



Washington Township School District



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

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|---------------------|---|---|-----------|--|-----------------|--|
| Course Title: | AP SPANISH | | | | | |
| Grade Level(s): | 12 | | | | | |
| Duration: | Full Year: | X | Semester: | | Marking Period: | |
| Course Description: | This course is an Advanced Placement Course aligned with the AP Syllabi. It is communicative-based listening, speaking, reading and writing in the target language to prepare students for the AP Exam. The goal is for each student to score 3 or above to gain college credit. The AP themes are used as the unit topics, so students are prepared to discuss/write/and interpret information on a variety of topics in varied time frames. All students will have the option of taking the Seal of Biliteracy. | | | | | |

Grading Procedures:

The goal of this course is for students to demonstrate proficiency on the ACTFL proficiency scale and move along the continuum from the intermediate-mid/high level to the advanced low level in speaking, reading, writing and listening in the target language. The students will also continuously compare the culture of the target language countries to their own. Proficiency will be assessed through benchmarks that contain components of integrated performance assessments as well as formative and summative assessments in the areas of interpersonal, interpretive and presentational skills. **Students will take the Seal of Biliteracy Exam with the goal of achieving an intermediate mid in all sections (reading, writing, listening and speaking) by January (second marking period). The AP Exam is at the Intermediate High level.**

Grading on report cards is as follows:

40% Primary Assessments (Benchmarks, IPA's, Unit Tests, Major Projects)

30% Secondary Assessments (Quizzes, Formative Assessments)

30% Support Assessments (Classwork, Homework, Class Participation, Minor Projects)

| | INTERMEDIATE MID | INTERMEDIATE HIGH | ADVANCED LOW |
|------------------------------------|---|--|---|
| Interpersonal Communication | <p>I can exchange information in spontaneous conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.</p> <p>I can exchange preferences, feelings or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions. I can give some reasons to support my viewpoints.</p> | <p>I can exchange information in spontaneous conversations and some discussions on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.</p> <p>I can interact with others to meet my needs in a variety of situations, sometimes involving a complication, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.</p> | <p>I can exchange information and ideas in discussions on a variety of familiar and concrete academic and social topics, using a few simple paragraphs across major time frames.</p> <p>I can interact and negotiate to resolve an unexpected complication that arises in a familiar situation, using a few simple paragraphs across major time frames.</p> <p>I can maintain conversations by providing explanations and comparisons of preferences, opinions, and advice on familiar and concrete academic and social topics using a few simple paragraphs across major time frames</p> |
| Presentational Speaking | <p>I can present information on concepts and ideas to inform, explain, persuade and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers</p> | <p>I can state my viewpoint on familiar or researched topics and provide reasons to support it, using a few short paragraphs, often across various time frames.</p> <p>I can give detailed presentations on a variety of familiar topics and some concrete topics I have researched, using a few short paragraphs, often across various time frames</p> | <p>I can state a viewpoint with supporting evidence on some concrete academic, social and professional topics of interest using paragraphs across major time frames.</p> <p>I can tell stories about school and community events and personal experiences, using paragraphs across major time frames.</p> |
| Presentational Writing | <p>I can meet a number of practical writing needs. I can write short, simple compositions,</p> | <p>I can write stories about school, community events and personal experiences, using a few short paragraphs, often across various</p> | <p>I can deliver write & deliver presentations on some concrete academic, social and</p> |

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| | Interpretive Listening | <p>I can understand simple, sentence length speech in a variety of basic personal and social contexts</p> <p>I can identify the main idea and key information in short straightforward conversations.</p> | I can usually understand the main idea and flow of events expressed in various time frames in conversations and discussions and ask a variety of follow-up questions | I can usually understand the main idea and flow of events expressed in various time frames in conversations and discussions and ask a variety of follow-up questions |
| | Interpretive Reading | <p>I can understand short, non-complex texts that convey basic information and deal with basic personal and social topics to which the reader brings personal interest or knowledge.</p> <p>I can identify the beginning, middle, end, the main conflict, the main emotion, the motives of the antagonist and the meaning of a refrain in a song.</p> | <p>I can usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational and fictional texts.</p> <p>This includes understanding the plot, the sequence of events, the characters, the main emotion and some inferences.</p> | <p>I can identify the underlying message and some supporting details across major time frames in descriptive informational texts.</p> <p>I can follow the main story and some supporting detail across major time frames in fictional texts</p> |
| | Intercultural Communication | <p>In my own and other cultures, I can make comparisons between products and practices to help me understand perspectives.</p> <p>I can converse with peers from the target culture in familiar situations at school, work or play, and show interest in basic cultural similarities and differences. I can recognize that significant differences and behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.</p> | <p>In my own and other cultures, I can make comparisons between products and practices to help me understand perspectives.</p> <p>I can converse with peers from the target culture in familiar situations at school, work or play, and show interest in basic cultural similarities and differences. I can recognize that significant differences and behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.</p> | <p>In my own and other cultures, I can explain how a variety of products of public and personal interest are related to perspectives.</p> <p>In my own and other cultures, I can explain how a variety of practices within familiar and social situations are related to perspectives.</p> <p>I can demonstrate awareness of subtle differences among cultural behaviors and adjust my behavior accordingly in familiar and some unfamiliar situations.</p> <p>I can converse comfortably with others from the target culture in familiar and some unfamiliar situations and show some understanding of cultural differences.</p> |

The textbook used for this course is AP Spanish Workbook and Autentico with supplemental materials from Abriendo Paso and Temas.

Washington Township Principles for Effective Teaching and Learning

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

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

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

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

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

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Written: _____ **July 1, 2019** _____

Revised: July 15, 2021

BOE Approval: _____

Unit Title: Families in Different Societies

Unit Description:

Students will compare and contrast family and family units, how the role of family differs among cultures. They will discuss how family values impact multiculturalism, holidays/customs in the target culture, and they will explore volunteerism and community service initiatives. (This will be done at Intermediate mid-high level.)

Unit Duration: 5 weeks

Desired Results

Standards:

Intermediate High learners understand, with ease and confidence, sentence-length speech in basic personal and social contexts. Devise substantial meaning from some connected texts typically understood by advanced-level listeners and readers. They show evidence of the ability to make inferences about texts by identifying key details of spoken, viewed, and written materials.

Intermediate High learners exchange information in spontaneous spoken or written conversations and some discussions on a variety of familiar and some concrete topics that they have researched, using connected sentences that may form paragraphs and asking a variety of questions, often across various time frames.

Intermediate High learners use connected sentences and some paragraph level language independently to communicate information, make presentations, and express thoughts about familiar and some unfamiliar topics. They use increasingly complex vocabulary and structures, compare points of view and perspectives, and write or speak original pieces such as essays, stories, and poems. Intermediate High learners demonstrate evidence of Advanced Low proficiency but lack consistency in maintaining the

Core Idea:

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

- 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.
- 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
- 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.
- 7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics.
- 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
- 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).
- 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
- 7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change.

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| <p>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p> | <ul style="list-style-type: none"> • 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames. • 7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames. • 7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames. • 7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.) • 7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature. • 7.1.IH.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas. |
| <p>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> | <ul style="list-style-type: none"> • 7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames. • 7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames. • 7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations. • 7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes. • 7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs. • 7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture. |
| | |
| <p>Intercultural Statement</p> | <p>Possible topics:</p> |
| <p>Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</p> | <p>Current events, contemporary and emerging global issues including migration, population, discrimination, resources, and climate change resources.</p> |
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| <p>Learners recognize and identify a few typical practices of the target culture.</p> | <p>Impact of current events and global issues on the target culture societies and on the students' own society, effects of population growth and migration across the globe, environmental</p> |

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| | degradation and protections, discrimination and other conflicts that affect the world, and the allocation of scarce resources |
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Assessment Evidence

Performance Tasks:

5 Rules for the 3 Modes

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

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

Interpretive

- Read articles(book/lculture) watch videos (Ed Puzzles) on each individual initiatives; Lucas para aprender, Payasos en el hospital, Biblioburros, bibliobus, bibliolaunch, Sesión Baby(lculture),
- Read, discuss and interpret Important vocab-concepts that represent qualities and important skills to increase the progress of society. Partial list-Temas book p. 5 related to values and their meanings-humility, solidarity, resilience, initiative, empathy, leadership.
- Students work with the synonyms, antonyms and definitions of each concept.
- Ser/estar review in context cloze exercises with concepts, Colby exercises.

Interpersonal

- Discuss topics and personal opinions toward each initiative.
- Students give three examples of situations that represent each quality and share in small group/partner
- Spontaneous discussion on Grandparents Day falls during this unit-Students talk about their grandparents, what they mean to them, how they celebrated with them, favorite memories.
- Students talk about what kind of parents they would be (led discussion from interpretive sheet)
- Small group discussion: How the role of (family) grandparents differ from cultures, how that has changed over time.
- Small group discussion: Only child, advantages/disadvantages
- Students interview three adults about 9/11, what happened, what they were doing, what they remember, how that day impacted their lives and the world.

Presentation

- Students present skits that represent the new vocab. while the audience guesses which characteristic/value they represent:
- Students present posters of each initiative that benefit local and global communities.
- Students create a motto/slogan that best represents their initiative.
- Students make lists to compare and contrast initiatives (three-part folded sheet of paper that has the important info for each initiative)

Other Evidence:

Pre-Assessment:

Self-reflection: "Can Do" statements

Interpretive:

- I can understand, read, compare and contrast documents and listen to audio clips related to cultural perspectives on family topics.

Interpersonal:

- I can ask and answer questions about family roles and cultural aspects of family life.
- I can exchange information about events using different time frames.
- I can describe family situations/family events/gender roles, etc. that I like and explain why, provide recommendations and synthesize detailed information/summaries on my viewpoint with backup.
- I can explain my point of view in certain situations in different time frames, provide advice and recommendations using supporting resources.

Presentation:

- I can research, synthesize information and present information about family life making comparisons with supporting details in different time frames.

Formative Assessments:

- Reading / Interpreting Realia
- Written assessments (homework, quiz, test, e-mails, pen pal, scripts / written dialogues)
- TPR response
- Station / Center based work Reading / Pronunciation in the target language Oral prompting and inquiry
- Whiteboard responses
- Exit slips / Polls
- Subjunctive – present/imperfect
- Verbs like GUSTAR
- Ser/estar saber/conocer
- Preterite/imperfect - application of verbs
- Future tense
- Conditional tense
- Teacher quiz / Socrate / Kahoot It! / Quizlet Live, Polls, Nearpod, Flipgrid, Audacity, Voicethread
- Student Blogs
- Cloze Statements - where students must insert appropriate vocabulary.
- Word Splash Activity - content vocabulary is placed on a board, chart, large paper in a random 'splash'. Students are asked to use the words in sentences, a paragraph, captioned drawing, or diagram
- Analyze an infographic and summarize <https://www.techdirt.com/skyisrising2/>

Summative Assessments:

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

Benchmarks:

Presentational- Students will create their own initiative that will enhance the lives of others in local communities, global communities.

Interpersonal-After students present their initiatives, there will be an impromptu discussion (question and answer).

Interpretive-Students will read, listen to and interpret videos,articles that discuss local and world-wide initiatives. They will be able to compare and contrast these initiatives (Spanish speaking culture) with those that exist in the United States.

Collage Board-Personal Progress check from AP Classroom
(interpretive/interpersonal/presentational)

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

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

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

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

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

Learning Plan

Learning Activities:

Ice breaker activities (beginning of the year) team building, get to know you
Paper bag-all about me activity to present themselves to the class.
Students complete their "time capsule" to be re-opened at the end of the year
Use of Name cards for mandatory participation and grouping of students used for daily activities
Show and tell presentations based on theme/topic
Speed dating (inside/outside circles) interpersonal
Word walls - with current vocabulary and as a review of previous words
Board talk and "Minuto de charlar" used to promote discussion of themes/topics
Brainstorm of ideas in small groups, pairs and then share. Think, pair and share
VHL Central audio/speaking on-line activities based on the unit
AAPL topics /o- line activities to prepare for Seal of Biliteracy test
Colby on-line activities for interpretation, cloze practice, synthesizing and recalling information, giving opinions and reporting details
Conversation Wars-interpersonal /impromptu speaking by topic/theme
Interviewing Classmates using original and board talk thinking questions
Venn Diagrams and T charts, KWL charts
Iculture on-line articles and activities, geography and culture
Kahoot, Poll Anywhere, Gimkit, Chutes and Ladders, Triangle games
Quizlet Learn and Quizlet Live
White Boards for quick responses and group responses
Sentence strips to order events, gramatical constructions
Power Point and multi-media presentations with voice recording
Nearpod presentations for interactive learning in context
On-line articles from Newsela, BBC Mundo, google.es etc...
Role plays and skits
Email responses (to answer and request information)
SpanishDict for repitition practice and explanation of concepts
EdPuzzle videos with multiple and short answer questions
Infographics/still image
Conversation Stations and Card
Current Events, Talk shows and Debates (pros and cons)
Journal Writing
Statistic Slides
Flipgrid
Video Chat
Gallery Walk, large flip charts
AP Classroom Personal Progress Checks
"Caption This"-picture of anything and students write captions with creativity.
Hashtag summary-of articles and videos
Poem writing-creating another stanza or original ending
Researching information
Realize on-line activities
Reactions and creation of Scenarios based on theme/topic
Video Conferencing and Skype
Games (Guess who, apples to apples, verbo, monopoly, jenga and scrabble)
Senor Jordan videos
Hot Seat ladder review game

Social Emotional Learning:

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



New Jersey Social and Emotional Learning Competencies and Sub-Competencies



Self-Awareness

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



Self-Management

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



Social Awareness

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



Responsible Decision-Making

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



Relationship Skills

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

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

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

- 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.
- 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
- 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.
- 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
- 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).
- 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
- 7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change.

- 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)
- 7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.
- 7.1.IH.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.

- 7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.
- 7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.
- 7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.

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| 4.0 | Students will be able to: <ul style="list-style-type: none"> • Present an existing initiative and then how you would Improve it to benefit the lives of others. • Create a school initiative that would improve the lives of others regardless of one's socio-economic level, race or religion. |
| 3.0 | Students will be able to: <ul style="list-style-type: none"> • Analyze and critique information about the family unit in the United States and how it compares to the Hispanic Family Unit. • Explain and give an example of a situation where the value/characteristic was evident. |

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| | <ul style="list-style-type: none"> • Read, listen to and interpret information(videos/articles) presented in a variety of initiatives around the world. Then compare/contrast these initiatives. • Create a 3-fold-pamphlet that highlight each initiative's important components. |
| 2.0 | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Define each vocabulary word. • Discuss what kind of parents they would be and what values are important to them and why. • List and explain programs that exist in our school that help others, list and explain programs that they participate in to improve the lives of others. • Interview their grandparent and report information to the class/teacher. |
| 1.0 | With help, partial success at level 2.0 content and level 3.0 content: |
| 0.0 | Even with help, no success |

| Unit Modifications for Special Population Students | |
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| Advanced Learners | <ul style="list-style-type: none"> • Have students improve upon an initiative that already exists in a Spanish speaking country. • Have students research the economic and financial impacts of specific initiatives. • Students will compare and contrast the cultural practices of Hispanic families now and thirty years ago. • Students will report on how gender roles have changed in the family over the past twenty years. |
| Struggling Learners | <ul style="list-style-type: none"> • Extended time, partner with buddy, visuals, use of laptops to revisit the task, etc. Allow access to materials outside of the class period time. • Provide students with a list of specific words and phrases you want them to know using graphic organizer. This will provide easy reference for oral, listening and writing activities throughout the chapter. • Provide students will a grammar card for easy reference to a grammar topic. • Provide students with websites that allow for multiple practice on a task. • Model different ways in which they can combine words and phrases for communication. • Have students create a virtual notebook for challenges vocab, tasks and grammar concepts. • Allow students to use word Reference and Spanish Dict. To help them interpret audio, text and video. • Help students identify cognates. • Offer extra help sessions with the instructor or NHS tutor. |
| English Language Learners | <ul style="list-style-type: none"> • Highlight academic vocabulary. • Point out cognates • Compare and contrast the similarities/differenced in their culture with the American culture. |

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| | <ul style="list-style-type: none"> Have the students/native speakers in the class; provide different idiomatic expressions, colloquialisms and their definition and how it differs with the material in the textbook. https://www.state.nj.us/education/aps/cccs/ELL.htm |
| Learners with an IEP | <p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> Variation of time: adapting the time allotted for learning, task completion, or testing Variation of input: adapting the way instruction is delivered Variation of output: adapting how a student can respond to instruction Variation of size: adapting the number of items the student is expected to complete Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p> |
| Learners with a 504 | <p>Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.</p> |

Interdisciplinary Connections

Indicators:

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

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

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

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

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

Integration of 21st Century Skills

Indicators:

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

Focus on standards 9.1, 9.2 and 9.4

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

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

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

| By the end of grade 2 | By the end of grade 5 | By the end of grade 8 | By the end of grade 12 |
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| Critical thinkers must first identify a problem then develop a plan to address it in order to effectively solve a problem. | The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills. | Multiple solutions exist to solve a problem. • An essential aspect of problem solving is being able to self reflect on why possible solutions for solving problems were or were not successful. | Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. |
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Global and Cultural Awareness To possess a cultural and global awareness is to fully understand that individuals are composed of complex cultural backgrounds, which are influenced by a multitude of factors. Armed with this crucial understanding, individuals can

then better learn and work collaboratively with people from diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue, whether in a personal, work, or community-based context. Such an awareness also stresses the importance of recognizing and understanding the rich histories and multitude of languages of other nations and cultures.

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

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

Communication:

Interpersonal:

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

Interpretive:

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

Presentational:

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

Culture:

Relating Cultural Practices to Perspectives:

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

Relating Cultural Products to Perspectives:

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

Connections:

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

Acquiring Information and Diverse Perspectives:

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

Language Comparisons:

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

Cultural Comparisons:

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

Communities:

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

Lifelong Learning:

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

Technology:

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

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

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

Unit Title: How Science & Technology Affect Our Lives

Unit Description:

Students will explore the impact of social media, current events in the target culture, Nomophobia (physical reactions to not knowing where your cell phone is), scientific and holistic/alternative medicine/treatment as they impact the target culture and society at large.

Unit Duration: 5 weeks

Desired Results

Standards:

Intermediate High learners understand, with ease and confidence, sentence-length speech in basic personal and social contexts. Devise substantial meaning from some connected texts typically understood by advanced-level listeners and readers. They show evidence of the ability to make inferences about texts by identifying key details of spoken, viewed, and written materials.

Intermediate High learners exchange information in spontaneous spoken or written conversations and some discussions on a variety of familiar and some concrete topics that they have researched, using connected sentences that may form paragraphs and asking a variety of questions, often across various time frames.

Intermediate High learners use connected sentences and some paragraph level language independently to communicate information, make presentations, and express thoughts about familiar and some unfamiliar topics. They use increasingly complex vocabulary and structures, compare points of view and perspectives, and write or speak original pieces such as essays, stories, and poems. Intermediate High learners demonstrate evidence of Advanced Low proficiency but lack consistency in maintaining the advanced level.

Core Idea:

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

- 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.
- 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
- 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.
- 7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics.
- 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
- 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).
- 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
- 7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change.

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| <p>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p> | <ul style="list-style-type: none"> • 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames. • 7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames. • 7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames. • 7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.) • 7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature. • 7.1.IH.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas. |
| <p>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> | <ul style="list-style-type: none"> • 7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames. • 7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames. • 7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations. • 7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes. • 7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs. • 7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture. |
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| <p>Intercultural Statement</p> | <p>Possible topics:</p> |

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| Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society. | Current events, contemporary and emerging global issues including migration, population, discrimination, resources, and climate change resources. |
| | |
| Learners recognize and identify a few typical practices of the target culture. | Impact of current events and global issues on the target culture societies and on the students' own society, effects of population growth and migration across the globe, environmental degradation and protections, discrimination and other conflicts that affect the world, and the allocation of scarce resources |
| | |
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Assessment Evidence

Performance Tasks:

5 Rules for the 3 Modes

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

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

Interpretive-

- Students watch/answer questions Ed Puzzle on Se Instala en Madrid Rio-el primer cargador solar madrileño
- Students read/answer questions Semaforos en el suelo (article from lculture-Inews Oct. 2016)
- Students take a Nomofobia test (on line) to see if students suffer from nomofobia.
- Students watch multiple videos(EdPuzzle-dolor de garganta, holistic med/ vs traditional) that speak to the nomofobia/self-diagnosis.
- Tamas book-pg. 73-75 No Sin mi Movil article/questions
- Students read Tamas pgs. 86-88 Google Un medico, virtual no aconsejable.

Interpersonal-

- Students ask each other questions (Tamas p. 73) are you addicted to your cell phone?
- Students give their opinions on how they treat(medically) themselves. (Wed MD, home remedies, holistic etc...)
- Students discuss superfoods and whether they incorporate them into their diet.
- Discuss hygiene routine and which 5 are most important.

Other Evidence:

Pre-Assessment:

Self-reflection: "Can Do" statements

Interpretive:

- I can understand, read, compare and contrast documents and listen to audio clips related to cultural perspectives on science and technology topics..

Interpersonal:

- I can ask and answer questions about social media, medical and technological advances.
- I can exchange information about avances using different time frames.
- I can describe current technological advances and explain why they are beneficial /harmful, provide recommendations and synthesize detailed information/summaries on my viewpoint with backup.
- I can explain my point of view in certain situations in different time frames, provide advice and recommendations using supporting resources.

Presentational:

- I can research, synthesize information and present information about social media, sciency/tech. with supporting details in different time frames.
- Student Blogs
- Cloze Statements - where students must insert appropriate vocabulary.
- Word Splash Activity - content vocabulary is placed on a board, chart, large paper in a random 'splash'. Students are asked to use the words in sentences, a paragraph, captioned drawing, or diagram
- Analyze an infographic and summarize <https://www.techdirt.com/skyisrising2/>

Formative Assessments:

- Reading / Interpreting Realia
- Written assessments (homework, quiz, test, e-mails, pen pal, scripts / written dialogues)
- TPR response
- Station / Center based work Reading / Pronunciation in the target language Oral prompting and inquiry
- Whiteboard responses
- Exit slips / Polls
- Multi-tiempo
- Future tense
- Conditional tense
- Teacher quiz / Socrate / Kahoot It! / Quizlet Live, Polls, Nearpod, Flipgrid, Audacity, Voicethread

Summative Assessments:

- *Chapter Test / Unit Test, IPA or a component*
- *Integrated Performance Assessment or a component*
- *Performance Assessment showing proficiency with “Can Do” statements and rubric*

Benchmarks:

Collage Board-Personal Progress check from AP Classroom
(interpretive/interpersonal/presentational)

Interpersonal-Simulated conversation that pertains to holistic medicine (ingredients) VHL Central Website

Presentational-Email response -self-diagnosis/benefits/risks (about self-medicating) similar to practice but not the same,

Nomophobia skit incorporating what they learned about the dangers of No Mobile Phone Phobia.

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

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

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

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

| <i>Assessing Performance Assessing Proficiency</i> | <i>Assessing Performance Assessing Proficiency</i> |
|---|---|
| Based on instruction: Describes what the language learner can demonstrate based on what was learned Independent of specific instruction or curriculum: Describes what the language user can do regardless of where, when or how the language was acquired | Based on instruction: Describes what the language learner can demonstrate based on what was learned Independent of specific instruction or curriculum: Describes what the language user can do regardless of where, when or how the language was acquired |

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| Practice: Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks with familiar contexts Spontaneous: Tasks are non-rehearsed situations | Practice: Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks with familiar contexts Spontaneous: Tasks are non-rehearsed situations |
| Familiar content and context: Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned Broad content and context: Context and content are those that are appropriate for the given level | Familiar content and context: Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned Broad content and context: Context and content are those that are appropriate for the given level |
| Demonstrated performance: To be evaluated within a range, must be able to demonstrate the features of the domains of a given range in those contexts and content areas that have been learned and practices. Sustained performance across all the tasks and contexts for the level: To be at a level, must demonstrate consistent patterns of all the criteria for a given level, all of the time | |

Learning Plan

Learning Activities:

Use of Name cards for mandatory participation and grouping of students used for daily activities
Show and tell presentations based on theme/topic
Speed dating (inside/outside circles) interpersonal
Word walls - with current vocabulary and as a review of previous words
Board talk and "Minuto de charlar" used to promote discussion of themes/topics
Brainstorm of ideas in small groups, pairs and then share.. Think , pair and share
VHL Central audio/speaking on-line activities based on the unit
AAPL topics /o- line activities to prepare for Seal of Biliteracy test
Colby on-line activities for interpretation, cloze practice, synthesizing and recalling information, giving opinions and reporting details
Conversation Wars-interpersonal /impromptu speaking by topic/theme
Interviewing Classmates using original and board talk thinking questions
Venn Diagrams and T charts, KWL charts
Iculture on-line articles and activities, geography and culture
Kahoot, Poll Anywhere, Gimkit, Chutes and Ladders, Triangle games
Quizlet Learn and Quizlet Live
White Boards for quick responses and group responses
Sentence strips to order events, gramatical constructions
Power Point and multi-media presentations with voice recording
Nearpod presentations for interactive learning in context
On-line articles from Newsela, BBC Mundo, google.es etc...
Role plays and skits
Email responses (to answer and request information)
SpanishDict for repitition practice and explanation of concepts
EdPuzzle videos with multiple and short answer questions
Infographics/still image
Conversation Stations and Card
Current Events, Talk shows and Debates (pros and cons)
Journal Writing
Statistic Slides
Flipgrid
Video Chat
Gallery Walk, large flip charts
AP Classroom Personal Progress Checks
"Caption This"-picture of anything and students write captions with creativity.
Hashtag summary-of articles and videos
Poem writing-creating another stanza or original ending
Researching information
Realize on-line activities
Reactions and creation of Scenarios based on theme/topic
Video Conferencing and Skype
Games (Guess who, apples to apples, verbo, monopoly, jenga and scrabble)
Senor Jordan videos
Hot Seat ladder review game

Resources:

Social Emotional Learning:

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



New Jersey Social and Emotional Learning Competencies and Sub-Competencies



Self-Awareness

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



Self-Management

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



Social Awareness

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



Responsible Decision-Making

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



Relationship Skills

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

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

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.

- 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.

- 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.

- 7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change.

- 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.

- 7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.

- 7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)

- 7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.

- 7.1.IH.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.

7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.

7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.

7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, **give reasons to support the claims**, and speak and write in strings of connected sentences and some short paragraphs.

- 7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.

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| 4.0 | Students will be able to: <ul style="list-style-type: none"> • Create and present a skit to portray the signs, symptoms and solutions to nomophobia. • Present current technological trends that protect humans from the dangers of distracting living, and explain why they are necessary. |
| 3.0 | Students will be able to: <ul style="list-style-type: none"> • Explain Nomophobia and give the symptoms that are signs of the disease. Recommend ways to alleviate the symptoms. • Explain and provide opinions on superfoods. Discuss which ones they consume and how they are similar/differ to those in the Spanish-speaking world. • Compare and contrast holistic medicine from traditional practices. • Discuss the affects of pandemics on economies/migration patterns/scarcity of resources |
| 2.0 | Students will be able to: <ul style="list-style-type: none"> • Take an on-line nomophobia test to see if they have the disease. • Listen to, read, demonstrate comprehension of articles about different ways communities are trying to protect human life. • List medicinal remedies that they use to treat themselves. |

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| | <ul style="list-style-type: none"> Talk about good and bad hygiene habits. |
| 1.0 | With help, partial success at level 2.0 content and level 3.0 content: |
| 0.0 | Even with help, no success |

| Unit Modifications for Special Population Students | |
|---|---|
| Advanced Learners | <ul style="list-style-type: none"> Students will present a current event that focuses on the latest medical advances around the world. If possible, students will include not only scientific practices, but holistic as well. Students will report on the negative effects of technology in social situations. Students will present a multi-media presentation on the new devices that are being used to protect pedestrians and drivers. <p>https://www.state.nj.us/education/aps/cccs/gandt/</p> |
| Struggling Learners | <ul style="list-style-type: none"> Extended time, partner with buddy, visuals, use of laptops to revisit the task, etc. Allow access to materials outside of the class period time. Provide students with a list of specific words and phrases you want them to know using graphic organizer. This will provide easy reference for oral, listening and writing activities throughout the chapter. Provide students will a grammar card for easy reference to a grammar topic. Provide students with websites that allow for multiple practice on a task. Model different ways in which they can combine words and phrases for communication. Have students create a virtual notebook for challenges vocab, tasks and grammar concepts. Allow students to use word Reference and Spanish Dict. To help them interpret audio, text and video. Help students identify cognates. Offer extra help sessions with the instructor or NHS tutor. |
| English Language Learners | <ul style="list-style-type: none"> https://www.nj.gov/education/modelcurriculum/ela/success.shtml Highlight academic vocabulary. Point out cognates Compare and contrast the similarities/differenced in their culture with the American culture. |

| | |
|-----------------------------|---|
| | <ul style="list-style-type: none"> Have the students/native speakers in the class; provide different idiomatic expressions, colloquialisms and their definition and how it differs with the material in the textbook. <p>https://www.state.nj.us/education/aps/cccs/ELL.htm https://www.nj.gov/education/modelcurriculum/ela/ELLSupport.pdf</p> |
| Learners with an IEP | <p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> Variation of time: adapting the time allotted for learning, task completion, or testing Variation of input: adapting the way instruction is delivered Variation of output: adapting how a student can respond to instruction Variation of size: adapting the number of items the student is expected to complete Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p> |
| Learners with a 504 | <p>Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.</p> |

Interdisciplinary Connections

Indicators:

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

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

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

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

Standards in Action: Climate Change By its very nature, art has the power to inform or draw attention to a specific topic. It is always about something. In fact, the increasing prevalence of activist art in the past decade evidences the power of the arts to communicate big ideas. The aim of activist art is to change the world by inspiring people to take action against societal problems (Nurmis, 2016) – including global climate change. For example, when students engage in the creation and

presentation of media artwork, or when devising a theatrical work exploring the social and economic implications of climate change (e.g., impacts on human health, agriculture, food security, water supply, transportation, energy systems, ecosystems), one might expect to see students working collaboratively to research the complex impacts of global climate change on the economy and quality of daily living for people throughout the world. Ultimately, by being culturally engaging, and tapping into the creative potential of the arts to shape perception, students can New Jersey Department of Education June 2020 4 contribute to imagining a new and better future for humankind (Curtis, Reid, & Ballard, 2012; Hulme, 2009; Marks, Chandler, & Baldwin, 2014; Nurmis, 2016) through their artwork. This holds true for students now, and as adults in the workplace. It is not inconceivable that learning to leverage the capacity of the arts to raise awareness about the effects of climate change could yield employment opportunities focused on combating the negative effects of climate change and other societal global issues.

Indicators:

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

Focus on standards 9.1, 9.2 and 9.4

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

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

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

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

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

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

Technology

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

Communication:

Interpersonal:

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

Interpretive:

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

Presentational:

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

Culture:

Relating Cultural Practices to Perspectives:

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

Relating Cultural Products to Perspectives:

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

Connections:

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

Acquiring Information and Diverse Perspectives:

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

Language Comparisons:

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

Cultural Comparisons:

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

Communities:

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

Lifelong Learning:

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

Technology:

Technologies for students to interact with people from other cultures and to experience authentic cultural products and practices. The use of technology as an instructional strategy is therefore no longer an option; rather

it is an indispensable tool that enables students to develop a growing understanding of cultural perspectives and the inextricable link between language and culture.

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

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

Unit Title: **Global Challenges: Factors that Affect Quality of Life/Environment Political and Social Challenges**

Unit Description:

Students will explore social issues, poverty, educational trends, government initiatives that impact family/family units. The issues regarding refugees/immigration; migrant workers will be discussed as to how they impact the economy. Environmental concerns and impact on individuals and economies is explored.

Unit Duration: 4-6 weeks

Desired Results

Intermediate High learners understand, with ease and confidence, sentence-length speech in basic personal and social contexts. Devise substantial meaning from some connected texts typically understood by advanced-level listeners and readers. They show evidence of the ability to make inferences about texts by identifying key details of spoken, viewed, and written materials.

Intermediate High learners exchange information in spontaneous spoken or written conversations and some discussions on a variety of familiar and some concrete topics that they have researched, using connected sentences that may form paragraphs and asking a variety of questions, often across various time frames.

Intermediate High learners use connected sentences and some paragraph level language independently to communicate information, make presentations, and express thoughts about familiar and some unfamiliar topics. They use increasingly complex vocabulary and structures, compare points of view and perspectives, and write or speak original pieces such as essays, stories, and poems. Intermediate High learners demonstrate evidence of Advanced Low proficiency but lack consistency in maintaining the advanced level.

Core Idea:

- 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.

| | |
|---|---|
| <p>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p> | <ul style="list-style-type: none"> • 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses. • 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture. • 7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics. • 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts. • 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose). • 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures. • 7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change. |
| <p>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p> | <ul style="list-style-type: none"> • 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames. • 7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames. • 7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames. • 7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.) • 7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature. • 7.1.IH.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas. |
| <p>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> | <ul style="list-style-type: none"> • 7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames. • 7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames. • 7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations. • 7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes. • 7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs. • 7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture. |
| | |

| Intercultural Statement | Possible topics: |
|---|---|
| Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society. | Current events, contemporary and emerging global issues including migration, population, discrimination, resources, and climate change resources. |
| | |
| Learners recognize and identify a few typical practices of the target culture. | Impact of current events and global issues on the target culture societies and on the students' own society, effects of population growth and migration across the globe, environmental degradation and protections, discrimination and other conflicts that affect the world, and the allocation of scarce resources |
| | |

Assessment Evidence

Performance Tasks: 5 Rules for the 3 Modes

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

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

Interpretive:

- Understand the difference between migrant and immigrant workers. What are the challenges/prohibitive factors for these people?
- Research the areas of the U.S. that utilize migrant workers
- Review/study Cajas de Carton vocab. to help understand the story better. Jimenez-author information, read and interpret- what had the author endured in order to break the cycle (video)
- Show students the film "El Inmigrante" and stop at sections to discuss what our border looks like, the viewpoint of the immigrants, the viewpoint of the border patrol, the viewpoint of ranchers/Blackwell and viewpoint of the legal system. How is this a microcosm of the difficulty in immigration practices in our country?

Interpersonal-

- Powerpoint (Images) of living conditions of migrant workers, what do they see, what conditions are they living in?
- Discuss in small group/with partner: What is a typical day in your life compared to that of a migrant worker?
- Role play an immigrant situation with one person being immigrant, one person is legal advocate, one person is anti-immigrant ranch owner, one person is county judge. Roles are not known in advance – students must take role and perform off the cuff with the knowledge they have of each point of view.
- Class debate on any of the news coverage regarding immigration.

Presentational-

- Students make a "statistic" slide that demonstrates a historical/current trend in social justice issues. (with Image)
- Who was Chavez, why was he an important person in history? What did he do for laborers? Students research and present their findings in a document uploaded in Class Pages.

Other Evidence:

Other Evidence:

Pre-Assessment:

Self-reflection: "Can Do" statements

Interpretive:

- I can understand, read, compare and contrast documents and listen to audio clips related to cultural perspectives on world challenges, social issues topics.

Interpersonal:

- I can ask and answer questions about world challenges and social issues and how these cultural aspects affect life.
- I can exchange information about events using different time frames.
- I can describe some social issues/world challenges that exist and explain why, provide recommendations and synthesize detailed information/summaries on my viewpoint with backup.
- I can explain my point of view in certain situations in different time frames, provide advice and recommendations using supporting resources.

Presentational:

- I can research, synthesize information and present information about social issues/world challenges making comparisons with supporting details in different time frames.

Formative Assessments:

- Reading / Interpreting Realia
- Written assessments (homework, quiz, test, e-mails, pen pal, scripts / written dialogues)
- TPR response
- Station / Center based work Reading / Pronunciation in the target language Oral prompting and inquiry
- Whiteboard responses
- Exit slips / Polls
- Imperfect/Preterite in context
- Verbs like GUSTAR in context
- Ser/estar saber/conocer in context
- Preterite/imperfect - application of verbs in context
- Future tense in context
- Conditional tense in context
- Teacher quiz / Socrate / Kahoot It! / Quizlet Live, Polls, Nearpod, Flipgrid, Audacity, Voicethread
- Student Blogs
- Cloze Statements - where students must insert appropriate vocabulary.
- **Word Splash Activity** - content vocabulary is placed on a board, chart, large paper in a random 'splash'. Students are asked to use the words in sentences, a paragraph, captioned drawing, or diagram
- Analyze an infographic and summarize <https://www.techdirt.com/skyisrising2/>

Summative Assessments:

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

Benchmarks:

Students take an interpretive assessment that judges their knowledge on the Cajas de Carton chapter, Jimenez and Chavez.

Students will write (interpersonal) a letter to a local union leader to inquire about the current status of migrant workers' rights/conditions in the US. Where they can get more information.

College Board-Progress Check from AP Classroom (Interpretive, Interpersonal, Presentational)

Socratic discussion on current events regarding immigration

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

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

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

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

- Advanced Low: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

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

Learning Plan

Learning Activities:

Use of Name cards for mandatory participation and grouping of students used for daily activities
Show and tell presentations based on theme/topic
Speed dating (inside/outside circles) interpersonal
Word walls - with current vocabulary and as a review of previous words
Board talk and "Minuto de charlar" used to promote discussion of themes/topics
Brainstorm of ideas in small groups, pairs and then share.. Think , pair and share
VHL Central audio/speaking on-line activities based on the unit
AAPL topics /o- line activities to prepare for Seal of Biliteracy test
Colby on-line activities for interpretation, cloze practice, synthesizing and recalling information, giving opinions and reporting details
Conversation Wars-interpersonal /impromptu speaking by topic/theme
Interviewing Classmates using original and board talk thinking questions
Venn Diagrams and T charts, KWL charts
iCulture on-line articles and activities, geography and culture
Kahoot, Poll Anywhere, Gimkit, Chutes and Ladders, Triangle games
Quizlet Learn and Quizlet Live
White Boards for quick responses and group responses
Sentence strips to order events, gramatical constructions
Power Point and multi-media presentations with voice recording
Nearpod presentations for interactive learning in context
On-line articles from Newsela, BBC Mundo, google.es etc...
Role plays and skits
Email responses (to answer and request information)
SpanishDict for repetition practice and explanation of concepts
EdPuzzle videos with multiple and short answer questions
Infographics/still image
Conversation Stations and Card
Current Events, Talk shows and Debates (pros and cons)
Journal Writing
Statistic Slides
Flipgrid
Video Chat
Gallery Walk, large flip charts
AP Classroom Personal Progress Checks
"Caption This"-picture of anything and students write captions with creativity.
Hashtag summary-of articles and videos
Poem writing-creating another stanza or original ending
Researching information
Realize on-line activities
Reactions and creation of Scenarios based on theme/topic
Video Conferencing and Skype
Games (Guess who, apples to apples, verbo, monopoly, jenga and scrabble)
Senor Jordan videos
Hot Seat ladder review game

Social Emotional Learning:

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



New Jersey Social and Emotional Learning Competencies and Sub-Competencies



Self-Awareness

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



Self-Management

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



Social Awareness

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



Responsible Decision-Making

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



Relationship Skills

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

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

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.

- 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.

7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics.

- 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.

- 7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change.

- 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.

- 7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.

- 7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)

- 7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.

- 7.1.IH.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.

7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.

7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, **give reasons to support the claims**, and speak and write in strings of connected sentences and some short paragraphs.

- **7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.**

| | |
|------------|---|
| 4.0 | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Debate the benefits and shortcomings of the Dream Act, and the current immigration laws. • Create a (statistical) social justice slide to share with the class. • Critique a children's movie to identify how social and environmental issues are portrayed in arts and entertainment. |
| 3.0 | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain how a migrant worker lives and what their challenges they face. • Tell who Chavez was and the impact he had on the lives of workers. • Identify workers' rights and how they have changed over the years. • Talk about the life of Jimenez and how he broke the cycle with education. • Participate in a "fair trade" fundraiser to promote economic equity for poorer, remote areas in the world. |
| 2.0 | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Define what "fair trade" means • Define the terms migrant/immigrant. |

| | |
|------------|--|
| | <ul style="list-style-type: none"> • Talk about their heritage, struggles faced by their family, when they came to America. • List social and environmental issues that exist today. |
| 1.0 | With help, partial success at level 2.0 content and level 3.0 content: |
| 0.0 | Even with help, no success |

| Unit Modifications for Special Population Students | |
|---|---|
| Advanced Learners | <ul style="list-style-type: none"> • Students will research the current policy that pertains to the Dream Act and recent revisions, to present to the class. • Students will research the concept of “Fair Trade” and how it works in a global economy. • Students will compare Jimenez and Chavez to modern day activists and present their findings. |
| Struggling Learners | <ul style="list-style-type: none"> • Extended time, partner with buddy, visuals, use of laptops to revisit the task, etc. Allow access to materials outside of the class period time. • Provide students with a list of specific words and phrases you want them to know using graphic organizer. This will provide easy reference for oral, listening and writing activities throughout the chapter. • Provide students will a grammar card for easy reference to a grammar topic. • Provide students with websites that allow for multiple practice on a task. • Model different ways in which they can combine words and phrases for communication. • Have students create a virtual notebook for challenges vocab, tasks and grammar concepts. • Allow students to use word Reference and Spanish Dict. To help them interpret audio, text and video. • Help students identify cognates. • Offer extra help sessions with the instructor or NHS tutor. |
| English Language Learners | <ul style="list-style-type: none"> • Highlight academic vocabulary. • Point out cognates • Compare and contrast the similarities/differenced in their culture with the American culture. • Have the students/native speakers in the class; provide different idiomatic expressions, colloquialisms and their definition and how it defers with the material in the textbook. <p>https://www.state.nj.us/education/aps/cccs/ELL.htm</p> |
| Learners with an IEP | Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include: |

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

Interdisciplinary Connections

Indicators:

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

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

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

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

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

Integration of 21st Century Skills

Indicators:

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

Focus on standards 9.1, 9.2 and 9.4

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

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

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

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

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

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

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

Communication:

Interpersonal:

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

Interpretive:

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

Presentational:

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

Culture:**Relating Cultural Practices to Perspectives:**

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

Relating Cultural Products to Perspectives:

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

Connections:

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

Acquiring Information and Diverse Perspectives:

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

Language Comparisons:

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

Cultural Comparisons:

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

Communities:

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

Lifelong Learning:

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

Technology:

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

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

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

Unit Title: Influence of Language and Culture on Identity

Unit Description:

Unit Duration: 4-6 weeks

Desired Results

Standard(s):

Intermediate High learners understand, with ease and confidence, sentence-length speech in basic personal and social contexts. Devise substantial meaning from some connected texts typically understood by advanced-level listeners and readers. They show evidence of the ability to make inferences about texts by identifying key details of spoken, viewed, and written materials.

Intermediate High learners exchange information in spontaneous spoken or written conversations and some discussions on a variety of familiar and some concrete topics that they have researched, using connected sentences that may form paragraphs and asking a variety of questions, often across various time frames.

Intermediate High learners use connected sentences and some paragraph level language independently to communicate information, make presentations, and express thoughts about familiar and some unfamiliar topics. They use increasingly complex vocabulary and structures, compare points of view and perspectives, and write or speak original pieces such as essays, stories, and poems. Intermediate High learners demonstrate evidence of Advanced Low proficiency but lack consistency in maintaining the advanced level.

Core Idea:

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

- 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.
- 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
- 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.
- 7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics.

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| | <ul style="list-style-type: none"> • 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts. • 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose). • 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures. • 7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change. |
| Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. | <ul style="list-style-type: none"> • 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames. • 7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames. • 7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames. • 7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.) • 7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature. • 7.1.IH.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas. |
| Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. | <ul style="list-style-type: none"> • 7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames. • 7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames. • 7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations. • 7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes. • 7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs. • 7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture. |
| | |
| Intercultural Statement | Possible topics: |
| Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' | Current events, contemporary and emerging global issues including migration, population, discrimination, resources, and climate change resources. |

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| own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society. | |
| | |
| Learners recognize and identify a few typical practices of the target culture. | Impact of current events and global issues on the target culture societies and on the students' own society, effects of population growth and migration across the globe, environmental degradation and protections, discrimination and other conflicts that affect the world, and the allocation of scarce resources |
| | |

Assessment Evidence

Performance Tasks:

5 Rules for the 3 Modes

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

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

Interpretive-

- Students watch short food videos (Ed puzzle) of diff. kids from around the world eating foods from Spanish speaking countries. Video: Mario Batali and Gwyneth Paltrow cooking around Spain.
- Students watch Hogarmania-video for flan and the tortilla espanola, to view how this cultural rich/identity rich dish has been revamped all of the world.
- Students will research their plato tipico, find the country and region of origination
- What is a Mola? Students watch ed puzzle video that explains the history of the Mola and how the tribe (woman) have shared their culture and identity across the world.
- Students research their own first and/or last name, then converse with classmates, indicating how their names relate to their identity.
- Then read the except by Cisneros, The House on Mango Street.(see p. 44 of AP College Board Framework)

Interpersonal-

- Debate the effects (positive/negative) of a geographical region, how it effects the identify of a person.
- Students discuss what foods they eat typical at holidays/gatherings, how does this vary/differ from those in the Spanish speaking world. (compare diets)
- Talk about how the food represents culture, and the diet of a region.
- Describe how culture influences the diet of a country
- How do socio-economic constraints affect what a community eats
- How does government play a part in feeding their people?

Presentation -

- Students research various regions of the Spanish speaking world to see why certain ingredients are used in certain regions of the world.
- Students fill a paper bag with 5 items that represent themselves, in class they present the items to the class, and explain how this items make up their identity.

Pre-Assessment:

Self-reflection: "Can Do" statements

Interpretive:

- I can understand, read, compare and contrast documents and listen to audio clips related to cultural perspectives on contemporary topics.

Interpersonal:

- I can ask and answer questions about family traditions and cultural aspects of contemporary life.
- I can exchange information about events using different time frames.
- I can describe different cultures, and identities that I like and explain why, provide recommendations and synthesize detailed information/summaries on my viewpoint of these cultures and identities with backup.
- I can explain my point of view in certain situations in different time frames, provide advice and recommendations using supporting resources.

Presentation:

- I can research, synthesize information and present information about cultures and identities making comparisons with supporting details in different time frames.

Formative Assessments:

- Reading / Interpreting Realia
- Written assessments (homework, quiz, test, e-mails, pen pal, scripts / written dialogues)
- Commands in context
- Station / Center based work Reading / Pronunciation in the target language Oral prompting and inquiry
- Whiteboard responses
- Exit slips / Polls
- Small group
- Preterite/imperfect - application of verbs in context
- Teacher quiz / Socrate / Kahoot It! / Quizlet Live, Polls, Nearpod, Flipgrid, Audacity, Voicethread
- Student Blogs
- Cloze Statements - where students
- Word Splash Activity - content vocabulary is placed on a board, chart, large paper in a random 'splash'. Students are
- Analyze an infographic and summarize

Summative Assessments:

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

Benchmarks:

Students make their own Mola project and give an oral presentation on what every image represents. After the presentation there will be a brief question and answer among the students, to gain more knowledge on why the student chose that specific image, how they IDENTIFY with that object.

Presentational-Cooking project that gives the name of the dish, the region or country the dish comes from, a history of the dish, its cultural significance, the ingredients and an explanation of every step of the dish. Lastly, the student will compare this dish to a popular American dish.

College Board- Personal Progress check from the AP Classroom (interpersonal, interpretive, presentational)

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

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

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

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

- Intermediate High: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.
- Advanced Low: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

Assessing Performance Assessing Proficiency

Assessing Performance Assessing Proficiency

Based on instruction: Describes what the language learner can demonstrate based on what was learned Independent of specific instruction or curriculum: Describes what the language user can do regardless of where, when or how the language was acquired

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Practice: Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks with familiar contexts Spontaneous: Tasks are non-rehearsed situations

Practice: Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks with familiar contexts Spontaneous: Tasks are non-rehearsed situations

Familiar content and context: Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned Broad content and context: Context and content are those that are appropriate for the given level

Familiar content and context: Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned Broad content and context: Context and content are those that are appropriate for the given level

Demonstrated performance: To be evaluated within a range, must be able to demonstrate the features of the domains of a given range in those contexts and content areas that have been learned and practices. Sustained performance across all the tasks and contexts for the level: To be at a level, must demonstrate consistent patterns of all the criteria for a given level, all of the time

Learning Plan

Learning Activities:

Use of Name cards for mandatory participation and grouping of students used for daily activities
Show and tell presentations based on theme/topic
Speed dating (inside/outside circles) interpersonal
Word walls - with current vocabulary and as a review of previous words
Board talk and "Minuto de charlar" used to promote discussion of themes/topics
Brainstorm of ideas in small groups, pairs and then share.. Think , pair and share
VHL Central audio/speaking on-line activities based on the unit
AAPL topics /o- line activities to prepare for Seal of Biliteracy test
Colby on-line activities for interpretation, cloze practice, synthesizing and recalling information, giving opinions and reporting details
Conversation Wars-interpersonal /impromptu speaking by topic/theme
Interviewing Classmates using original and board talk thinking questions
Venn Diagrams and T charts, KWL charts
Iculture on-line articles and activities, geography and culture
Kahoot, Poll Anywhere, Gimkit, Chutes and Ladders, Triangle games
Quizlet Learn and Quizlet Live
White Boards for quick responses and group responses
Sentence strips to order events, gramatical constructions
Power Point and multi-media presentations with voice recording
Nearpod presentations for interactive learning in context
On-line articles from Newsela, BBC Mundo, google.es etc...
Role plays and skits
Email responses (to answer and request information)
SpanishDict for repitition practice and explanation of concepts
EdPuzzle videos with multiple and short answer questions
Infographics/still image
Conversation Stations and Card
Current Events, Talk shows and Debates (pros and cons)
Journal Writing
Statistic Slides
Flipgrid
Video Chat
Gallery Walk, large flip charts
AP Classroom Personal Progress Checks
"Caption This"-picture of anything and students write captions with creativity.
Hashtag summary-of articles and videos
Poem writing-creating another stanza or original ending
Researching information
Realize on-line activities
Reactions and creation of Scenarios based on theme/topic
Video Conferencing and Skype
Games (Guess who, apples to apples, verbo, monopoly, jenga and scrabble)
Senor Jordan videos
Hot Seat ladder review game

Resources: Gwyneth Paltrow Video – Spain on the Road Again (Culinary tour of Spain)

Social Emotional Learning:

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



New Jersey Social and Emotional Learning Competencies and Sub-Competencies



Self-Awareness

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



Self-Management

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



Social Awareness

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



Responsible Decision-Making

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



Relationship Skills

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

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

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.

- 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.

7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics.

- 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.

- 7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change.

- 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.

- 7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.

- 7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)

- 7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.

- 7.1.IH.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.

7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.

7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.

7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, **give reasons to support the claims**, and speak and write in strings of connected sentences and some short paragraphs.

- 7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.

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| 4.0 | Students will be able to: <ul style="list-style-type: none"> • Present a multi-media cooking project presentation that highlights the geographical significance of the dish and how it has been preserved and/or re-created throughout time. This must be different than what is done at 3H level! • Students create their own MOLA to be presented to the class for an interactive presentation. |
| 3.0 | Students will be able to: <ul style="list-style-type: none"> • Explain what a MOLA is, and how it identifies the Kuna woman of Panama. • Watch, listen to, and interpret cooking videos that show popular dishes native to certain geographical regions. Make a recommendation. • Give an oral presentation (show and tell) that tells about their identity, and what represents them. |
| 2.0 | Students will be able to: <ul style="list-style-type: none"> • Identify a MOLA. • Use simple commands to explain the preparation of a recipe. • List popular Spanish/Hispanic dishes that they have or would like to try, and identify their main ingredients. |

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| 1.0 | With help, partial success at level 2.0 content and level 3.0 content: |
| 0.0 | Even with help, no success |

| Unit Modifications for Special Population Students | |
|--|---|
| Advanced Learners | <ul style="list-style-type: none"> Students will research another remote region of a Spanish speaking country, where there will compare the MOLA to their findings, explain how their economy is supported by the handicrafts of the indigenous people. Students will identify someone who has impacted the lives of others nation/worldwide and tell how their impact has improved a community. Research and report on the need to maximize food production in certain regions to sustain the constant growth of the population of that area, explaining which foods are best produced under that region's climate, geographical location. |
| Struggling Learners | <ul style="list-style-type: none"> Extended time, partner with buddy, visuals, use of laptops to revisit the task, etc. Allow access to materials outside of the class period time. Provide students with a list of specific words and phrases you want them to know using graphic organizer. This will provide easy reference for oral, listening and writing activities throughout the chapter. Provide students will a grammar card for easy reference to a grammar topic. Provide students with websites that allow for multiple practice on a task. Model different ways in which they can combine words and phrases for communication. Have students create a virtual notebook for challenges vocab, tasks and grammar concepts. Allow students to use word Reference and Spanish Dict. To help them interpret audio, text and video. Help students identify cognates. Offer extra help sessions with the instructor or NHS tutor. |
| English Language Learners | <ul style="list-style-type: none"> Highlight academic vocabulary. Point out cognates Compare and contrast the similarities/differenced in their culture with the American culture. Have the students/native speakers in the class; provide different idiomatic expressions, colloquialisms and their definition and how it defers with the material in the textbook. <p>https://www.state.nj.us/education/aps/cccs/ELL.htm</p> |
| Learners with an IEP | Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, |

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

Interdisciplinary Connections

Indicators:

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

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

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

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

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

climate change could yield employment opportunities focused on combating the negative effects of climate change and other societal global issues.

Integration of 21st Century Skills

Indicators:

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

Focus on standards 9.1, 9.2 and 9.4

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

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

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

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

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

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

Technology

- In order to make students from a target language culture feel more welcome in the school, students learn to use appropriate gestures and oral expressions for greetings, leave takings, and common classroom interactions, and incorporate them into their daily routines.
- Digital Tools in the context of a world languages class, include applications and software that aid in communication. Some examples include video conferencing, texting, voicethread and IMing.

- Electronic Information Sources consist of audio, video, and text available through a virtual format. Some examples include podcasts, videocasts, audio clips, and websites.
- Multimedia Rich Presentations contain a combination of text, audio, still images, video, interactivity and animation.
- Virtual Sharing requires the use of digital tools and may be done through electronic information sources such as a social community/educational site, electronic poster, or webpage.

Communication:

Interpersonal:

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

Interpretive:

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

Presentational:

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

Culture:

Relating Cultural Practices to Perspectives:

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

Relating Cultural Products to Perspectives:

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

Connections:

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

Acquiring Information and Diverse Perspectives:

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

Language Comparisons:

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

Cultural Comparisons:

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

Communities:

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

Lifelong Learning:

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

Technology:

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

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

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

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| Unit Title: Influences of Beauty and Art |
| Unit Description: Students compare and contrast artistic styles and beauty found in different Spanish speaking countries of the world (or region). Nuances of poetry are explored and perspectives on one's own personal beauty are expressed via life experiences. |
| Unit Duration: 4-6 weeks |
| Desired Results |

Intermediate High learners understand, with ease and confidence, sentence-length speech in basic personal and social contexts. Devise substantial meaning from some connected texts typically understood by advanced-level listeners and readers. They show evidence of the ability to make inferences about texts by identifying key details of spoken, viewed, and written materials.

Intermediate High learners exchange information in spontaneous spoken or written conversations and some discussions on a variety of familiar and some concrete topics that they have researched, using connected sentences that may form paragraphs and asking a variety of questions, often across various time frames.

Intermediate High learners use connected sentences and some paragraph level language independently to communicate information, make presentations, and express thoughts about familiar and some unfamiliar topics. They use increasingly complex vocabulary and structures, compare points of view and perspectives, and write or speak original pieces such as essays, stories, and poems. Intermediate High learners demonstrate evidence of Advanced Low proficiency but lack consistency in maintaining the advanced level.

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| <p>Core Idea:</p> <p>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p> | <ul style="list-style-type: none"> • 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics. • 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses. • 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture. • 7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics. • 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts. • 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose). • 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures. • 7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change. |
| <p>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p> | <ul style="list-style-type: none"> • 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames. • 7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames. • 7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames. • 7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.) • 7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature. • 7.1.IH.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas. |
| <p>Presentational communication involves presenting information, concepts, and ideas to an</p> | <ul style="list-style-type: none"> • 7.1.IH.PRSENT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames. |

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| audience of listeners or readers on a variety of topics. | <ul style="list-style-type: none"> • 7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames. • 7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations. • 7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes. • 7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs. • 7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture. |
| | |
| Intercultural Statement | Possible topics: |
| Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society. | Current events, contemporary and emerging global issues including migration, population, discrimination, resources, and climate change resources. |
| | |
| Learners recognize and identify a few typical practices of the target culture. | Impact of current events and global issues on the target culture societies and on the students' own society, effects of population growth and migration across the globe, environmental degradation and protections, discrimination and other conflicts that affect the world, and the allocation of scarce resources |
| | |

Performance Tasks:

5 Rules for the 3 Modes

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

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

Interpretive:

- Students read and interpret “Instantes Poem” on colby website
- Students practice the imperfect subjunctive with the condition tense in Si clauses to prepare students to express themselves.
- Josh Hanlon presents how to use Google Earth to the class, highlights cultural heritage sites and how to use PowerPoint with voice.
- Class creates a graph showing the data of student surveys

Interpersonal-

- tudents read poem silently and then discuss what the poem means to them, and they felt, where did they find beauty in the form of a poem.
- Students survey other sudents about what type of music they listen to, where they have traveled, dances that have inserted themselves into American culture.

Presentational-

- Students share the Instantes poem with an elderly family member, then interview this person to find out what would they have done differently. Students post their responses with a picture of the person.
- Student surveys are presented and explained. Concepts like majority/minority. Most/least are used. .

Pre-Assessment:

Self-reflection: “Can Do” statements

Interpretive:

- I can understand, read, compare and contrast documents and listen to audio clips related to cultural perspectives on family topics.

Interpersonal:

- I can ask and answer questions about dance, beauty, art. music and architecture.
- I can exchange information about events using different time frames.
- I can describe and give examples of art, music, architecture and dance that I like and explain why.
- I can explain my point of view in certain situations in different time frames, provide advice and recommendations using supporting resources.

Presentational:

- I can research, synthesize information and present information about beauty and aesthetics making comparisons with supporting details in different time frames.

Formative Assessments:

- Reading / Interpreting Realia
- Written assessments (homework, quiz, test, e-mails, pen pal, scripts / written dialogues)
- Station / Center based work Reading / Pronunciation in the target language Oral prompting and inquiry
- Whiteboard responses
- Exit slips / Polls
- Subjunctive – present/imperfect
- Multi-tiempo
- Teacher quiz / Socrate / Kahoot It! / Quizlet Live, Polls, Nearpod, Flipgrid, Audacity, Voicethread, Video Chat
- Student Blogs
- Cloze activities
- **Word Splash Activity** - content vocabulary is placed on a board, chart, large paper in a random ‘splash’. Students are asked to use the words in sentences, a paragraph, captioned drawing, or diagram
- Analyze an infographic and summarize <https://www.techdirt.com/skyisrising2/>

Summative Assessments:

- *Chapter Test / Unit Test, IPA or a component*
- *Integrated Performance Assessment or a component*
- *Performance Assessment showing proficiency with “Can Do” statements and rubric*

Benchmarks:

Presentational-Students create a Google Earth project (voice narrated) that highlight the various arts, music, architecture of a designated Spanish speaking country.

Students create a Boletin newsletter as a reflection of self. Students receive a menu, and will pick 10 things from menu to use in their Boletin. This will be posted to Unified classroom.

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

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

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

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

| <i>Assessing Performance Assessing Proficiency</i> | <i>Assessing Performance Assessing Proficiency</i> |
|---|---|
| Based on instruction: Describes what the language learner can demonstrate based on what was learned Independent of specific instruction or curriculum: Describes what the language user can do regardless of where, when or how the language was acquired | Based on instruction: Describes what the language learner can demonstrate based on what was learned Independent of specific instruction or curriculum: Describes what the language user can do regardless of where, when or how the language was acquired |

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| Practice: Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks with familiar contexts Spontaneous: Tasks are non-rehearsed situations | Practice: Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks with familiar contexts Spontaneous: Tasks are non-rehearsed situations |
| Familiar content and context: Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned Broad content and context: Context and content are those that are appropriate for the given level | Familiar content and context: Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned Broad content and context: Context and content are those that are appropriate for the given level |
| Demonstrated performance: To be evaluated within a range, must be able to demonstrate the features of the domains of a given range in those contexts and content areas that have been learned and practices. Sustained performance across all the tasks and contexts for the level: To be at a level, must demonstrate consistent patterns of all the criteria for a given level, all of the time | |

Learning Plan

Learning Activities:

Use of Name cards for mandatory participation and grouping of students used for daily activities
Show and tell presentations based on theme/topic
Speed dating (inside/outside circles) interpersonal
Word walls - with current vocabulary and as a review of previous words
Board talk and "Minuto de charlar" used to promote discussion of themes/topics
Brainstorm of ideas in small groups, pairs and then share.. Think , pair and share
VHL Central audio/speaking on-line activities based on the unit
AAPL topics /o- line activities to prepare for Seal of Biliteracy test
Colby on-line activities for interpretation, cloze practice, synthesizing and recalling information, giving opinions and reporting details
Conversation Wars-interpersonal /impromptu speaking by topic/theme
Interviewing Classmates using original and board talk thinking questions
Venn Diagrams and T charts, KWL charts
Iculture on-line articles and activities, geography and culture
Kahoot, Poll Anywhere, Gimkit, Chutes and Ladders, Triangle games
Quizlet Learn and Quizlet Live
White Boards for quick responses and group responses
Sentence strips to order events, gramatical constructions
Power Point and multi-media presentations with voice recording
Nearpod presentations for interactive learning in context
On-line articles from Newsela, BBC Mundo, google.es etc...
Role plays and skits
Email responses (to answer and request information)
SpanishDict for repitition practice and explanation of concepts
EdPuzzle videos with multiple and short answer questions
Infographics/still image
Conversation Stations and Card
Current Events, Talk shows and Debates (pros and cons)
Journal Writing
Statistic Slides
Flipgrid
Video Chat
Gallery Walk, large flip charts
AP Classroom Personal Progress Checks
"Caption This"-picture of anything and students write captions with creativity.
Hashtag summary-of articles and videos
Poem writing-creating another stanza or original ending
Researching information
Realize on-line activities
Reactions and creation of Scenarios based on theme/topic
Video Conferencing and Skype
Games (Guess who, apples to apples, verbo, monopoly, jenga and scrabble)
Senor Jordan videos
Hot Seat ladder review game

Social Emotional Learning:

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



New Jersey Social and Emotional Learning Competencies and Sub-Competencies



Self-Awareness

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



Self-Management

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



Social Awareness

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



Responsible Decision-Making

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



Relationship Skills

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

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

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.

- 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.

7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics.

- 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.

- 7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change.

- 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.

- 7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.

- 7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)

- 7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.

- 7.1.IH.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.

7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.

7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.

7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, **give reasons to support the claims**, and speak and write in strings of connected sentences and some short paragraphs.

- 7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.

4.0

Students will be able to:

- Create a multi-media presentation that features beauty and art found in Spanish speaking countries.
- Produce their own poem that reflects a form of art or beauty found in themselves or another.

3.0

Students will be able to:

- Interview, record and report the perspectives of elderly family members as a life reflection.(Instantes Poem)
- Catalog several musical(music/dance) influences that have impacted pop culture today.
- Identify art and beauty geographically. Discuss/explain how the geography influenced the art.
- How does art reflect the political/social/economic conditions of the time. Students will analyze several artists of choice in the target language to present their viewpoints.
- Analyze how commercials/media influences societies views regarding beauty and how genders are targeted as to cultural expectations.

2.0

Students will be able to:

- Name popular Spanish songs, artists and dances.
- Tell what defines beauty. List what they think is beautiful.

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| | <ul style="list-style-type: none"> Talk about their experience with artistic expression. |
| 1.0 | With help, partial success at level 2.0 content and level 3.0 content: |
| 0.0 | Even with help, no success |

| Unit Modifications for Special Population Students | |
|---|---|
| Advanced Learners | <ul style="list-style-type: none"> Students compare and contrast (from multiple peer's project) how these cultures vary by geographical location (Carribean, North American, Central America, South America and Europe). Students present (multi-media) how "beauty" differs in society, modern day with cultural roots, to prove that "Beauty" is driven(relative) by one's culture, norms and perspectives. |
| Struggling Learners | <ul style="list-style-type: none"> Extended time, partner with buddy, visuals, use of laptops to revisit the task, etc. Allow access to materials outside of the class period time. Provide students with a list of specific words and phrases you want them to know using graphic organizer. This will provide easy reference for oral, listening and writing activities throughout the chapter. Provide students will a grammar card for easy reference to a grammar topic. Provide students with websites that allow for multiple practice on a task. Model different ways in which they can combine words and phrases for communication. Have students create a virtual notebook for challenges vocab, tasks and grammar concepts. Allow students to use word Reference and Spanish Dict. To help them interpret audio, text and video. Help students identify cognates. Offer extra help sessions with the instructor or NHS tutor. |
| English Language Learners | <ul style="list-style-type: none"> Highlight academic vocabulary. Point out cognates Compare and contrast the similarities/differenced in their culture with the American culture. Have the students/native speakers in the class; provide different idiomatic expressions, colloquialisms and their definition and how it defers with the material in the textbook. <p>https://www.state.nj.us/education/aps/cccs/ELL.htm</p> |
| Learners with an IEP | Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that |

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

Interdisciplinary Connections

Indicators:

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

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

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

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

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

Integration of 21st Century Skills

Indicators:

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

Focus on standards 9.1, 9.2 and 9.4

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

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

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

| By the end of grade 2 | By the end of grade 5 | By the end of grade 8 | By the end of grade 12 |
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| Critical thinkers must first identify a problem then develop a plan to address it in order to effectively solve a problem. | The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills. | Multiple solutions exist to solve a problem. • An essential aspect of problem solving is being able to self reflect on why possible solutions for solving problems were or were not successful. | Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. |
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Global and Cultural Awareness To possess a cultural and global awareness is to fully understand that individuals are composed of complex cultural backgrounds, which are influenced by a multitude of factors. Armed with this crucial understanding, individuals can then better learn and work collaboratively with people from diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue, whether in a personal, work, or community-based context. Such an awareness also stresses the importance of recognizing and understanding the rich histories and multitude of languages of other nations and cultures.

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

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

Communication:

Interpersonal:

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

Interpretive:

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

Presentational:

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

Culture:

Relating Cultural Practices to Perspectives:

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

Relating Cultural Products to Perspectives:

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

Connections:

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

Acquiring Information and Diverse Perspectives:

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

Language Comparisons:

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

Cultural Comparisons:

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

Communities:

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

Lifelong Learning:

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

Technology:

Technologies for students to interact with people from other cultures and to experience authentic cultural products and practices. The use of technology as an instructional strategy is therefore no longer an option; rather

it is an indispensable tool that enables students to develop a growing understanding of cultural perspectives and the inextricable link between language and culture.

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

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

Unit Title: AP TEST PREP

Unit Description: Students will partake in a rigorous three week AP Prep unit, in which the activities (Multiple Choice and Free Response) mirror those of the AP exam. Students will be led through a series of interpretive, interpersonal and presentational assessments. These tasks cover the six diverse content themes.

Unit Duration: 3 weeks prior to AP TEST

Desired Results – PASS AP with 3+

Intermediate High learners understand, with ease and confidence, sentence-length speech in basic personal and social contexts. Devise substantial meaning from some connected texts typically understood by advanced-level listeners and readers. They show evidence of the ability to make inferences about texts by identifying key details of spoken, viewed, and written materials. Intermediate High learners exchange information in spontaneous spoken or written conversations and some discussions on a variety of familiar and some concrete topics that they have researched, using connected sentences that may form paragraphs and asking a variety of questions, often across various time frames. Intermediate High learners use connected sentences and some paragraph level language independently to communicate information, make presentations, and express thoughts about familiar and some unfamiliar topics. They use increasingly complex vocabulary and structures, compare points of view and perspectives, and write or speak original pieces such as essays, stories, and poems. Intermediate High learners demonstrate evidence of Advanced Low proficiency but lack consistency in maintaining the advanced level.

Core Idea:

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

- 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.
- 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
- 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.
- 7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics.

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| | <ul style="list-style-type: none"> • 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts. • 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose). • 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures. • 7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change. |
| Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. | <ul style="list-style-type: none"> • 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames. • 7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames. • 7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames. • 7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.) • 7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature. • 7.1.IH.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas. |
| Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. | <ul style="list-style-type: none"> • 7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames. • 7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames. • 7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations. • 7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes. • 7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs. • 7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture. |
| | |
| Intercultural Statement | Possible topics: |
| Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, | Current events, contemporary and emerging global issues including migration, population, discrimination, resources, and climate change resources. |

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| beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society. | |
| | |
| Learners recognize and identify a few typical practices of the target culture. | Impact of current events and global issues on the target culture societies and on the students' own society, effects of population growth and migration across the globe, environmental degradation and protections, discrimination and other conflicts that affect the world, and the allocation of scarce resources |
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Assessment Evidence

Performance Tasks:

5 Rules for the 3 Modes

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

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

Interpretive: Students will be assigned text, audio and text and just audio interpretive tasks taken from the College Board website and the AP WB which will be scored digitally. Multiple themes will be covered over the course of the three-week prep unit.

Interpersonal: Students will practice and participate in simulated conversations using the College Board website and the VHL website. Multiple themes will be covered over the course of the three-week prep unit.

Students will participate in a cultural speaking comparison which will mirror the task on the AP exam. Students will participate in multiple practice comparisons that will be timed and recorded, as done in the AP exam.

Presentational: Students will write a practice persuasive essay (group) and then an individual persuasive essay on one of the six theme topics. Students will receive feedback on both their individual and group essays.

Other Evidence:

Pre-Assessment:

Self-reflection: "Can Do" statements

Interpretive:

- I can understand, read, and interpret articles and audio from a variety of texts, graphics and topics. related to Spanish language and cultural perspectives on 6 themes.

Interpersonal:

- I can listen to, comment on, and respond to conversational ques that are provided in 20 second intervals, which cover one or more of the six themes.
- I can exchange information (answering and asking) about a variety of topics using different time frames.
- I can describe and give examples of multi-themed cultural perspectives including but not limited, to the arts, music, architecture, politics, and the environment.
- I can explain my point of view in certain situations in different time frames, provide advice and recommendations using supporting resources.

Presentational:

- I can interpret (read, listen to), and synthesize information to present a well-written argumentative essay that will persuade my audience.

Formative Assessments:

- Reading / Interpreting Realia –graphs, charts, posters
- Written assessments (essay and email response)
- Multi-tiempo
- Cultural comparison-speaking
- Simulated conversation

Summative Assessments:

- *Text and Audio –multiple choice assessments(VHL central)*
- *Written assessments-email response and persuasive essay*
- *Integrated Performance Assessment or a component*
- *Performance Assessment showing proficiency with "Can Do" statements and rubric*

Benchmarks: VHL central Website will be used to grade interpretive, multiple choice tasks (article, audio, video). The free response sections (speaking, writing-email response/essay) will be graded using an AP aligned rubric.

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

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

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

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

| <i>Assessing Performance Assessing Proficiency</i> | <i>Assessing Performance Assessing Proficiency</i> |
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| Based on instruction: Describes what the language learner can demonstrate based on what was learned Independent of specific instruction or curriculum: Describes what the language user can do regardless of where, when or how the language was acquired | Based on instruction: Describes what the language learner can demonstrate based on what was learned Independent of specific instruction or curriculum: Describes what the language user can do regardless of where, when or how the language was acquired |

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| Practice: Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks with familiar contexts Spontaneous: Tasks are non-rehearsed situations | Practice: Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks with familiar contexts Spontaneous: Tasks are non-rehearsed situations |
| Familiar content and context: Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned Broad content and context: Context and content are those that are appropriate for the given level | Familiar content and context: Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned Broad content and context: Context and content are those that are appropriate for the given level |
| Demonstrated performance: To be evaluated within a range, must be able to demonstrate the features of the domains of a given range in those contexts and content areas that have been learned and practices. Sustained performance across all the tasks and contexts for the level: To be at a level, must demonstrate consistent patterns of all the criteria for a given level, all of the time | |

Learning Plan

Use of Name cards for mandatory participation and grouping of students used for daily activities
Show and tell presentations based on theme/topic
Speed dating (inside/outside circles) interpersonal
Word walls - with current vocabulary and as a review of previous words
Board talk and "Minuto de charlar" used to promote discussion of themes/topics
Brainstorm of ideas in small groups, pairs and then share.. Think , pair and share
VHL Central audio/speaking on-line activities based on the unit
AAPL topics /o- line activities to prepare for Seal of Biliteracy test
Colby on-line activities for interpretation, cloze practice, synthesizing and recalling information, giving opinions and reporting details
Conversation Wars-interpersonal /impromptu speaking by topic/theme
Interviewing Classmates using original and board talk thinking questions
Venn Diagrams and T charts, KWL charts
Iculture on-line articles and activities, geography and culture
Kahoot, Poll Anywhere, Gimkit, Chutes and Ladders, Triangle games
Quizlet Learn and Quizlet Live
White Boards for quick responses and group responses
Sentence strips to order events, gramatical constructions
Power Point and multi-media presentations with voice recording
Nearpod presentations for interactive learning in context
On-line articles from Newsela, BBC Mundo, google.es etc...
Role plays and skits
Email responses (to answer and request information)
SpanishDict for repitition practice and explanation of concepts
EdPuzzle videos with multiple and short answer questions
Infographics/still image
Conversation Stations and Card
Current Events, Talk shows and Debates (pros and cons)
Journal Writing
Statistic Slides
Flipgrid
Video Chat
Gallery Walk, large flip charts
AP Classroom Personal Progress Checks
"Caption This"-picture of anything and students write captions with creativity.
Hashtag summary-of articles and videos
Poem writing-creating another stanza or original ending
Researching information
Realize on-line activities
Reactions and creation of Scenarios based on theme/topic
Video Conferencing and Skype
Games (Guess who, apples to apples, verbo, monopoly, jenga and scrabble)
Senor Jordan videos
Hot Seat ladder review game
Persuasive Essay Writing/email reponse
Cultural comparisons/simulated conversations
Interpreting article with audio and written (article/chart) sources
Tema del dia-compare and contrast topic in T chart

Social Emotional Learning:

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



New Jersey Social and Emotional Learning Competencies and Sub-Competencies



Self-Awareness

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



Self-Management

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



Social Awareness

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



Responsible Decision-Making

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



Relationship Skills

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

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

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s): See College Board AP Standards

7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.

7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.

7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.

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| 4.0 | Students will be able to: <ul style="list-style-type: none"> Complete AP prep activities with great success, exceeding the proficiency level of most AP students. They demonstrate “strong” performance in interpersonal writing, presentational writing, interpersonal speaking, and presentational speaking. |
| 3.0 | Students will be able to: <ul style="list-style-type: none"> Complete AP prep activities successfully at intermediate mid to high. They need an intermediate high to score a 4 or 5 on the exam. Their responses are proficient and understandable by many audiences. They demonstrate “good” performance in interpersonal writing and speaking, and presentational writing and speaking. |
| 2.0 | Students will be able to: <ul style="list-style-type: none"> Complete AP prep activities with some success. Their responses are understandable, but limited to a sympathetic listener/reader. They demonstrate “fair” performance in presentational writing / speaking and interpersonal writing/speaking. |
| 1.0 | With help, partial success at level 2.0 content and level 3.0 content: |
| 0.0 | Even with help, no success |

Unit Modifications for Special Population Students

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| Advanced Learners | <ul style="list-style-type: none"> These students will peer review/critique to sharpen their own and others’ abilities to succeed in the AP exam. These students will add other sources to their practice persuasive essay (over and above the three required). These students will seek out other authentic practice assessments to prepare on their own time. |
| Struggling Learners | <ul style="list-style-type: none"> Extended time, partner with buddy, visuals, use of laptops to revisit the task, etc. Allow access to materials outside of the class period time. Provide students with a list of specific words and phrases you want them to know using graphic organizer. This will provide easy reference for oral, listening and writing activities throughout the chapter. Provide students with a grammar card for easy reference to a grammar topic. Provide students with websites that allow for multiple practice on a task. Model different ways in which they can combine words and phrases for communication. |

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| | <ul style="list-style-type: none"> • Have students create a virtual notebook for challenges vocab, tasks and grammar concepts. • Allow students to use word Reference and Spanish Dict. To help them interpret audio, text and video. • Help students identify cognates. • Offer extra help sessions with the instructor or NHS tutor. |
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| Learners with an IEP | <p>Each special education student has an Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p> |
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Social Studies: <https://www.nj.gov/education/cccs/2020/2020%20NJSLs-SS.pdf>

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

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

Integration of 21st Century Skills

Indicators:

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

Focus on standards 9.1, 9.2 and 9.4

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

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

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

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

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

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

Technology

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

Communication:

Interpersonal:

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

Interpretive:

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

Presentational:

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

Culture:

Relating Cultural Practices to Perspectives:

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

Relating Cultural Products to Perspectives:

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

Connections:

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

Acquiring Information and Diverse Perspectives:

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

Language Comparisons:

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

Cultural Comparisons:

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

Communities:

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

Lifelong Learning:

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

Technology:

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

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

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

Resources to be used throughout this curriculum:

[Spanish speaking athletes](#)

[Hispanic actors](#)

[Infographics for WL](#)

[NJ World Language Standards](#)

[NJ World Language Progression Chart](#)

[Annotated Glossary With Resources](#)

[The Five C's](#)

[Ohio Model Curriculum](#)

[American Association of Teachers of Spanish and Portuguese](#)

[Real Academia Española](#)

[World Culture Encyclopedia](#)

<http://www.brighthubeducation.com/spanish-lesson-plans/128207-teaching-the-imperfect-spanish-verb-tense/>

<http://grammar.spanishintexas.org/verbs/narration/>

<https://www.pinterest.com/aks4pack/un-acto-heroico/?lp=true>

YouTube video

<https://www.pinterest.com/pin/444519425702178975/>

<https://www.pinterest.com/pin/444519425696557717/>

Storybird

http://storybird.com/books/el-mejor-regalo-para-pablo/?token=e5cv9v&utm_source=storybird&utm_medium=email&utm_campaign=share-book

<http://jacobsesp3.blogspot.com/2012/06/en-las-noticias-un-acto-heroico.html>

Imperfect Progressive

<https://www.rtmsd.org/cms/lib/PA01000204/Centricity/Domain/155/Review%202017%20Intermedio%20Midterm%20Answer%20Key%20copy.pdf>

[Audiria – Free Audio Texts](#)

[AulaDiez – Online Grammar And Vocabulary Exercises](#)

[Bowdoin College – Online Spanish Grammar Explanations](#)

[CAPL – Culturally Authentic Images](#)

[CARLA](#)

[CIA – Facts About Countries Around The World](#)

[Class Tools](#)

[Colby College – Culture and Grammar Instruction](#)

[Creative Language Class](#)

[Culture Crossing](#)

[Destinos – Video Series](#)

[¿De Verdad? – Spanish Videos and Lessons](#)

[Digital Dialects](#)

[EdPuzzle – Cut Down Videos and Insert Comprehension Questions](#)

[FLENJ](#)

[FLTEACH](#)

[FluencyProf – Listening Comprehension Activities](#)

[For Spanish Teachers – Worksheets, Music, Videos, etc.](#)

[FORVO – Speak with Native Speakers from Around the World](#)

[Fotobabble – Share and Narrate Pictures](#)

[Fun For Spanish Teachers – Cultural Resources](#)

[Game Board](#)

[Glogster](#)

[Haverford Township Schools – Integration of Authentic Materials](#)

[iCulture](#)

[I Love Languages](#)

[Instituto Cervantes](#)

[Instructional Resources – Learning Scenarios](#)

[IE Languages listening resources vocabulary, grammar, and pronunciation exercises](#)

[Language Guide – Vocabulary Lessons with Pronunciation and Practice](#)

[Languages On Line](#)

[Lang Media – Video Clips](#)

[Language Magazine](#)

[LANIC – Latin and South America Resources](#)

[Learn A Language – Comprehensive Lessons, Games and Activities](#)

[Learner.org – Integrated Lessons for the World Language Classroom](#)

[Lingolex](#)

[Lingorilla – Video Clips and Interactive lessons](#)

[Lingt – Create speaking exercises for your students](#)

[Lingus – Videos for all levels](#)

[LiveBinders](#)

[Live Worksheets](#)

[Lyrics Training](#)

[Más Arriba – Online Workbook](#)

[Me Encanta Escribir En Español – Worksheets and Writing Activities](#)

[Mis Cositas – Cultural Videos](#)

[Mi Vida Loca – Video Series](#)

[My Languages - Grammar Guides and Short Vocabulary quizzes](#)

[My Language Exchange](#)

[Mi Mundo En Palabras](#)

[Musical Spanish – Music Videos and Interactive Activities](#)

[NCLRC](#)

[Neil Jones](#)

[Picture Dictionary](#)

[PicLits - Pick An Image From Selection Then Writes – \(Use Freestyle Choice To Change Language\)](#)

[Poll Everywhere](#)

[Portal De Educación](#)

[Poster My Wall – Online Poster and Flyer Maker](#)

[Professor Garfield](#) - Read and Listen to Children's Stories and Create Their Own Comics

[Read, Write, Think – Awesome Resources \(need to be modified for language taught\)](#)

[Scholastic](#)

*[Using Señor Wooly In Your Classes](#)

[Shelby County Schools World Languages](#)

[Spanish Language Exercises – Juan Ramón de Arana](#)

[Spanish Language and Culture](#) - Barbara Kuczun Nelson

[Spanish Learning Lab – Free Communicative Lessons / Free Listening Exercises](#)

[Spanish Listening – Videos and Recordings of Native Speakers **](#)

[Spanish Plans – Comprehensible Input](#)

[Spanish Playground – Videos, Music, Readings and Interactive Link](#)

[Spanish Proficiency Exercises - Podcasts and Video Clips of Native Speakers \(University of Texas at Austin\)](#)

[Spanish Town – Videos and Interactive Lessons](#)

[Spanish Unlimited – Video and Culture Lessons](#)

[Spanish Vocabulary Drills](#)

[Teacher's Discovery and Carlex – Video Worksheets](#)

[TES – Lesson Plans and Activities](#)

[The Comprehensible Classroom – Best Practices Strategies and Resources for the World Language Classroom \(Martina Bex\)](#)

[Today's Meet – Create Chat Rooms](#)

[Trabalenguas – Great For Pronunciation Practice \(www.teacherspayteachers.com\)](#)

[Travel and Culture – Video Worksheets](#)

[Voice Thread](#)

[World Language Classroom – Resources and Activities](#)

[World Stories – Stories](#) From Around The World

[Yabla](#)

[Zambombazo – Zachary Jones’s website](#)

Newspapers and Magazines

[Ahora](#)

[BBC - en español](#)

[CNN en español](#)

[El Gancho](#)

[El Sol](#)

[ICulture](#)

[ICulture – User Guide](#)

[IPL](#)

[MIT Humanities Library](#)

[NewsEla \(Spanish Text Sets\)](#)

[News Link](#)

[PaperBoy](#)

[People En Español](#)

[Prensa Latina](#)

[Revista Credencial](#)

[¿Qué tal?](#)

[Habla](#) - Short Articles, Exercises and Vocabulary Lists

[Veinte Mundos](#)

[World Stories – Stories From Around The World](#)

Writing Prompts

[Writing Prompts Spanish \(FREE\)](#)

[Writing Prompts in English and Spanish \(FREE\)](#)

[Foreign Language Writing Project](#)

[20 Spanish Writing Prompts \(FREE\)](#)

[25 Spanish Writing Prompts \(FREE\)](#)

[QR Codes Writing Prompts](#)

[Roll A Story \(FREE\) – Needs to be adapted to level teaching](#)

[PostCard Template \(FREE\)](#)

Online Activities

[BBC Languages](#)

[Conjuguemos](#)

[Kahoot](#)

[Lingt – Create speaking exercises for your students](#)

[Poll Everywhere](#)

[Puzzle Maker](#)

[Socrative](#)

[QR Code Activity Generator](#)

[Quizlet](#)

[Quia](#)

[Videoele](#)

[Yabla](#)

[Pearson Realize](#)

Presentation Software

[Blogger - Blog](#)

[Book Creator \(for writing stories and or essays\)](#)

[EdDraw – Visulation Solutions \(Charts and Diagrams\)](#)

[EdPuzzle – Cut Down Videos and Insert Comprehension Questions](#)

[Glogster](#)

[Haiku Deck](#)

[iMovie](#)

[Keynote](#)

[Lingt – Create Speaking Exercises For Your Students](#)

[Live Journal - Blog](#)

[Padlet](#)

[Poster My Wall – Online Poster and Flyer Maker](#)

[Prezi](#)

[SeeSaw – Digital Portfolio](#)

[Storify](#)

[Storyboard That - Create Stories](#)

[Today's Meet – Create Chat Rooms](#)

[Twitter](#)

[Twister \(Fake Twitter\)](#)

[Vocaroo – Voice Recording Device](#)

[Voice Thread](#)

[Voki – Create an Avatar](#)

[Wordle](#)

[Radio Stations from Around the World](#)

[Ambulante](#)

[RTVE.es](#)

[Rubrics](#)

[PALS Rubrics - By Level](#)

[FLENJ Rubrics – By Level](#)

[Stations](#)

[Chat Stations](#)

[Reading Stations](#)

[Using Centers and Stations to Teach World Languages](#)

[Spanish Music Appreciation Stations](#)

[Stations: Description Unit –](#)

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