Washington Township School District

The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.

Course Title:	Honors 4 Spanish						

Grade Level(s):	11, 12						

Duration:	*Full Year:*	**X**	*Semester:*		*Marking Period:*	

Course Description:	This course is designed for the student who has successfully completed at least four years of study of the Spanish language. All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities The course is an interactive, communicative-based approach through the Interpretive, Interpersonal and presentational modes where students will be listening, speaking, reading and writing in the target language, within content area themes at the Intermediate High level in the ACTFL proficiency guidelines.

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 to the Intermediate-high level in speaking, reading, writing and listening in the target language. The students will also continuously analyze, and critique information contained in culturally authentic materials of the target language countries and 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.

	INTERMEDIATE MID	INTERMEDIATE HIGH
Interpersonal	I can participate in spontaneous conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.	I can participate in spontaneous conversations on familiar topics, creating advanced sentence structures with explanations of my reasoning in a series of sentences &/or paragraphs and be able to answer a variety of questions with elaboration.
Presentational	I can communicate information, make presentations, and express my thoughts about familiar topics,	I can communicate at the paragraph level. I can use connected sentences and paragraphs independently to: Synthesize written and oral text. Identify some cultural perspectives. Narrate and describe

		using sentences and series of connected sentences through spoken or written	across a wide-range of topics. Compare and contrast. Offer and support opinions. Persuade someone to change a point of view. Offer advice.	
	Interpretive	I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken or written.	I can communicate at the paragraph level and I can use connected sentences and paragraphs independently to: Analyze written and oral text. Synthesize written and oral text. Identify most supporting details in written and oral text. Infer meaning of unfamiliar words in new contexts. Infer and interpret author's intent. Identify some cultural perspectives. Identify the organizing principle in written and oral text.	

Primary Resources:	The textbook used for this course is Autenticos 3, Pearson 2018.

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

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Written: 2018-2019

Revised July 2021

Revised: _____

BOE Approval: _____

Unit Title #1: Personal & Public Identification: Assimilation & Alienation, Identify, Gender, Language, Self-Image, Generational Issues, Multiculturalism, Nationalism/Patriotism, Images & Stereotypes.

Unit Description: Students at an Mid level will be able to communicate/compare/contrast in all modes about different types of health and nutrition. They will understand cultural perspectives on physical fitness & nutrition & how they feel under certain circumstances. Students will give opinions and suggestion about staying fit and in shape. Students will be able to understand symptoms, remedies and moods

Unit Duration: 5 weeks

Standard(s):

INTERMEDIATE MID STANDARDS FOR FIRST SEMESTER ONLY.

Intermediate Mid learners understand and communicate at the sentence level and use strings of sentences independently to accomplish the following tasks: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, infer the meaning of some unfamiliar words when used in familiar contexts.

Intermediate Mid learners speak and write using sentences and strings of sentences when exchanging preferences, feelings, opinions, and basic advice on familiar topics. They ask original questions and a variety of follow-up questions as they participate in spontaneous spoken and written conversations. Intermediate Mid learners engage in short social interactions in everyday situations. They create original sentences and questions that allow them to usually say what they want to say about self and their everyday lives.

Intermediate Mid learners speak and write using sentences and strings of sentences when expressing preferences, feelings, opinions, and basic advice on familiar topics. They can create original sentences that allow them to usually say what they want to say about self and their everyday lives.

Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed. • 7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes. • 7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses. • 7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message. • 7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities. • 7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics. • 7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts. • 7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. • 7.1.IM.IPRET.9: Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.
Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	• 7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations. • 7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions. • 7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions. • 7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.

	• 7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.
	• 7.1.IM.IPERS 6: Exchange information from a variety of resources with classmates about global issues, including climate change.
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	• 7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.
	• 7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.
	• 7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
	• 7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.
	• 7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.
	• 7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.
	• 7.1.IM.PRSNT.7: Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of 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.	Immigration, climate change, population, visual and performing arts, literature.
Learners recognize and identify a few typical practices of the target culture.	The effects on immigration in the target language regions of the world and in the students' own region of the world, awareness of climate change in the target language areas of the world, population trends in the target culture(s), reflection of a society in its fine and practical arts, role of literature in conveying cultural norms and attitudes.

Indicators:

Interpretive:
- Skim and scan culturally authentic audio, video or written text from electronic information sources.
- Listen to others describe their symptoms and suggest a remedy.
- View and understand videos about health, nutrition and exercise.
- Compare attitudes towards nationalism/patriotism.
- Read and understand various articles about maintaining healthy habits
- Listen to and understand conversations that take place between a medical professional and and patients
- Listen to and identify symptoms and remedies for different illnesses

Interpersonal:
- Ask and answer questions about personal experience and preferences towards fitness & health
- Express opinions about how you feel under certain circumstances.
- Discuss likes and dislikes of foods in the US and in Spanish speaking countries.
- Give advice about health and nutrition.
- Describe how self and others are feeling physically & mentally.
- Interview (role play) each other about home remedies and their effectiveness.

Presentational:
- Create and present information about a sports club or spa.
- Students will discuss the effects of fitness and eating well on the quality of life in both the US & Latino countries.
- Compare and contrast social activities of teens in the target country to the U.S.
- Students role play between a trainer and client to create an exercise routine that can be performed in the house, using household items.
- Students research key ingredients(herbs) found in home remedies, then compare and contrast them.

Understandings:	Essential Questions:
Students will understand that… -There are similarities and differences between health & fitness in Spanish speaking countries and the U.S. -Being able to discuss how one feels physically and mentally increases the ability to engage with others from the target culture. -Spanish speaking communities play an essential part in the treatment of symptoms and remedies. -Remedies for similar illnesses are treated differently in Spanish-speaking countries and the United States -Role of women varies among countries, how do women feel about themselves today and what do they do to improve themselves physically, mentally & emotionally. -Exercise and nutrition are important to one's self-esteem and emotional well-being.	• What can I do to improve my well-being? • How are the distinct aspect of identity expressed in diverse situations? • How does the language & the culture influence the identify of a person? • How does the identity of a person develop over time? • How do we define "quality of life" in different countries? • How does culture affect personal preferences? • What is the importance of media in each culture? • How do we define "quality of life" in different countries? • How do current health and nutritional trends impact our lives? • How has social media changed the world of health and fitness? • How do health crises affect world populations? (immigration/medical innovations/etc.

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 (reading and listening):

- Project: Show and Tell / Interview - Tie to a cultural component in their life.
- Project: Create a poem - Stereotypes (Jock, cheerleader, emo, artsy, brain) in school: Verbs / adjs: how do we see ourselves, how others see you. Different groups in the school.
- Speaking: Three truths & a lie
- Create a brochure or poster with a list of health, nutrition or exercise advice in Tú commands to help people improve their self-image
- *Interpretive: La poesía de mujeres en España: La búsqueda de una identidad*
- https://scholarcommons.usf.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=1152&context=surcosur
- *Poema para reconocer tu identidad y combatir el sexismo*
https://culturacolectiva.com/letras/poemas-de-shirley-campbell
- Express probability-
http://www.paginadelespanol.com/20-maneras-de-expresar-probabilidad/

Other Evidence:

Pre-Assessment:

Self-reflection: "Can Do" statements

Interpretive:

- I can understand, read documents and listen to audio clips related to different types of physical, mental & emotional well-being.

Interpersonal:

- I can ask and answer questions about private and public identity
- I can exchange information and give opinions & suggestions about heatlh, fitness & diets.
- I can explain how I feel in certain situations.

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
- Review: Tú com - Affirm & Neg.
- Review: Ud & Uds commands
- Pronoun placement
- Teacher quiz / Socrate / Kahoot It! / Quizlet Live, etc.
- Student Blogs/Flip grid
- Matching vocabulary with photos
- 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
- Integrated Performance Assessment or a component
- Performance Assessment showing proficiency with "Can Do" statements and rubric

-Listen to people's reactions to television and on –line programs, magazine ads, commercials and determine the feelings pertaining to self-identity and health and nutrition

Interpersonal (dialogue with each other and with teacher):

-Prepare a conversation with a partner commentating on these topics below:
-Assume the roles of T.V. reporter and celebrity about health routines. Conduct an interview.,
-Ask your partner about their favorite foods, physically activities, sports, diet and why they prefer them.
--Describe to a partner your favorite actors or athletes and their daily health regimens
-Ask your partner to describe different scenarios that make them feel certain emotions.
-Students interview an elderly relative about traditional home remedies and their key ingredients.

Presentational

--Create a Venn Diagram to compare and contrast home remedies in both the US and Spanish speaking countries.
-Students will find a talk show host or news anchor/reporter, find a YouTube video with a clip of this person working, show to class and give an oral description of their background & experiences.

-Students choose a feeling and create a poster (some kind of media board) with 10 experiences that make them feel that way.
- http://guia.lanacion.com.ar/cine/pelicula/coco-ed-pe8316
-Make a storyboard of several youth that incorporates the challenges that they encounter pertaining to health and nutrition, including possible suggestions for solving these problems using Multi-media
-Create a class Padlet that gives recommendations, suggestions and solutions for living a healthy lifestyle.
-Conduct research of various herbs that are used as homeopathic remedies for various illnesses. Create a multimedia that incorporates visuals of the different herbs, describes how they are used and give their opinion on the effectiveness of these herbs based upon factual data.

Benchmarks:IPA

- Conduct research of various herbs that are used as homeopathic remedies for various illnesses. Create a multimedia that incorporates visuals of the different herbs, describes how they are used and give their opinion on the effectiveness of these herbs based upon factual data.
- Students interview an elderly relative about traditional home remedies and report the information to the class, in a multi-media presentation.
- Watch videos and read articles that discuss information about health, nutrition and the relevance of a positive self- image.

Students research who dear Abby and dear Ana are, interpret several advice column correspondence, then write their own letter to express an issue, fellow students will play the role of Ana/Abby and respond to their petitions.

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	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:

- Reading Strategies – Identify cognates, activate prior knowledge and summarize main ideas.
- KWL Chart / KWL Chart
- Play *¿Quién Es Quién?* game using descriptive adjectives.
- Watch an interview of a famous Spanish-speaking athlete or actor who dicusses his/her health and nutrition regimen and presents the benefits of maintaining a positive self- image
- Look at the tv guide for Univision, find a popular exercise show or a show that addresses health and nutrition and maintaining a positive self-image
- Complete a crossword puzzle that incorporates the vocabulary pertaining to health, nutrition and emotions
- Interview your classmate about his or her health and nutrition routine
- *Entrevista y Reportaje* – Interview a classmate about his or her favorite physical activities – Switch roles – and then write a paragraph or two describing what you both like and if there are any similarities.
- Watch *GramActiva Videos* to reinforce grammar concepts
- Write a description of your favorite actor or athlete as it pertains to their health, fitness & diet routines.
- Write an e-mail to a Dear Abby type of person asking what they must do to be healthy
- Use Conversation Cards
- Role Plays- medical professional and patient; Physical trainer and client; Nutritionist and client; counselor and student
- Skits
- Complete video activities that accompany the Videohistoria.
- Sequence Events of a movie using pictures, comics, sentence strips, pertaining to health and nutrition and presenting a positive self-image
- *Sentence Strip Activity* – Cut apart a paragraph / story and have students and or groups put it back in order.
- Look at list of popular Spanish shows on Netflix, are they similar to popular shows is English that address health and nutrition/ positive self -image

https://www.secondhalftravels.com/spanish-language-tv-shows-netflix/

- View/Listen to playlists on Spotify created by popular Spanish speaking trainers/ hosts of health and nutrition shows

  Resources: See end of curriculum for list

The Five C's

[OBJ] BBC Languages

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	Self-Management	Social Awareness	Responsible Decision-Making	Relationship Skills
• Recognize one's feelings and thoughts	• Understand and practice strategies for managing one's own emotions, thoughts, and behaviors	• Recognize and identify the thoughts, feelings, and perspectives of others	• Develop, implement, and model effective problem-solving and critical thinking skills	• Establish and maintain healthy relationships
• Recognize the impact of one's feelings and thoughts on one's own behavior	• Recognize the skills needed to establish and achieve personal and educational goals	• Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds	• Identify the consequences associated with one's actions in order to make constructive choices	• Utilize positive communication and social skills to interact effectively with others
• Recognize one's personal traits, strengths, and limitations	• Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals	• Demonstrate an understanding of the need for mutual respect when viewpoints differ	• Evaluate personal, ethical, safety, and civic impact of decisions	• Identify ways to resist inappropriate social pressure
• Recognize the importance of self-confidence in handling daily tasks and challenges		• Demonstrate an awareness of the expectations for social interactions in a variety of settings		• 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)

Standards:

• 7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.

• 7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.

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

• 7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.

• 7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

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

• 7.1.IM.IPERS 6: Exchange information from a variety of resources with classmates about global issues, including climate change.

• 7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.

• 7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.

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

• 7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.

• 7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.

• 7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.

• 7.1.IM.PRSNT.7: Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.

4.0	**Students will be able to:** • Compare/contrast the effects of home remedies in Spanish speaking countries and the United States. • Use multimedia tools to discuss the impact that social media has on the world of health and fitness (self- esteem, identities)
3.0	**Students will be able to:** • Synthesize information related to physical exercise, diagnosis, giving advice in the target language for the purpose of creating a multi-media rich presentations. • Create a diagnosis synopsis based on a picture prompt • Role play in an interview with a doctor/patient, trainer/client.
2.0	**Students will be able to:** • Ask and respond to factual and interpretive information about different heatlh & fitness programs • Engage in short conversations about personal experiences, give & receive opinions. • Use digital tools to search for different health programs in different Spanish speaking countries & the USA.

	• Infer the meaning of some unfamiliar words that are used to describe and or summarize a diet using the vocabulary terms • Demonstrate the use of the subjunctive tense when giving opinions & preferences about health & fitness. • Communicate what happened/has happened when speaking to a personal trainer. • Continue proficiency in the use of the preterit and imperfect tenses in context • Recognize different types of dance with influences from Spanish-speaking countries
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	Gifted & Talented Requirements: • Have students write about their favorite sports star from the view of health & fitness. • Have students research celebrities and write about their lives.
Struggling Learners	• Extended time, partner with buddy, visuals, use of laptops to revisit the video, etc. • 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. • Model different ways in which they can combine words and phrases for communication. • Have students create a section of their notebook for vocabulary and a separate section for grammar. • Allow students to accompany vocabulary words with pictures and English translations as well as phonetic pronunciations if necessary. • Help students identify cognates.
English Language Learners	• Highlight academic vocabulary. • Utilize knowledge and experiences of heritage learners as you delve into cultural comparisons. Promote their countries and encourage their contributions. • Have the students/native speakers in the class; provide different colloquialisms as to greetings, classroom objects, etc. and its definition and how it defers with the material in the textbook. https://www.state.nj.us/education/aps/cccs/ELL.htm

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: • 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 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
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 & Physial 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.

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 #2: Family and Communities
Unit Description: Students at an Intermediate Low level will be able to communicate/compare/contrast in all modes about the role of family and communities in the target culture. Students will listen to, understand and talk about childhood experiences, social relationships and customs in countries all over the world as well as in the United States. The content in this unit will also incorporate the following: citizenship, age & class, traditions & ceremonies, family structures, diversity, service, community facilities and volunteer activities**.**
Unit Duration: 5 weeks

Desired Results

Standard(s):

INTERMEDIATE MID STANDARDS FOR FIRST SEMESTER ONLY.

Intermediate Mid learners understand and communicate at the sentence level and use strings of sentences independently to accomplish the following tasks: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, infer the meaning of some unfamiliar words when used in familiar contexts.

Intermediate Mid learners speak and write using sentences and strings of sentences when exchanging preferences, feelings, opinions, and basic advice on familiar topics. They ask original questions and a variety of follow-up questions as they participate in spontaneous spoken and written conversations. Intermediate Mid learners engage in short social interactions in everyday situations. They create original sentences and questions that allow them to usually say what they want to say about self and their everyday lives.

Intermediate Mid learners speak and write using sentences and strings of sentences when expressing preferences, feelings, opinions, and basic advice on familiar topics. They can create original sentences that allow them to usually say what they want to say about self and their everyday lives.

Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed. • 7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes. • 7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses. • 7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message. • 7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities. • 7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics. • 7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts. • 7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. • 7.1.IM.IPRET.9: Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.
Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	• 7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations. • 7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions. • 7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions. • 7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.

	• 7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.
	• 7.1.IM.IPERS 6: Exchange information from a variety of resources with classmates about global issues, including climate change.
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	• 7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.
	• 7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.
	• 7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
	• 7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.
	• 7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.
	• 7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.
	• 7.1.IM.PRSNT.7: Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of 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.	Immigration, climate change, population, visual and performing arts, literature.
Learners recognize and identify a few typical practices of the target culture.	The effects on immigration in the target language regions of the world and in the students' own region of the world, awareness of climate change in the target language areas of the world, population trends in the target culture(s), reflection of a society in its fine and practical arts, role of literature in conveying cultural norms and attitudes.

Indicators:

<u>Interpretive:</u>

- Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify what is needed to maintain friendships and resolve conflicts.
- Listen to native speakers at the high school age talk about the role of their family in their life.
- View and understand videos describing the evolution of the family in different cultures.
- Compare social customs in the United States and the target culture.
- Understand narratives about events that happened in the past.
- View and understand infographics depicting family values and social customs in the target culture.
- View and understand infographics about celebrations and holidays in the target culture.
- Interpret ads/fliers from Spanish-speaking countries about festivals
- Understand narratives about family members
- Understand news articles and videos explaining the modern family

<u>Interpersonal:</u>

- Discuss personal childhood experiences
- Discuss traditions associated with holidays and celebrations
- Ask and answer questions about family members
- Ask and answer questions about important social relationships
- Express opinions about the role a family plays in a person's character development
- Express opinions about the importance of continuing certain customs in a culture
- Ask questions about family trees
- Interview classmates about familial relationships
- Describe something seen on the news about the evolution of the family
- Interview someone from a Spanish-speaking country about the role of family in his/her culture
- Interview someone from a Spanish-speaking country about celebrations in his/her culture
- Discuss customs practiced in the target culture

<u>Presentational:</u>

- Present and or write about personal childhood experiences
- Present and discuss information about the traditional family versus the modern family
- Present and or write information about familial relationships
- Create a Venn Diagram to compare holidays and celebrations in the United States and the target culture
- Present information about the role a family plays in a person's character development
- Write an e-mail to a high school aged student to ask about the importance of family in his or her culture

Create an infographic to present about holidays and celebrations in the target culture

Understandings:	Essential Questions:
Students will understand that…	• -How do the roles that families and communities
-Celebrations are multigenerational	• assume differ in societies around the world?
-It is common for several generations to reside in one home	• -What constitutes a family in different cultures?
-Family influences a person's values and character	• -How are the evolving trends and roles of families changing?
-Elders are held in high regard	• -How do celebrated events define and impact the identity of a community?
-Technology has changed the way social relationships develop and are maintained	• -How is my family part of the community?
-Free time is spent mostly with family, not with friends (Spanish Speaking countries)	• -What are the characteristics of a community?
-The idea of what constitutes a family varies across different cultures	• -How do I contribute to my family's well-being?
-Families in the target culture value their role in the community	• -How does the value that we put on age vary from
-Each individual in a family contributes to the well-being of the family as a whole	• culture to culture?
-Celebrated events play a role in the identity of a community	• -How do eating and dining habits compare across cultures?
	• -Whom do I consider to be part of my family?
	• -Who is important to me?
	• -How are families from the U.S. similar to and different from families in the target culture?
	• -How do common celebrations in the target culture
	• differ from celebrations in our culture?
	• -How is the family defined in specific societies?
	• -How do individuals contribute to the well-being of the communities?

	-What are the differences in the roles that the families & communities assume in diverse societies around the world? **How does the scarcity of resources affect family life within communities and around the world?**

Assessment Evidence

Performance Tasks:	Other Evidence:
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 (Listening and Reading) - Read and interpret poems about friendship and family relationships. - Read and interpret friendship survey. - Read and interpret greeting cards for friends and family members. - View and interpret videos about friendships, positive and negative qualities and personality traits. - Read and interpret personality test Descubre como eres: Examen de personalidad https://www.clara.es/bienestar/psicologia/test-personalidad-descubre-como-eres_11131/1	**Pre-Assessment**: Self-reflection: "Can Do" statements Interpretive: - I can understand, read documents and listen to audio clips related to family, traditions and social relationships Interpersonal: - I can ask and answer questions about holidays and traditions - I can ask and answer questions about personal childhood experiences - I can exchange information about family and community relationships - I can describe what values families instill in all the members - I can explain why traditions are important in a culture Presentational:

- View infographics and understand information about Dia Internacional de la familia
http://www.quiereme1440.mx/wp-content/uploads/infografia-dia-de-la-familia2.jpg
https://i.pinimg.com/564x/45/44/ea/4544ea5ac3cecf90686bc172ce13a655.jpg
- Listen as children describe what family means to them.
https://youtu.be/tf6eGM6SjPA
- Watch trailer for Chilean show "Familia Moderna". Who are the members of the family? Why is this a "modern" family?
https://youtu.be/dsbF7tqvMis
- View Diego Rivera's painting "Familia trabajando". What is your first impression? What jobs does each person in the painting have? What message was Rivera trying to convey about family?
https://i.pinimg.com/originals/d4/52/50/d4525035730beda568ebb085b8247b09.jpg
- View Fernando Botero's painting "La familia colombiana". What is your first impression? What does the position of each person in the painting represent? What message was Botero trying to convey?
https://i.pinimg.com/564x/d1/87/2f/d1872fd6d75b3ee5807b56a0886012a3.jpg
- Watch an interview with Pitbull about his children. Discuss how he feels about them and the warning he has for them about fame.
https://youtu.be/hX_X5dV-VYc
- Listen to Joan Sebatian's song "Celia". Who is the song about? Before he sings, he tells a story about the song. What type of relationship did he have with this person?
https://youtu.be/gJkRiE1r8m4
- Understand information in the infographic about families in Mexico and how it is evolving
https://i.pinimg.com/736x/c3/89/ca/c389ca3fb81cb1b9dd33dd67414e0d72.jpg
- Watch video (2-3 minutes is sufficient) about women in Guatemala doing laundry. What other purpose does this chore serve for the women?
https://youtu.be/KmyxHaz21kQ
- Watch video about two students with special needs. How has the school and community changed the lives of these two students and their family?
https://youtu.be/pMhSEgtgbEU
- What does the quote at the beginning of the video mean and how does it relate to family relationships?
https://youtu.be/prwxH8kD_q0
- The commercial ends with "cada comida es una oportunidad" what does that mean?
https://youtu.be/rtrIlaZScSs

- Look at the survey conducted in Mexico and discuss the responses.
https://i.pinimg.com/564x/62/4f/50/624f508ed617209492fba1356834da51.jpg

- I can present information about the ways families are changing
- I can present information about different ways holidays are celebrated
- I can explain the importance of families in the community

Formative Assessments:

- Review: Present perfect tense
- Pluscuamperfecto/Past perfect tense
- Review: Demonstrative Adjs
- Review: Por and Para
- 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
- Teacher quiz / Socrate / Kahoot It! / Quizlet Live, etc.
- Student Blogs
- Matching vocabulary with photos
- Cloze Statements - where students must insert appropriate vocabulary.
- Analyze an infographic and summarize
- Listening to authentic audio/video clips
- Grammar skills: present subjunctive, imperfect and preterite together, imperfect progressive, adverbs of frequency, hace expressions: "Ago"

Summative Assessments:

- Chapter Test / Unit Test

• Three different traditions are shown in these videos. Why do you think these traditions are important to the culture? How is family present in each tradition? https://youtu.be/o51_y-VM57g https://youtu.be/a2x0tJmvalQ https://youtu.be/x1PxLy8-tak • Read the article and describe how mothers are "superheroes" https://www.diasgrandiosos.com/es_US/goza/esto-es-lo-que-mamas-y-los-superheroes-tienen-en-comun.html Interpersonal • speaking task where students come up with their own advice http://www.trabajo.com.mx/10_consejos_para_llevarse_bien_con_los_companeros.htm • Converse with a partner or small group to compare these two paintings. Discuss they style and the message each conveys https://i.pinimg.com/564x/d1/87/2f/d1872fd6d75b3ee5807b56a0886012a3.jpg https://i.pinimg.com/originals/d4/52/50/d4525035730beda568ebb085b8247b09.jpg • View the time lapse video and discuss with a partner or small group what happens after the television is introduced. What else changes? Notice the speed of the music changes, what does that represent? https://youtu.be/prwxH8kD_q0 • Discuss "evolución de la familia" https://i1.wp.com/lenguajeyotrasluces.com/wp-content/uploads/2014/11/aa832b3ffa99e8fd51d1d97fe034fae3-1.jpg?ssl=1 • Discuss reasons why it is important to eat as a family. Is technology allowed at the table in your house? https://i.pinimg.com/originals/22/4e/82/224e823f63a11954f05921ad5e237ef7.jpg • After looking at the survey from Mexico, interview classmates with the same questions and record their answers https://i.pinimg.com/564x/62/4f/50/624f508ed617209492fba1356834da51.jpg • Interview a classmate about their childhood best friend and their quality traits. • Engage in a discussion about the difference between the traditional family and the modern family • Explain ways that families and communities are connected • Ask classmates to define "family" in their own words • Ask questions about important family values that are passed down from one generation to the next https://i.pinimg.com/originals/23/06/6c/23066cc0e1d7b4509226169fc76a2a1c.jpg	• Integrated Performance Assessment or a component • Performance Assessment showing proficiency with "Can Do" statements and rubric

Presentational
- My Best Friend Project: A photo of your best friend & a speech about why you are best friends. Use que clauses in subjunctive + vocab for relationships in ch. 4
- Create a Venn Diagram to compare two paintings, both containing a message about family

https://i.pinimg.com/originals/d4/52/50/d4525035730beda568ebb085b8247b09.jpg
https://i.pinimg.com/564x/d1/87/2f/d1872fd6d75b3ee5807b56a0886012a3.jpg

- After listening to the song "Celia", write about the type of relationship you think that Joan had with his mother

https://youtu.be/gJkRiE1r8m4

- After watching the video about women in Guatemala, describe a place in your culture that would be similar to what this place is to those women (place to meet and catch up, chat…)

https://youtu.be/KmyxHaz21kQ

- Create a holiday of your own and explain at least three traditions that would take place during your holiday
- Read the article and write five more suggestions for building healthy family relationships

https://www.salud180.com/salud-dia-dia/10-tips-para-construir-una-familia-sana

- Compare and contrast New Year celebrations in each country

https://www.vix.com/es/imj/familia/7222/celebra-el-ano-nuevo-a-la-mexicana-con-tu-familia
https://www.vix.com/es/imj/familia/7222/celebra-el-ano-nuevo-a-la-mexicana-con-tu-familia
https://i.pinimg.com/564x/12/10/ae/1210aef7f9d804c620ca4360556275b9.jpg

- Describe a tradition that your family has. When did the tradition start? When is it celebrated? What does it entail? Why is this important to your family?

- Describe the importance and history of the piñata and the tortilla in Mexico

https://i.pinimg.com/564x/cb/9f/9e/cb9f9e2f02f6e179bd1aa792fbdda774.jpg
https://i.pinimg.com/564x/26/4c/f1/264cf13d15744507b6a07fd41d5a169d.jpg

Benchmarks:

Interpretive task

To celebrate Día Internacional de la Familia, watch the video on the day, then write your own definition of the word "family". (Who do you consider to be your family? What qualities does a family have?)

Interpersonal task

Have a conversation with your teacher about the role of your grandparents or someone special in your life. Share any memories you have with that person. How have they helped you to become the person you are today?

Presentational task

Students write a letter asking for help with a specific problem. Students write a letter back to the student giving advice. (This is already after Dear Abby/Dear Ana have been researched) Kids write their own problems and respond to problems with recommendations, use Flipgrid to record and respond.

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	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:
- Reading Strategies – Identify cognates, activate prior knowledge and summarize main ideas.
- KWL Chart / KWL Chart
- Create an infographic about an imagined holiday and traditions
- Watch an interview of a psychologist describing the role of grandparents in their grandchildren's lives
- Complete a crossword puzzle with relevant vocabulary
- Interview your classmate about important people in his/her life
- Interview a classmate about any traditions his or her family celebrates
- Watch *GramActiva Videos* to reinforce grammar concepts
- Write an e-mail to a Spanish-speaking high school student to ask how they define a "family"
- Use Conversation Cards
- Role Plays
- Skits
- Create an infographic to show how the traditional family is changing
- Debate the positive and negative effects technology has on families
- Complete video activities that accompany the Videohistoria.
- *Sentence Strip Activity* – Cut apart a paragraph / story and have students and or groups put it back in order.
- Invite family members/friends to share any part of the culture and experiences
- View art created for the purpose of demonstrating what is considered the role of each family member
- Use a Venn Diagram to compare and contrast holidays in Spanish-speaking countries
- Use twitter and hashtags to discover what people are talking about in Spanish-speaking countries
- Quizlet / Quizlet Live
- Kahoot
- Socrative
- Edpuzzle
- Poll Anywhere
- Create a blog or vlog

- Create a word cloud with words that describe a family

Resources: See list at end of curriculum

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	Self-Management	Social Awareness	Responsible Decision-Making	Relationship Skills
• 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	• 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	• 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	• 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	• 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)

Standards:

• 7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.

• 7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.

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

• 7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.

• 7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
• 7.1.IM.IPRET.9: Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.

• 7.1.IM.IPERS 6: Exchange information from a variety of resources with classmates about global issues, including climate change.

• 7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.

• 7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.

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

• 7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.

• 7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.

• 7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.

• 7.1.IM.PRSNT.7: Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.

4.0	**Students will be able to:** • Engage in an unrehearsed conversation about the importance of traditions as it pertains to the preservation of one's culture
3.0	**Students will be able to:** • Use digital tools and face to face communication to ask classmates and members of the target culture simple questions related to family and cultural traditions • Create a presentation about a personal family tradition • Understand cultural perspectives on the role of grandparents in the family • Understand cultural perspectives on the importance of meal times • Understand the importance of engaging in cultural traditions • Exchange information about ways technology has changed familial interactions • Explain the connection between families and the communities in which they live
2.0	**Students will be able to:** • Ask and respond to simple questions • Discuss personal childhood experiences • Describe the meaning of the word family • Identify vocabulary related to the themes of family and communities

	• Describe events that happened in the past using the preterite and the imperfect tense • Skim and scan target language culturally authentic audio, video or written text to gain the gist of the main idea/concept • Recognize cognates • Create short written or spoken responses with practiced vocabulary • Discuss ways families are incorporated into traditions
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	Gifted & Talented Requirements: • Have students watch a new story about the evolution of the family, describe their own experience with it and compare it to the Hispanic family • Have students write persuasive e-mails to school officials in Spanish-speaking countries as to why their district should become 1:1 • Have students work in groups to create videos about dangers of social media and their effect on relationships.
Struggling Learners	• Extended time, partner with buddy, visuals, use of laptops to revisit the video, etc. • 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. • Model different ways in which they can combine words and phrases for communication. • Have students create a section of their notebook for vocabulary and a separate section for grammar. • Allow students to accompany vocabulary words with pictures and English translations as well as phonetic pronunciations if necessary. • Help students identify cognates.
English Language Learners	• Highlight academic vocabulary. • Have the students/native speakers in the class; provide different colloquialisms as to greetings, classroom objects, etc. and its definition and how it defers with the material in the textbook.

	https://www.state.nj.us/education/aps/cccs/ELL.htm
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: • 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 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
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.

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.

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.

The Five C's OBJ BBC Languages

Unit #3: Science & Technology

Unit Description: Students at an Intermediate High level will be able to communicate/analyze/critique in all modes about technological advances and the use of technology in society. Students will listen to, interpret, understand talk about the effects of technology in countries all over the world as well as in the United States. Students will demonstrate an understanding of both the negative and positive effects of technology.

Unit Duration: 5 weeks

<table>
<tr><td colspan="2" align="center">**Desired Results**</td></tr>
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Standard(s):

INTERMEDIATE MID STANDARDS FOR FIRST SEMESTER ONLY.

Intermediate Mid learners understand and communicate at the sentence level and use strings of sentences independently to accomplish the following tasks: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, infer the meaning of some unfamiliar words when used in familiar contexts.

Intermediate Mid learners speak and write using sentences and strings of sentences when exchanging preferences, feelings, opinions, and basic advice on familiar topics. They ask original questions and a variety of follow-up questions as they participate in spontaneous spoken and written conversations. Intermediate Mid learners engage in short social interactions in everyday situations. They create original sentences and questions that allow them to usually say what they want to say about self and their everyday lives.

Intermediate Mid learners speak and write using sentences and strings of sentences when expressing preferences, feelings, opinions, and basic advice on familiar topics. They can create original sentences that allow them to usually say what they want to say about self and their everyday lives.

Core Idea:	7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	• 7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
	• 7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
	• 7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
	• 7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.
	• 7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
	• 7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.
	• 7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
	• 7.1.IM.IPRET.9: Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.

Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	• 7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations. • 7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions. • 7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions. • 7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations. • 7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences. • 7.1.IM.IPERS 6: Exchange information from a variety of resources with classmates about global issues, including climate change.	
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	• 7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences. • 7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences. • 7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations. • 7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences. • 7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims. • 7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences. • 7.1.IM.PRSNT.7: Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of 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.	Immigration, climate change, population, visual and performing arts, literature.
Learners recognize and identify a few typical practices of the target culture.	The effects on immigration in the target language regions of the world and in the students' own region of the world, awareness of climate change in the target language areas of the world, population trends in the target culture(s), reflection of a society in its fine and practical arts, role of literature in conveying cultural norms and attitudes.

Indicators:

Interpretive:
- Summarize culturally authentic audio, video or written text from electronic information sources and other sources to identify technological advances and the effects on society
- Listen & interpret a conversation between native speakers pertaining to the ways they use technology daily
- View and understand videos describing current issues society is facing as people become addicted to technology
- Analyze attitudes towards the use of technology in schools
- Retell & restructure narratives about events that happened in the past
- Create infographics depicting uses of technology
- Students will learn about the influence of the government in Spanish-speaking countries and how that influence affects the availability of technology
- Students will design ads/fliers from Spanish-speaking countries about different uses of technology
- Compare the access by children in Spanish-speaking countries to use of technology
- Identify & present date about cell phone applications & usage in various Spanish-speaking countries

Interpersonal:
- Give opinions & create surveys about the use of technology in schools, the use by children & its negative & positive habits we acquire as a society
- Formulate questions & elaborate on responses about personal daily use of technology & the importance of its use
- Debate with classmates about the relevance technology in daily use, its effects & opinions about the most useful or favorite telephone apps.
- After watching a news clip about use of technology, create an opinion conversation
- Interview & present someone from a Spanish-speaking country about the daily use of technology in their country of origin

Presentational:
- Present and write about the increase of daily technology use.
- Conduct research pertaining to the information about the governmental limits (if any) set on internet availability in Spanish-speaking countries as well as in the U.S
- Present and or write information about negative and positive effects of technology in schools
- Create a persuasive text & take a position to defend the reasons children should or should not have access to technology.
- Present & describe an app that they could possibly create for the future, design a visual to accompany invention

Understandings:	Essential Questions:
Students will understand that…	-How does the daily use of technology positively affect my life?
-The role of government impacts quality of life	-How does the daily use of technology negatively affect my life?
-There are differences in opinion about the use of technology in schools	-Is addiction to technology a real issue?
-There are differences in opinion about the use of technology by children	-How much time do I and others spend every day mindlessly scrolling?
-Countries around the world have similar habits with respect to daily use of technology	-Does the use of technology affect my mood or the mood of others?
-The role of government affects the availability of technology to its citizens	-What age is too young for children to have access to technology?
-Technology is often considered a luxury which many cannot afford	-Does the use of technology help students to learn more?
-Schools cannot assume that all students have access to technology at home	-Should all citizens be given access to the internet in their homes?
-There have been significant changes in the availability of technology for all citizens	-How much control should the government have over its citizens use of technology?
	-Do citizens in other countries spend as much time using technology every day?

	-In what ways can we use technology to combat some of the global challenges we are facing? -How has technology changed the way the we interact?

Assessment Evidence

Performance Tasks:	**Other Evidence:**
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 (Listening and Reading)** -Use infographic to interpret how people in Spain and Mexico use the internet https://i.pinimg.com/564x/54/81/72/548172b0240df33ab826e78c972cb8d1.jpg https://i.pinimg.com/564x/90/a6/60/90a660323df2f5038cb67c9d3823dd42.jpg -Auténtico Literacy Skills Workbook: págs.34-43- -¿Cómo te llevas con los demás? -Simón Silva - farm worker art. - Or - pick 4-5 artists that depict family life and compare / contrast. Tie it to history of Cesar Chavez and Dolores Huerta. -Carmen Lomas Garza Article on how to build a healthy family. https://www.salud180.com/salud-dia-dia/10-tips-para-construir-una-familia-sana -Discuss the "universal language" of emojis. Use infographic to discover most popular emojis in the world https://i.pinimg.com/564x/4c/de/01/4cde01e929d8b35df52b2d71ddf26481.jpg -Watch and discuss information in news story about nomophobia	**Pre-Assessment**: Self-reflection: "Can Do" statements Interpretive: ● I can understand, read documents and listen to audio clips related to technology Interpersonal: ● I can ask and answer questions about advantages and disadvantages of technology use ● I can ask and answer questions about personal daily use of technology ● I can exchange information about use of technology in Spanish-speaking countries ● I can describe what types of challenges are created using technology ● I can explain how I feel about the importance of technology in schools Presentational: ● I can present information about positive and negative aspects of use of technology **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 ● Teacher quiz / Socrate / Kahoot It! / Quizlet Live, etc. ● Student Blogs ● Matching vocabulary with photos

https://www.cbsnews.com/video/nomofobia-una-adiccin-al-celular/
-Read about nomophobia. Where does the name come from? What are some symptoms? Who is usually affected?
https://www.muyinteresante.es/curiosidades/preguntas-respuestas/que-es-la-nomofobia-151392813381
-View images and interpret the message of the artist as it relates to technology in society
http://www.thisiscolossal.com/2015/11/cellphone-attention-antoine-geiger/
-Watch interview about "phubbing" and describe what the term means
https://www.youtube.com/watch?v=g1dK59CD3gM&feature=share
-Watch video as native speakers are interviewed about their social media usage; record their answers
https://www.youtube.com/watch/?v=Cd9Vult8aO4
-What is the message of the silent film Deja el movil en casa? Do you think this is an over exaggeration or realistic?
https://youtu.be/vSPNYOdhtBc
-View the infographic Antes y Ahora, make predictions for the year 2025
https://i.pinimg.com/564x/bc/a1/50/bca1503e9cc4676966cbfe63de1f1d21.jpg
-View the inforgraphic and search the hashtag #semanasanta on twitter. Would there be a similar event in the United States?
https://i.pinimg.com/564x/84/b3/e4/84b3e476ceefdfe975a8ef7be66fbe01.jpg
-Niños digitales en México- how do they compare to the U.S.?
https://www.merca20.com/infografia-arquetipos-en-mexico-ninos-digitales/#sthash.WEqommxY.qjtu
-View inforgraphic and make a connection between technology and global challenges
https://i.pinimg.com/564x/5b/c4/95/5bc495cd0a2edd8132860240b76fc011.jpg
https://www.zaragoza.es/cont/paginas/actividades/documento/PROYECTO%20DIVERSIDAD%20FAMILIAR:%20SOMOS%20AMOR.pdf

El juego- questions and game board - various categories
https://www.mecd.gob.es/dms-static/e7d66177-02ad-4804-9f38-2d4b1ee727b5/consejerias-exteriores/reino-unido/publicaciones/actiespana/actiespana15web.pdfGame in this book p 37-   There are 5 houses followed by various descriptions about diverse nationalities
http://www.todoele.net/actividades_mat/OrientacionesEnsenanzaELE.pdf

- Cloze Statements - where students must insert appropriate vocabulary.
- Analyze an infographic and summarize
- Listening to authentic audio/video clips
- Grammar skills: future, imperfect, preterite, present perfect, present subjunctive

Summative Assessments:

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

Interpersonal (dialogue with each other and with teacher)
  -View image in a small group and answer the questions provided in Part 1
  https://i.pinimg.com/564x/b1/b3/d5/b1b3d5d11335c6616a701d0df2af071d.jpg
Presentational/interpersonal (oral)
https://ele.sgel.es/ficheros/productos/downloads/expresate_576.pdf
Questions for conversation practice that deals with the family
http://www.paginadelespanol.com/clases-de-conversacion-tu-familia/
Various activities and articles
http://www.paginadelespanol.com/category/spanish-vocabulary/by-topic/personal-information-vocabulary/
-View the following and discuss with your partner or small group ways technology has had a positive impact
  https://i.pinimg.com/564x/ce/af/0c/ceaf0c7793e626b87f108f765b4f705c.jpg
  https://i.pinimg.com/564x/ab/a3/a5/aba3a5204359691ff9c2b95af52d7236.jpg
  https://i.pinimg.com/564x/d8/ce/94/d8ce94d7a1748e843f97aaa9aeaee642.jpg
  -After watching the video and recording the responses, engage in "Speed Dating" and ask each partner the same interview questions from the video. Record their answers.
  https://www.youtube.com/watch/?v=Cd9Vult8aO4
-¿Qué opinas de la foto?
  https://i.pinimg.com/originals/f2/9f/f4/f29ff4687fb7caa30049609b94b79ee6.jpg
  -Role play grandparent and grandchild. Describe to your grandchild what type of technology you had when you were their age, how often it was used etc
  -Interview your partner to ask how often they are permitted to use technology at home. Do they play videogames? Are phones allowed at the table during meals? Is television watched during meals? Is technology only to be used for school work?
  -Interview your classmates and see how you compare to the global opinion
  https://i.pinimg.com/564x/15/21/ce/1521ce7ee894d4b64e4e7c0d908030b4.jpg
Presentational:
-After viewing image and discussing in group, answer the questions provided in Part 2
  https://i.pinimg.com/564x/b1/b3/d5/b1b3d5d11335c6616a701d0df2af071d.jpg
  -Compare and contrast the way people use technology in each country
  (Bolivia)
  https://i.pinimg.com/564x/36/47/99/364799c8543d50645c8c9d6f482ec2d7.jpg

(Chile)
https://i.pinimg.com/564x/25/2d/5a/252d5a9fa652d715e5d84e263a597af9.jpg
(Mexico)
https://i.pinimg.com/564x/90/a6/60/90a660323df2f5038cb67c9d3823dd42.jpg
-After watching video on "phubbing" write about a time that you have experienced this and how it made you feel. What does this say about how face-to-face interactions are changing?
https://www.youtube.com/watch?v=g1dK59CD3gM&feature=share

-After completing the speed dating activity, record your own answers and describe ways that people from Spanish speaking countries use social media in similar and different ways
https://www.youtube.com/watch/?v=Cd9Vult8aO4
-Create your own video like Deja el movil en casa to show how your phone can affect your day
https://youtu.be/vSPNYOdhtBc
-Your family will be hosting an exchange student. He/She has sent you an e-mail asking questions about our high school, especially what it is like to have your own laptop in school. Respond to the questions explaining the advantages and disadvantages are.
-Your younger sibling wants a smartphone but your parents say no. Help your sibling craft a list of reasons why he/she should be able to have one.

Benchmarks:

Interpretive Task:

Explain the impact of science & technology on our lives by researching each individual
fields (*campos*) using past, present & future.

Presentational Task:

Create or improve upon an invention that will improve the lives of others. Present to class with a partner. Explain what it is, how it works, what it will do. Incorporate present indicative, present subjunctive and future tense.

Interpersonal Task:

Role play an interview between a manager and prospective employee. Students will not know which career they will speak on until the day of task. Students must prepare different possibilities for the questions and answers. Ability to show emotion, tone, pitch, hand gestures will be taken into consideration also.

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	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:
- Reading Strategies – Identify cognates, activate prior knowledge and summarize main ideas.
- [KWL Chart](#) / [KWL Chart](#)
- Create an infographic about cell phone use in the world
- Watch an interview of a psychologist describing cell phone addiction
- Complete a crossword puzzle with relevant vocabulary
- Interview your classmate about ways he or she uses technology
- Interview a classmate about his or her opinions about the use of technology in schools
- Watch *GramActiva Videos* to reinforce grammar concepts
- Write an e-mail to a Spanish-speaking high school student to discuss use of technology in school and at home
- Use [Conversation Cards](#)
- Role Plays
- Skits
- Create a silent film that shows addiction to technology
- Debate the positive and negative aspects of cell phone use
- Complete video activities that accompany the Videohistoria.
- *Sentence Strip Activity* – Cut apart a paragraph / story and have students and or groups put it back in order.
- Invite family members/friends to share any part of the culture and experiences
- View art created for the purpose of demonstrating the addiction to technology
- Use a Venn Diagram to compare and contrast internet use in Spanish-speaking countries
- Use twitter and hashtags to discover what people are talking about in Spanish-speaking countries
- Quizlet / Quizlet Live
- Kahoot
- Socrative
- EdPuzzle
- Poll Anywhere
- Create a blog or vlog
- Create a wordcloud
- Use infographics to discover the availability of technology in Spanish-speaking countries
  https://i.pinimg.com/564x/2e/6d/03/2e6d035599b5619da95afaaa31c9682a.jpg

Resources: See list at end of curriculum

The Five C's BBC Languages

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standards:

• 7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.

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

• 7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.

• 7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
• 7.1.IM.IPRET.9: Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.

• 7.1.IM.IPERS 6: Exchange information from a variety of resources with classmates about global issues, including climate change.

• 7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.

• 7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.

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

• 7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.

• 7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.

• 7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.

• 7.1.IM.PRSNT.7: Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.

Students will be able to:
• Discuss in a detailed way how technology has developed over time to benefit and complicate everyday life.

Students will be able to:
• Use digital tools and face to face communication to ask classmates and members of the target culture simple questions related to technology.
• Create a presentation about a future technology, uses, and functions.
• Understand cultural and generational perspectives on technology and science.
• Understand the environmental impact of modern technologies.
• Understand the importance of moderation when using technology.
• Exchange information about ways technology has changed how we interact socially.
• Discuss current events related to target themes.
• Describe personal technological use habits and ways it impacts individual lives.

Students will be able to:
• Ask and respond to simple questions related to target themes.
• Discuss stories of a personal nature related to science and technology.
• Describe how technology has changed over time.
• Identify vocabulary related to the themes of science and technology.
• Describe events that happened in the past using the preterite and the imperfect tense

• Skim and scan target language culturally authentic audio, video or written text to gain the gist of the main idea/concept • Recognize cognates • Create short written or spoken responses with practiced vocabulary • Discuss ways people use technology.
With help, partial success at level 2.0 content and level 3.0 content:
Even with help, no success

Unit Modifications for Special Population Students	
Advanced Learners	Gifted & Talented Requirements: • Have students watch a video about cultural traditions and describe their own • Have students find and analyze a piece of art and explain the message conveyed by the artist • Have students work in groups to present information about Spanish-speaking countries and holidays that are celebrated in the country
Struggling Learners	• Extended time, partner with buddy, visuals, use of laptops to revisit the video, etc. • 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. • Model different ways in which they can combine words and phrases for communication. • Have students create a section of their notebook for vocabulary and a separate section for grammar. • Allow students to accompany vocabulary words with pictures and English translations as well as phonetic pronunciations if necessary. • Help students identify cognates.
English Language Learners	• Highlight academic vocabulary. • Have the students/native speakers in the class; provide different colloquialisms as to greetings, classroom objects, etc. and its definition and how it defers with the material in the textbook. https://www.state.nj.us/education/aps/cccs/ELL.htm
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: • 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 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
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 & Physial 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.

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 #4: Contemporary Life

Unit Description: Students at an Intermediate-mid level will be able to communicate/compare/contrast in all modes about different aspect of Contemporary Life. Students will listen to, understand and talk about the benefits of travel, the positive and negative aspects of tourism, entering the work force and how leisure time is spent in countries all over the world as well as in the United States. Students will demonstrate an understanding the cultural differences that exist within all these topics.

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:	• 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	• 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.

Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	• 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.	• 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

Indicators:

Interpretive:
- Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify technological advances and the effects on society
- Listen to native speakers at the high school age talk about their careers
- View and understand videos describing professions
- Compare leisure time activities in the United States and the target culture
- Understand narratives about events that happened in the past
- View and understand infographics describing ecotourism
- View and understand infographics about travel destinations
- Students will learn about the influence of the government in Spanish-speaking countries and how that influence affects leisure and vacation time
- Interpret ads/fliers from Spanish-speaking countries travel destinations
- Students will learn how to apply for a job & where to go for interviews
- Understand narratives about entering the work force
- Understand news articles and videos explaining the work force

Interpersonal:
- Discuss desire for future professions
- Discuss travel experiences
- Ask and answer questions about careers
- Ask and answer questions about ecotourism
- Express opinions about the positive and negative aspects of tourism
- Express opinions about the importance of having a career
- Ask questions about leisure time activities
- Interview classmates about travel experiences
- Describe something seen on the news about the effects of the government on the work force
- Interview someone from a Spanish-speaking country about his/her leisure time activities

Presentational:
- Present and or write about own expectations for their futures
- Present and discuss information about ecotourism
- Present and or write information about the positive and negative effects of tourism
- Create a Venn Diagram to compare leisure time activities in the United States and the target culture
- Write an e-mail prospective employer asking about opportunities within their company

Cultural Content Statement(s):

Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, celebrations, school, likes/dislikes, and pastimes.)

Understandings:	Essential Questions:
Students will understand that… -Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. -The amount of leisure time available and how it is spent varies among cultures. -The role of government influences the quality of life. -The way leisure time is spent reflects the values of a culture. -Time spent traveling creates cultural understanding. -Tourists should behave as guests in the country they are visiting. -Education is necessary to apply themselves in the work force -Climate change and world health epidemics can affect economies across the world.	**-What teenage activities are the same or different in the target culture?** **-What do leisure time activities & time off from work tell us about the values of a culture?** **-How does our concept of vacation differ from that of the target culture?** **-How does travel change my life?** **-How do I interact appropriately in future job interviews?** **-How do I create a resume in the target language?** **-How does government affect the quality of life?** **- How does climate change/health crises affect tourism/economies?**

Assessment Evidence

Performance Tasks:	Other Evidence:
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**.	**Pre-Assessment**: Self-reflection: "Can Do" statements Interpretive: ● I can understand, read documents and listen to audio clips related to travel, ecotourism, leisure time and entering the work force Interpersonal: ● I can ask and answer questions about travel experiences ● I can ask and answer questions about gaining employment ● I can exchange information about the impact of tourists on the environment ● I can describe how leisure time is commonly spent by people my own age ● I can explain why tourism can have negative effects on a country Presentational: ● I can present information about job place etiquette ● I can present information about ecotourism ● I can explain the importance of free time and travel
Interpretive (listening and reading) -Read want ads for jobs in Spanish speaking countries -Watch a video of an interview -Listen to questions posed by an interviewer to an interview -Browse brochures for study abroad programs. Students must decide which one is the best for them and why, also add what else they would like the program to offer.	**Formative Assessments**:

-Research jobs in Spain vs jobs in another Spanish speaking country, what is the difference in types of jobs available? What is the difference in salaries?

-Research and make an itinerary for your dream trip to Spain. http://www.renfe.com/

-Read blog entry about how high school aged students spend their free time. How does it compare to students in the United States?

http://jovenes6.blogspot.com/2011/04/que-hacen-los-jovenes-en-su-tiempo.html

-Evaluate how most people from Mexico like to spend their vacations. How much time off do they get from work? Where do they like to visit? How far in advance do they plan? How do they prepare for the trip?

https://i.pinimg.com/564x/61/79/ef/6179ef61b628a27a7db621a5019f398c.jpg

-Read about ecotourism. What is it? Where did the term come from?

https://i.pinimg.com/564x/0a/5d/44/0a5d442515b98ce07b9804a986ad7a75.jpg

https://i.pinimg.com/564x/ab/74/95/ab749570893ce4d54ba281bb71d74fd4.jpg

-Read article and watch video to prepare for a debate about tattoos in the work place

https://youtu.be/QuBS23S9m9E

https://www.muyinteresante.es/cultura/arte-cultura/articulo/los-tatuajes-reducen-las-posibilidades-de-encontrar-empleo-201378294296

-What issues might be facing Cuba now that tourists from the U.S. are "invading"? Are their job opportunities for US citizens in Cuba?

https://www.bbc.com/mundo/noticias/2015/05/150429_economia_cuba_auge_turismo_ms.shtml

Interpersonal (dialogue with each other and with teacher)

-Role play as travel agent and client. Students brainstorm different questions the travel agent may ask a customer. -- Participate in "speed dating" to take turns playing both roles and answering questions.

-Conversation between a travel agent and client. Use three piles of notecards, face them down. 1: Places (country/city) to visit. 2: Travel expenses/flight cost. 3: Activities to do. Pick one from each pile, converse.

-Role play a talk show host and an etiquette expert. The topic of show is interviewing advice, expert gives bad ideas, host points out errors and gives better advice.

-Shopping at a market while on vacation. Bargain with the owner of a shop over the price of an item that you would like to purchase.

-Discuss with your employer a raise and why you deserve it

- 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
- Teacher quiz / Socrate / Kahoot It! / Quizlet Live, etc.
- Student Blogs
- Matching vocabulary with photos
- Cloze Statements - where students must insert appropriate vocabulary.
- Analyze an infographic and summarize
- Listening to authentic audio/video clips
- Grammar skills – all previously learned tenses in varied time periods
- Impersonal expressions: Es Buena que . . .
- Present subjunctive of stem-changing verbs
- Subjunctive with verbs of emotion
- Past perfect & present perfect indicative tenses
- Future tense

Summative Assessments:

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

-Role play with a partner as an ecotourist. Ask each other the same questions from this infographic
https://i.pinimg.com/564x/e6/60/0e/e6600e5c64c69fdb504307dfab9a7f4b.jpg
-Engage in a class debate about tattoos in the work place
https://www.muyinteresante.es/cultura/arte-cultura/articulo/los-tatuajes-reducen-las-posibilidades-de-encontrar-empleo-201378294296
https://www.youtube.com/watch?v=QuBS23S9m9E

Presentational
- Students list five places they would like to visit, find photos create a Power Point or Prezi. Describe location to class and what attracts them to the place.
-Write a paragraph about a family trip taken in the past (review past tenses)
-Students receive an email from a travel agent about something that has gone wrong with their travel plans. Students must ask questions and pose possible solutions to problem.
-After using renfe.com to make an itinerary for your dream trip to Spain, create a presentation to persuade your parents to gift you the trip as a graduation present. Include suggestions on places to visit, see, eat, sleep.
-Write a postcard to a friend about a place visited, describe what you saw, what your hotel was like and where you ate. Describe the culture and the people that you met while there. Make recommendations for your friend if they visit the same place.
-Choose 5 different careers & research the pros & cons of each job. Present findings to class.
-You and your friends are on vacation in Puerto Rico. You plan to visit El Yunque because you love adventure and love to camp. Decide what you need to bring and wear. Find a place to camp, is there a place inside El Yunque? Do you have to pay? What time of year are you going? What will the weather be like? What do you want to see? Would you plan for any difficulties? How will you ensure that you are environmentally responsible while visiting El Yunque? What are the jobs of the people that live in & around El Yunque? What are their salaries?
-After reading the blog about how free time is spent in Spanish speaking countries and interviewing your classmates, create your own blog entry to describe how you all spend your free time
http://jovenes6.blogspot.com/2011/04/que-hacen-los-jovenes-en-su-tiempo.html
-After reading about ecotourism and popular destinations, create an infographic that explains what it is and places for ecotourist to visit, and what they can do there

https://i.pinimg.com/564x/6e/88/13/6e88137f9b383d88316
4cb49a3e4c970.jpg
https://i.pinimg.com/564x/da/3d/71/da3d71b2a21e08ba33
5debe9082f9379.jpg
https://i.pinimg.com/564x/57/12/f0/5712f0543baec9fba98d
9d446eef8973.jpg
-Describe negative and positive aspects of tourism. Give
suggestions for ways tourists can leave less of a negative
impact on places they visit.
-While you are studying abroad you need to find a job. Fill
out a job application, using the following as an example
https://i.pinimg.com/564x/76/8b/5a/768b5ab18b83a33434
518792055c7e82.jpg

Benchmarks:

**Interpretive Task: Read about/research 5 different careers and what
education, abilities & qualities are needed for each job.**

**Presentational Task: Create a presentation that explains about your 5 careers
& why you prefer the one you chose. State why the job is perfect for you
based on your qualities & skills.**

**Interpersonal Task: Create an interview between an employer and perspective
employee for the job they have chosen.**

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	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:
- Reading Strategies – Identify cognates, activate prior knowledge and summarize main ideas.
- KWL Chart / KWL Chart
- Create an infographic about ecotourism
- Watch an interview of employers discussing qualities they look for in potential employees
- Complete a crossword puzzle with relevant vocabulary
- Interview a classmate about travel experience
- Interview a classmate about leisure time activities
- Watch *GramActiva Videos* to reinforce grammar concepts
- Write an e-mail to relatives to plan vacation activities
- Write an e-mail to a perspective employer explaining why you are interested in working for them
- Use Conversation Cards
- Role Plays
- Skits
- Create a presentation for an ideal vacation
- Debate the positive and negative effects of searching for a job as well as changing careers during a mid-life crisis
- Complete video activities that accompany the Videohistoria.
- Invite family members/friends to share any part of the culture and experiences
- Use a Venn Diagram to compare and contrast jobs in the U.S. and in Spanish-speaking countires
- Use twitter and hastags to discover what people are talking about in Spanish-speaking countries
- Quizlet / Quizlet Live
- Kahoot
- Socrative
- EdPuzzle
- Poll Anywhere
- Create a blog or vlog
- Create a wordcloud with words that your favorite vacation memories

Resources: See list at end of curriculum

The Five C's

OBJ BBC Languages

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

*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)*

Standards:

• 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.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.

4.0	**Students will be able to:** • Engage in an unrehearsed conversation about the importance of education, careers & future events
3.0	**Students will be able to:** • Use digital tools and face to face communication to ask classmates and members of the target culture simple questions related to education & careers • Create a presentation about an ideal job, leisure activity or vacation • Understand/compare/contrast cultural perspectives on working • Understand/compare/contrast cultural perspectives on the importance of traveling • Understand the importance of ecotourism • Exchange information about careers • Explain the connection between tourism and the environment
2.0	**Students will be able to:** • Ask and respond to simple questions • Discuss personal experiences • Identify vocabulary related to the themes of work, travel and leisure time • Describe events that happened in the past using the preterit and the imperfect tense • Skim and scan target language culturally authentic audio, video or written text to gain the gist of the main idea/concept • Recognize cognates • Create short written or spoken responses with practiced vocabulary • Discuss ways free time is spent • Discuss the benefits of travel • Be able to describe what "has happened" and what "had happened"
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	Gifted & Talented Requirements: • Have students watch a documentary about a human rights activist and write about his or her life • Have students write persuasive e-mails to government officials about global challenges • Have students work in groups to create videos about global challenges
Struggling Learners	• Extended time, partner with buddy, visuals, use of laptops to revisit the video, etc. • 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. • Model different ways in which they can combine words and phrases for communication. • Have students create a section of their notebook for vocabulary and a separate section for grammar. • Allow students to accompany vocabulary words with pictures and English translations as well as phonetic pronunciations if necessary. • Help students identify cognates.
English Language Learners	• Highlight academic vocabulary. • Have the students/native speakers in the class; provide different colloquialisms as to greetings, classroom objects, etc. and its definition and how it defers with the material in the textbook. https://www.state.nj.us/education/aps/cccs/ELL.htm
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: • 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 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
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 & Physial 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.

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 #5: Global Challenges
Unit Description: Students at an Intermediate High level will be able to communicate/analyze/critique information in all modes about current global challenges presented through various means of literary works and multimedia presentations that address listening, reading, writing and speaking as well as, the three modes of assessment : Interpretive, Interpersonal and Presentational. Students will listen to, understand and talk about different challenges faced by countries all over the world, as well as in the United States. Students will demonstrate an understanding of ways Spanish-speaking countries are dealing with these challenges.
Unit Duration: 5 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.
	• 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.	• 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.	• 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

Indicators:

Interpretive:

- Summarize culturally authentic audio, video or written text from electronic information sources and other sources to identify global challenges and ways citizens are combating them
- View, analyze & critique videos describing past and current issues such as social class/justice.
- Compare attitudes towards issues concerning social climate.
- Understand & retell narratives about events that happened in the past.
- Analyze how the Spanish-American War impacted the lives of citizens.
- Students will learn about the influence of the government in Spanish-speaking countries and how that influence affects the its people, both negatively and positively.
- Students will learn which celebrities (U.S & Spanish speaking) spend time working with non-profit and charitable organizations to bring awareness to important issues.
- Using data obtained through electronic research, students will interpret information on social issues.

Interpersonal:

- Discuss & give opinions about the past and current social issues.
- Ask, answer & elaborate on questions about personal experience and those faced by the literary authors presented.
- Express opinions about the importance of education and how it impacts one's future.
- Express opinions about the state of human rights in Spanish-speaking countries
- Interview a family member or teacher (older) to gain their perspective on the world climate past and present.
- Analyze a news clip/video about social issues in the United States, as well as in a Spanish-speaking country, compare & contrast.
- Interview someone from a Spanish-speaking country about the quality of human rights in their country.

Presentational:

- Create a multi-media presentation which compare and contrast the plight of Bazan, Guillen, Matute.
- Present and discuss information about attitudes toward social justice issues.
- Students will select from a list of social issues, investigate the challenge and present it with thoughts/possible solutions, group discussions.
- Present and or write information about a personal experience with a charitable organization devoted to improving the world.
- As a group create a non-profit organization that will address specific societal/environmental issues in Washington Township.
- Identify & propose solutions on world hunger in the target language.

Understandings:	Essential Questions:
Students will understand that…	-How does the role of the government affect the ways we can combat social issues?
-The role of government impacts quality of life	-What are the biggest challenges affecting the United States today?
-There are differences in opinion about the social climate of our country.	-What can be done to ensure that all children are able to obtain an education?
-Countries around the world have unique issues involving the environment, human rights and social justice.	-What is considered a basic human right?
-The role of government affects the ways that other countries are permitted to help in certain situations	-Can small changes have a big impact on the climate of a country?
-Many children in Spanish-speaking countries are forced to work instead of attending school	-How can technology help and hinder world challenges?
-Public school is a privilege that not every child gets to take advantage of	-How has social media impacted the rights of others.
-The basic needs of many children and adults are not met daily because of governmental and environmental factors	
-There have been significant changes in the environment in the last century	
-Not all citizens of Spanish-speaking countries are afforded the same basic rights as citizens in the United States	

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 (Listening and Reading)

-Watch video about Guillen, Bazan, y Matute, answer questions about their life.

-View infographic to obtain information on Spanish-American war and compare the other world wars.

-Watch and understand video describing "Isla de basura"
https://youtu.be/fuJjPhLwdNI

-Understand information in infographic "Cambiando el Mundo en 20 sencillos pasos"
https://i.pinimg.com/736x/ab/c2/fd/abc2fd77fadd28a0901c989efa9385a5.jpg
-Listen to an interview with a high school aged student from a Spanish-speaking country describing the way their government affects their quality of life/basic rights

-View Declaracion Universal de los Derechos Humanos and chose which 5 you feel are most important
https://www.thinglink.com/scene/885511877939953666
or
https://www.actiludis.com/2014/08/31/derechos-humanos-2/

-Watch and understand video about los derechos humanos and write down any facts that you learn
https://youtu.be/w-wwSERIEJY
-Read an article and answer questions about a famous human rights activist from a Spanish-speaking country
-Understand information in infographic derechos de los ninos
http://www.dalci.com.mx/_blog/Infografia-Derechos-de-los-ninos

Interpersonal (dialogue with each other and with teacher):
-Discuss with a partner the long-term effects of of education
-Engage in a conversation about social class and how is it portrayed in literature and society.
-Role play as two students in Leocadia's class. How do they feel about the goings on in the classroom
Role play: Silverstein and Guillen discuss the poem and what inspired them to write it.

Other Evidence:

Pre-Assessment:

Self-reflection: "Can Do" statements

Interpretive:

- I can understand, read documents and listen to audio clips related to global challenges

Interpersonal:

- I can ask and answer questions about environmental issues, human rights and social justice
- I can ask and answer questions about basic human rights
- I can exchange information about events that have happened in the past
- I can describe what types of environmental challenges the world is facing
- I can explain how I feel about the importance of human rights and social justice

Presentational:

- I can present information about different types of global challenges and ways that I can help

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

-After viewing the infographic, ask your classmates how they plan to commit to social change locally and worldwide
https://i.pinimg.com/736x/ab/c2/fd/abc2fd77fadd28a0901c989efa9385a5.jpg

-Have an inner circle/outer circle discussion as a class about La declaracion universal de los derechos humanos and the importance of each point
https://www.thinglink.com/scene/885511877939953666
-Have a group discussion about Los Derechos de los Niños and how it has an impact on the future of a country
http://www.dalci.com.mx/_blog/Infografia-Derechos-de-los-ninos
-After reading an article about a human rights activist from a Spanish-speaking country, ask your partner or group about an activist that they learned about
-Interview someone from a Spanish speaking country to ask about the state of human rights in their country of origin
-Engage in a class debate about the most pressing issues facing our environment today.
-Interview someone from a Spanish-speaking country to ask about the importance of environmental conservation in their country of origin

Presentational:
-Write an e-mail to a member of the school board about your concerns over social issues that are evident in our school/community.
-Complete some research about countries with high rates of child labor. Write a letter to a member of their government describing the negative effect child labor has on the future of their country
-Create an infographic for elementary students to show 5 easy ways they can make changes that will help with social justice issues.
-Share information with the class about a well-known human rights activist from a Spanish-speaking country

-Compose at least 5 tweets to government officials of Spanish-speaking countries about the importance of basic human rights. Use the official hashtags #STANDUP4HUMANRIGHTS #RIGHTSOUTLOUD
-Watch the video celebrating the 70th anniversary of the Declaration of Human Rights. Record yourself reading 5 Articles from the Declaration in Spanish
https://videos.un.org/es/2017/12/05/empezamos-a-celebrar-el-70-aniversario-de-la-declaracion-universal-de-los-derechos-humanos/
-After watching the video Te imaginas un mundo sin bosques? and create your own video to bring attention to one aspect of the environmental challenges the world is facing
https://videos.un.org/es/2018/05/24/te-imaginas-un-mundo-sin-bosques/
-Create a word cloud with vocabulary relevant to global challenges
https://www.wordclouds.com

- Whiteboard responses
- Exit slips / Polls
- Teacher quiz / Socrate / Kahoot It! / Quizlet Live, etc.
- Student Blogs
- Matching vocabulary with photos
- Cloze Statements - where students must insert appropriate vocabulary.
- Analyze an infographic and summarize
- Listening to authentic audio/video clips
- Grammar skills: present subjunctive, future, imperfect/preterite, verbs like Gustar, past progressive, SER & ESTAR, present perfect, double object pronouns

Summative Assessments:

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

Benchmarks IPA:

Interpretive Task: Read, Interpret, identify and describe the themes of several literary works

Presentational Task: Compare and Contrast " Ebano Real" and the " Giving Tree" in written/oral fashion

Interpersonal Task: Discuss the themes of various literary works and give opinions on each

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	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:

- Reading Strategies – Identify cognates, activate prior knowledge and summarize main ideas.
- KWL Chart / KWL Chart Create a biography poster of a well-known human rights activist
- Watch an interview of a famous Spanish-speaking human rights activist/Complete a crossword puzzle with relevant vocabulary
- Interview your classmate about ways he or she helps the environment / Interview a classmate about his or her opinions about the most important basic human rights and social justices
- Watch *GramActiva Videos* to reinforce grammar conceptsWrite an e-mail to a government official
- Use Conversation CardsRole Plays
- SkitsComplete video activities that accompany the Videohistoria.
- *Sentence Strip Activity* – Cut apart a paragraph / story and have students and or groups put it back in order.Invite family members/friends to share any part of the culture and experiences
- View art created for the purpose of defending human rights, environmental issues or social justice /Use a Venn Diagram to compare and contrast efforts to save the environment in other countries
- Use a Venn Diagram to compare and contrast basic human rights present in other countries/ Quizlet / Quizlet Live
- KahootSocrative
- EdPuzzlePoll Anywhere
- Create a blog or vlogCreate a wordcloud
- Use infographics to discover how the role of government can affect to overall wellbeing of it's citizenshttps://goo.gl/images/MMbmHk

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

Resources: See end of curriculum

| **Unit Learning Goal and Scale** |
| *(Level 2.0 reflects a minimal level of proficiency)* |

Standards: • 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.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.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.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.	
4.0	**Students will be able to:** • Engage in an unrehearsed conversation about the importance of human rights and social justice for all citizens at the Intermediate mid-level
3.0	**Students will be able to:** • Use digital tools and face to face communication to ask classmates and members of the target culture simple questions related to global challenges and present the gathered information/perspectives. • Create a presentation about the importance of environmental preservation • Understand/compare/contrast cultural perspectives on environmental issues and challenges • Understand/compare/contrast the role of government in target language countries and the effect on human rights • Understand the importance of being a global citizen • Exchange information about the problems many countries face with human rights issues • Understand the class system in Spain through the years
2.0	**Students will be able to:** • Ask and respond to simple questions • Discuss personal habits as they relate to environmental issues • Describe personal experience as a volunteer • Identify vocabulary related to the theme of the environment • Identify vocabulary related to the theme of basic human rights and social justice • Skim and scan target language culturally authentic audio, video or written text to gain the gist of the main idea/concept • Recognize cognates • Create short written or spoken responses with practiced vocabulary • Discuss ways to help the environment
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	Gifted & Talented Requirements: • Have students watch a documentary about a human rights activist and write about his or her life • Have students write persuasive e-mails to government officials about global challenges • Have students work in groups to create videos about global challenges
Struggling Learners	• Extended time, partner with buddy, visuals, use of laptops to revisit the video, etc. • 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. • Model different ways in which they can combine words and phrases for communication. • Have students create a section of their notebook for vocabulary and a separate section for grammar. • Allow students to accompany vocabulary words with pictures and English translations as well as phonetic pronunciations if necessary. • Help students identify cognates.
English Language Learners	• Highlight academic vocabulary. • Have the students/native speakers in the class; provide different colloquialisms as to greetings, classroom objects, etc. and its definition and how it defers with the material in the textbook. https://www.state.nj.us/education/aps/cccs/ELL.htm
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: • 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 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
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 & Physial 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.

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 #6: Aesthetics & Beauty: Ideals of beauty, contributions to art, architecture, poetry, literature - plays, art - music, perspectives

Unit Description: Students at an Intermediate Low-Mid level will be able to communicate/compare/contrast in all modes about different types of entertainment and forms of art, such as poetry, literature, art and music. Students will listen to, understand and talk about different types of entertainment as well as demonstrate an understanding of some ways Spanish-speaking countries integrate the same or different types of entertainment into their cultures. Students will also be exposed to different art forms and demonstrate their ability to discuss their opinions.

Unit Duration: 5 weeks

Desired Results

Standard(s):

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.
Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	• 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.	• 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

Indicators:

Interpretive:
- Summarize culturally authentic audio, video or written text from electronic information sources and other sources to identify various artists, paintings, literature, songs and other means pertaining to beauty and aesthetics
- Listen to native speakers at the high school age talk about ways they are incorporating beauty and aesthetics into their lives View, analyze & interpret various paintings, songs, literature and other topics pertaining to beauty and aesthetics
- Compare attitudes towards various art and literature styles
- Analyze how beauty and aesthetics are vital components in the Hispanic culture
- Students will learn about the influence of the Arts in Spanish-speaking countries and how that influence affects the environment both negatively and positively
- Students will create ads/fliers for various styles of art, literature and music
- Using various means of technology students will find examples of works pertaining to beauty and aesthetics

Interpersonal:
- Discuss chosen works of art, music and literature giving one's opinion about each one
- Ask, answer & elaborate on questions pertaining to works of art, literature and songs
- Express opinions about the important role that beauty and aesthetics plays in the Hispanic culture.
- Analyze a news clip/video about beauty and aesthetics in the United States as well as in a Spanish-speaking country, compare & contrast.
- Interview someone from a Spanish-speaking country about his/her opinion of maintaining beauty and aesthetics within their culture and how it is demonstrated throughout his/her daily life

Presentational:
- Create a multi-media presentation about one aspect of beauty and aesthetics
- Present and discuss information about attitudes toward the importance of maintaining the arts in both the North American and Hispanic culture
- Present and or write information about a personal experience of how learning about the various aspects of beauty and aesthetics and how it has affected their perspective on the importance of maintaining the arts within a culture
- Create a work of art, literature or a song that expresses one's emotions or perspective on a specific topic ie: family, relationships, problems, challenges/ successes
- Students will discuss the affect/corruption the role of government has in maintaining beauty and aesthetics within the given culture in order to augment the "quality of life".

Understandings:	Essential Questions:
Students will understand that… -Beauty and aesthetics play a daily role in the quality of life -There are differences in opinion about the significance that beauty and aesthetics plays in education -Countries around the world have unique examples of beauty and aesthetics in each given culture -The role of government in maintaining the beauty and aesthetics within the given culture -Incorporating beauty and aesthetics within the school curriculum is considered to be an elective and therefore plays a minor role in the requirements for graduation, a privilege that every child gets to take advantage of but is not necessarily encouraged to do so -Not all citizens of Spanish-speaking countries are afforded the same basic rights to view and take in the benefits of beauty and aesthetics in their culture	**-How does the role of beauty and aesthetics play a vital role in the given culture?** **-What are the biggest challenges affecting the permanence in the importance of beauty and aesthetics in United States today?** **-What can be done to ensure that all children are able and encouraged to participate more in the creation of various aspects pertaining to beauty and aesthetics as a vital part in their educational experience?** **-How can we change the minds of those who do not believe in the significance of maintaining beauty and aesthetics within the education system?** **-How can technology be used to aid in providing examples of various aspects of beauty and aesthetics?** **-How has social media changed the way we perceive the various components of beauty and aesthetics?** **-Can social media have a positive impact on the quest for obtaining opinions and perspectives of various aspects of beauty and aesthetics?**

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 (Listening and Reading) -Watch video about different Latin American Artists and discuss the information presented https://youtu.be/aqQunOlVhKo -View infographic to discuss alternative forms of styles of art, literature and music and their impact on the Latin American Culture https://i.pinimg.com/originals/ed/1b/94/ed1b94fb89e4a05419f1c7d2a3c44943.jpg --View image depicting the Titanic in 1912 and 2012, discuss the message conveyed by the image https://i.pinimg.com/originals/9e/2f/03/9e2f03d880820230e64167a48eb51497.jpg --Understand information in infographic "Cambiando el Mundo en 20 sencillos pasos" https://i.pinimg.com/736x/ab/c2/fd/abc2fd77fadd28a0901c989efa9385a5.jpg -View image describing ways to help the environment on 5 junio: dia mundial del medio ambiente https://www.pinterest.com/pin/653233120925851471/ --View Declaracion Universal de los Derechos Humanos and chose which 5 you feel are most important https://www.thinglink.com/scene/885511877939953666 or https://www.actiludis.com/2014/08/31/derechos-humanos-2/ https://youtu.be/w-wwSERIEJY -Read an article and answer questions about a famous artist, poet, writer or singer from a Spanish-speaking country -Watch and discuss the video Te imaginas un mundo sin el arte, la literatura o la musica ? https://videos.un.org/es/2018/05/24/te-imaginas-un-mundo-sin-bosques/ Interpersonal (dialogue with each other and with teacher): -Engage in a conversation about different art, literature and music styles -Role play as two siblings. Younger sibling has questions about the importance and studying the arts -After reading an article about a LatinAmerican artist, poet, writer or singer from a Spanish-speaking country, ask your partner or group about an example from one of the named components of beauty and aesthetics that they had learned about -Engage in a class debate about the importance of including the arts in their educational experience - Interview someone from a Spanish-speaking country to ask about the importance of maintaining the beauty and aesthetics of each different culture Presentational:	**Other Evidence:** **Pre-Assessment**: Self-reflection: "Can Do" statements Interpretive: ● I can understand, read documents and listen to audio clips related to beauty and aesthetics Interpersonal: ● I can ask and answer questions pertaining to specific components of beauty and aesthetics ● I can ask and answer questions about one's perspective on different works of art, literature and music ● I can express my opinion on different works of art, literature and music ● I can interpret works of art literature and music ● I can explain how I feel about specific works of art, literature and music ● Presentational: ● I can present information about different types of art, literature and music styles **Formative Assessments**: ● Reading / Interpreting Realia

-Write an e-mail to a member of the school board about your concerns over the lack of the importance of the arts in secondary education -Complete some research about works of art, literature and music -Create an infographic for elementary students showcasing popular examples and styles of art, literature and music from the Hispanic culture -Share information with the class about a well-known artist, poet, writer or singer from a Spanish-speaking country --Listen to different selections of literature and music popular among the Hispanic culture - Explain why you feel their work is so vital to the culture http://prodiversa.eu/ayudanos/voluntariado -Compose at least 5 tweets to government officials of Spanish-speaking countries about the importance of providing free access to museums, concerts and other cultural components pertaining to beauty and aesthetics #STANDUP4HUMANRIGHTS #RIGHTSOUTLOUD -Watch the video celebrating the 70th anniversary of the Declaration of Human Rights. Record yourself reading 5 Articles from the Declaration in Spanish https://videos.un.org/es/2017/12/05/empezamos-a-celebrar-el-70-aniversario-de-la-declaracion-universal-de-los-derechos-humanos/ -After watching the video Te imaginas un mundo sin el arte, la literatura y la música? and create your own video to bring attention to one aspect of beauty and asthetics that enhances the quality of life https://videos.un.org/es/2018/05/24/te-imaginas-un-mundo-sin-bosques/ -Create a word cloud with vocabulary relevant to descriptive words that are used for critiquing and giving opinions on various components of beauty and aesthetics https://www.wordclouds.com	• 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 • Teacher quiz / Socrate / Kahoot It! / Quizlet Live, etc. • Student Blogs • Matching vocabulary with photos • Cloze Statements - where students must insert appropriate vocabulary. • Analyze an infographic and summarize • Listening to authentic audio/video clips • Grammar skills: present subjunctive, future, imperfect/preterite, verbs like Gustar, past progressive, SER & ESTAR, present perfect, double object pronouns **Summative Assessments**: • Chapter Test / Unit Test • Integrated Performance

	Assessment or a component
	• Performance Assessment showing proficiency with "Can Do" statements and rubric

Benchmarks:

Interpretive Task: Research and read about 2 different Spanish artists. Describe their lives from childhood to career. How do they compare? What are they most famous for? Which works of art do you like most and why?

Presentational Task: Create a multimedia presentation about your 2 artists and describe your findings in the target language to the class.

Interpersonal Task: Put yourself in the time period when your artists were alive. Create an interview between the local *alcalde* and the artists, describe why the artists painted their works and what they were trying to portray, mention lifestyles, political views and cultural importance.

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	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:

- Reading Strategies – Identify cognates, activate prior knowledge and summarize main ideas.
- KWL Chart / KWL Chart
- Create a biography poster of a well-known artist, poet, writer, singer
- Watch an interview of a famous Spanish-speaking artist, poet, writer or singer
- Complete a crossword puzzle with relevant vocabulary
- Interview your classmate about ways he or she participates in the beauty and aesthetics
- Interview a classmate about his or her opinions about specific components of beauty and aesthetics
- Watch *GramActiva Videos* to reinforce grammar concepts
- Write an e-mail to an artist, poet, writer or singer explaining the impact that this particular work of aesthetics and beauty has had on your emotional intelligence
- Use Conversation Cards
- Role Plays
- Skits
- Complete video activities that accompany the Videohistoria.
- *Sentence Strip Activity* – Cut apart a paragraph / story and have students and or groups put it back in order.
- Invite family members/friends to share any part of the culture and experiences
- View art created for the purpose of defending human rights
- Use a Venn Diagram to compare and contrast efforts to save the arts in other countries
- Quizlet / Quizlet Live
- Kahoot
- Socrative
- EdPuzzle
- Poll Anywhere
- Create a blog or vlog
- Create a wordcloud
  https://goo.gl/images/MMbmHk

New Jersey Social and Emotional Learning Competencies and Sub-Competencies

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.

Resources: See list at end of curriculum

	Unit Learning Goal and Scale *(Level 2.0 reflects a minimal level of proficiency)*

Standards:

• 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.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.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.

4.0	**Students will be able to:** • Engage in an unrehearsed conversation about a particular work of art, literature or music at the Intermediate mid-level
3.0	**Students will be able to:** • Use digital tools and face to face communication to ask classmates and members of the target culture simple questions related to describing and discussing a specific work of art, literature or music • Create a presentation about a specific work of art, literature or music • Understand/compare/contrast cultural perspectives on the importance of sustaining each cultures' example of beauty and aesthetics • Understand/compare/contrast the role of government in target language countries and the effect on initiating and maintaining the different works of art, literature and music • Understand the importance of incorporating each cultures' examples of beauty and aesthetics
2.0	**Students will be able to:** • Ask and respond to simple questions • Discuss personal perspectives and opinions as they relate to various cultural examples of beauty and aesthetics • Identify vocabulary related to the description of art, literature and music • Skim and scan target language culturally authentic audio, video or written text to gain the gist of the main idea/concept • Recognize cognates • Create short written or spoken responses with practiced vocabulary • Discuss ways to incorporate beauty and aesthetics in their daily lives
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	Gifted & Talented Requirements: • Have students watch a documentary about Latin American Artists and record the pertinent information of each one in written format • Have students write persuasive e-mails to government officials about providing those who are less fortunate the opportunity to attend museums and concerts • Have students work in groups to create multimedia presentations about the arts
Struggling Learners	• Extended time, partner with buddy, visuals, use of laptops to revisit the video, etc. • 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. • Model different ways in which they can combine words and phrases for communication. • Have students create a section of their notebook for vocabulary and a separate section for grammar. • Allow students to accompany vocabulary words with pictures and English translations as well as phonetic pronunciations if necessary. • Help students identify cognates.
English Language Learners	• Highlight academic vocabulary. • Have the students/native speakers in the class; provide different colloquialisms as to greetings, classroom objects, etc. and its definition and how it defers with the material in the textbook. https://www.state.nj.us/education/aps/cccs/ELL.htm
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: • 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 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
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 & Physial 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.

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/44451925702178975/

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

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

Señor Belles – Videos and Worksheets

Señor Wooly – Music and Videos

   *Using Señor Wooly In Your Classes

Shelby County Schools World Languages

Spanish Language Exercises – Juan Ramón de Arana

Spanish Langauge 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 Excersises - 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

Tackk – Authentic Resources for Spanish Class

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 – Creat 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, Excersises and Vocabulary Lists

Veinte Mundos

World Stories – Stories From Arouond 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

Fotobabble – Share and Narrate Pictures

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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Ohio Model CurriculumAmerican Association of Teachers of Spanish and Portuguese

Real Academia EspañolaWorld Culture Encyclopedia

Audiria – Free Audio Texts

AulaDiez – Online Grammar And Vocabulary ExercisesBowdoin College – Online Spanish Grammar Explanations

CAPL – Culturally Authentic ImagesCARLA

CIA – Facts About Countries Around The WorldClass Tools

Colby College – Culture and Grammar InstructionCreative Language Class

Culture CrossingDestinos – Video Series

¿De Verdad? – Spanish Videos and LessonsDigital Dialects

EdPuzzle – Cut Down Videos and Insert Comprehension QuestionsFLENJ

FLTEACHFluencyProf – Listening Comprehension Activities

For Spanish Teachers – Worksheets, Music, Videos, etc.FORVO – Speak with Native Speakers from Around the World

Fotobabble – Share and Narrate PicturesFun For Spanish Teachers – Cultural Resources

Game Board Glogster

Haverford Township Schools – Integration of Authentic MaterialsI Love Languages

Instituto CervantesInstructional Resources – Learning Scenarios
IE Languages listening resources vocabulary, grammar, and pronunciation exercises

Language Guide – Vocabulary Lessons with Pronunciation and PracticeLanguages On Line

Lang Media – Video ClipsLanguage Magazine

LANIC – Latin and South America ResourcesLearn A Language – Comprehensive Lessons, Games and Activities

Learner.org – Integrated Lessons for the World Language ClassroomLingolex

Lingorilla – Video Clips and Interactive lessons Lingt – Create speaking exercises for your students

Lingus – Videos for all levelsLiveBinders

Live WorksheetsLyrics Training

Más Arriba – Online WorkbookMe Encanta Escribir En Español – Worksheets and Writing Activities

Mis Cositas – Cultural VideosMi Vida Loca – Video Series

My Languages - Grammar Guides and Short Vocabulary quizzesMy Language Exchange

Mi Mundo En Palabras Musical Spanish – Music Videos and Interactive Activities

NCLRCNeil Jones

Picture DictionaryPicLits - Pick An Image From Selection Then Writes – (Use Freestyle Choice To Change Language)

Poll EverywherePortal De Educación

Poster My Wall – Online Poster and Flyer MakerProfessor 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

Señor Belles – Videos and Worksheets