

Spanish 3 Cover

Content Area: **World Languages**
Course(s): **SPANISH**
Time Period: **Sample Time Period**
Length: **Full year course**
Status: **Not Published**

Title Page, Table of Contents, Statement of purpose

Title Page:

Spanish III Curriculum

5 Credit Course

Table of Contents:

Unit 1: School Life; La Novia Short Story

Unit 2: The City vs Countryside

Unit 3: Travel

Unit 4: Responsibilities

Unit 5: Hispanic Cuisine

Unit 6: Health and Well-Being

Unit 7: Rite of Passage

Unit 8: Latinos in the United States

Unit 9: Telenovela "Extra"

Statement of Purpose:

This program's purpose is to equip students with necessary knowledge, skills and attitudes in order to participate successfully in the 21st century, embrace multiculturalism and diversity including the acquisition of the Spanish language in the three modes of communication: interpretive, presentational and interpersonal. This course will cultivate communication and cultural understanding in Spanish speaking communities. Students will participate in conversations regarding social justice issues and global challenges. This program promotes an acquisition process that is research-based, spiraling and recursive and aligned to appropriate proficiency targets that are designed to reach **Intermediate mid** or above. This curriculum reflects the philosophy and goals found in the *ACTFL World Readiness Standards* and the national *Standards for Foreign Language*

Learning in the 21st Century.

Unit 1: School Life: La Novia, Short Story

Content Area: **World Languages**
Course(s): **SPANISH**
Time Period: **September**
Length: **4 weeks**
Status: **Not Published**

Summary of the Unit

Students will highlight similarities and differences, as well as challenges in friendships. Through the short story La Novia, students will make personal connections and give advice.

Students will be able to communicate in the three modes of communication.

Interpretive: Students interpret authentic written and/or video/audio texts such as blogs, podcasts, online biographies, social network sites, stories and short clips from movies and television that focus on first introductions and personal information.

Interpersonal: Students engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to self.

Presentational: Students use the target language and memorized phrases in order to introduce themselves and use culturally appropriate gestures and intonations.

Enduring Understandings

There are pros and cons in using social media and the role it plays in school bullying.

Family structures look different across the globe

There is value in empathy and assertive communication to maintain a healthy friendship

Essential Questions

Does social media help or hinder friendships?

How do you handle social situations and introduce a friend?

What are the qualities of a good friend?

Summative Assessment and/or Summative Criteria

Panel discussion with students role playing the five main characteristics of the book. Audience members must ask questions regarding their actions as demonstrated in the book. Based on the conversation, students must defend a point of view by providing evidence from the conversation and give advice at the end.

Resources

Authentic resources provided by the Spanish speaking community like YouTube, commercials, social media, current events...etc.

www.state.nj.us/education/cccs

www.state.nj.us/education/modelcurriculum/wl

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McGraw Hill - Glencoe Spanish Asi se dice! Level 3

Unit Plan

Topic/Selection Timeframe	General Objectives	
La Novia 15 days	<p>Describe a typical day in the life of a student</p> <p>Conjugate and apply regular and irregular verbs in the present tense</p> <p>Conjugate and apply regular and irregular verbs in the future and conditional tense.</p> <p>Compare the characters' experiences to their personal lives</p> <p>Apply comparatives and superlatives</p>	<p>Chapter 1: Introduce yourself and describe your qualities of a good friend <i>yo tengo 15 años. Yo paso tiempo haciendo deportes en el parque. Yo soy alto y tengo los ojos azules y pelo castaño.</i></p> <p>Chapter 2: Create a comic strip about your routine. Example: <i>Yo me despierto temprano. Tipicamente yo desayuno con mi familia. Después de la escuela voy al gimnasio. Después de eso voy a casa y me ducho, me cambio y me voy a la cama.</i></p> <p>Chapter 3: Using <i>estar</i> to describe where you were located. <i>Estar+ al lado de</i></p> <p>Chapter 4: Explain what you and your group are doing. Explain what Zach has done.</p> <p>Chapter 5: Make a prediction about the future.</p>

	<p>Conjugate and apply indirect object pronouns to discuss likes and dislikes such as <i>gustar</i>, <i>aburrir</i>, <i>molestar</i>, <i>interesar</i>.</p> <p>Apply <i>ser</i> and <i>estar</i> to describe feelings and characteristics</p> <p>Students will give advice using <i>deber</i>, <i>tener que</i> and <i>hay que</i>.</p>	<p>what you would do in Eri</p> <p>Chapter 6: <i>Estar</i> and feel how you would feel in the example: <i>yo estoy ____ cu</i></p> <p>Chapter 7: Lee el artículo email giving your recommendation <i>necesitar</i> and <i>hay que</i>.</p> <p>Chapter 8: Create a list of foods Applying "<i>me gustaria</i>", <i>pol</i>, <i>aburrir</i>, <i>molestar</i>, <i>encantar</i></p> <p>Chapter 9: Role play: introduce the following phrases: <i>Disci</i></p> <p>Chapter 10: Using chapter 9 events that transpired.</p>
<p>Summary 5 days</p>	<p>Apply the preterit tense to talk about what occurred in La Novia</p> <p>Identify, conjugate and apply the preterit tense for regular and irregular verbs</p>	<p>Picture Talk: Teacher create school life, daily routine and image.</p> <p>Listening Comprehension: Listen and what happened. This record or the like to record about a draw and summarize the experience</p> <p>Organize the sentences in order apply the preterit tense.</p>

FL.IM.7.1.IM.PRSNT.3

Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.

FL.IM.7.1.IM.IPRET.5

Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.

FL.IM.7.1.IM.IPERS.4

Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

FL.IM.7.1.IM.PRSNT.2

Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.

FL.IM.7.1.IM.IPRET.9

Use information gathered from culturally authentic resources to identify possible solutions

	to the effects of climate change.
FL.IM.7.1.IM.PRSNT.6	Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.
FL.IM.7.1.IM.IPRET.7	Infer the meaning of some unfamiliar words in some new contexts.
FL.IM.7.1.IM.IPERS.1	Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
FL.IM.7.1.IM.IPERS.3	Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions. Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.
FL.IM.7.1.IM.IPRET.4	Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
FL.IM.7.1.IM.IPRET.1	Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
FL.IM.7.1.IM.IPRET.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
FL.IM.7.1.IM.IPRET.2	With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
FL.IM.7.1.IM.IPERS.2	Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions. Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.
FL.IM.7.1.IM.PRSNT.1	From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.
FL.IM.7.1.IM.IPRET.6	Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
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Suggested Modifications for Special Education, ELL and Gifted Students

Repeat, clarify and modify directions when necessary

Allow for additional time when needed

Refocus on task

Use visual clues

Demonstrate tasks

Break assignments down

Preferential seating

Allow for breaks when needed

Use verbal praise

Allow for extended time when needed

Teach vocab in context and in small chunks

Students set personal growth goals

Students self assessment, self monitoring of progress

Break down assignments into manageable parts/tasks

Learning centers or stations that address varied activities, skills, learning modalities

Speaking provide: sentence starters, process time, cues and prompts, embedded choices, practice time

Assign group roles

Peer tutoring

Partner reading

Collaborative writing

Word Bank

Fill in blank form for note taking

Visual representations of ideas

Suggested Technological Innovations/Use

Use of the SAMR model to increase depth of learning

Use computer lab, chromebooks and projector

Authentic resources found online

Cross Curricular/21st Century Connections

TECH.8.1.12.F.CS1

Identify and define authentic problems and significant questions for investigation.

CAEP.9.2.12.C.3

Identify transferable career skills and design alternate career plans.

TECH.8.1.12.C.CS2

Communicate information and ideas to multiple audiences using a variety of media and formats.

CAEP.9.2.12.C.1

Review career goals and determine steps necessary for attainment.

TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.F.CS2	Plan and manage activities to develop a solution or complete a project.
TECH.8.1.12.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.

Unit 2: The City vs The Countryside

Content Area: **World Languages**
Course(s): **SPANISH**
Time Period: **October**
Length: **4 weeks**
Status: **Not Published**

Summary of the Unit

Students will discuss past events and recount past experiences they have had in the city or countryside. In addition, students will engage in the short story "La Leyenda de Espantapajaros" and discuss stereotypes, prejudice and identity.

Students will be able to communicate in the three modes of communication.

Interpretive: Students interpret authentic written and/or video/audio texts such as blogs, podcasts, online biographies, social network sites, stories and short clips from movies and television that focus on first introductions and personal information.

Interpersonal: Students engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to self.

Presentational: Students use the target language and memorized phrases in order to introduce themselves and use culturally appropriate gestures and intonations.

Enduring Understandings

Identify the marginalized groups in Spanish speaking countries and current actions steps that are taken to educate and protect the marginalized groups.

Essential Questions

What activities can be done in the city and countryside?

How can we support the marginalized groups?

Which communities are currently suffering from oppression in Spanish speaking countries?

Summative Assessment and/or Summative Criteria

Identify a marginalized group in a Spanish speaking country and how others have supported and educated the given community to include the marginalized group within a given community. Use the article ["Cinco formas](#)

[de ser un aliado de los grupos marginalizados](#)"to provide options others can engage and support marginalized groups.

Resources

Authentic resources provided by the Spanish speaking community like YouTube, commercials, social media, current events...etc.

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McGraw Hill - Glencoe Spanish Asi se dice! Level 3

Unit Plan

Topic/Selection Timeframe	General Objectives	
Activities in the city and the countryside 8 days	Identify, conjugate and apply the imperfect tense in order to talk about their childhood summers in the city or countryside. Recognize activities one can do in the city and the countryside. Compare the experiences of summers in the city and the countryside by using cohesive devices.	Four Corners: make each cc city location, countryside lo who is "It" calls out a word Sparkle: This can be played He stands up next to the stu meaning advances, and the way around the room and r Email reply: respond to an e Guatemala asking questions and give her advice. Timed Wriing: Using a pictu did the child used to do witi and cohesive devices to org <i>Cuando tenia # años.</i> Compare their past experie present the information via comparison. For example: s <i>manera</i>
La Leyenda de	Apply the preterit and imperfect tense to retell past events	Anchor Activity - Grammar I

<p>Espantapajaros 12 days</p>	<p>Retell the events of the short story "La Leyenda de Espantapajaros"</p> <p>Label the parts of the farm as described in the story</p> <p>Discuss the identity of the scarecrow and how it is reflected in today's society. Create a list of ways to empathize with marginalized communities in the United States.</p>	<p>highlight the action words in the present tense in blue. Use imperfect tense when telling</p> <p>Using the preterit and imperfect retell the events of "Oigo F"</p> <p>Guided reading: Using various students' needs to aid in comprehension (comprehensible input).</p> <p>Draw what occurred in the</p> <p>Circling: repeat grammar structures in the target language. Example: <i>Hacia f</i></p> <p>Movie Talk: Watch scenes of what happened by using the from the story.</p> <p>Create an animated video su</p> <p>Talk about the stereotypes of have the same beliefs as his</p> <p>Create a list of actions students in high school.</p> <p>Watch the short film "La Leyenda de los Espantapajaros" and discuss how the crows are black based on the</p>

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- FL.IM.7.1.IM.PRSNT.2 Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.
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FL.IM.7.1.IM.IPRET.9	Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.
SJ.2	Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.
FL.IM.7.1.IM.PRSNT.6	Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.
FL.IM.7.1.IM.IPRET.7	Infer the meaning of some unfamiliar words in some new contexts.
FL.IM.7.1.IM.PRSNT.4	Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.
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SJ.ID.9-12.4	I express pride and confidence in my identity without perceiving or treating anyone else as inferior.
FL.IM.7.1.IM.IPRET.1	Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
FL.IM.7.1.IM.IPRET.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
SJ.5	Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.
FL.IM.7.1.IM.IPRET.2	With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
FL.IM.7.1.IM.IPERS.2	Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.
SJ.16	Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias. Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.
SJ.19	Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.
SJ.AC.9-12.18	I have the courage to speak up to people when their words, actions or views are biased and hurtful, and I will communicate with respect even when we disagree.
SJ.18	Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.
SJ.17	Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.
FL.IM.7.1.IM.PRSNT.1	From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.

FL.IM.7.1.IM.IPRET.6	Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
FL.IM.7.1.IM.IPRET.3	React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
WL.7.1.IL.A.C.1	Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)

Suggested Modifications for Special Education, ELL and Gifted Students

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Break assignments down

Preferential seating

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Teach vocab in context and in small chunks

Students set personal growth goals

Students self assessment, self monitoring of progress

Break down assignments into manageable parts/tasks

Learning centers or stations that address varied activities, skills, learning modalities

Speaking provide: sentence starters, process time, cues and prompts, embedded choices, practice time

Assign group roles

Peer tutoring

Partner reading

Collaborative writing

Word Bank

Fill in blank form for note taking

Visual representations of ideas

Suggested Technological Innovations/Use

Use of the SAMR model to increase depth of learning

Use computer lab, chromebooks and projector

Authentic resources found online

Cross Curricular/21st Century Connections

TECH.8.1.12.F.CS1	Identify and define authentic problems and significant questions for investigation.
TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
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TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.F.CS2	Plan and manage activities to develop a solution or complete a project.
TECH.8.1.12.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.

Unit 3: Travel

Content Area: **World Languages**
Course(s): **SPANISH**
Time Period: **December**
Length: **4 weeks**
Status: **Not Published**

Summary of the Unit

Students will discuss experiences they have had in reference to travel in and outside of the United States. Students will discuss popular landmarks in Spanish speaking countries.

Students will be able to communicate in the three modes of communication.

Interpretive: Students interpret authentic written and/or video/audio texts such as blogs, podcasts, online biographies, social network sites, stories and short clips from movies and television that focus on first introductions and personal information.

Interpersonal: Students engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to self.

Presentational: Students use the target language and memorized phrases in order to introduce themselves and use culturally appropriate gestures and intonations.

Enduring Understandings

Spain and Latin America offer many activities during warm and cold seasons. Given the fact most of Latin America is in the southern hemisphere you can enjoy skiing in July in Argentina. There are also many affordable alternatives to hotels when traveling in Spain.

Essential Questions

What are popular landmarks in Spanish speaking countries?

What activities can I do in the warm and cold months?

How can I share my opinion on an experience I've had?

Summative Assessment and/or Summative Criteria

You received two emails from two friends that are studying abroad. One friend is studying abroad in Spain and the other friend is studying abroad in Peru. Both describe different experiences given that one is staying in

a hostel and the other is staying in a hotel. Summarize the information in your own words and explain the difference between "un hostel, un hotel y un parador".

Resources

Authentic resources provided by the Spanish speaking community like YouTube, commercials, social media, current events...etc.

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Unit Plan

Topic/Selection Timeframe	General Objectives	
Activities during summer or winter vacation 7 days	<p>Recognize places one could travel during the summer and winter months.</p> <p>Discuss various activities one can do during summer and winter vacations</p> <p>Identify popular landmarks in Spanish speaking countries one could travel during the summer and winter and activities one could do.</p> <p>Interpret an article or website of a ski resort or beach resort and navigate through the site to schedule an upcoming vacation.</p>	<p>Create a master list of activities you can do in a ski resort.</p> <p>Comic Strip: Using the image create a comic strip about a vacation.</p> <p>Picture Prompt: Based on the image create a story about a vacation last year. Guide students with terms like: <i>de repente, un día</i></p> <p>Listen to the YouTube video and create a summary of the audio with key events in order.</p> <p>Webquest: Navigate through the website, students find activities and amenities.</p>
The Hotel 13 days	Recognize parts of the hotel and how to check-in.	Draw and label parts of a hotel.

	<p>Apply, conjugate and identify the present perfect tense</p> <p>Retell an experience they have had when travelling</p> <p>Compare the hotel, motel and hostel as options when travelling</p> <p>Provide a customer review on a recent experience they've had at a hotel or hostel.</p>	<p>Create a Venn Diagram listing a hotel and a hostel</p> <p>Listen to the scene Checking in and discuss the conversation.</p> <p>In small groups play 21 questions using frequency vocabulary and prepositions.</p> <p>Circumlocution game: Create a list of phrases related to the current location. Divide students into two teams. Order the members of each team. One team member holds a card with a word. Clue-givers start acting out the word in English to win 1 point. If a team member guesses the word, they get a new card and start over. To play, each team guesses the word with each guessed card until the word is correct.</p> <p>Story Ask: the process of creating a story. The teacher acts as a guide. Teachers create a story about a hotel during vacation. The students act out the story. One student to be an active listener.</p> <p>Globo: Students stand in a circle. One student goes off, whoever is holding the globe. (Have you ever...). Students use frequency vocabulary.</p>

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Use computer lab, chromebooks and projector

Authentic resources found online

Cross Curricular/21st Century Connections

TECH.8.1.12.F.CS1	Identify and define authentic problems and significant questions for investigation.
TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.F.CS2	Plan and manage activities to develop a solution or complete a project.
TECH.8.1.12.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.

Unit 4: Responsibilities

Content Area: **World Languages**
Course(s): **SPANISH**
Time Period: **January**
Length: **4 weeks**
Status: **Not Published**

Summary of the Unit

Students will discuss their responsibilities in the home and running errands. Students will explain how to prepare the summer entering their freshman year of college.

Students will be able to communicate in the three modes of communication.

Interpretive: Students interpret authentic written and/or video/audio texts such as blogs, podcasts, online biographies, social network sites, stories and short clips from movies and television that focus on first introductions and personal information.

Interpersonal: Students engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to self.

Presentational: Students use the target language and memorized phrases in order to introduce themselves and use culturally appropriate gestures and intonations.

Enduring Understandings

Different households have different expectations for the members of their family in reference to chores.

Sending mail through the post office is a vital service.

Banks provide mortgages and student loans with interest

Essential Questions

How can I talk about my responsibilities and chores?

What responsibilities will I have during college?

What kind of loans do banks provide?

Summative Assessment and/or Summative Criteria

Write a personal letter to a close friend or family member describing your experience living with a host family while studying abroad in Andalucia. Discuss the following topics: things you have done and would have done but couldn't. Your daily routine. A problem you had and how you solved it. Describe your host family and what it's like living with them. How your host family compares to your family.

Resources

Authentic resources provided by the Spanish speaking community like YouTube, commercials, social media, current events...etc.

www.state.nj.us/education/cccs

www.state.nj.us/education/modelcurriculum/wl

www.actfl.org

McGraw Hill - Glencoe Spanish Asi se dice! Level 3

Unit Plan

Topic/Selection Timeframe	General Objectives	
Chores at home and running errands 15 days	Create a list of chores students have at home Discuss what chores and errands they did, used to do and have done. Identify, apply and conjugate verbs in the pluperfect and conditional perfect tense Discuss chores students had already done before going to school. Discuss what they would have done to save more time after school. Recognize the list of errands one has to do to prepare for a trip to Andalucia.	Listen to Los Quehaceres at home. Create a three column chart have done recently. Example: <i>yo preparé la comida para la semana.</i> Read the dialogue in Asi Se and pluperfect. Based on the Movie Talk: Watch the short daughter and dad have to do Story Ask: Through teaching happened and the chores Role Play: Explain to you

		<p>Listening Comprehension she had done before coming <i>habia desayunado</i>.</p> <p>In small groups talk about sentence structure <i>Yo ya _</i></p> <p>Interpret the article "Los l Gregorio and Maricarmer money in Spain.</p>
College preparation 7 days	<p>Gather information about services provided by banks or post office</p> <p>Advertise for a post office or bank on services they provide</p> <p>Explain how to open a bank account and information needed.</p> <p>Explain how to mail a letter or email</p>	<p>Webquest: investigate a tea and search information on l</p> <p>Webquest: investigate a tea country and search informa hours of operation and loca</p> <p>Create a flyer for a bank or</p> <p>Research a college of choice create a plan on how to pay</p>

FL.IM.7.1.IM.PRSNT.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.

FL.IM.7.1.IM.IPRET.5 Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.

FL.IM.7.1.IM.IPERS.4 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

FL.IM.7.1.IM.PRSNT.2 Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.

FL.IM.7.1.IM.IPRET.9 Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.

FL.IM.7.1.IM.PRSNT.6 Relate stories about oneself and about events and other situations using sentences and

	strings of interrelated sentences.
FL.IM.7.1.IM.IPRET.7	Infer the meaning of some unfamiliar words in some new contexts.
FL.IM.7.1.IM.IPERS.1	Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
FL.IM.7.1.IM.IPERS.3	Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions. Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.
FL.IM.7.1.IM.IPRET.4	Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
FL.IM.7.1.IM.IPRET.1	Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
FL.IM.7.1.IM.IPRET.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
FL.IM.7.1.IM.IPRET.2	With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
FL.IM.7.1.IM.IPERS.2	Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions. Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.
FL.IM.7.1.IM.PRSNT.1	From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.
FL.IM.7.1.IM.IPRET.6	Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
FL.IM.7.1.IM.IPRET.3	React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.

Suggested Modifications for Special Education, ELL and Gifted Students

Repeat, clarify and modify directions when necessary

Allow for additional time when needed

Refocus on task

Use visual clues

Demonstrate tasks

Break assignments down

Preferential seating

Allow for breaks when needed

Use verbal praise

Allow for extended time when needed

Teach vocab in context and in small chunks

Students set personal growth goals

Students self assessment, self monitoring of progress

Break down assignments into manageable parts/tasks

Learning centers or stations that address varied activities, skills, learning modalities

Speaking provide: sentence starters, process time, cues and prompts, embedded choices, practice time

Assign group roles

Peer tutoring

Partner reading

Collaborative writing

Word Bank

Fill in blank form for note taking

Visual representations of ideas

Suggested Technological Innovations/Use

Use of the SAMR model to increase depth of learning

Use computer lab, chromebooks and projector

Authentic resources found online

Cross Curricular/21st Century Connections

TECH.8.1.12.F.CS1	Identify and define authentic problems and significant questions for investigation.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of

digital environments and media.

TECH.8.1.12.A.3

Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

TECH.8.1.12.F.CS2

Plan and manage activities to develop a solution or complete a project.

TECH.8.1.12.C.CS3

Develop cultural understanding and global awareness by engaging with learners of other cultures.

Unit 5: Hispanic Cuisine

Content Area: **World Languages**
Course(s): **SPANISH**
Time Period: **February**
Length: **4 weeks**
Status: **Not Published**

Summary of the Unit

Students will discuss different dishes eaten in Spanish speaking countries. Students will be able to give step-by-step instructions on how to prepare an authentic dish.

Students will be able to communicate in the three modes of communication.

Interpretive: Students interpret authentic written and/or video/audio texts such as blogs, podcasts, online biographies, social network sites, stories and short clips from movies and television that focus on first introductions and personal information.

Interpersonal: Students engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to self.

Presentational: Students use the target language and memorized phrases in order to introduce themselves and use culturally appropriate gestures and intonations.

Enduring Understandings

Hispanic cuisine varies by country and is influenced by its demographics, history and climate.

Essential Questions

What are popular Hispanic dishes for breakfast, lunch, dinner and dessert?

How do the ingredients vary by country?

How can I politely give someone directions?

Summative Assessment and/or Summative Criteria

In groups of two, students will recreate a talk show segment. The host will introduce the guest cook to the show. In the segment, the cook will teach the host and audience how to cook a popular dish from his/her cookbook.

Resources

Authentic resources provided by the Spanish speaking community like YouTube, commercials, social media, current events...etc.

www.state.nj.us/education/cccs

www.state.nj.us/education/modelcurriculum/wl

www.actfl.org

McGraw Hill - Glencoe Spanish Asi se dice! Level 3

Unit Plan

Topic/Selection Timeframe	General Objectives	
Foods and Preperation 7 days	Categorize foods Talk about foods and preparation Discuss cuisine in Spain, Mexico, Argentina and the Carribean Label the parts of a kitchen	In a graphic organizer, cate carnes, postres, granos. Discuss and describe the : empanadas, maduros, tam ingredients? Have you ea Which local restaurants o Circumlocution game: Hav teammates to guess the corr Explain what items from Explain how to prepare a d:
Giving directions and using the subjunctive 13 days	Give formal directions on how to prepare a Hispanic dish. Give and receive commands Apply, conjugate and identify the subjunctive mood	In groups of five, play Simor Simulated Conversation: Yo parents want you to do. Ask your friend is in a similar po

		<p>Story Ask: Teacher guides student to want the child to do? What</p> <p>Using a recipe written in a foreign command (i.e. substitute here)</p> <p>Listening Comprehension: View formal command, students</p> <p>Text Reply: Your younger sibling Using the subjunctive mood want him to do step by step</p> <p>Circumlocution game: Students have to guess the dish.</p>

- FL.IM.7.1.IM.PRSNT.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
- FL.IM.7.1.IM.IPRET.5 Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.
- FL.IM.7.1.IM.IPERS.4 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
- Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
- FL.IM.7.1.IM.PRSNT.2 Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.
- FL.IM.7.1.IM.IPRET.9 Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.
- FL.IM.7.1.IM.PRSNT.6 Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.
- FL.IM.7.1.IM.IPRET.7 Infer the meaning of some unfamiliar words in some new contexts.
- FL.IM.7.1.IM.IPERS.1 Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
- FL.IM.7.1.IM.IPERS.3 Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
- Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.
- FL.IM.7.1.IM.IPRET.4 Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
- FL.IM.7.1.IM.IPRET.1 Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
- FL.IM.7.1.IM.IPRET.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
- FL.IM.7.1.IM.IPRET.2 With the help of graphic organizers, compare information (i.e., main ideas, main

	characters, settings) in culturally authentic materials related to targeted themes.
FL.IM.7.1.IM.IPERS.2	Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions. Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.
FL.IM.7.1.IM.PRSNT.1	From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.
FL.IM.7.1.IM.IPRET.6	Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
FL.IM.7.1.IM.IPRET.3	React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.

Suggested Modifications for Special Education, ELL and Gifted Students

Repeat, clarify and modify directions when necessary

Allow for additional time when needed

Refocus on task

Use visual clues

Demonstrate tasks

Break assignments down

Preferential seating

Allow for breaks when needed

Use verbal praise

Allow for extended time when needed

Teach vocab in context and in small chunks

Students set personal growth goals

Students self assessment, self monitoring of progress

Break down assignments into manageable parts/tasks

Learning centers or stations that address varied activities, skills, learning modalities

Speaking provide: sentence starters, process time, cues and prompts, embedded choices, practice time

Assign group roles

Peer tutoring

Partner reading

Collaborative writing

Word Bank

Fill in blank form for note taking

Visual representations of ideas

Suggested Technological Innovations/Use

Use of the SAMR model to increase depth of learning

Use computer lab, chromebooks and projector

Authentic resources found online

Cross Curricular/21st Century Connections

TECH.8.1.12.F.CS1	Identify and define authentic problems and significant questions for investigation.
TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
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TECH.8.1.12.F.CS2	Plan and manage activities to develop a solution or complete a project.
TECH.8.1.12.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.

Unit 6: Health and Well-Being

Content Area: **World Languages**
Course(s): **SPANISH**
Time Period: **March**
Length: **4 weeks**
Status: **Not Published**

Summary of the Unit

Students will investigate the food pyramid and what a balanced meal looks like. Students will describe a healthy lifestyle and activities one could do to maintain good health. Students will ask for help, describe an injury and retell the incident.

Students will be able to communicate in the three modes of communication.

Interpretive: Students interpret authentic written and/or video/audio texts such as blogs, podcasts, online biographies, social network sites, stories and short clips from movies and television that focus on first introductions and personal information.

Interpersonal: Students engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to self.

Presentational: Students use the target language and memorized phrases in order to introduce themselves and use culturally appropriate gestures and intonations.

Enduring Understandings

The Department of Agriculture provides the people dietary guidelines to follow. Each country communicates the information differently (food pyramid, a plate, a house...etc). Maintaining a healthy diet and active lifestyle are important to live a healthy life.

Essential Questions

What makes a dish healthy?

How and where can people exercise?

How do you ask for help if you get injured?

Summative Assessment and/or Summative Criteria

Simulated conversation: A parent walks into the hospital with their child. The parent does not speak English

and you must ask questions and provide instructions on what the parent and child should do.

Resources

Authentic resources provided by the Spanish speaking community like YouTube, commercials, social media, current events...etc.

www.state.nj.us/education/cccs

www.state.nj.us/education/modelcurriculum/wl

www.actfl.org

McGraw Hill - Glencoe Spanish Asi se dice! Level 3

Unit Plan

Topic/Selection Timeframe	General Objectives	
Exercise and Nutrition 7 days	<p>Compare the food pyramid provided in the United States and Mexico and apply "tanto..como" to compare quantities</p> <p>Describe a balanced meal according to the guidelines</p> <p>Inform the community how to live a healthy lifestyle</p> <p>Identify exercises people can do at home, at the park or in a gym to stay healthy</p>	<p>Webquest: Research United States and Mexico. Any differences? Create a Venn diagram.</p> <p>Simulated Conversation: You are a nutritionist. You season she needs ideas on how to live a healthy lifestyle. Ask questions and encourage her to live a healthy lifestyle.</p> <p>Identify foods that have equivalent quantities in Spanish and English.</p> <p>Categorize foods in the following categories: healthy, unhealthy, traditional, modern.</p> <p>Simon Dice: Applying the food pyramid. Doing the following exercises: correr, la cuerda, estirarse, patinar, etc.</p> <p>Read the article in Asi Se Dice. Summarize the information into the following categories: during a marathon and activities.</p>
Injuries and Medical Care 13 days	<p>Describe an injury</p> <p>Recognize body parts</p> <p>Retell an experience that ended in an injury</p>	<p>Listen to Pablo's workout and describe the description. Describe your own experience.</p> <p>In small groups brainstorm activities and exercises: <i>correr, patinar, le</i></p>

	Compare equal quantities	<p>based on the article Siete C</p> <p>Identify exercises that have</p> <p>Read the dialogue "Un Acci</p> <p>Circling: Discuss services p</p> <p>Text your friends about a re a gallery walk students will message with phrases such <i>que...; Es importante que...</i></p> <p>Story Ask: Through the tea events that occurred surroun</p> <p>Role Play: One student is th and the doctor instructs the j</p> <p>Listening comprehension: L working out. The student cr</p>

- FL.IM.7.1.IM.PRSNT.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
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- FL.IM.7.1.IM.PRSNT.2 Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.
- FL.IM.7.1.IM.IPRET.9 Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.
- FL.IM.7.1.IM.PRSNT.6 Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.
- FL.IM.7.1.IM.IPRET.7 Infer the meaning of some unfamiliar words in some new contexts.
- FL.IM.7.1.IM.IPERS.1 Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
- FL.IM.7.1.IM.IPERS.3 Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
- Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.
- FL.IM.7.1.IM.IPRET.4 Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and

	cultural practices) in the target culture(s) to determine the meaning of a message.
FL.IM.7.1.IM.IPRET.1	Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
FL.IM.7.1.IM.IPRET.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
FL.IM.7.1.IM.IPRET.2	With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
FL.IM.7.1.IM.IPERS.2	Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.
	Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.
FL.IM.7.1.IM.PRSNT.1	From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.
FL.IM.7.1.IM.IPRET.6	Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
FL.IM.7.1.IM.IPRET.3	React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.

Suggested Modifications for Special Education, ELL and Gifted Students

Repeat, clarify and modify directions when necessary

Allow for additional time when needed

Refocus on task

Use visual clues

Demonstrate tasks

Break assignments down

Preferential seating

Allow for breaks when needed

Use verbal praise

Allow for extended time when needed

Teach vocab in context and in small chunks

Students set personal growth goals

Students self assessment, self monitoring of progress

Break down assignments into manageable parts/tasks

Learning centers or stations that address varied activities, skills, learning modalities

Speaking provide: sentence starters, process time, cues and prompts, embedded choices, practice time

Assign group roles

Peer tutoring

Partner reading

Collaborative writing

Word Bank

Fill in blank form for note taking

Visual representations of ideas

Suggested Technological Innovations/Use

Use of the SAMR model to increase depth of learning

Use computer lab, chromebooks and projector

Authentic resources found online

Cross Curricular/21st Century Connections

TECH.8.1.12.F.CS1	Identify and define authentic problems and significant questions for investigation.
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TECH.8.1.12.F.CS2	Plan and manage activities to develop a solution or complete a project.
TECH.8.1.12.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.

Unit 7: Rite of Passage

Content Area: **World Languages**
Course(s): **SPANISH**
Time Period: **April**
Length: **4 weeks**
Status: **Not Published**

Summary of the Unit

Students will discuss rite of passage and compare traditions in Latin America, Spain to the United States. Additionally, students will compose a five paragraph essay doing a cultural comparison between Quinceañeras and Sweet Sixteens.

Students will be able to communicate in the three modes of communication.

Interpretive: Students interpret authentic written and/or video/audio texts such as blogs, podcasts, online biographies, social network sites, stories and short clips from movies and television that focus on first introductions and personal information.

Interpersonal: Students engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to self.

Presentational: Students use the target language and memorized phrases in order to introduce themselves and use culturally appropriate gestures and intonations.

Enduring Understandings

The Quinceañera traditions have influenced Sweet 16s in the United States. Although there are many similarities there are also many differences in both celebrations. Traditionally, Latin America and Spain embrace many Christian beliefs and traditions that translate into the way they celebrate life and mourn death.

Essential Questions

What are the cultural differences between Sweet 16s and Quinceañeras?

How are important milestones celebrated in Spanish speaking countries?

Summative Assessment and/or Summative Criteria

In a gallery walk, students sign cards to their friends and families for each milestone of their lives, Students apply the subjunctive mood to express their wishes and desires.

Resources

Authentic resources provided by the Spanish speaking community like YouTube, commercials, social media, current events...etc.

www.state.nj.us/education/cccs

www.state.nj.us/education/modelcurriculum/wl

www.actfl.org

McGraw Hill - Glencoe Spanish Asi se dice! Level 3

Unit Plan

Topic/Selection Timeframe	General Objectives	
Celebrations 13 days	<p>Talk about passages of life: weddings, baptisms and funerals</p> <p>Apply the subjunctive to express wishes and emotions</p> <p>Compare civil weddings and religious weddings</p> <p>Compare funerals in the United States and in Spanish speaking countries</p>	<p>Read Hispanic Funeral Traditions listing the similarities and differences between the United States and Spanish speaking countries.</p> <p>Interpret Celebraciones y Ritos of godparents in the life of a newborn.</p> <p>Search a video on the internet about funerals in Spanish speaking countries. Write a paragraph comparing the two.</p> <p>Interpret an authentic wedding invitation.</p> <p>Interpret the article Descubriendo las tradiciones de los funerales illustrating the statistics presented in the article.</p> <p>Circumlocution game: using the target language. Peers who guess the most, win.</p> <p>Story Ask: through teacher guided questions, students describe the picture.</p> <p>Picture Talk: Teacher generates 10-12 slides of pictures of funerals. Students talk about each picture, what happened/is happening.</p>
Sweet 16s and Quinceaneras 7 days	<p>Compare the traditions in the United States and Spanish speaking countries</p> <p>Apply cohesive devices to compare and contrast both</p>	<p>Talk about birthdays and quinceaneras.</p> <p>Listening comprehension: Listen to a recording of a quinceanera party. Students interpret the main idea and details.</p>

	celebrations	<p>Students watch Quinceañera short film.</p> <p>Interpret the article Quince both celebrations.</p> <p>Picture Talk: Teacher generates questions about Quinceañera and sweet 16s. Students talk about cultural nuances.</p> <p>Simulated Conversation: You will ask the questions he may have</p>

- FL.IM.7.1.IM.PRSNT.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
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- FL.IM.7.1.IM.IPERS.4 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
- Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
- FL.IM.7.1.IM.PRSNT.2 Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.
- FL.IM.7.1.IM.IPRET.9 Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.
- FL.IM.7.1.IM.PRSNT.6 Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.
- FL.IM.7.1.IM.IPRET.7 Infer the meaning of some unfamiliar words in some new contexts.
- FL.IM.7.1.IM.IPERS.1 Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
- FL.IM.7.1.IM.IPERS.3 Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
- Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.
- FL.IM.7.1.IM.IPRET.4 Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
- FL.IM.7.1.IM.IPRET.1 Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
- FL.IM.7.1.IM.IPRET.8 Use knowledge of structures of the target language to deduce meaning of new and

	unfamiliar structures.
FL.IM.7.1.IM.IPRET.2	With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
FL.IM.7.1.IM.IPERS.2	Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions. Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.
FL.IM.7.1.IM.PRSNT.1	From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.
FL.IM.7.1.IM.IPRET.6	Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
FL.IM.7.1.IM.IPRET.3	React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.

Suggested Modifications for Special Education, ELL and Gifted Students

Repeat, clarify and modify directions when necessary

Allow for additional time when needed

Refocus on task

Use visual clues

Demonstrate tasks

Break assignments down

Preferential seating

Allow for breaks when needed

Use verbal praise

Allow for extended time when needed

Teach vocab in context and in small chunks

Students set personal growth goals

Students self assessment, self monitoring of progress

Break down assignments into manageable parts/tasks

Learning centers or stations that address varied activities, skills, learning modalities

Speaking provide: sentence starters, process time, cues and prompts, embedded choices, practice time

Assign group roles

Peer tutoring

Partner reading

Collaborative writing

Word Bank

Fill in blank form for note taking

Visual representations of ideas

Suggested Technological Innovations/Use

Use of the SAMR model to increase depth of learning

Use computer lab, chromebooks and projector

Authentic resources found online

Cross Curricular/21st Century Connections

TECH.8.1.12.F.CS1	Identify and define authentic problems and significant questions for investigation.
TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.F.CS2	Plan and manage activities to develop a solution or complete a project.
TECH.8.1.12.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.

Unit 8: Latinos in the United States

Content Area: **World Languages**
Course(s): **SPANISH**
Time Period: **May**
Length: **4 weeks**
Status: **Not Published**

Summary of the Unit

Students will investigate different media resources that talk about the Spanish speaking community in the United States. Students will talk about the influence of Mexico, the Caribbean and other Spanish speaking countries in the United States.

Students will be able to communicate in the three modes of communication.

Interpretive: Students interpret authentic written and/or video/audio texts such as blogs, podcasts, online biographies, social network sites, stories and short clips from movies and television that focus on first introductions and personal information.

Interpersonal: Students engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to self.

Presentational: Students use the target language and memorized phrases in order to introduce themselves and use culturally appropriate gestures and intonations.

Enduring Understandings

All throughout the United States you can see Hispanic influence. There are more than 60 million Spanish speakers living in the United States, making the United States the second country with the most Spanish speakers.

Essential Questions

What influence do Latinos/Hispanics have on the culture and history of the United States?

Where does the Spanish speaking community receive news regarding the Spanish speaking community in the United States?

Summative Assessment and/or Summative Criteria

Write a biographical sketch of a famous Hispanic American. Your biography should include important data that will provide the reader with a snapshot of the person's life and an overview of his or her contributions to society. The writing piece should be clear and concise five paragraph essay highlighting the following: childhood, personal life, and career

Resources

Authentic resources provided by the Spanish speaking community like YouTube, commercials, social media, current events...etc.

www.state.nj.us/education/cccs

www.state.nj.us/education/modelcurriculum/wl

www.actfl.org

McGraw Hill - Glencoe Spanish Asi se dice! Level 3

Unit Plan

Topic/Selection Timeframe	General Objectives	
The News Media 5 days	Talk about the news media Identify major news stations and radio stations that serve the Hispanic community in the tri-state area. Investigate how many television networks and radio stations can be accessed through cable networks	Webquest: Research Telerr offered, and the journalists Interpret the dialogue in one of the twenty four ne compare the headline pre: Interpret a current event pos Information gap: Students w receive information on the r Listening comprehension: L Francisco and his contributi
Biographies 15 days	Talk about the Hispanic influence on the history and culture of the United States Research important figures in the history that have	Listen to La Huella Latina ar United States and the trend Discuss and interpret the in

	<p>influenced the United States</p> <p>Apply "aunque" with the subjunctive and indicative.</p>	<p>Assign students a Hispanic / history and culture of the U contributions and accomplish: Cesar Chavez, Julia Alvarez, Sylvia Mendez, Sal Castro.</p> <p>Using the infographics, create and identify important figures in</p> <p>Picture Talk: Talk about what you see <i>a la universidad aunque ten</i></p> <p>Picture Talk: Teacher generate a list of famous Americans and, with a partner, discuss their contributions made to society</p>

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- FL.IM.7.1.IM.IPRET.5 Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.
- FL.IM.7.1.IM.IPERS.4 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
- Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
- FL.IM.7.1.IM.PRSNT.2 Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.
- FL.IM.7.1.IM.IPRET.9 Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.
- FL.IM.7.1.IM.PRSNT.6 Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.
- FL.IM.7.1.IM.IPRET.7 Infer the meaning of some unfamiliar words in some new contexts.
- FL.IM.7.1.IM.IPERS.1 Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
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Visual representations of ideas

Suggested Technological Innovations/Use

Use of the SAMR model to increase depth of learning

Use computer lab, chromebooks and projector

Authentic resources found online

Cross Curricular/21st Century Connections

TECH.8.1.12.F.CS1	Identify and define authentic problems and significant questions for investigation.
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TECH.8.1.12.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.

Unit 9: Telenovela "Extra" Series

Content Area: **World Languages**
Course(s): **SPANISH**
Time Period: **June**
Length: **4 weeks**
Status: **Not Published**

Summary of the Unit

Students will engage in a video series highlight four friends and their experiences in Spain. The main resource that will be used is from [Celebrate Languages](#). The link provides activities, videos, vocabulary lists and comprehension questions.

Students will be able to communicate in the three modes of communication.

Interpretive: Students interpret authentic written and/or video/audio texts such as blogs, podcasts, online biographies, social network sites, stories and short clips from movies and television that focus on first introductions and personal information.

Interpersonal: Students engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to self.

Presentational: Students use the target language and memorized phrases in order to introduce themselves and use culturally appropriate gestures and intonations.

Enduring Understandings

Empathy is an important trait and skill. By putting ourselves in someone else's shoes, we can be effective leaders and global citizens.

Essential Questions

What would I do in different situations?

How can I retell events that happened in the past?

How can I make predictions?

Summative Assessment and/or Summative Criteria

Panel discussion with students role playing the five main characteristics of the series. Audience members must ask questions regarding their actions as demonstrated in the series. Based on the conversation, students must

defend a point of view by providing evidence from the conversation and give advice at the end.

Resources

Authentic resources provided by the Spanish speaking community like YouTube, commercials, social media, current events...etc.

www.state.nj.us/education/cccs

www.state.nj.us/education/modelcurriculum/wl

www.actfl.org

McGraw Hill - Glencoe Spanish Asi se dice! Level 3

Unit Plan

Topic/Selection Timeframe	General Objectives	
Extra Series 20 days	Connect to the experiences of the characters and discuss what they would do / would have done in their situation Apply for a job Investigate popular clothing stores in Spain Retell the events in the episodes Create a Bombcast video announcement Protest an injustice happening in their local community or around the world. Express their feelings in a heart felt card Discuss the past, present and future	Episode 1: In small groups, guest in your home. Episode 2: In a Webques about their sales, hours of Episode 3: Reply to a series Episode 4: Teacher produce applying to for the summer Episode 5: In small groups, Episode 6: Create a comic s Episode 7: Tell the class wh Episode 8: You are the new would implement on day 1. Episode 9: Create a Bombca celebrations Episode 10: Find a cause yo highlighting your disagree

		<p>Episode 11: Reply to text m Latin America and Spain</p> <p>Episode 12: through the circ sport and the rules of the ga</p> <p>Episode 13: Write a weddin what will happen in Sam an</p>

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Authentic resources found online

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TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
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