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 3 Spanish

Grade Level(s):	10, 11, 12

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

Course Description:	This course is designed for the student who has successfully completed at least three years of study of the Spanish language and is interested in increasing the level of understanding of both the language and culture. 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. Students expand their vocabulary related to their daily lives in predictable settings and also explore the target cultures related to themes at the Intermediate-Mid 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-low level to the intermediate-mid level in speaking, reading, writing and listening in the target language. The students will also continuously compare the culture of the target language countries to their own. Proficiency will be assessed through benchmarks that contain components of integrated performance assessments as well as formative and summative assessments in the areas of interpersonal, interpretive and presentational skills. **Grading on report cards is as follows**: 50% Primary Assessments (Benchmarks, IPA's, Unit Tests, Major Projects) 35% Secondary Assessments (Quizzes, Class Participation, Formative Assessments, Minor Projects) 15% Support Assessments (Classwork, Homework)

	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
Interpersonal Communication	I can request, express and react with some details to preferences, feelings, or opinions on information in spontaneous conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions I cn express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences.	I can exchange information in spontaneous conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions. I can exchange preferences, feelings or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions. I can give some reasons to support my viewpoints.	I can exchange information in spontaneous conversations and some discussions on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames. I can interact with others to meet my needs in a variety of situations, sometimes involving a complication, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.
Presentational Speaking	I can present information on most familiar topics using a series of simple sentences	I can present information on concepts and ideas to inform, explain, persuade and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.	I can state my viewpoint on familiar or researched topics and provide reasons to support it, using a few short paragraphs, often across various time frames. I can give detailed presentations on a variety of familiar topics and some concrete topics I have researched, using a few short paragraphs, often across various time frames.
Presentational Writing	I can write briefly about most familiar topics and present information using a series of simple sentences	I am able to meet a number of practical writing needs. I can write short, simple compositions, communications and requests for information in loosely connected texts about personal preferences, daily routines, common events, personal experiences or researched topics. I can support my viewpoints.	I can write stories about school, community events and personal experiences, using a few short paragraphs, often across various time frames. This includes comparisons, a series of steps, writing a description, writing a series of simple predicitons about consequences of a particular action or practice and writing a hypothesis about what will happen in a situation or experiment and provide supporting information.

Interpretive Listening	I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overhear	I can understand simple, sentence length speech in a variety of basic personal and social contexts I can identify the main idea and key information in short straightforward conversations.	I can usually understand the main idea and flow of events expressed in various time frames in conversations and discussions and ask a variety of follow-up questions.
Interpretive Reading	I can understand the main idea of short and simple texts when the topic is familiar. I can identify the topic and related information from simple sentences in short informational and short fictional texts.	I can understand short, non-complex texts that convey basic information and deal with basic personal and social topics to which the reader brings personal interest or knowledge. I can identify the beginning, middle, end, the main conflict, the main emotion, the motives of the antagonist and the meaning of a refrain in a song.	I can usually follow the mian message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational and fictional texts. This includes understanding the plot, the sequence of events, the characters, the main emotion and some inferences.
Intercultural Communication	In my own and other cultures, I can compare products related to everyday life and personal interests or studies I can converse with peers from the target culture in familiar situations at school, work or play, and show interest in basic cultural similarities and differences. I can recognize that significant differences and behaviors exit among cultures, use appropriate learned behaviors and avoid major social blunders.	In my own and other cultures, I can make comparisons between products and practices to help me understand perspectives. I can converse with peers from the target culture in familiar situations at school, work or play, and show interest in basic cultural similarities and differences. I can recognize that significant differences and behaviors exit among cultures, use appropriate learned behaviors and avoid major social blunders.	In my own and other cultures, I can make comparisons between products and practices to help me understand perspectives. I can converse with peers from the target culture in familiar situations at school, work or play, and show interest in basic cultural similarities and differences. I can recognize that significant differences and behaviors exit among cultures, use appropriate learned behaviors and avoid major social blunders.

Primary Resources:	The textbook used for this course is Autenticos 2, Pearson 2018. Authentic resources are used as the primary resources to meet the NJSLS.

Washington Township Principles for Effective Teaching and Learning

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

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

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

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

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

Designed by:	Melissa A. Beaton Revised by: Zach Dzierzgowski (July, 2021)

Under the Direction of:	Rosemarie Armstrong, World Language and ESL Supervisor, K-12

Written: July 2018

Revised: _____

BOE Approval: _____

Unit Title: Global Challenges
Unit Description: Students beginning at an intermediate low and moving toward an intermediate mid level will be able to communicate/compare/contrast in all modes about current global challenges. 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 some ways Spanish-speaking countries are dealing with these challenges.
Unit Duration: 8-10 weeks

Desired Results

USE INTERMEDIATE LOW STANDARDS FOR THIS UNIT ONLY.

Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.

Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	• 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s). • 7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life. • 7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture. • 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts. • 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language. • 7.1.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.
Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas. • 7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life. • 7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities. • 7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations. • 7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas. • 7.1.IL.IPERS.6: Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.

Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience. • 7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences. • 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts. • 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing. • 7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.
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.	Geography, climate, immigration, pastime activities and schedules, wellness, fine and practical arts.
Learners recognize and identify a few typical practices of the target culture.	Geographical locations and features and their bearing on the life style of target language societies, actions of an individual, a community, and a nation to limit climate change, population trends in the target culture(s), the role of pastime activities on a person's future life style, wellness attitudes and beliefs in the target language regions of the world and in the students' own region, reflection of a society in its fine and practical arts.

Indicators:

Interpretive:
- Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify global challenges and ways citizens are combating them
- Listen to native speakers at the high school age talk about ways they are helping to reverse certain global challenges
- View and understand videos describing current issues such as global warming and human rights.
- Compare attitudes towards issues concerning the environment.
- Understand narratives about events that happened in the past.
- Analyze how these issues affect immigration
- View and understand infographics depicting issues countries are facing and what is being done to help.

- Students will learn about the influence of the government in Spanish-speaking countries and how that influence affects the environment both negatively and positively
- Students will become aware of celebrities that spend time working with non-profit and charitable organizations to bring awareness to issues such as disaster relief
- Students will interpret ads/fliers from Spanish-speaking countries about the state of the environment.
- Using infographics, have students interpret information on issues like natural disasters and relief efforts.

Interpersonal:
- Discuss opinions about the relief efforts after natural disasters in the United Stated and in target language countries.
- Ask and answer questions about personal experience as a volunteer with a charitable organization.
- Express opinions about the importance of protecting and replenishing the oceans and beaches.
- Interview a native speaker that works for an organization devoted to the environment.
- Describe something seen on the news about natural disasters in the United States.
- Describe something seen on the news about natural disasters in a Spanish-speaking country
- Describe an accident and the resulting personal injuries

Presentational:
- Present and or write about a Spanish-speaking country that is facing a natural disaster.
- Present and discuss information about attitudes toward environmental issues such as global warming, the ocean and lack of drinking water.
- Students can select from a list of global challenges, investigate the challenge and present it with thoughts/possible solutions
- Present and or write information about a personal experience with a charitable organization devoted to the environment and/or disaster relief.
- Create a non-profit organization that will address environmental issues in Washington Township.
- Present information about the water crisis in Mexico.
- Write a letter to a government official about disaster relief efforts present in your town/state/country.
- Write a letter to a government official about a disaster relief in a Spanish-speaking country and ways the United States can help.

Understandings:
Students will understand that…
-The role of government impacts quality of life
-There are differences in opinion about the state of our environment
-Countries around the world have unique issues involving the environment and human rights
-The role of government affects the ways that other countries are permitted to help in certain situations
-The basic needs of many children and adults are not met after a natural disaster because of governmental and environmental factors
-There have been significant changes in the environment in the last century

Essential Questions:

How do the governmental systems differ from one Spanish speaking country to another?

How does the role of the government affect its response to natural disasters?

How do natural disasters differ from one Spanish speaking country to another?

How do the natural disasters effect the economy?

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)
-View infographic to discuss alternative forms of transportation and their impact on the environment
https://i.pinimg.com/originals/ed/1b/94/ed1b94fb89e4a05419f1c7d2a3c44943.jpg
-Watch and understand video describing "Isla de basura"
https://youtu.be/fuJjPhLwdNI
-View image depicting the Titanic in 1912 and 2012, discuss the message conveyed by the image
https://i.pinimg.com/originals/9e2f/03/9e2f03d880820230e64167a48eb51497.jpg
-View and understand video "La tierra esta muriendo"
https://youtu.be/JQYXJfMID30
-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/
-Read an online article about bioparc and answer questions about the ways they are helping the environment
-View infographic "Daños al Ambiente" and answer questions
https://i.pinimg.com/originals/51/94/f6/5194f621e48b28b4ffce8d8b792ec303.jpg
-Watch and discuss the video Te imaginas un mundo sin bosques?
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 alternative modes of transportation and the positive impact each has
-Role play emergency medcal personnel and an injured person
-After viewing the infographic about making small changes that impact the environment, ask your classmates how they plan to commit to cleaning up the environment
https://i.pinimg.com/736x/ab/c2/fd/abc2fd77fadd28a0901c989efa9385a5.jpg
https://www.thinglink.com/scene/885511877939953666

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
- 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

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
- 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: review uses for imperfect and preterite, present subjunctive, irregular subjunctive, subjunctive with emotions/suggestions & recommendations, future tense, past progressive, hacer with time expressions (ago in preterite)
- Review vocabulary: body parts
- New vocabulary: identify and describe government including class systems (government, democracy, communism, socialism, etc.) What are the class systems in Spanish-speaking countries?

Summative Assessments:

- Chapter Test / Unit Test
- Integrated Performance Assessment or a component

-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 the lack of education about environmental conservation in the elementary schools -Create an infographic for elementary students to show 5 easy ways they can make changes that will help with environmental issues -Share information with the class about disaster relief efforts that you can join in your town/state -Fill out an application to be a volunteer for ProDiversa. Explain why you feel their work is so important that you would like to join. http://prodiversa.eu/ayudanos/voluntariado -Discuss the role of social media before, during and after a natural disaster. -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	• Performance Assessment showing proficiency with "Can Do" statements and rubric

Benchmarks:

Interpretive Task:

el video: https://youtu.be/EAQSlu2NLEs **"Hoy empezamos a separar la basura"**

Antes de escuchar/mirar:

1. Según el título del comercial, ¿de qué se trata?

Mientras escuchar/mirar:

2. Hay 6 millones de kilos de basura que contaminant el ambiente ¿con qué frecuencia?

a. cada dia en la ciudad

b. cada semana en la ciudad

c. cada dia en el campo

d. cada semana en el campo

3. ¿Qué se debe poner en la basura?

a. papeles mojados y sucios

b. la comida y desechos naturales

c. los restos de yerba y las cáscaras de frutas y verduras

d. todas las respuestas son correctas

4. ¿Qué hay que poner aparte?

a. papeles mojados y sucios, plastico y metal

b. papel, carton, vidrio, plastico y metal

c. papeles mojados y sucios, carton y vidrio

d. papel, vidrio y metal

5. Al final del commercial dice "En todo estás vos." ¿Qué quiere decir?

a. Hay mucha gente en las ciudades que no reciclan.

b. Tú puedes hacer una diferencia.

c. Con la ayuda de todo el mundo haber una diferencia

d. Hay contaminacion por todas partes del mundo.

Presentational Task:

Después de escuchar/mirar el commercial, contesta la pregunta completamente:

¿Qué puedes hacer ti mismo para mejorar el medio ambiente?

Interpersonal Task:

Engage in a brief discussion with your teacher to describe the importance of completing small tasks such as separating items before you throw them into the trash. Include other examples that show how a tiny effort can have a big impact on our environment.

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 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 citizens from target language countries after a natural disaster
- Complete a crossword puzzle with relevant vocabulary
- Interview your classmate about ways he or she helps the environment
- Watch *GramActiva Videos* to reinforce grammar concepts
- Write an e-mail to a government official
- 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
- 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
- Kahoot
- Socrative
- EdPuzzle
- Poll Anywhere
- Create a blog or vlog
- Create a wordcloud
- Use infographics to discover how the role of government can affect to overall wellbeing of it's citizens https://goo.gl/images/MMbmHk

Resources:
The following resources can be used for the entire curriculum:
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

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

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 – Gives a good general idea of how stations work
Listening Stations / Centers Task Cards
NJ World Language Standards
NJ World Language Progression Chart
Annotated Glossary With Resources
The Five C's
Ohio Model Curriculum
American Association of Teachers of Spanish and Portuguese
Real Academia Española
World Culture Encyclopedia
http://www.brighthubeducation.com/spanish-lesson-plans/128207-teaching-the-imperfect-spanish-verb-tense/
http://grammar.spanishintexas.org/verbs/narration/
https://www.pinterest.com/aks4pack/un-acto-heroico/?lp=true
YouTube video
https://www.pinterest.com/pin/444519425702178975/
https://www.pinterest.com/pin/444519425696557717/
Storybird

http://storybird.com/books/el-mejor-regalo-para-pablo/?token=e5cv9v&utm_source=storybird&utm_medium=email&utm_campaign=share-book
http://jacobsesp3.blogspot.com/2012/06/en-las-noticias-un-acto-heroico.html

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

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)

Standard(s): 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s). 7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas. 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.	
4.0	***Students will be able to:*** • Evaluate and critique social services within our own culture and the target cultures and express a persuasive argument for each.
3.0	***Students will be able to:*** • Compare and contrast the role of pharmacies, doctors and social services within the community and compare to the target culture(s) using strings of sentences and short paragraphs • Communicate in short paragraph (connected sentences) about past events using the past tenses with an understanding of appropriate use of these tenses.
2.0	***Students will be able to:*** • Identify parts of the body and injuries associated with the body using idiomatic expressions • Ask questions related to emergency and unfamiliar situations using digital tools and face-to-face communication. • Ask and answer questions about preferences and opinions related to the role of medicine and social services within the community. • Recognize previously learned words and phrases and determine the meaning of unknown words in highly contextualized culturally authentic materials related to the emergency situations • Describe orally and in writing people and things from the emergency situations.
1.0	***With help, partial success at level 2.0 and level 3.0 content***

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

<u>**Indicators**</u>
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: Family and Communities

Unit Description: Students at an Intermediate mid 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.

Unit Duration: 8-10 weeks

Desired Results

Standard(s):

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 and other sources to identify technological advances and the effects on society
- 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
- Students will learn about the influence of the government in Spanish-speaking countries and how that influence affects the social interactions of its citizens
- Interpret ads/fliers from Spanish-speaking countries about festivals
- Understand narratives about family members
- Understand news articles and videos explaining the modern family

Interpersonal:
- 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

Presentational:
- 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:

Students will understand that…

-Celebrations are multigenerational

-It is common for several generations to reside in one home

-Family influences a person's values and character

-Elders are held in high regard

-Technology has changed the way social relationships develop and are maintained

-Free time is spent mostly with family, not with friends

-The idea of what constitutes a family varies across different cultures

-Families in the target culture value their role in the community

-Each individual in a family contributes to the well-being of the family as a whole

-Celebrated events play a role in the identity of a community

Essential Questions:

-How do the roles that families and communities assume differ in societies around the world?

-What constitutes a family in different cultures?

-How are the evolving trends and roles of families changing?

-How do celebrated events define and impact the identity of a community?

-How is my family part of the community?

-What are the characteristics of a community?

-How do I contribute to my family's well-being?

-How does the value that we put on age vary from culture to culture?

-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 does the cuisine differ among various Spanish speaking countries?

-How do the different products available effect what is cooked in various Spanish speaking countries?

- How do your family values reflect on your character (Religion)?

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)

Other Evidence:

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

-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. What words do they use in their definitions? What do they enjoy doing with their family?
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
-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?

- I can explain why traditions are important in a culture

Presentational:

- 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:

- 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: formal commands, negative tu commands, impersonal se
- New vocabulary:family values and character traits
- Note: camping is in UNIT 4

Summative Assessments:

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

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 (dialogue with each other and with teacher)
-Have a conversation 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
-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

Presentational
-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 and 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

-Compare the results from your classmates with the survey results from Mexico

https://i.pinimg.com/564x/62/4f/50/624f508ed617209492fba1356834da51.jpg

-Choose a family recipe. Rewrite the recipe using affirmative commands and record yourself making the recipe

-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 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?

-Coffee is more than just a drink in the target culture. Do some research to defend that statement.

-Describe the history and tradition of the piñata in Mexico

https://i.pinimg.com/564x/cb/9f/9e/cb9f9e2f02f6e179bd1aa792fbdda774.jpg

-Describe the importance of the tortilla in the Mexican culture

https://i.pinimg.com/564x/26/4c/f1/264cf13d15744507b6a07fd41d5a169d.jpg

Benchmarks:
Interpretive task
https://www.guiainfantil.com/educacion/familia/abuelos/papel.htm
1. Según el titulo, ¿de qué se trata el artículo?
2. ¿Cierto o Falso? Los abuelos y los padres siempre están de acuerdo con sus ideas.
3. ¿Cierto o Falso? A los niños les encantan escuchar los cuentos de los abuelos sobre la familia.
4. ¿Cierto o Falso? Hoy en día, los abuelos son más sociables.
5. ¿Cierto o Falso? El papel de los abuelos no ha cambiado mucho.
The rigor of the above should be changed with multiple choice questions or short-answer in a differentiated assessment that meets learner ability level. Student must give supportive evidence for their answer.

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

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 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 describe a family

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 Performance Tasks

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

Standard(s):

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

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.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.

4.0	**Students will be able to:** • Engage in an unrehearsed conversation about the importance of traditions as it pertains to the preservation of ones 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 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

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: Entertainment

Unit Description: Students at an Intermediate 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: 8-10 weeks

Desired Results

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 and other sources to identify popular sport events and competitions.
- Listen to others describe their reactions and identify their emotions.
- View and understand videos about popular sporting events and other television programs.
- Compare attitudes towards television programming.
- Understand narratives about events that happened in the past.
- View and understand reviews for movies and television shows in the U.S. and target culture.
- View famous works of art and understand the message the artist conveys.
- Students will learn about the dance culture in Latino communities and compare/contrast to U.S.
- Students will become aware of popular Latino genres, songs and music artists who are influential in the world.
- Interpret a poem by a renowned Latino poet such as Pablo Nerudo.
- Students will interpret ads/fliers in Spanish-speaking countries and identify and understand military time.

Interpersonal:
- Discuss sporting events attended.
- Ask and answer questions about personal experience and preference with sports.
- Express opinions about television programs and movies and support your viewpoints
- Ask and answers questions about television viewing habits.
- Discuss likes and dislikes of television shows and movies providing reasons
- Speak about beauty pageants and compare viewpoints of U.S. with viewpoints of target culture
- Describe celebrities with more detail.
- Describe how self and others are feeling.
- Interview someone from a Spanish-speaking country about the influence of dance/music in the culture

Presentational:
- Use phrases to describe happenings in a sporting event or other competition (talent show).
- Present and or write about likes and dislikes of movies or television programs.
- Present and discuss information about attitudes toward televisions programs using supportive details/evidence
- Present and or write information about beauty pageants and support/negate them with reasons. Demonstrate understanding of their role in target culture.
- Present commentary for a sporting event or a talent show
- Create and present information about an original sport, piece of music, literary work or talent
- Compare and contrast the Pan American games and the Olympics.
- Present a review of a movie.
- Students will discuss the affect the role of government has in quality of life in Latino countries.
- Compare and contrast social activities of teens in the target country to the U.S.

Understandings:	Essential Questions:
Students will understand that… -There are similarities and differences between televisions shows and movies in Spanish speaking countries and the U.S. -Being able to discuss entertainment / media increases the ability to engage with others from the target culture. -More time is spent watching television in the U.S. than in Spanish speaking countries. -Spanish soap operas play a large part in television viewing in the target culture. -Many Spanish speaking actors and athletes are popular in the United States. -Sporting events are very popular in the target culture. -An actor or athlete that speaks more than one language often has more opportunities in their profession. -Soccer plays a major role in the target culture. -Parties are multi-generational. Most Latinos dance (both female/male). -Group outings are more common than dating with one - person -Role of women varies among countries -The role of government impacts quality of life (other countries receive more vacation time, government paid child-care allows women more freedom in work world, school schedule allows more freedom, etc.) -Military time is used in postings of event times -Museums are more popular outings in other countries -The role of the "Plaza" in entertainment for teens	**-How has technology influenced television and movie viewing habits?** **-How does culture affect personal preferences?** **-What does the amount of time spent viewing television say about the priorities of a culture?** **-What is the importance of media / entertainment in each culture?** **-Is Pop culture global or does it differ from culture to culture?** **-How do we define "quality of life" in different countries?** **-How do sporting events impact our lives?** **-How has social media changed the entertainment world in other countries?**

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):

-Watch and identify vocabulary words, describe what was happening using the past progressive and preterite tense Activities:
https://www.youtube.com/watch?v=v5Minqa7r60
- View Videohistoria "Felicidades, Campeona!" ; students determine what good qualities are shown by Camila
-View painting "Futbolistas en el Llano" and interpret the message of the artist
-Read a description of a game played and determine if statements are true/false about the event
-Read a text message exchange between two friends about a beauty pageant and answer yes/no questions
-Read a text message exchange between two friends about a sporting event and answer yes/no questions
-Read a movie review and determine what the critic enjoyed/disliked about the movie
-Listen to people's reactions to televisions programs and determine the feelings
-Listen to a sport commentator and determine what is happening during the game
-Listen to a voicemail reaction from friends about a sporting event and determine the mood they will be in tomorrow
-Read an online article about a beauty pageant and answer questions about the winner.
-View images of spectators at different sporting events and determine their emotions
-View painting "Haciendo tarea en mi cuarto" and interpret the message of the artist
-Read about el Serie de Beisbol del Caribe and determine differences/similarities to the World Series in the U.S.
-Read a paragraph and determine in the present or preterite tense is required
-Compare and contrast soccer stadiums and games around the world with a sporting event that you have attended in the U.S.

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 entertainment

Interpersonal:

- I can ask and answer questions about entertainment preferences
- I can exchange information about events that have happened in the past
- I can describe what types of movies or tv shows that I like and why
- I can explain how I feel in certain situations

Presentational:

- I can present information about different types of entertainment

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
- Direct and Double-Object Pronouns
- Indirect Object Pronouns
- Verbs like GUSTAR
- Noun / Adjective Agreement
- Present Perfect Tense
- Commands with Direct Object Pronouns
- 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 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

https://www.worldatlas.com/articles/the-largest-football-soccer-stadiums-in-the-world.html
-After discussing how many hours of television are watched in the U.S. and in the target culture, view infographic to compare and contrast and discuss why these differences may exist
https://www.statista.com/statistics/451446/tv-watching-time-per-day-in-spain/
-Participate in the Great American Read but challenge yourself and choose a famous book in Spanish. Read a review and explain why this book interests you
https://www.fluentu.com/blog/spanish/classic-spanish-books/

Interpersonal (dialogue with each other and with teacher):

-Prepare a conversation with a partner commentating on a sports game clip. (Use a popular game that has happened).
-Assume the roles of T.V. reporter and celebrity. Conduct an interview about a role the actor has recently played.
-Ask your partner about their favorite television shows and why they prefer them.
-Choose a tv show or movie; ask several class mates if they have seen it and what they thought of it
-Speed Dating: find someone who has similar taste in movies
-Describe to a partner your favorite actors or athletes
-Ask your partner to describe different scenarios that make them feel certain emotions
-Look at a series of photos from a sports event or music video and describe to a partner what you think is happening.
-Have a conversation with a partner to describe how much time you and your family members spend a day watching television. Ask your partner about their habits also. (See Interpretive for follow up activity)
-View a TV guide or available shows on Netflix/Hulu/Amazon… and discuss with your partner which ones you would like to watch tonight when you hang out. How is this different from teen behavior in a target country?
-In pairs- you have won a contest from iheartradio.com to attend their concert in Las Vegas and also to an interview with Shakira before the show. Role play "reporter" and Shakira. Make sure to ask about her work with charities such as Pies Descalzos
http://www.shakira.com/philanthropy
-Plan a group outing with two or more friends to Repetorio Espanol in NYC. View the schedule and pick a show you all want to see.
https://repertorio.nyc/#/performances

Presentational

-In pairs, after watching Autentico video about "footgolf" students combine two sports of their liking. Create their own history behind it and how it is played.

-Choose a Spanish speaking sports star, write about
them, include a photo of them in their uniform/kit and
describe how the star positively affected their
environment/country.
-Describe to the class a favorite tv program, analyze and
explain why they like it, how often they watch it and the
people who star in it
-Create a Venn Diagram to compare and contrast the
Pan-American Games and the Olympics.
-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.
-Create a timeline of events in tv advances.
-Students choose a feeling and create a poster (some
kind of media board) with 10 experiences that make
them feel that way.
-Students assume the role of film critic and present their
critique to the class.
http://guia.lanacion.com.ar/cine/pelicula/coco-ed-pe8316
-Create a class red carpet event. Students will be in pairs
and each pair will have to be the announcer as their
partner walks down the "runway"
-Participate in a class film festival. Students will be
assigned different roles (director, actor, writer…)
-Make a storyboard of a movie with scenes, or make
through Windows Movie Maker.
-Reenact movie scenes.
-Create a class Padlet: Each set of partners oversee
different aspects of a movie, name of actors, director,
producer, rating, box office hit or failure.
-Write a short biography about a famous Hispanic actor.
-Watch an episode or clip of "Dancing with the Stars"
and discuss the influence of Spanish speaking
countries.
-Discuss how you feel people are reacting to the news
that "Dancing with the Stars" will have a version in Spain
https://www.bbc.co.uk/mediacentre/worldwide/2018/dwt
s-spain
-Describe ways that soccer has a positive impact on the
countries where it is most popular
-The World Cup may be hosted in the United States,
where soccer is not as popular as it is in other countries.
One way to promote interest in the WC is with the
official anthem. Listen to past anthems and make an
argument to describe who you feel should be the next
artist to be behind the WC anthem when the games are
in the U.S.

Benchmarks:

Interpretive Task:

View the video "Largas colas en los cines para ver peliculas" (Autenticos 2, p 340).

After viewing:

1. Describe how the program seems to be received by the people of Spain.

2. In your opinion, would this this program be successful in the U.S.?

3. In which areas of the country do you think it would be the most successful?

Presentational task:

You are working as a sports reporter. Your task is to find a sports clip and write a commentary. Your commentary should incorporate both preterite and imperfect progressive tenses.
This website may help you to find a clip: http://www.beinsports.com/us-es/

Interpersonal task:

You won tickets to the iHeartRadio concert. You also won back stage passes to meet and interview Shakira. Since you know you will be nervous about the interview, you decide to practice with a friend. One person assumes the role of Shakira and will be answering your questions. You should ask about some of her famous moment during her career and what she is planning in the future.

Assessment 2

https://sites.google.com/site/srpowellenlared/espanol-2-sr-powell-bhs-1/unidad-6a

Context for the Integrated Performance Assessment: Your Spanish teacher would like to know more about his/her students' interests, especially the kinds of programs they like to watch on television. He has asked the students to give a presentation on what they do and do not like to watch.

Interpretive Task: Watch the *Videohistoria: El partido final* from *Realidades 2, DVD 3, Capítulo 6A.* Do you like interview programs? Do you like sports broadcasts?

Interpersonal Task: In a group of 2 or 3 students, brainstorm different kinds of TV programs. Give examples of each kind of program. Discuss the kinds of shows you like and do not like and explain why.

Presentational Task: Make an oral presentation to the class describing two kinds of TV programs you like. Give specific examples of each kind of program and explain why you like them. Include a description of a type of show you do not like and explain why.

Interpersonal Task Rubric

	Score: 1	Score: 3	Score: 5

	Does not meet expectations	**Meets expectations**	**Exceeds expectations**
Language Use	Student uses little or no target language and relies heavily on native language word order.	Student uses the target language consistently, but may mix native and target language word order.	Student uses the target language exclusively and integrates target language word order into conversation.
Vocabulary Use	Student uses limited and repetitive language.	Student uses only recently acquired vocabulary.	Student uses both recently and previously acquired vocabulary.

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.
- Create a movie review. Find a review of the same movie from a different country. Compare and contrast the opinions and present to the class.
- Create a review of a tv show or Netflix series and present to the class
- View a foreign film and analyze
- Watch an interview of a famous Spanish-speaking athlete or actor
- Look at the tv guide for Univision, find show you are interested in
- Compare shows on a tv guide from Univision and a popular U.S. network
- Complete a crossword puzzle
- Interview your classmate about his or her favorite movie
- *¿Qué le gusta ver a su _____?* – Talk about what your friends and family members like to watch
- *Entrevista y Reportaje* – Interview a classmate about his or her favorite movie – 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
- Write an e-mail to a former beauty queen. Analyze the application process for a pageant.
- Use Conversation Cards
- Role Plays
- Skits
- Have students volunteer to read and act out movie scenes
- Complete video activities that accompany the Videohistoria.
- Sequence Events of a movie using pictures, comics, sentence strips, etc.
- *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 (dancing, food…)
- Look at list of popular Spanish shows on Netflix, are they similar to popular shows is English?
https://www.secondhalftravels.com/spanish-language-tv-shows-netflix/
- View/Listen to playlists on Spotify created by popular Spanish speaking artists
- View a schedule to interpret military time https://goo.gl/images/91g66H
- Use infographics to discover how the role of government can affect to overall wellbeing of it's citizens https://goo.gl/images/MMbmHk
- Use a still image from 4 types of movies as a prompt (can use images from Autenticos 2 p. 320). Students write a summary as to what they think the movie is about. They should include a title, genre, names for actors and description of what happens in their movie.

Resources:
Movie Review 1
Movie Review 2
Movie Review 3
Movie Scenes Game
Metegol - Movie packet
Tips for writing a movie review
Vocabulary for Movie Reviews
Preterite Question/Answer matching; movie theme
3 Bellezas movie guide
beIN sports (in Spanish)
Wortld Cup Commentary (Better in Spanish)
Spanish speaking athletes
Hispanic actors
Infographics for WL
Top 20 songs for Spanish class

Social Emotional Learning:

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

New Jersey Social and Emotional Learning Competencies and Sub-Competencies

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

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

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

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

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

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

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

Standard(s): 7.1.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 hear 7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.	

4.0	**Students will be able to:** • Compare/contrast the special effects of a foreign film to those films produced in America • Use multimedia tools to discuss the role social media and the entertainment world affect the culture
3.0	**Students will be able to:** • Synthesize information related to dissecting and critiquing a movie in the target language for the purpose of creating a multi-media rich presentation. • Create a movie synopsis based on a picture prompt • Role play in an interview with a partner
2.0	**Students will be able to:** • Ask and respond to factual and interpretive information about different movie genres and television programs • Engage in short conversations about personal experiences or movies that have been viewed, give opinions and critique them • Use digital tools to search for movie trailers of various genres and exchange information related to each • Infer the meaning of some unfamiliar words that are used to describe and or summarize a movie using the vocabulary terms • Use target language to paraphrase what is heard or read in oral or written descriptions of movie clips to determine what type of genre each represents • Demonstrate the use of the Present Perfect Tense describing which movies/programs each has seen • Communicate what happened/has happened at a sporting event/game • View a sports schedule and interpret military time • Use Ser & Estar with increased accuracy in context • Continue proficiency in the use of the preterite and imperfect tenses in context • Recognize different types of dance with influences from Spanish-speaking countries • Understand the use of double object pronouns and double objects with commands • Understand verbs like GUSTAR
1.0	**With help, partial success at level 2.0 content and level 3.0 content:**
0.0	**Even with help, no success**

Unit Modifications for Special Population Students

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Advanced Learners	Gifted & Talented Requirements: • Have students write about their favorite sports star • Have students research the artists of the art studied and write about their lives. • Have students work in groups to create a silent film about fan reactions at a sporting event
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 Title: 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: 8-10 weeks

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<tr><td colspan="2" align="center">**Desired Results**</td></tr>
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Standards:

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:
- 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 leisure time activities
- View and understand videos describing popular travel destinations
- 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 about emergency situations/medical practices that vary from the U.S. and should be known prior to traveling.
- Students will explore signage of travel/military time/road signs in target countries
- Understand narratives about entering the work force
- Understand news articles and videos explaining ecotourism

Interpersonal:

- Discuss personal childhood experiences
- 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 being an ecotourist
- Ask questions about leisure time activities
- Interview classmates about travel experiences
- Describe something seen on the news about the effects of tourism
- Describe something seen on the news about preparing to enter the work force
- Interview someone from a Spanish-speaking country about his/her experience with tourism
- Interview someone from a Spanish-speaking country about his/her leisure time activities
- Discuss accidents that may occur while traveling and how to handle them
- Discuss an emergency situation while traveling where someone needs to get medicine/see a doctor

Presentational:
- Present and or write about personal childhood experiences while traveling
- 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
- Present information about safety tips while traveling
- Write an e-mail to a high school aged student to ask about his/her favorite leisure time activities
- Create an infographic to present helpful tips to be a polite and ecofriendly traveler

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.	**-What teenage activities are the same or different in the target culture?** **-What do leisure time activities tell us about the values of a culture?** **-How does our concept of vacation differ from that of the target culture?**

-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.
-Tourism has both negative and positive effects.
-Camping is popular in European countries

-**How does travel change my life?**
-**How do I interact appropriately in situations encountered in travel?**
-**How do I get around in the target culture?**
-**How does government affect the quality of life?**

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)
-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.
-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. Where do they like to visit? How far in advance do they plan? Do they prefer hotels? 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

Other Evidence:

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 describe events that caused an accident
● I can explain why tourism can have negative effects on a country

Presentational:

● I can present information about travel etiquette
● I can present information about ecotourism
● I can explain the importance of free time and travel

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
● 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

https://www.muyinteresante.es/cultura/arte-cultura/articulo/los-tatuajes-reducen-las-posibilidades-de-encontrar-empleo-201378294296
-In your opinion, what are the top five benefits of travel that are presented in the article
https://www.mosalingua.com/es/por-que-viajar-los-beneficios-de-viajar-y-los-motivos-por-los-cuales-todos-podemos-viajar/
-What issues might be facing Cuba now that tourists from the U.S. are "invading"?
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. Three piles of note cards, face 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 travel 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.
-Role play as an outdoor vendor and customer. Choose a country/place where outdoor vendors are popular and research what the vendors sell. Create a menu board of a vendor and later talk with each other as a vendor and customer, asking prices, what items are being sold etc.
-While on vacation you are injured. Tell the paramedic what happened and answer the paramedics questions.
-After reading the blog entry about how free time is spent in Spanish speaking countries, interview your classmates about how they spend their free time
http://jovenes6.blogspot.com/2011/04/que-hacen-los-jovenes-en-su-tiempo.html
-View the infographic "50 formas de relajarse" and choose your top five. Interview classmates to find out who has the same favorites as you.
https://i.pinimg.com/564x/6c/2a/5f/6c2a5f1df7b952c275f84420073522b6.jpg
-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

- Impersonal expressions: Es Buena que . . .
- Present subjunctive of stem-changing verbs
- Subjunctive with verbs of emotion
- Subjunctives with suggestons & recommendations (regular/irregular) Decir, insister en, necesitar, permitir, preferer, prohibir, querer, recomendar, sugerir
- Por & Para
- Formal Commands

Summative Assessments:

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

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.

-Create a visual titled COMO SER BUEN TURISTA with a partner. Write impersonal expressions and subjunctive for each letter of the title.

-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.

-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?

-Describe an accident that occurred while you were on vacation. What did you do? How did you handle the situation?

-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

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https://i.pinimg.com/564x/da/3d/71/da3d71b2a21e08ba335debe9082f9379.jpg

https://i.pinimg.com/564x/57/12/f0/5712f0543baec9fba98d9d446eef8973.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/768b5ab18b83a33434518792055c7e82.jpg

Have students view latest Survivor show. What camping gear did each contestant bring. Discuss the strategies they are taking to survive on their island. if you were a contestant on the show, what would you do? Which survivors would you choose for on your team if you were a contestant and why?

Benchmarks:

<p style="text-align:center">Interpretive</p>

https://i.pinimg.com/564x/cd/e5/5e/cde55e1d89b49491116423d7cfb74455.jpg

1. ¿Qué es más popular, ir al cine o leer?

2. ¿Qué porcentaje de las personas dedica tiempo a los quehaceres?

3. ¿Los jóvenes en México dedican tiempo a los videojuegos más o menos que los jóvenes en los Estados Unidos?

4. ¿Qué es la mejor manera para dedicar tiempo libre según la infografía?

5. ¿Practican deportes más que usan la computadora?

The rigor of the interpretive should reflect the ability level of the students and the above should be changed/differentiated to meet that ability level at an intermediate mid proficiency.

<p style="text-align:center">Interpersonal</p>

With a partner, record a 3-5 minute discussion in Spanish comparing and contrasting the activities you and your partner like with the activities that are popular with young people in Mexico according to the infographic. You both must ask at least 8-10 questions. Include the risk level of those activities and what you recommend to avoid/prevent those risks.

<p style="text-align:center">Presentational</p>

This summer you will be visiting your grandparents in Mexico. They want to make sure they have plenty of activities planned for you during your visit. Write them an e-mail to explain what you like to do in your free time and make suggestions for activities that you can all do together during your visit. Explain how your preferences may be similar or different to people your own age in their neighborhood. Also alert your grandparents that you have been diagnosed with asthma (or other illness) and what you may need to avoid. Show your understanding of basic medical practices in Mexico for prescriptions/doctors/etc.

Option 2

You are researching the affect of the hurricane on Puerto Rico. Create a presentation that shows the effects of the disaster, the number of fatalities/injuries/medical situations, the clean-up situation and aftermath, the effects on the tourist economy and your recommendations on what can be done differently to avoid this devastation in the future.

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 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
- Use Conversation Cards
- Role Plays
- Skits
- Create an presentation for an ideal vacation
- Debate the positive and negative effects of tourism
- 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
- Use a Venn Diagram to compare and contrast leisure time acitivites 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

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 Performance Tasks

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

Standard(s):

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.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.

4.0	**Students will be able to:** • Engage in an unrehearsed conversation about the importance of ecotourism
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 leisure time activities • Create a presentation about an ideal vacation • Understand/compare/contrast cultural perspectives on vacations • Understand/compare/contrast cultural perspectives on the importance of travel etiquette • 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 travel experiences • Describe events the caused an accident • Identify vocabulary related to the themes of work, travel and leisure time • 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 free time is spent • Discuss the benefits of travel • Formal commands, present subjunctive of stem-changing verbs (regular/irregular) Decir, insistir en, necesitar, permitir, preferir, prohibir, querer, recomendar, sugerir • Subjunctive with verbs of emotion • Es Buena que . . . and other impersonal expressions • Por and Para • Impersonal expressions like "Es Buena que" • Hace expression "ago" • Imperfect progressive • Adverbs of frequency
1.0	**With help, partial success at level 2.0 content and level 3.0 content:**
0.0	**Even with help, no success**

Interdisciplinary Connections

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.

<mark>Communication</mark>:
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: Technology

Unit Description: Students at an Intermediate Mid level will be able to communicate/compare/contrast in all modes about technological advances and the use of technology in society. Students will listen to, understand and 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: 4-6 weeks

Desired Results

Standard(s):

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 and other sources to identify technological advances and the effects on society
- Listen to native speakers at the high school age talk about ways they use technology daily
- View and understand videos describing current issues society is facing as people become addicted to technology
- Compare attitudes towards the use of technology in schools
- Understand narratives about events that happened in the past
- View and understand 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 interpret ads/fliers from Spanish-speaking countries about different uses of technology

- Compare attitudes towards use of technology by children
- Understand infographics showing the most used cell phone applications in various countries

Interpersonal:
- Discuss opinions about the use of technology in schools
- Discuss opinions about the use of technology by children
- Ask and answer questions about personal daily use of technology
- Express opinions about the importance of technology
- Express opinions about the negative and positive effects of technology on a society
- Ask questions about habits concerning daily technology use
- Interview classmates about daily use of technology
- Describe something seen on the news about use of technology
- Interview someone from a Spanish-speaking country about the daily use of technology in their country of origin
- Engage in a class debate to defend the use or absence of technology in schools
- Express opinions about the most useful or favorite telephone applications (apps).

Presentational:
- Present and or write about the increase of daily technology use.
- Present and discuss information about the governmental limits (if any) set on internet availability in Spanish-speaking countries
- Present and or write information about negative and positive effects of technology in schools
- Create a persuasive text to defend the reasons children should or should not have access to technology.
- Present information about the most popular phone apps in the world
- Write a letter to a government official in a Spanish-speaking country to persuade them to make free wifi available to all citizens
- Students will discuss the affect the role of government has on availability of technology

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:

<u>**5 Rules for the 3 Modes**</u>
In order to help students better master this unit remember these rules when selecting activities:

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

<u>Interpretive</u> (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
-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
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

Other Evidence:

<u>**Pre-Assessment**</u>:
Self-reflection: "Can Do" statements

<u>Interpretive</u>:

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

<u>Interpersonal</u>:

- 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

<u>Presentational</u>:

- I can present information about positive and negative aspects of use of technology

<u>**Formative Assessments**</u>:

- 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

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

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
-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

- 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

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 smart phone 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:

infografía: https://i.pinimg.com/564x/3e/af/2c/3eaf2c34d42c456a73cd2a98b6438eed.jpg

1. ¿La infografía representa ventajas o desventajas del uso de los móviles?

2. Defende tu respuesta con cinco razónes.

Presentational Task:

Piensa en los positivos de los móviles.Haz una infografía con siete usos o aspectivos positivos de los móviles.
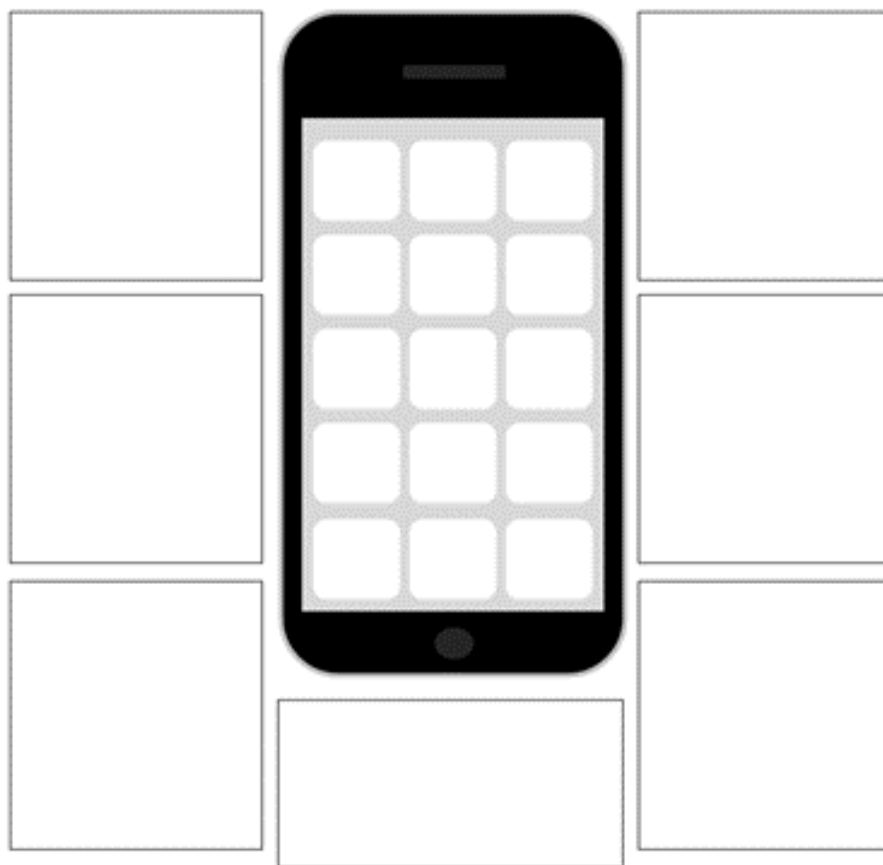
Interpersonal Task:

Be prepared to debate the positive and negative aspects of cell phone use in today's society. You may be called upon to defend either side of the argument, so think of multiple reasons for each.

(Teacher applies grammatical concepts necessary at this stage to the rubric)

The ultimate goal of world language instruction is for learners to attain high levels of proficiency, which allows them to use the language with ease and confidence in everyday interactions with native speakers and in the workplace. To attain proficiency, learners learn, use, and practice language that they acquire in a classroom setting. Spiraling and recursive performance in a world language leads to proficiency.
• Performance is defined as how well a learner uses language acquired in a classroom setting.
• Proficiency is defined as the spontaneous use of language in real-world situations that might occur when:
  • interacting with native speakers of the language, or
  • immersed in a target language environment.

The following guidelines describe what individuals can do with language when speaking, writing, listening, and reading in real-life situations in spontaneous and non-rehearsed contexts (ACTFL, 2012). The guidelines identify five major levels of proficiency: Novice, Intermediate, Advanced, Superior, and Distinguished.
• Novice Low: Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home.
• Novice Mid: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.
• Novice High: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
• Intermediate Low: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
• Intermediate Mid: Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
• Intermediate High: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.
• Advanced Low: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

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 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

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.

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

Standard(s):

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.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.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.

4.0	**Students will be able to:** • Engage in an unrehearsed conversation about the positive and negative aspects of technology 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 use of technology on a daily basis • Create a presentation about the advantages and disadvantages to personal cell phone use • Understand cultural perspectives on use of the internet and technology • Understand the role of government in target language countries and the availability of certain technologies • Understand the importance of the right to privacy • Exchange information about the problems created by daily use of technology • Explain the connection between technological advances and global challenges, particularly the environment
2.0	**Students will be able to:** • Ask and respond to simple questions • Discuss personal habits as they relate to technology use • Describe personal experience with "phubbing" • Identify vocabulary related to the theme of 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 technology has helped our society

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 nomophobia and describe their own experience with it • 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 internet use by children
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

<u>**Indicators**</u>
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:

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.
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