about themselves and others</li> <li>• To talk about what someone likes or dislikes</li> <li>• To describe someone</li> <li>• To tell whom you are talking about</li> </ul>
<p><b>Unit Objectives:</b> <i>Students will know....</i></p> <ul style="list-style-type: none"> <li>• The verb gustar</li> <li>• The verb ser when used with descriptions</li> <li>• Hobbies &amp; activities</li> <li>• Infinitives</li> <li>• Negatives</li> <li>• Adjectives and Placement</li> <li>• Gender agreement</li> <li>• Definite &amp; Indefinite Articles</li> </ul>	<p><b>Unit Objectives:</b> <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> <li>• Talk about hobbies and activities</li> <li>• Express what they like and don't like to do</li> <li>• Ask others what they like to do</li> <li>• Express what they or others like or dislike</li> <li>• Express what one is like and what others are like</li> <li>• Ask people about themselves and others</li> <li>• Describe self and others</li> <li>• Tell whom you are talking about</li> <li>• Express agreement or disagreement</li> <li>• Express negatives</li> <li>• Use adjectives in proper number, gender and placement</li> <li>• Use definite and indefinite articles properly</li> </ul>

<p>Lower Cape May Regional School District Spanish 1 Curriculum Unit 3 Overview</p>
<p><b>Content Area: College Bound Spanish</b></p>
<p><b>Unit Title: Tu día en la escuela</b></p>
<p><b>Target Course/Grade Level: Spanish 1 / Grades 8-12</b></p>

### **Unit 3 Summary:**

#### **Students will be able to:**

- Listen to and read descriptions of school subjects and schedules
- Talk and write about classes, school activities, and likes & dislikes
- Exchange information while explaining what classes and activities you and friends have in common
- Compare your school day with those of students in Spanish-speaking countries
- Compare sports and attitudes towards sports in the Spanish-speaking world and the United States
- Listen to and read conversations and notes about school
- Talk and write about classes, classrooms, and where things are located
- Exchange information while describing someone's location
- Compare perspectives towards school and uniforms in the Spanish-speaking world and the United States.

#### **Interdisciplinary Connections:**

- Discuss Roman occupation of Spain and the historical influence the Romans had on Spain and the language
- Discuss the Mayan numbering system and compare to Roman numerals
- Discuss and use the 24 hour clock
- Compare how soccer is viewed in Spanish-speaking countries compared to the United States
- Discuss famous Hispanic historical figures: Sor Juana Inéz de la Cruz
- Discuss facts about Spanish-speaking Countries and Regions: Costa Rica, Mexico & Central America
- Discuss artists and their works: Fernando Botero
- Compare school traditions such as uniforms, physical education, gymnasiums, recess, courses taken, how English is taken, schedules & the United States education system
- Calculate exchange rates for different currency compared to the United States
- Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners own culture. – Classes, Classroom Objects, Classroom Furniture, Computer Components, Likes and Dislikes.
- Learners recognize and identify a few typical practices of the target culture. - Communication through gestures, eye contact, and body language. Daily and Academic life compared to that of the US. Cultural celebrations and comparisons.

#### **21st Century Themes, Skills, and Standards:**

Throughout the curriculum, we constantly examine how knowing a foreign language improve a student's future. We touch on many of the 21st Century Themes, Skills and Standards within each unit. See examples aligned with the specific standards below.

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- **CRP2. Apply appropriate academic and technical skills.** - Language skills can be applied to other academic areas as well as life skills areas, such as strengthening grammar, vocabulary and knowledge and using the target language in the workplace while working with or serving native speakers.
- **CRP4. Communicate clearly and effectively and with reason.** - Interpersonal speaking activities allow students to properly address each other as well as native speakers in target language.
- **CRP5. Consider the environmental, social and economic impacts of decisions. – 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures., 9.1.8.CR.2: Compare various ways to give back through strengths, passions, and other personal factors., 9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance.,** - Many of the countries studied are underdeveloped and face different social and economic differences compared to our own. Projects, discussions, and comparisons explored help contribute to impacts of decisions in own life.
- **CRP6. Demonstrate creativity and innovation.** - Projects, presentations and skits allow students to show off creative and innovative sides of the students.
- **CRP10. Plan education and career paths aligned to personal goals., 9.1.8PB.5: Identify factors that affect one’s goals, including peers, culture, location and past experiences.** - Throughout the curriculum, we discuss how learning a world language can assist in furthering education goals in the high school (additional classes) as well as college and career goals. Even learning the basics a world language makes someone more marketable in any career avenue than someone who has no knowledge of an additional language.
- **CRP11. Use technology to enhance productivity.** - Students use Chromebooks, online textbooks, apps and programs to enhance their learning.

**Technology Standards** - Used throughout unit for different in class activities, projects and homework assignments.

**8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.**

**Learning Targets**

<b>CPI #</b>	<b>Cumulative Progress Indicators (CPI) for Unit</b>
7.1.NL.IPRET.1	Identify a few memorized and practiced words contained in oral, viewed and

	written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions
7.1.NL.IPRET.2	Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
7.1.NL.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
7.1.NL.IPERS.3	Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
7.1.NL.PRSNT.1	Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
7.1.NL.PRSNT.2	Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPRET.2	Respond with actions and or gestures to oral and written direction, commands, and requests that relate to familiar and practiced topics.
7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases and short memorized, formulaic sentences practiced in class.
7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greetings others, during leave-takings, and daily interactions.



7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases and short memorized, formulaic sentences practiced in class.
7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.PRSNT.5	Present information from age and level appropriate, culturally authentic materials orally or in writing.
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.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.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.
<b>Unit Enduring Questions:</b> <ul style="list-style-type: none"> <li>• ¿Cuántas clases hay?</li> <li>• ¿Cuántas clases tienes?</li> <li>• ¿Qué clase te gusta más?</li> <li>• ¿Cómo es la clase?</li> <li>• ¿En qué hora tienes la clase?</li> <li>• ¿Quién enseña la clase?</li> <li>• ¿Tienes tarea?</li> <li>• ¿Qué es esto?</li> <li>• ¿Dónde está?</li> <li>• ¿En qué clase están?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• To talk about the school day</li> <li>• To talk about the order of things and things in school</li> <li>• To describe classes</li> <li>• To talk about classroom objects and furniture</li> <li>• To talk about parts of the classroom and indicate location</li> <li>• To indicate possession, to identify description, quantity and gender of nouns</li> </ul>
<b>Unit Objectives:</b> <i>Students will know....</i> <ul style="list-style-type: none"> <li>• School subjects &amp; schedules</li> <li>• School supplies</li> <li>• Class descriptions</li> <li>• Subject pronouns</li> <li>• Present tense -ar verb conjugations</li> <li>• Infinitives</li> </ul>	<b>Unit Objectives:</b> <i>Students will be able to.....</i> <ul style="list-style-type: none"> <li>• Talk about homework, classes, schedules and classroom objects</li> <li>• Talk about the order of things and schedule using ordinal numbers</li> <li>• Talk about parts of the classroom and indicate location</li> </ul>

<ul style="list-style-type: none"> <li>● Negatives</li> <li>● The verb Gustar</li> <li>● The verb Tener</li> <li>● Ordinal Numbers</li> <li>● Number (plurals) &amp; gender of nouns and adjectives</li> <li>● Classroom items, furniture &amp; computers</li> <li>● Words to describe location</li> <li>● The verb Estar with location</li> <li>● Singular definite &amp; indefinite articles</li> </ul>	<ul style="list-style-type: none"> <li>● Indicate possession, identify description, quantity &amp; gender of nouns</li> <li>● Identify personal pronouns</li> <li>● Form statements using conjugated present tense -ar verb formations</li> </ul>
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<p><b>Lower Cape May Regional School District Spanish 1 Curriculum Unit 4 Overview</b></p>
<p><b>Content Area: College Bound Spanish</b></p>
<p><b>Unit Title: La Comida</b></p>
<p><b>Target Course/Grade Level: Spanish 1 / Grades 8-12</b></p>
<p><b>Unit 4 Summary:</b></p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Listen to and read descriptions of meals and menus</li> <li>● Talk and write about foods you and others like and dislike</li> <li>● Exchange information about food preferences</li> <li>● Compare snacks, traditional foods, markets, and festivals from the Spanish-speaking world to the United States</li> <li>● Listen to and read descriptions of healthy and unhealthy lifestyles</li> <li>● Talk and write about food, health, and exercise choices</li> <li>● Exchange information while expressing your opinions about food choices and health</li> </ul>
<p><b>Interdisciplinary Connections:</b></p> <ul style="list-style-type: none"> <li>● Examine fruits and vegetables imported from Spanish-speaking countries and their value</li> <li>● Trace the history of some foods originally native to the Americas and Europe</li> <li>● Compare traditional meals and common snacks in Spanish-speaking countries to those in the United States</li> <li>● Discuss the festival of La Tomatina in Buñol</li> <li>● Identify vocabulary through the use of cognates and their latin roots</li> </ul>

- Understand and discuss cultural perspectives on how Herbal Remedies are used instead of traditional medicines in many Spanish-speaking countries
- Discuss the importance of the World Cup and Soccer, in addition to the importance of diet for athletes
- Discuss famous Hispanic historical figures: Chef Rick Bayless
- Discuss facts about Spanish-speaking Countries and Regions: South America
- Discuss artists and their works: Bartolomé Murillo & Diego Rivera
- Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners own culture. – Foods and health related words
- Learners recognize and identify a few typical practices of the target culture. - Communication through gestures, eye contact, and body language. Daily meals and foods compared to that of the US. Soccer and other sports compared to the popularity in the US. Cultural celebrations and comparisons.

### 21st Century Themes, Skills, and Standards:

Throughout the curriculum, we constantly examine how knowing a foreign language improve a student's future. We touch on many of the 21st Century Themes, Skills and Standards within each unit. See examples aligned with the specific standards below.

- **CRP1. Act as a responsible and contributing citizen and employee.** - Interpersonal speaking activities, group activities, assignment completion, feedback and conversation with the teacher allows students to responsibly work in the classroom environment and take and apply those skills outside the walls of the classroom.
- **CRP2. Apply appropriate academic and technical skills.** - Language skills can be applied to other academic areas as well as life skills areas, such as strengthening grammar, vocabulary and knowledge and using the target language in the workplace while working with or serving native speakers.
- **CRP4. Communicate clearly and effectively and with reason.** - Interpersonal speaking activities allow students to properly address each other as well as native speakers in target language.
- **CRP5. Consider the environmental, social and economic impacts of decisions. – 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures., 9.1.8.CR.2: Compare various ways to give back through strengths, passions, and other personal factors., 9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance.,** - Many of the countries studied are underdeveloped and face different social and economic differences compared to our own. Projects, discussions, and comparisons explored help contribute to impacts of decisions in own life.
- **CRP6. Demonstrate creativity and innovation.** - Projects, presentations and skits allow students to show off creative and innovative sides of the students.
- **CRP10. Plan education and career paths aligned to personal goals., 9.1.8PB.5: Identify**

**factors that affect one’s goals, including peers, culture, location and past experiences. -**

Throughout the curriculum, we discuss how learning a world language can assist in furthering education goals in the high school (additional classes) as well as college and career goals. Even learning the basics a world language makes someone more marketable in any career avenue than someone who has no knowledge of an additional language.

- **CRP11. Use technology to enhance productivity. -** Students use Chromebooks, online textbooks, apps and programs to enhance their learning.

**Technology Standards -** Used throughout unit for different in class activities, projects and homework assignments.

**8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.**

### Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
7.1.NL.IPRET.1	Identify a few memorized and practiced words contained in oral, viewed and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions
7.1.NL.IPRET.2	Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
7.1.NL.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
7.1.NL.IPERS.3	Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
7.1.NL.PRSNT.1	Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
7.1.NL.PRSNT.2	Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.

7.1.NM.IPRET.2	Respond with actions and or gestures to oral and written direction, commands, and requests that relate to familiar and practiced topics.
7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases and short memorized, formulaic sentences practiced in class.
7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greetings others, during leave-takings, and daily interactions.
7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases and short memorized, formulaic sentences practiced in class.
7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.PRSNT.5	Present information from age and level appropriate, culturally authentic materials orally or in writing.
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.
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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.

<p><b>Unit Enduring Questions:</b></p> <ul style="list-style-type: none"> <li>• ¿Qué comes/bebes?</li> <li>• ¿Qué te gusta comer/beber?</li> <li>• ¿Cuál es tu comida favorita?</li> <li>• ¿Verdad?</li> <li>• ¿Qué prefieres comer/beber?</li> <li>• ¿Qué debes comer/beber?</li> <li>• ¿Qué haces para mantener la salud?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• To talk about meals and beverages</li> <li>• To talk about eating and drinking</li> <li>• To indicate how often one does something</li> <li>• To show surprise, exclamations</li> <li>• To express likes/dislikes and love/hatred of something</li> <li>• To discuss health</li> <li>• To indicate preference or agreement/disagreement</li> <li>• To describe something</li> </ul>
<p><b>Unit Objectives:</b> <i>Students will know....</i></p> <ul style="list-style-type: none"> <li>• Foods, beverages, food groups</li> <li>• The verb Tener with thirst and hunger expressions</li> <li>• The verb Preferir</li> <li>• The verb Creer</li> <li>• Expressions of Frequency</li> <li>• The verb Ser with adjectives</li> <li>• Adjectives describing foods and health</li> <li>• Gender and number agreement with adjectives</li> <li>• The verbs Gustar &amp; Encantar</li> <li>• Present tense -er &amp; -ir verb conjugations</li> </ul>	<p><b>Unit Objectives:</b> <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> <li>• Discuss meals and beverages</li> <li>• Talk about eating and drinking</li> <li>• Indicate frequency of an action/habit</li> <li>• Use exclamatory phrases and indicate surprise</li> <li>• Express likes/dislikes and love/hatred of something</li> <li>• Discuss health, healthy habits, healthy food choices</li> <li>• Indicate preference or agreement/disagreement</li> <li>• Describe foods, activities and healthy habits</li> </ul>

<p><b>Lower Cape May Regional School District Spanish 1 Curriculum Unit 5 Overview</b></p>	
<p><b>Content Area: College Bound Spanish</b></p>	
<p><b>Unit Title: Los pasatiempos</b></p>	
<p><b>Target Course/Grade Level: Spanish 1 / Grades 8-12</b></p>	
<p><b>Unit 5 Summary:</b></p>	



### Students will be able to:

- Listen and read about leisure activities and schedules
- Talk and write about places to go and activities to do during free time
- Exchange information about weekend plans
- Compare leisure activities in the Spanish-speaking world and the United States
- Listen to and read invitations and responses
- Discuss and write an invitation and an activity plan
- Exchange information while responding to an invitation

### Interdisciplinary Connections:

- Understand the meaning and role of children's rhymes and folk songs from the Spanish-speaking world
- Compare leisure activities, sports clubs, gyms, going to the movies in the Spanish-speaking world and the United States
- Discuss Spain's colonial history in the United States and Puerto Rico
- Reinforce math and metric conversions
- Discuss La Noche de los Rábanos
- Discuss famous Hispanic athletes: Sergio García, Paola Espinosa & Rebecca Lobo
- Discuss facts about Spanish-speaking Countries and Regions: the United States, Puerto Rico,
- Discuss artists and their works: Francisco de Goya & Diego Rivera
- Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners own culture. – Sports, Activities, Pastimes and Hobbies,
- Learners recognize and identify a few typical practices of the target culture. - Communication through gestures, eye contact, and body language. Sports and Hobbies compared to that of the US. Cultural celebrations and comparisons.

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Throughout the curriculum, we constantly examine how knowing a foreign language improve a student's future. We touch on many of the 21st Century Themes, Skills and Standards within each unit. See examples aligned with the specific standards below.

- **CRP1. Act as a responsible and contributing citizen and employee.** - Interpersonal speaking activities, group activities, assignment completion, feedback and conversation with the teacher allows students to responsibly work in the classroom environment and take and apply those skills outside the walls of the classroom.
- **CRP2. Apply appropriate academic and technical skills.** - Language skills can be applied to other academic areas as well as life skills areas, such as strengthening grammar, vocabulary and knowledge and using the target language in the workplace while working with or serving native speakers.
- **CRP4. Communicate clearly and effectively and with reason.** - Interpersonal speaking

activities allow students to properly address each other as well as native speakers in target language.

- **CRP5. Consider the environmental, social and economic impacts of decisions. – 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures., 9.1.8.CR.2: Compare various ways to give back through strengths, passions, and other personal factors., 9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance.,** - Many of the countries studied are underdeveloped and face different social and economic differences compared to our own. Projects, discussions, and comparisons explored help contribute to impacts of decisions in own life.
- **CRP6. Demonstrate creativity and innovation.** - Projects, presentations and skits allow students to show off creative and innovative sides of the students.
- **CRP10. Plan education and career paths aligned to personal goals., 9.1.8PB.5: Identify factors that affect one’s goals, including peers, culture, location and past experiences.** - Throughout the curriculum, we discuss how learning a world language can assist in furthering education goals in the high school (additional classes) as well as college and career goals. Even learning the basics a world language makes someone more marketable in any career avenue than someone who has no knowledge of an additional language.
- **CRP11. Use technology to enhance productivity.** - Students use Chromebooks, online textbooks, apps and programs to enhance their learning.

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**8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.**

### Learning Targets

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7.1.NL.PRSNT.1	Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
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7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greetings others, during leave-takings, and daily interactions.
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7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.PRSNT.5	Present information from age and level appropriate, culturally authentic materials orally or in writing.
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.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.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.

<p><b>Unit Enduring Questions:</b></p> <ul style="list-style-type: none"> <li>• ¿Adónde vas?</li> <li>• ¿Vas mucho a...?</li> <li>• ¿Con quién ir?</li> <li>• ¿Qué haces en...?</li> <li>• ¿Qué vas a hacer?</li> <li>• ¿Quieres ir a...?</li> <li>• ¿A qué juegan?</li> <li>• ¿A qué hora?</li> <li>• ¿Te gustaría ...?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• To talk about leisure activities and places</li> <li>• To ask and tell where, with whom, and when you go somewhere</li> <li>• To talk about leisure activities and describing how someone feels</li> <li>• To extend, accept, and decline invitations</li> <li>• To tell what time something happens</li> <li>• To express what sports one plays</li> </ul>
<p><b>Unit Objectives:</b> <i>Students will know....</i></p> <ul style="list-style-type: none"> <li>• Places</li> <li>• The verb Ir and its verb formations (Ir + a + location, Ir + a + verb)</li> <li>• Leisure activities and sports</li> <li>• Feelings</li> <li>• At what time something is</li> <li>• How to extend, accept and decline invitations</li> <li>• The verb jugar and u-ue &amp; o-ue stem changing verbs in the present tense</li> </ul>	<p><b>Unit Objectives:</b> <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> <li>• Talk, read, listen to and present information about leisure activities, pastimes, and sports</li> <li>• Talk about where one goes on different days of the week</li> <li>• Discuss places one goes, when and with whom</li> <li>• Express one's emotions and state of being</li> <li>• Extend, accept, and decline invitations</li> <li>• Discuss what sports and activities one plays</li> </ul>

<p>Lower Cape May Regional School District Spanish 1 Curriculum Unit 6 Overview</p>
<p>Content Area: <b>College Bound Spanish</b></p>

**Unit Title: Fiesta en familia**

**Target Course/Grade Level: Spanish 1 / Grades 8-12**

**Unit 6 Summary:**

**Students will be able to:**

- **Listen to and read descriptions of family members and family relationships**
- **Talk and write about family, friends, and celebrations**
- **Exchange information while describing family**
- **Express age**
- **Express information in the past tense**

**Interdisciplinary Connections:**

- **Discuss and compare the importance of family relationships in Spanish-speaking countries and the United States**
- **Discuss the importance of the quinceañera celebrations for teenagers**
- **Compare the importance and format of last names in the Spanish-speaking world**
- **Discuss the importance of Papel Picado, a traditional Mexican art form**
- **Discuss artists and their works: Carmen Lomas Garza, Francisco de Goya & Diego Rivera**
- **Discuss famous Hispanic historical figures: The Royal Family of Spain**
- **Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners own culture. – Family Members, Friends, Celebration / Party related items.**
- **Learners recognize and identify a few typical practices of the target culture. - Communication through gestures, eye contact, and body language. Family relationships compared to that of the US. Cultural celebrations and comparisons.**

**21st Century Themes, Skills, and Standards:**

Throughout the curriculum, we constantly examine how knowing a foreign language improve a student's future. We touch on many of the 21st Century Themes, Skills and Standards within each unit. See examples aligned with the specific standards below.

- **CRP1. Act as a responsible and contributing citizen and employee.** - Interpersonal speaking activities, group activities, assignment completion, feedback and conversation with the teacher allows students to responsibly work in the classroom environment and take and apply those skills outside the walls of the classroom.
- **CRP2. Apply appropriate academic and technical skills.** - Language skills can be applied to other academic areas as well as life skills areas, such as strengthening grammar, vocabulary and knowledge and using the target language in the workplace while working with or serving native speakers.

- **CRP4. Communicate clearly and effectively and with reason.** - Interpersonal speaking activities allow students to properly address each other as well as native speakers in target language.
- **CRP5. Consider the environmental, social and economic impacts of decisions. – 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures., 9.1.8.CR.2: Compare various ways to give back through strengths, passions, and other personal factors., 9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance.,** - Many of the countries studied are underdeveloped and face different social and economic differences compared to our own. Projects, discussions, and comparisons explored help contribute to impacts of decisions in own life.
- **CRP6. Demonstrate creativity and innovation.** - Projects, presentations and skits allow students to show off creative and innovative sides of the students.
- **CRP10. Plan education and career paths aligned to personal goals., 9.1.8PB.5: Identify factors that affect one’s goals, including peers, culture, location and past experiences.** - Throughout the curriculum, we discuss how learning a world language can assist in furthering education goals in the high school (additional classes) as well as college and career goals. Even learning the basics a world language makes someone more marketable in any career avenue than someone who has no knowledge of an additional language.
- **CRP11. Use technology to enhance productivity.** - Students use Chromebooks, online textbooks, apps and programs to enhance their learning.

**Technology Standards** - Used throughout unit for different in class activities, projects and homework assignments.

**8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.**

### **Learning Targets**

<b>CPI #</b>	<b>Cumulative Progress Indicators (CPI) for Unit</b>
7.1.NL.IPRET.1	Identify a few memorized and practiced words contained in oral, viewed and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions
7.1.NL.IPRET.2	Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
7.1.NL.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.3	Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
7.1.NL.PRSNT.1	Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
7.1.NL.PRSNT.2	Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPRET.2	Respond with actions and or gestures to oral and written direction, commands, and requests that relate to familiar and practiced topics.
7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases and short memorized, formulaic sentences practiced in class.
7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greetings others, during leave-takings, and daily interactions.
7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases and short memorized, formulaic sentences practiced in class.
7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.



7.1.NM.PRSNT.5	Present information from age and level appropriate, culturally authentic materials orally or in writing.
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.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.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.

<p><b>Unit Enduring Questions:</b></p> <ul style="list-style-type: none"> <li>• ¿Quién es?</li> <li>• ¿Cuántos años tienes?</li> <li>• ¿Tienes hermanos, etc?</li> <li>• ¿Qué hay para la fiesta?</li> <li>• ¿Quiénes son los miembros de tu familia?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• To talk about family members and possessive adjectives</li> <li>• To describe activities at parties</li> <li>• To use tener expressions</li> <li>• To discuss and compare ages</li> <li>• To talk about people, likes and animals</li> <li>• To make statements in the past tense</li> </ul>
<p><b>Unit Objectives:</b> <i>Students will know....</i></p> <ul style="list-style-type: none"> <li>• Family members and pets</li> <li>• Age</li> <li>• The verb Tener and e-ie present tense stem changing verbs</li> <li>• Possessive adjectives</li> <li>• The verb Venir</li> <li>• Preterite tense conjugations of regular -ar, -er and -ir verbs</li> <li>• Preterite tense conjugations of irregular -gar, -car, and -zar verbs</li> <li>• Irregular Preterite tense conjugation of the verbs Ir and Ser</li> <li>• Irregular Preterite tense of hacer and dar</li> </ul>	<p><b>Unit Objectives:</b> <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> <li>• Listen to and read descriptions of family members and family relationships</li> <li>• Talk and write about family, friends, and celebrations</li> <li>• Exchange information while describing ones family</li> <li>• Write how family members are related</li> <li>• Discuss and compare ages</li> <li>• Express information in the past tense</li> </ul>

**Lower Cape May Regional School District Spanish 1 Curriculum  
Evidence of Learning**

**Specific Formative Assessments Utilized in Daily Lessons:**

- Written Formal Assessments
- Observation
- Peer Assessment
- Exit Ticket
- Quiz
- Choral Response
- Oral Questioning
- Conjuguemos.com
- Kahoot
- IXL
- EdPuzzle
- Quia
- Quizlet
- Duolingo App

**Summative Assessment Utilized throughout Units:**

- Each unit has Benchmark Assessments based on specific curriculum components

**Modifications for ELL's, Special Education, 504, and Gifted and Talented Students:**

- Teacher tutoring
- Peer tutoring
- Cooperative Learning Groups
- Modified Assignments
- Differentiated Instruction
- Response to Intervention ([www.help4teachers.com](http://www.help4teachers.com))
- Follow all IEP and 504 modifications

**Teacher Notes:**

- As required by the NJ Department of Education, teachers in all content areas will integrate the 21st Century Life and Careers Standards. As the NJDOE indicates, "Providing New Jersey students with the life and career skills needed to function optimally within this dynamic context is a critical focus and organizing principle of K-12 public education. New Jersey has both an obligation to prepare its young people to thrive in this environment, and a vested economic interest in grooming an engaged citizenry made up of productive members of a global workforce that rewards innovation, creativity, and adaptation to change." The links below indicate the CPIs for grade ranges and need to be addressed throughout the units of study:  
[Life and Career Standards](#)
- As indicated in the NJSLS, standards and interdisciplinary connections will be integrated throughout content area curriculum. Links to relevant content standards can be found below:  
<https://www.nj.gov/education/aps/cccs/wl/>

**Project-based Learning Tasks:**

- Teachers have created individual Project-based tasks throughout the curriculum. Examples of these projects may include ABC Songs, Weather Forecasts, Spanish-speaking Country Travel Brochure, Calendar, Poema en Diamante, Christmas in Spanish-speaking Country, Family Tree, Stem changing verb Shoes

**Vocabulary:**

- In-text vocabulary should be incorporated into every unit. Word journals, vocabulary walls, and/or various other activities should be utilized by the instructor to teach vocabulary.

**The Research Process:**

- The research process must be integrated within each course curriculum. Student will be provided with opportunities to investigate issues from thematic units of study. As the NJSLS indicate, students will develop proficiency with MLA or APA format as applicable.
- Some websites used while researching may include the following:
  - <https://www.cia.gov/library/publications/the-world-factbook/>
  - <http://www.everyculture.com/>
  - <http://www.lonelyplanet.com/>
  - <http://www.xe.com/currencyconverter/>

**Technology:**

- Students must engage in technology applications integrated throughout the curriculum. Applicable technology utilized in this curricula are included below:
- Google Suite
- Google Arts and Culture
- Realidades Online Textbook
- YouTube
- Conjuguemos.com
- Kahoot
- IXL
- EdPuzzle
- Quia
- Quizlet
- Duolingo App

**Resources:**

- Ancillary resources and materials used to deliver instruction are included below:
  - Various technology & language websites
  - Supplemental text, video and enrichment materials added by teacher as needed
  - Supplemental material created by the teacher as needed

### **Differentiation Strategies**

Differentiation strategies can require varied amounts of preparation time. High-prep strategies often require a teacher to both create multiple pathways to process information/demonstrate learning and to assign students to those pathways. Hence, more ongoing monitoring and assessment is often required. In contrast, low-prep strategies might require a teacher to strategically create process and product choices for students, but students are allowed to choose which option to pursue given their learning profile or readiness level. Also, a low-prep strategy might be focused on a discrete skill (such as vocabulary words), so there are fewer details to consider. Most teachers find that integration of one to two new low-prep strategies and one high-prep strategy each quarter is a reasonable goal.

### **Low Prep Strategies (add to list as needed)**

<b>Varied journal prompts, spelling or vocabulary lists</b>	Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.
<b>Anchor activities</b>	Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.
<b>Choices of books</b>	Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
<b>Choices of review activities</b>	Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).
<b>Homework options</b>	Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.
<b>Student-teacher goal setting</b>	The teacher and student work together to develop individual learning goals for the student.

<b>Flexible grouping</b>	Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individual. Any small groups or pairs change over time based on assessment data.
<b>Varied computer programs</b>	The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.
<b>Multiple Intelligence or Learning Style options</b>	Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)
<b>Varying scaffolding of same organizer</b>	Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
<b>Think-Pair-Share by readiness, interest, and/or learning profile</b>	Students are placed in predetermined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.
<b>Mini workshops to re-teach or extend skills</b>	A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
<b>Orbitals</b>	Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.
<b>Games to practice mastery of information and skill</b>	Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.
<b>Multiple levels of questions</b>	Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students’ learning and fostering class resentment of that student.)
<b>High Prep Strategies (add to list as needed)</b>	

<b>Cubing</b>	Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.
<b>Tiered assignment/ product</b>	The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students' readiness level.
<b>Independent studies</b>	Students choose a topic of interest that they are curious about and wants to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.
<b>4MAT</b>	Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas
<b>Jigsaw</b>	Students are grouped based on their reading proficiency and each group is given an appropriate text on a specific aspect of a topic (the economic, political and social impact of the Civil War, for example). Students later get into heterogeneous groups to share their findings with their peers, who have read about different areas of study from source texts on their own reading levels. The jigsaw technique allows you to tackle the same subject with all of your students while discreetly providing them the different tools they need to get there.
<b>Multiple texts</b>	The teacher obtains or creates a variety of texts at different reading levels to assign strategically to students.
<b>Alternative assessments</b>	After completing a learning experience via the same content or process, the student may have a choice of products to show what has been learned. This differentiation creates possibilities for students who excel in different modalities over others (verbal versus visual).
<b>Modified Assessments</b>	Assessments can be modified in a variety of ways – for example by formatting the document differently (e.g. more space between questions) or by using different types of questions (matching vs. open ended) or by asking only the truly essential questions.

<b>Learning contracts or Personal Agendas</b>	A contract is a negotiated agreement between teacher and student that may have a mix of requirements and choice based on skills and understandings considered important by the teacher. A personal agenda could be quite similar, as it would list the tasks the teacher wants each student to accomplish in a given day/lesson/unit. Both Learning contracts and personal agendas will likely vary between students within a classroom.
<b>Compacting</b>	This strategy begins with a student assessment to determine level of knowledge or skill already attained (i.e. pretest). Students who demonstrate proficiency before the unit even begins are given the opportunity to work at a higher level (either independently or in a group).
<b>Literature circles</b>	Flexible grouping of students who engage in different studies of a piece of literature. Groups can be heterogeneous and homogeneous.
<b>Learning Centers</b>	A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individual or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.
<b>Tic-Tac-Toe Choice Board (sometimes called “Think-Tac-Toe”)</b>	The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or teacher assigns) three adjacent or diagonal. To design a tic-tac-toe board: - Identify the outcomes and instructional focus - Design 9 different tasks - Use assessment data to determine student levels - Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.

**Curriculum development Resources/Instructional Materials:**

List or Link Ancillary Resources and Curriculum Materials Here:

- <https://www.savvasrealize.com/index.html#/>

**Board of Education Approved Text(s)**

- Realidades 1



