

**Califon Public School
Curriculum**



Subject: World Language - Spanish	Grade: 5th	Unit #: 1	Pacing: 4-6 weeks
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Unit Title: All About Me

OVERVIEW OF UNIT:

Students use the target language to explore physical characteristics and personality qualities and examine what they share in common with members of the target culture. They understand that their experiences help shape their identity.

Big Ideas

- Recognize descriptions of people as found in culturally authentic oral and written texts.
- Ask memorized questions related to physical characteristics and personality qualities using digital tools.
- Answer simple questions related to physical characteristics and personality qualities using digital tools.
- Use appropriate greetings and leave-taking from the target culture.
- Imitate appropriate intonation for asking different types of questions in the target language (if appropriate in the target language).
- Describe self and others using oral or written text.
- Retell highlights from a culturally authentic text (oral or written) that includes physical characteristics and personality qualities.

Essential Questions

- How do I express physical characteristics?
- How do I explain personality qualities?
- How do I express numbers 1-31?
- How do I express emotions and age?
- How do I express where one lives and goes to school?

Objectives

- Students will be able to describe the physical characteristics of a person.
- Students will be able to describe the personality qualities of a person.
- Students will be able to identify the numbers 1 – 31.
- Students will be able to describe their emotions and age.
- Students will be able to explain where they live and go to school.

Assessment	
Formative Assessment: • observation • self-reflections • teacher-student conferences	Benchmark: • Unit Pre-Test
Summative Assessment: • online quizzes & tests • projects	Alternative: • performance tasks • projects

Key Vocabulary
• Physical characteristics, Personality traits, Hair & eye color, Age, and birthday of people and family • Cultural products, practices, and perspectives related to family • Home life activities • Professions • Relationship between family members

Resources & Materials
• “Hola” textbook • “Viva el Espanol” – systems A,B • “Hola” workbooks • Authentic Spanish Literature • Videos – Latin American culture/geography/vocabulary • Teacher’s Discovery – vocabulary set • Scholastic News Magazine & Online Sources • Promethean Board • Teacher-made resources

Technology Infusion	
Teacher Technology: • Chromebook • Google Classroom • Promethean Board	
Student Technology: • Google Classroom • Chromebooks • Internet Sources	
Activities: • Students will utilize Google Apps for Education to present information describing themselves using Spanish vocabulary.	
Standard	Standard Description

8.1.5.IC.1	Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
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Interdisciplinary Integration

Activities:

- Students will utilize Google Apps for Education to present information describing themselves using Spanish vocabulary.

Resources:

- Teacher Vision Cross-Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
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- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Educator Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
NJSLS-ELA W.RW.5.7	Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

21st Century Life Skills Standards

Activities:

- Students will utilize Google Apps for Education to present information describing themselves using Spanish vocabulary.

Standard	Student Learning Objectives
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view

Careers

Activities:

- Students will utilize Google Apps for Education to present information describing themselves using Spanish vocabulary.

Practice	Description
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add

	greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
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Standards	
Standard #	Standard Description
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.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.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.

Differentiation
Students with 504 plans
• Preferential seating • Guided notes • Extra time • Teacher check-ins • Use graphic organizers • Redirect attention • Prioritize tasks • Small group testing • Provide modifications & accommodations per individual student's 504 plan
Special Education
• Provide modifications & accommodations as listed in the student's IEP

- Position the student near a helping peer or have quick access to the teacher
- Modify or reduce assignments/tasks
- Reduce the length of the assignment for different modes of delivery
- Increase one-to-one time
- Prioritize tasks
- Use graphic organizers
- Use online resources for skill-building
- Provide teacher notes
- Use collaborative grouping strategies, such as small groups
- NJDOE resources - <http://www.state.nj.us/education/specialed/>

Response to Intervention (RTI)

- Tiered interventions following the RTI framework
- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
- Intervention Central - <http://www.interventioncentral.org/>

English Language Learners (ELL)

- Provide text-to-speech
- Use of a translation dictionary or software
- Provide graphic organizers
- NJDOE resources - <http://www.state.nj.us/education/aps/cccs/ELL.htm>
- Adapt a Strategy – Adjusting strategies for ESL students - <http://www.teachersfirst.com/content/esl/adaptstrat.cfm>

Enrichment

- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher-grade concepts
- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied
- NJDOE resources

**Califon Public School
Curriculum**



Subject: World Language - Spanish	Grade: 5th	Unit #: 2	Pacing: 4-6 weeks
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Unit Title: Free Time & Leisure Activities

OVERVIEW OF UNIT:

In this unit, students will use key vocabulary to describe activities, hobbies, and sports during free time and vacation.

Big Ideas

- Spanish vocabulary for hobbies and sports
- Spanish uses *hace* and *está* weather expressions
- Spanish places adjectives after the noun it describes
- Spanish adjectives agree with the nouns they describe in number and gender
- Spanish places the day before the month when writing the date
- Spanish varies in its word order placement of adverbs of frequency
- Spanish uses *gustar* + infinitive to describe activities that one likes to do
- Spanish uses *querer/necesitar* + infinitive to describe what one want/ need to do
- Spanish uses *ir* + *a* + infinitive to describe what one is going to do
- Spanish uses to verb *Llevar* to describe what one is wearing
- Definite vs indefinite articles

Essential Questions

- How do I express leisure activities?
- How do I ask what the weather is like?
- How do I describe the weather?
- How do I describe what I'm wearing?
- How do I ask someone what they are packing in their suitcase?
- How do I ask someone where they are going on vacation?
- How do I describe what I do, like to do, and don't like to do on vacation?
- How do I ask someone when they do various activities?
- What do people from Spanish-speaking countries do/go on vacation?

Objectives

- Students will be able to identify leisure activities.
- Students will be able to ask about the weather.
- Students will be able to describe the weather.
- Students will be able to describe what they are wearing.
- Students will be able to converse with people about what they are packing in their suitcase.

- Students will be able to describe what they like to do and don't like to do on vacation.
- Students will be able to question people about when they do various activities.
- Students will be able to identify where people from Spanish-speaking countries go on vacation and what they do

Assessment

Formative Assessment:

- observation
- self-reflections
- teacher-student conferences

Summative Assessment:

- online quizzes & tests
- projects

Benchmark:

- Unit Pre-Test

Alternative:

- performance tasks
- projects

Key Vocabulary

- Hobbies and sports
- Months of the year
- Seasons
- Articles of clothing
- Colors
- Weather expressions
- Vacation activities

Resources & Materials

- "Hola" textbook
- "Viva el Espanol" – systems A,B
- "Hola" workbooks
- Authentic Spanish Literature
- Videos – Latin American culture/geography/vocabulary
- Teacher's Discovery – vocabulary set
- Scholastic News Magazine & Online Sources
- Promethean Board
- Teacher-made resources

Technology Infusion

Teacher Technology:

- Chromebook
- Google Classroom
- Promethean Board

Student Technology:

- Google Classroom

- Chromebooks
- Internet Sources

Activities:

- Google and Google Apps for Education will be utilized to research and present information about locations where Spanish-speaking people go and things they do when on vacation.

Standard	Standard Description
8.1.5.IC.1	Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

Interdisciplinary Integration

Activities:

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Standard	Student Learning Objectives
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view

Careers	
Activities: Google and Google Apps for Education will be utilized to research and present information about locations where Spanish-speaking people go and things they do when on vacation.	
Practice	Description
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

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- Preferential seating - Guided notes

- Extra time
- Teacher check-ins
- Use graphic organizers
- Redirect attention
- Prioritize tasks
- Small group testing
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Special Education

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**Califon Public School
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Subject: World Language - Spanish	Grade: 5th	Unit #: 3	Pacing: 4-6 weeks
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Unit Title: Celebrations & Cultures

OVERVIEW OF UNIT:

Using key vocabulary, students will learn and compare customs, traditions, and fiestas celebrated in Spanish-speaking countries including; El Dia de los Muertos, Pinatas, Monarch Butterflies, La Navidad, Las Posadas, El Ano Nuevo, Epiphany, Quinceanera

Big Ideas

- Identify culture-specific holidays, as found in culturally authentic video/audio/written texts.
- Identify famous Latinos
- Identify significant historical battles
- Answer questions related to celebrations and culture.
- Perform a culturally authentic dance associated with a particular target culture celebration.
- Explore Hispanic legends
- Identify Spanish-speaking countries and capitals.
- Explore the relationship between the Hispanic culture and their religious beliefs

Essential Questions

- How do I describe authentic holidays and celebrations?
- How do I locate Spanish-speaking cities and capitals on a map?
- How do I compare and contrast the relationship between the Hispanic and their religious beliefs to their own?
- How do I distinguish differences within the dances of Spanish-speaking countries and their origin?
- How do I research and present information about Hispanic countries, including location, major cities, population, geographical features, and foods/major products?

Objectives

- Students will be able to describe authentic holidays and celebrations for various cultures.
- Students will be able to locate Spanish-speaking cities and capitals on a map.
- Students will be able to compare and contrast the relationship between the Hispanic and their religious beliefs to their own
- Students will be able to distinguish differences between the dances of Spanish-speaking countries and their origins.
- Students will be able to research and present information about Hispanic countries, including location, major cities, population, geographical features, and foods/major products

Assessment	
Formative Assessment: • observation • self-reflections • teacher-student conferences	Benchmark: • Unit Pre-Test
Summative Assessment: • online quizzes & tests • projects	Alternative: • performance tasks • projects

Key Vocabulary
• Names and capitals of Hispanic countries • Traditions of major Hispanic holidays • Names of influential Hispanic-Americans • Cinco de Mayo / Battle of Puebla • Monarch Butterflies / Migratory Animals

Resources & Materials
• “Hola” textbook • “Viva el Espanol” – systems A,B • “Hola” workbooks • Authentic Spanish Literature • Videos – Latin American culture/geography/vocabulary • Teacher’s Discovery – vocabulary set • Scholastic News Magazine & Online Sources • Promethean Board • Teacher-made resources

Technology Infusion
Teacher Technology: • Chromebook • Google Classroom • Promethean Board
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Activities: • Google and Google Apps for Education will be used to research and present information about Hispanic countries, including location, major cities, population, geographical features, and foods/major products.

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Interdisciplinary Integration

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Careers

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Practice	Description
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Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
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English Language Learners (ELL)

- Provide text-to-speech
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Enrichment

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**Califon Public School
Curriculum**



Subject: World Language - Spanish	Grade: 5th	Unit #: 4	Pacing: 4-6 weeks
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Unit Title: En mi Ciudad

OVERVIEW OF UNIT:

In this unit, students will use key vocabulary to describe places in a city where they are going. They will also express how to use public transportation and ask for directions in a Spanish-speaking country.

Big Ideas

- Target language uses contractions “ir+al” or “ir a la”
- Spanish uses the interrogative word: ¿adónde? to ask where someone is going
- Spanish uses the interrogative expression: ¿Con quién? Or ¿con quiénes? to ask with whom someone does something
- Spanish uses the preposition of location to describe where places are located around town
- Introduction of simple directions recognizing formal and informal commands

Essential Questions

- Target language uses contractions “ir+al” or “ir a la”
- Spanish uses the interrogative word: ¿adónde? to ask where someone is going
- Spanish uses the interrogative expression: ¿Con quién? Or ¿con quiénes? to ask with whom someone does something
- Spanish uses the preposition of location to describe where places are located around town
- Introduction of simple directions recognizing formal and informal commands

Objectives

- Students will be able to extend, accept, and decline an invitation.
- Students will be able to describe how to give an excuse.
- Students will be able to ask questions: “Where are you going?” “Where is it?” and “What time?”
- Students will be able to identify the days of the week.
- Students will be able to describe who they are going to places with.
- Students will be able to describe where things are located.
- Students will be able to decode a public transportation map in a Spanish-speaking country.
- Students will be able to describe directions.
- Students will be able to identify activities they are able to participate in.

Assessment

Formative Assessment:

- observation

Benchmark:

- Unit Pre-Test

- self-reflections
- teacher-student conferences

Alternative:

- performance tasks
- projects

Summative Assessment:

- online quizzes & tests
- projects

Key Vocabulary
• Accept and decline an invitation • Describe my town • Prepositions of location • Give directions • Read a map and schedule for public transportation

Resources & Materials
• “Hola” textbook • “Viva el Espanol” – systems A,B • “Hola” workbooks • Authentic Spanish Literature • Videos – Latin American culture/geography/vocabulary • Teacher’s Discovery – vocabulary set • Scholastic News Magazine & Online Sources • Promethean Board • Teacher-made resources

Technology Infusion				
Teacher Technology: • Chromebook • Google Classroom • Promethean Board Student Technology: • Google Classroom • Chromebooks • Internet Sources Activities: • Google and Google Apps for Education will be used to locate transportation maps for Spanish-speaking countries and present the map and directions from one location to another.				
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Standard	Standard Description			
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Interdisciplinary Integration

Activities:

- Google and Google Apps for Education will be used to locate transportation maps for Spanish-speaking countries and present the map and directions from one location to another.

Resources:

- Teacher Vision Cross-Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
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- What Every Educator Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

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21st Century Life Skills Standards

Activities:

- Google and Google Apps for Education will be used to locate transportation maps for Spanish-speaking countries and present the map and directions from one location to another.

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Students with 504 plans
• Preferential seating • Guided notes • Extra time • Teacher check-ins • Use graphic organizers • Redirect attention • Prioritize tasks • Small group testing • Provide modifications & accommodations per individual student's 504 plan
Special Education
• Provide modifications & accommodations as listed in the student's IEP • Position the student near a helping peer or have quick access to the teacher • Modify or reduce assignments/tasks • Reduce the length of the assignment for different modes of delivery

- Increase one-to-one time
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- Tiered interventions following the RTI framework
- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
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English Language Learners (ELL)

- Provide text-to-speech
- Use of a translation dictionary or software
- Provide graphic organizers
- NJDOE resources - <http://www.state.nj.us/education/aps/cccs/ELL.htm>
- Adapt a Strategy – Adjusting strategies for ESL students - <http://www.teachersfirst.com/content/esl/adaptstrat.cfm>

Enrichment

- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher-grade concepts
- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
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- NJDOE resources

**Califon Public School
Curriculum**



Subject: World Language - Spanish	Grade: 5th	Unit #: 5	Pacing: 4-6 weeks
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Unit Title: La Comida

OVERVIEW OF UNIT:

In this unit, students will use key vocabulary to order food and express their likes and dislikes of different foods in a restaurant. They will compare and contrast meal times and typical foods in Spanish-speaking countries with their own practices.

Big Ideas

- People in other countries have different meal times from those in the U.S.
- Gusta vs gustan
- Más que menos que to make comparisons
- Uses tener to express hunger and thirst
- Uses pedir to order in a restaurant
- Introduction of other important verbs related to restaurant/food: tomar, beber, poner
- “de” for possession (Use for ice cream, soup, and sandwich: helado de chocolate)
- Adverbs of frequency placement
- Interrogative ¿Qué? + conjugated verb comer/tomar/beber

Essential Questions

- How do I describe the names of Spanish foods?
- How do I order at a restaurant?
- When do people in Spain eat meals? What do they eat? What is the biggest meal of the day?
- How do I tell a waiter that silverware is missing?
- How do I order from a menu?
- How do I express foods I like/dislike?
- How do I express food I like/ dislike using superlatives?
- How do I tell someone what I typically eat for breakfast and ask the same of others?
- How do I describe professions in restaurants and other places?

Objectives

- Students will be able to identify the names of Spanish foods.
- Students will be able to describe how to order when in a restaurant.
- Students will be able to explain when people eat, what they eat, and what the biggest meal of the day is for people living in Spain.
- Students will be able to describe silverware items and order food from a menu
- Students will be able to identify what foods they like and dislike using various Spanish terms.

- Students will be able to explain what they typically eat for breakfast and ask others the same
- Students will be able to describe professions in restaurants and other places.

Assessment

Formative Assessment:

- observation
- self-reflections
- teacher-student conferences

Summative Assessment:

- online quizzes & tests
- projects

Benchmark:

- Unit Pre-Test

Alternative:

- performance tasks
- projects

Key Vocabulary

- Foods
- Place settings
- Preferences using “gustar”
- What I want to eat/order in a restaurant
- Meal times
- Typical foods in Spain
- Professions (waiter, waitress, etc.)

Resources & Materials

- “Hola” textbook
- “Viva el Español” – systems A,B
- “Hola” workbooks
- Authentic Spanish Literature
- Videos – Latin American culture/geography/vocabulary
- Teacher’s Discovery – vocabulary set
- Scholastic News Magazine & Online Sources
- Promethean Board
- Teacher-made resources

Technology Infusion

Teacher Technology:

- Chromebook
- Google Classroom
- Promethean Board

Student Technology:

- Google Classroom
- Chromebooks
- Internet Sources

Activities:

- Google and Google Apps for Education will be utilized to research and present information about the different types of foods eaten in Spanish-speaking countries.

Standard	Standard Description
8.1.5.IC.1	Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

Interdisciplinary Integration

Activities:

- Google and Google Apps for Education will be utilized to research and present information about the different types of foods eaten in Spanish-speaking countries.

Resources:

- Teacher Vision Cross-Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
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21st Century Life Skills Standards

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9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view

Careers

Activities:

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Practice	Description
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

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**Califon Public School
Curriculum**



Subject: World Language - Spanish	Grade: 5th	Unit #: 6	Pacing: 4-6 weeks
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Unit Title: Mi Casa / Household Chores

OVERVIEW OF UNIT:

Using key vocabulary, students will describe rooms and furniture in a house. They will discuss responsibilities, chores, and activities that a family does at home.

Big Ideas

- Identify household chores and responsibilities in a home
- Identify the reflexive verbs and understand that they are conjugated differently than other verbs because of the “se”.
- Understand that verb endings change for –ar verbs when talking about more than one person to –amos, –áis, –an.
- Understand that verb endings change for –ir and –er verbs when talking about more than one person to –imos/-emos, ís/éis, –en.

Essential Questions

- What are my responsibilities in my home?
- What are other people's responsibilities in my house?
- What is my daily routine in the morning?
- What is the layout of my house?
- What furniture do I have in each room?
- What can I do in the various parts of the house?
- How does my home compare to someone else's?

Objectives

- Students will be able to explain the responsibilities they have at home.
- Students will be able to explain the responsibilities of other family members at home.
- Students will be able to describe their morning routine.
- Students will be able to describe the layout of their house.
- Students will be able to identify what furniture they have in each room of their house.
- Students will be able to explain what activities they may do in the various parts of a house.
- Students will be able to compare and contrast their home with another home.

Assessment

Formative Assessment:

- observation

Benchmark:

- Unit Pre-Test

- self-reflections
- teacher-student conferences

Alternative:

- performance tasks
- projects

Summative Assessment:

- online quizzes & tests
- projects

Key Vocabulary
• Chores • Household • Names for rooms in the home • Family • Names for activities a family does at home and on the weekends

Resources & Materials
• “Hola” textbook • “Viva el Espanol” – systems A,B • “Hola” workbooks • Authentic Spanish Literature • Videos – Latin American culture/geography/vocabulary • Teacher’s Discovery – vocabulary set • Scholastic News Magazine & Online Sources • Promethean Board • Teacher-made resources

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Teacher Technology: • Chromebook • Google Classroom • Promethean Board Student Technology: • Google Classroom • Chromebooks • Internet Sources Activities: • Students will use their Chromebooks and Google Apps for Education to create visual representations of their house and present what items are in each room. They will also describe what activities are done in each room. Additionally, they will research and present how their house differs from others.				
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