



West Windsor-Plainsboro Regional School District
Spanish Language and Cultural Studies

Unit 1: Sharing Time With Family

Content Area: World Language

Course & Grade Level: Spanish Language & Cultural Studies, 9-12

Summary and Rationale

Students' relationships with their families play a major role in their lives. These key relationships are often influenced by shared preferences and interests. To enable students to talk about the most important people in their lives with other Spanish-speakers, students will learn how to describe familial relationships and give information about family members and friends, including their traits, professions, preferences, and hobbies. Students will also identify celebrations that are important to their families. By the end of the unit, students will be able to compare their families with others around the world!

Recommended Pacing

45 days

New Jersey Student Learning Standards for World Language

7.1 World Languages:

Strand A. Interpretive - Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.

CPI #	Cumulative Progress Indicator (CPI)
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 directions, 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.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

Strand B. Interpersonal - Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals. Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, places, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.

CPI #	Cumulative Progress Indicator (CPI)
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 greeting others, during leave-takings, and in daily interactions.

7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
Strand C. Presentational - Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.	
CPI #	Cumulative Progress Indicator (CPI)
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.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.
New Jersey Student Learning Standards for English Language Arts Companion Standards	
Standard: Craft and Structure	
CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving
New Jersey Student Learning Standards for Computer Science and Design Thinking	
CPI #	Cumulative Progress Indicator (CPI)
8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

8.2.12.NT.1	Explain how different groups can contribute to the overall design of a product.
Interdisciplinary Standards: Social Studies	
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
6.1.12.HistorySE.14.b	Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● A person’s friends and family play an important role in their life. ● "Family" might have many connotations in the United States and abroad. ● Family traditions may help shape who we are. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● Who makes up my family? ● How can we define a “family”? ● What do families look like across the world? ● How do my family and our cultural celebrations affect who I am? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> ● How to recognize cognates when reading authentic materials ● The present tense to describe themselves and their family members ● How to make comparisons when talking about family members ● Ser to describe their personal traits and time ● Tener to describe their physical needs and age ● Gustar to talk describe their likes and dislikes ● Adjectives to describe physical and personality traits ● Common celebrations in the Spanish speaking world <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Describe and compare family members and friends ● Ask and tell ages ● Describe likes and dislikes ● Tell time ● Describe celebrations and parties ● Identify cultural perspectives of family celebrations 	
Evidence of Learning	
<p>Assessment: Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and tasks designed around the three modes of communication and the ACTFL proficiency guidelines. During each common, formative, and summative assessment, teachers will provide accommodations and alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students.</p>	
<input checked="" type="checkbox"/> Formative Assessment	
<input checked="" type="checkbox"/> Summative Assessment	
<input checked="" type="checkbox"/> Alternative Assessment	
<input checked="" type="checkbox"/> Benchmark	
Resources	
<p>Suggested Resources:</p> <ul style="list-style-type: none"> ● Realia/props with labels ● Photos/images of vocabulary ● Infographics 	

- Total Physical Response (TPR)
- Stories, articles, blogs and other authentic texts
- Commercials, videos, short films, movies
- Websites
- Coco
- Netflix
- Songs and audio recordings
- Audiolingua
- VideoEle
- YouTube
- <http://es.maryglasgowplus.com/videos>
- http://es.maryglasgowplus.com/teacher_resources/104875
- <http://pinterest.com>
- <https://kahoot.com/>
- <https://www.gimkit.com/>
- <https://www.blooket.com/>
- <https://quizlet.com/latest>
- <https://edpuzzle.com/>
- <https://rockalingua.com/games>
- <https://www.spanishlearninglab.com/>

Unit 2: Ordering Food and Eating in Restaurants

Content Area: World Language

Course & Grade Level: Spanish Language & Cultural Studies, 9-12

Summary and Rationale

Hispanic and Latin food has long been a popular option in the United States. But how does a person order food in Spanish? In this unit, students will learn to identify and describe food, express needs/preferences, and resolve common problems in a Spanish-speaking restaurant. By the end of the unit, students will be empowered to plan and enjoy a meal in a Spanish-speaking restaurant!

Recommended Pacing

45 days

New Jersey Student Learning Standards for World Language

7.1 World Languages:

Strand A. Interpretive - Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.

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7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
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New Jersey Student Learning Standards for Computer Science and Design Thinking	
CPI #	Cumulative Progress Indicator (CPI)
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Interdisciplinary Standards: Social Studies	
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
6.1.12.HistorySE.14.b	Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Restaurants cater to a variety of needs and preferences. ● Restaurants in different countries offer different meal options. These differences reflect the culture of the country. ● It is important to keep local customs and good manners in mind when visiting a restaurant abroad. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● How do the foods we eat at each meal vary in different countries? ● How can I communicate my needs and preferences in a restaurant setting? 	
Objectives	
Students will know:	
<ul style="list-style-type: none"> ● Vocabulary for food (flavors, textures, traditional Hispanic foods/meals) ● The names of Spanish speaking countries ● Vocabulary for table settings and important objects/people in a restaurant ● Commonly used restaurant expressions to order food and interact with the service staff ● Expressions of preference, need, and opinion 	
Students will be able to:	
<ul style="list-style-type: none"> ● Identify and describe restaurant food ● Identify and describe some traditional foods/meals specific to Spanish-speaking countries ● Identify and describe elements of a restaurant (table settings, people, etc.) 	

- Make polite requests, order food, ask for and pay the bill in a restaurant
- Express needs and preferences in a restaurant
- Resolve basic problems in a restaurant
- Evaluate the food, service, and ambiance of a restaurant

Evidence of Learning

Assessment: Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and tasks designed around the three modes of communication and the ACTFL proficiency guidelines. During each common, formative, and summative assessment, teachers will provide [accommodations](#) and alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students.

Formative Assessment

Summative Assessment

Alternative Assessment

Benchmark Assessment

Resources

Suggested Resources:

- Realia/props with labels
- Photos/images of vocabulary
- Infographics
- Total Physical Response (TPR)
- Stories, articles, blogs and other authentic texts
- Netflix
- Websites
- Commercials, videos, short films, movies
- Songs and audio recordings
- Audiolingua
- VideoEle
- YouTube
- <http://es.maryglasgowplus.com/videos>
- http://es.maryglasgowplus.com/teacher_resources/104875
- <http://pinterest.com>
- <https://kahoot.com/>
- <https://www.gimkit.com/>
- <https://www.blooket.com/>
- <https://quizlet.com/latest>
- <https://edpuzzle.com/>
- <https://rockalingua.com/games>
- <https://www.spanishlearninglab.com/>

Unit 3: Going Shopping and Giving Gifts

Content Area: World Language

Course & Grade Level: Spanish Language & Cultural Studies, 9-12

Summary and Rationale

Is it better to give or to receive? Do you like giving gifts or receiving gifts? Students can learn a lot about a culture by examining gift-giving customs and perspectives. In this unit, students will learn to plan a shopping trip, make a purchase, write a card, and give an appropriate gift to someone else. Students will also learn how to receive a gift appropriately in various target language contexts.

Recommended Pacing	
45 days	
New Jersey Student Learning Standards for World Language	
7.1 World Languages:	
Strand A. Interpretive - Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.	
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CPI #	Cumulative Progress Indicator (CPI)
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7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
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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 greeting others, during leave-takings, and in daily interactions.
7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
Strand C. Presentational - Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.	
CPI #	Cumulative Progress Indicator (CPI)
7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

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7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

**New Jersey Student Learning Standards for English Language Arts
Companion Standards**

Standard: Craft and Structure

CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.

New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills

CPI #	Cumulative Progress Indicator (CPI)
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9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving

New Jersey Student Learning Standards for Computer Science and Design Thinking

CPI #	Cumulative Progress Indicator (CPI)
8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
8.2.12.NT.1	Explain how different groups can contribute to the overall design of a product.

Interdisciplinary Standards: Social Studies

6.1.12.HistoryC A.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
6.1.12.HistorySE .14.b	Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.

Instructional Focus

Unit Enduring Understandings

- There are many cultural perspectives associated with shopping, gift-giving, and receiving a gift

Unit Essential Questions

- Why does shopping play such an important role in our lives?
- Why is gift giving such an important part of our society?
- How can I receive a gift appropriately?

Objectives

Students will know:

- The verbs pensar, querer, and preferir so they can express their preferences
- Numbers 1-1000 to talk about prices and the exchange rate of different currencies
- Names of specialty stores (juguetería, etc.)
- Titles of people found in a store
- Common questions about items found in a store
- Comparisons to compare clothing and prices
- Phrases to express agreement or disagreement
- Phrases used when giving and accepting gifts
- Vocabulary to describe sizing and design of clothing

Students will be able to:

- Describe and compare clothes, shopping, and prices
- Describe their plans
- Ask and answer questions about what they want and what they prefer
- Tell someone what to wear and what not to wear
- Identify different currencies
- Express agreement or disagreement
- Ask and answer questions about buying gifts for others
- Purchase a gift
- Receive a gift appropriately and express gratitude

Evidence of Learning

Assessment: Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and tasks designed around the three modes of communication and the ACTFL proficiency guidelines. During each common, formative, and summative assessment, teachers will provide [accommodations](#) and alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students.

Formative Assessment

Summative Assessment

Alternative Assessment

Benchmark Assessment

Resources**Suggested Resources:**

- Realia/props with labels
- Photos/images of vocabulary
- Infographics
- Total Physical Response (TPR)
- Stories, articles, blogs and other authentic texts
- Netflix
- Websites
- [Encanto](#)
- Commercials, videos, short films, movies
- Songs and audio recordings
- Audiolingua
- VideoEle
- YouTube
- <http://es.maryglasgowplus.com/videos>
- http://es.maryglasgowplus.com/teacher_resources/104875
- <http://pinterest.com>
- <https://kahoot.com/>

- <https://www.gimkit.com/>
- <https://www.blooket.com/>
- <https://quizlet.com/latest>
- <https://edpuzzle.com/>
- <https://rockalingua.com/games>
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Unit 4: Our Global and Local Experiences - Travel

Content Area: World Language

Course & Grade Level: Spanish Language & Cultural Studies, 9-12

Summary and Rationale

Students' diverse experiences will influence the way that they see the world. Travel is a particularly impactful experience for a global perspective. In this unit, students will learn to talk about their favorite vacations, including how to prepare for an ideal vacation. Students will also learn to compare and contrast different types of vacations as well as the different activities, food, and clothing associated with different types of vacations. By learning about travel, students will better prepare themselves to participate in our global, interconnected world.

Recommended Pacing

45 days

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7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

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Strand C. Presentational - Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.

CPI #	Cumulative Progress Indicator (CPI)
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.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

**New Jersey Student Learning Standards for English Language Arts
Companion Standards**

Standard: Craft and Structure

CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.

New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills

CPI #	Cumulative Progress Indicator (CPI)
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving

New Jersey Student Learning Standards for Computer Science and Design Thinking

CPI #	Cumulative Progress Indicator (CPI)
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8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
8.2.12.NT.1	Explain how different groups can contribute to the overall design of a product.
Interdisciplinary Standards: Social Studies	
6.1.12.HistoryC A.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
6.1.12.HistorySE .14.b	Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Learning Spanish opens many doors for where people can travel within the US and abroad ● Vacationing and relaxing is also an important element in the Spanish-speaking world 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● Why do we vacation? ● How can I benefit from learning Spanish? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> ● The structure ir + a to talk about future vacations ● Transitional words to talk about their vacations (primero, después, luego, finalmente) ● Phrases to express need such as hay que, es necesario, deber, tener que, es esencial, es importante + infinitives ● Phrases to express the frequency of doing things such as a menudo, a veces and nunca ● How to recognize cognates when reading authentic materials ● Vocabulary pertaining to preparing for/booking vacations, and types of vacations <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Ask and answer questions about vacations (including how to prepare for a vacation) ● Describe places to visit on vacation ● Identify things to do on vacation ● Sequence vacation activities using transition words ● Compare and contrast vacations ● List vacation activities for different likes and dislikes ● Describe vacation activities in different geographical locations 	
Evidence of Learning	
<p>Assessment: Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and tasks designed around the three modes of communication and the ACTFL proficiency guidelines. During each common, formative, and summative assessment, teachers will provide accommodations and alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students.</p>	
<input checked="" type="checkbox"/> Formative Assessment	
<input checked="" type="checkbox"/> Summative Assessment	
<input checked="" type="checkbox"/> Alternative Assessment	
<input checked="" type="checkbox"/> Benchmark Assessment	
Resources	
<p>Suggested Resources:</p> <ul style="list-style-type: none"> ● Realia/props with labels 	

- Photos/images of vocabulary
- Infographics
- Total Physical Response (TPR)
- Stories, articles, blogs and other authentic texts
- Netflix
- Websites
- Commercials, videos, short films, movies
- Songs and audio recordings
- Audiolingua
- VideoEle
- YouTube
- <http://es.maryglasgowplus.com/videos>
- http://es.maryglasgowplus.com/teacher_resources/104875
- <http://pinterest.com>
- <https://kahoot.com/>
- <https://www.gimkit.com/>
- <https://www.blooket.com/>
- <https://quizlet.com/latest>
- <https://edpuzzle.com/>
- <https://rockalingua.com/games>
- <https://www.spanishlearninglab.com/>