

Verona Public School District Curriculum Overview

Spanish III



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Verona Public Schools Mission Statement:

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

Course Description:

This course will continue to encourage students to develop fluency in the language by maintaining their focus on the message being communicated utilizing the four skills of listening, speaking, reading and writing. Technology will be used to enhance the topics covered. Students will learn to perform a variety of language functions: Describe childhood experiences, narrate in the past, talk about present and past activities in progress, talk about daily routine, and to tell someone what to do. Students will be able to perform and apply all language skills tasks with an appropriate level of accuracy using interpersonal, interpretive and presentational modes. Writing continues to be presented as a process that develops writing skills along a competency continuum that moves them into a cohesive essay stage. The use of audiovisuals motivates students to use their critical thinking skills and to make cross-cultural comparisons.

Prerequisite(s): Spanish II

Standard 8: Technology Standards

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| 8.1: Educational Technology: <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i> | 8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming: <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i> |
| <ul style="list-style-type: none"> A. Technology Operations and Concepts X B. Creativity and Innovation X C. Communication and Collaboration X D. Digital Citizenship X E. Research and Information Fluency X F. Critical thinking, problem solving, and decision making | <ul style="list-style-type: none"> A. The Nature of Technology: Creativity and Innovation X B. Technology and Society C. Design D. Abilities for a Technological World E. Computational Thinking: Programming |

SEL Competencies and Career Ready Practices

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| Social and Emotional Learning Core Competencies: <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i> | Career Ready Practices: <i>These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</i> |
| Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism. | <ul style="list-style-type: none"> X CRP2. Apply appropriate academic and technical skills. CRP9. Model integrity, ethical leadership, and effective management. CRP10. Plan education and career paths aligned to personal goals. |
| Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals. | <ul style="list-style-type: none"> CRP3. Attend to personal health and financial well-being. X CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. |
| Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports. | <ul style="list-style-type: none"> X CRP1. Act as a responsible and contributing citizen and employee. CRP9. Model integrity, ethical leadership, and effective management. |
| Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed. | <ul style="list-style-type: none"> CRP4. Communicate clearly and effectively and with reason. CRP9. Model integrity, ethical leadership, and effective management. CRP12. Work productively in teams while using cultural global competence. |
| Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others. | <ul style="list-style-type: none"> CRP5. Consider the environmental, social, and economic impact of decisions. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership, and effective management. |

Standard 9: 21st Century Life and Careers

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| <p>9.1: Personal Financial Literacy: <i>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</i></p> | <p>9.2: Career Awareness, Exploration & Preparation: <i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i></p> | <p>9.3: Career and Technical Education: <i>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</i></p> |
| <ul style="list-style-type: none"> A. Income and Careers B. Money Management C. Credit and Debt Management D. Planning, Saving, and Investing E. Becoming a Critical Consumer F. Civic Financial Responsibility G. Insuring and Protecting | <ul style="list-style-type: none"> A. Career Awareness (K-4) B. Career Exploration (5-8) x C. Career Preparation (9-12) | <ul style="list-style-type: none"> A. Agriculture, Food & Natural Res. B. Architecture & Construction C. Arts, A/V Technology & Comm. D. Business Management & Admin. E. Education & Training F. Finance G. Government & Public Admin. H. Health Science I. Hospital & Tourism J. Human Services K. Information Technology L. Law, Public, Safety, Corrections & Security M. Manufacturing N. Marketing O. Science, Technology, Engineering & Math P. Transportation, Distribution & Log. |

Course Materials

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| <p>Core Instructional Materials: <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i></p> | <p>Differentiated Resources: <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i></p> |
| <ul style="list-style-type: none"> ● <i>Avancemos</i>– Level 3 Digital/hard copy textbook ● <i>Avancemos</i>– Level 3 – <i>Práctica por niveles</i> digital/hard copy workbook ● <i>Avancemos</i>– Level 3 – Online ancillaries and resources ● <i>Avancemos</i>– Level 3 Online video series ● <i>Avancemos</i>– Level 3 Audio CD series | <ul style="list-style-type: none"> ● EDMODO: Web based educational network tool ● QUIZLET: Web based vocabulary learning tool ● YOU TUBE: Online video learning tool ● BBC LANGUAGES: Web based interactive learning tool ● STUDYSTACK: Web based vocabulary learning tool |

Overall Course Goals: (at the Intermediate Low level)

Interpretive:

The [Intermediate-Low](#) language learner understands and communicates at the sentence level and can use simple sentences [independently](#) to:

- 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.

Interpersonal:

The [Intermediate-Low](#) language learner understands and communicates at the sentence level and can use simple sentences [independently](#) to:

- Ask and answer questions related to everyday life.
- Handle simple transactions related to everyday life:
 - Initiate, maintain, and end a conversation.
 - Ask for and give permission.
 - Express needs.
 - Give reasons.
 - Request, suggest, and make arrangements.
 - Extend, accept, and decline an invitation.
 - Express an opinion and preference.

Presentational:

The [Intermediate-Low](#) language learner understands and communicates at the sentence level and can use simple sentences [independently](#) to:

- Handle simple transactions related to everyday life
 - Express needs.
 - Give reasons.
 - Express an opinion and preference.
 - Request and suggest.

Cultural Content Statement(s): The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.)

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, school, likes/dislikes, and pastimes.)

Spanish III

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| Unit One Title / Topic: Nos divertimos al aire libre (We enjoy outdoor activities) | Unit Duration: 8 weeks |
| STAGE 1: DESIRED RESULTS | |
| Established Goals | |
| <p>7.1.II.A.1-Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.II.A.2- Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.1.II.A.5-Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p>7.1.II.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes..</p> <p>7.1.II.B.4- Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.II.B.5- Converse on a variety of familiar topics and/or topics studied in other content areas.</p> <p>7.1.II.C.1-Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.II.C.3-Use language creatively to respond in writing to a variety of oral or visual prompts. .</p> <p>7.1.II.C.5-Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.</p> | |
| Transfer Goal | |
| <p>Students will be able to independently use their learning to exchange and acquire.....</p> <ul style="list-style-type: none"> ● information regarding activities at camping and beach destinations using the target language of Spanish . | |
| Unit Description | |
| <p>Students use the target language in the three modes of communication to explore activities done on camping and beach trips. They compare the customs, trends and geographical features in the home and target culture. Students understand that the outdoor activities in some ways are similar to and different from that of students in the target culture.</p> <p><u>Interpretive:</u> They interpret authentic written and video/audio texts related to outdoor summer activities (invitations, posters, radio/television/newspaper/advertisements).</p> <p><u>Interpersonal:</u> They engage in short unrehearsed/unscripted conversations with classmates and teacher in which they ask and answer questions related to outdoor activities in the home and target cultures</p> <p><u>Presentational:</u> They use simple sentence level discourse to compare activities in nature in the home and target culture.</p> | |
| Meaning | |
| <p>Enduring Understandings <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ● Knowing how to survive in nature is an essential skill ● The habits relating to outdoor activities in the Spanish-speaking world are similar and also different to that of the home culture. ● We can learn about a country's geography from studying its nature. | <p>Essential Questions</p> <ul style="list-style-type: none"> ● How can I discuss outdoor summer activities that my friends and I do? ● How is nature enjoyed/explored in the target culture? ● How is a camping/beach trip different in the home and target culture? ● What can we learn about a culture from studying its nature? ● How can I articulate family relationships? |

Acquisition of Knowledge & Skills

Students will know:

- Camping vocabulary
 - Activities done while camping; gear needed
 - Geography related vocabulary
- Beach vocabulary
 - Activities done on the beach (Sports in Mexico)
 - Geography related vocabulary
- Geography of Mexico (as it relates to camping and beach travel in Mexico)
- Demographics of Mexico
- Structures needed to:
 - Ask and answer questions related to camping
 - Ask and answer questions related to beach activities
 - Ask and answer questions related to gear/clothes needed for outdoor activities
 - Describe outdoor activities
 - Compare and contrast outdoor activities in the home and target culture

The following items have been previously assessed and are being recycled in this unit:

- Irregular present tense verbs
- Saber vs. Conocer
- Family vocabulary
- Structures needed to:
 - Express likes and dislikes
 - State preferences
 - Compare
 - Describe

Key Grammar Concepts

- *Regular preterite verbs*
- *FUJI-Irregular preterite verbs*
- *Car, Gar, Zar preterite verbs*
- *Stem-changing preterite verbs (o to u, e to i)*
- *Imperfect regular and irregular verbs*
- *Preterite vs. Imperfect tenses*

Textbook Resources

- *Avancemos Level Three:*
 - *Unit One: México*

Students will be able to:

- Discuss outdoor summer activities and related topics such as location and weather needed for each one.
- Identify types of activities available in camping and beach locations in target culture as found in culturally authentic video/audio/written texts.
- Identify activities and conditions in each location in culturally authentic video/audio/written texts related to outdoor activities.
- Ask memorized questions related to outdoor activities.
- Answer simple questions related to outdoor activities.
- Ask memorized questions related to outdoor activities and natural features in the home and target cultures.
- Answer simple questions related to outdoor summer activities in the home and target cultures.
- Describe family relationships.
- Express likes, dislikes, and preferences related to outdoor activities
- Perform a culturally authentic song/poem /skit associated with a outdoor activities in the target culture.
- Create an itinerary for a camping or beach trip in the target culture.

STAGE 2: ACCEPTABLE EVIDENCE

TRANSFER TASK

Sample Authentic Assessment:

Write a blog entry or media article describing an outdoor vacation (camping or beach themed) to a nature preserve in the Spanish speaking world and use the preterite and imperfect tenses to describe the trip and the activities you did on the trip. Use imperfect to answer questions describing the trip; preterite to answer questions describing specific activities on the trip, and finally, use the whichever tense seems appropriate to you to describe how you felt after the trip. Incorporate all concepts learned in the unit.

Learning Goal/SLO # 1 Skim and scan culturally authentic audio/video/written text, from a variety of sources to identify outdoor activities available in different natural locations.

- I can understand when someone describes their favorite outdoor activities.
- I can recognize the type of activities available in different geographic areas.
- I can understand nature that is specific to a region.
- I can compare and contrast outdoor activities in the United States and Spanish speaking countries.

Learning Goal/SLO # 2 -Ask and respond to simple questions related to camping and beach activities in the home and target cultures.

- I can ask memorized questions (yes/no, either/or, and short response) related to:
 - The type activities available in different outdoor settings
 - The gear needed for each activity
 - Comparing outdoor activities in the home and target culture
- I can answer simple questions (yes/no, either/or, and short response) related to:
 - The type activities available in different settings
 - The gear needed for each activity
 - Comparing outdoor activities in the home and target culture

Learning Goal/SLO # 3 - Copy and write simple sentences to create a multimedia rich presentation describing a camping or beach trip in the home or target culture in the past tense.

- I can use words, phrases and memorized sentences to create a multimedia presentation that provides basic details on an outdoor activity (e.g. when and where an activity takes place, what people do, what people will see).

Learning Goal/SLO # 4 - Write a letter or postcard, or magazine article, describing a camping or beach trip

- I can use simple sentence structures to describe activities in nature in the target language. .

Stage Three: Activities

Interpretive:

- They interpret authentic written and video/audio texts related to outdoor summer activities (invitations, posters, radio/television/newspaper/advertisements).
 - Watch a commercial for a tourist destination (camping or beach) and complete interpretive task (e.g. write a paragraph about what activities are available in a specific location, create a chart comparing the outdoor activities at home and in a Spanish-speaking country)
 - Listen to audio recordings about outdoor activities, and answer comprehension questions.
 - Read and interpret online articles about outdoor activities.

Interpersonal:

- They engage in short unrehearsed/unscripted conversations using simple sentence level discourse with classmates and teacher in which they ask and answer questions related to outdoor activities in the home and target cultures
 - Role-play with a partner-plan an outing to a camping or beach destination with activities
 - Engage in information gap activities about outdoor activities
 - Engage in memory games to describe outdoor activities

Presentational:

- They use lists, chunks of language, and memorized phrases to compare camping/beach activities in the home and target culture using simple sentence level discourse.
 - Present an itinerary for a camping and/or beach trip with activities and noted geographical features.
 - Create and present a PowerPoint to compare outdoor activities at home and in the target language using the unit vocabulary.
 - Present a geographic area in the target culture to explore.

Differentiation Strategies:

- Tiered Activities (leveled reading)
- Flexible grouping based on ability/interest level
- Interest-based options (product/process choice)
- Learning modalities (interpersonal, intrapersonal, audio, musical, linguistic, mathematical, visual-spatial, bodily-kinesthetic)
- Technology integration

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| Unit Two Title / Topic: Uno Para Todos y Todos Para Uno (One for All and All for One) | Unit Duration: 8 weeks |
| STAGE 1: DESIRED RESULTS | |
| Established Goals | |
| <p>7.1.II.A.2: Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.1.II.A.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.</p> <p>7.1.II.A.7: Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.1.II.A.8: Compare and contrast unique linguistic elements in English and the target language.</p> <p>7.1.II.B.2: Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.</p> <p>7.1.II.C.1: Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.II.C.3: Use language creatively to respond in writing to a variety of oral or visual prompts.</p> <p>7.1.II.C.5: Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.</p> | |
| Transfer Goal | |
| <p>Students will be able to independently use their learning to exchange and acquire.....</p> <ul style="list-style-type: none"> information regarding volunteer activities in the community using the target language of Spanish . | |
| Unit Description | |
| <p>Students use the target language in the three modes of communication to explore volunteer activities that can be done in the community. They compare the customs and trends in the home and target culture.</p> <p><u>Interpretive:</u> They interpret authentic written and video/audio texts related to volunteer activities (flyers, posters, radio/television/newspaper/advertisements).</p> <p><u>Interpersonal:</u> They engage in short unrehearsed/unscripted conversations with classmates and teacher in which they ask and answer questions related to volunteer activities in the home and target cultures</p> <p><u>Presentational:</u> They use simple sentence level discourse to compare activities in the community and target culture.</p> | |
| Meaning | |
| <p>Enduring Understandings <i>Students will understand that:</i></p> <ul style="list-style-type: none"> Knowing about volunteer activities in the community is essential to become a productive member of society | <p>Essential Questions</p> <ul style="list-style-type: none"> How can I discuss volunteer activities that my friends and I can do in our community? What types of organizations and volunteer activities can benefit the target culture? |

- Volunteer activities in the Spanish-speaking world are similar and also different to that of the home culture.
- We can learn about a country's economical and social needs from studying its volunteer activities and organizations.

- How are volunteer activities different in the home and target culture?
- What can we learn about a culture from studying its volunteer activities and organizations?

Acquisition of Knowledge & Skills

Students will know:

- Volunteer activities vocabulary
 - Activities to volunteer in the community; places to volunteer
 - Gear needed to volunteer
- Vocabulary to persuade or influence others
 - Advertising related vocabulary
- Vocabulary relating to organizing people to do a project in the community
- Demographics of the united states (as it relates to Spanish-speaking communities)
- Structures needed to:
 - Ask and answer questions related to volunteer activities
 - Give and follow instructions related to organizing projects of social action in the community
 - Ask and answer questions related to gear/clothes needed for volunteering
 - Describe volunteer activities
 - Compare and contrast volunteer activities in the home and target culture

The following items have been previously assessed and are being recycled in this unit:

- Family vocabulary
- Preterite tense (regular/irregular)
- Imperfect tense
- Preterite vs. imperfect (uses)
- Structures needed to:
 - Express likes and dislikes
 - State preferences
 - Compare
 - Describe

Students will be able to:

- Discuss volunteer activities and related topics such as people, places and gear needed to volunteer.
- Identify volunteer activities available in the community and target culture as found in culturally authentic video/audio/written texts.
- Ask questions related to volunteer activities.
- Answer questions related to volunteer activities.
- Give and follow directions related to volunteer activities in the community and target cultures.
- Express likes, dislikes, and preferences related to volunteer activities
- Perform a culturally authentic song/poem /skit associated with volunteer activities in the target culture.

Key Grammar Concepts

- *Regular informal commands (tú)*
- *Irregular informal commands (tener, venir, decir, ser, hacer, ir, poner, salir)*
- *Regular formal commands (Ud., Uds.)*
- *Irregular formal commands (ser, ir, dar, estar, saber)*
- *Double object pronouns*
- *Pronoun placement*
- *Impersonal expressions*

Textbook Resources

- *Avancemos Level Three:*
 - *Unit Two: Estados Unidos*

STAGE 2: ACCEPTABLE EVIDENCE

TRANSFER TASK

Sample Authentic Assessment:

Create and design a flyer promoting a social action project in the community. Choose to support local animal shelters, nursing homes, hospitals, homeless shelters, etc. Include information about the organization you are supporting, and encourage members of the community to participate as volunteers. Incorporate all concepts learned in the unit.

Learning Goal/SLO # 1 Skim and scan culturally authentic audio/video/written text, from a variety of sources to identify volunteer activities available in the community and/or other Spanish-speaking locations.

- I can understand when someone talks about volunteer activities.
- I can recognize the type of activities available in my community and other areas of the world.
- I can compare and contrast volunteer activities in the United States and Spanish speaking countries.

Learning Goal/SLO # 2 -Ask and respond to questions related to volunteer activities in the home and target cultures.

- I can ask questions (yes/no, either/or, and short response) related to:
 - The type of activities available in different communities
 - The gear needed to volunteer
 - Comparing volunteer activities in the home and target culture
- I can give and follow simple directions related to:
 - Volunteer activities
 - Gear needed to volunteer
 - Organizing projects in the community

Learning Goal.SLO # 3 - Copy and write simple sentences to create a multimedia rich presentation describing ways to volunteer in the community or target culture.

- I can use words, phrases and memorized sentences to create a multimedia presentation that provides basic details on volunteer activities(e.g. when and where the activity takes place, what people do, what people will see).

Learning Goal/SLO # 4 - Write a letter or postcard, or magazine article, describing a social action project in the community

- I can use simple sentence structures to describe activities in the community in the target language. .

Stage Three: Activities

Interpretive:

- They interpret authentic written and video/audio texts related to volunteer activities (flyers, posters, radio/television/newspaper/advertisements).
 - Watch a infomercial for a non-profit organization (benefiting the community) and complete interpretive task (e.g. write a paragraph about what activities the organization does)
 - Listen to audio recordings about volunteer activities, and answer comprehension questions.
 - Read and interpret online articles about volunteer activities.

Interpersonal:

- They engage in short unrehearsed/unscripted conversations using simple sentence level discourse with classmates and teacher in which they ask and answer questions related to volunteer activities in the home and target cultures
 - Role-play with a partner-plan activities to help the community
 - Engage in information gap activities about volunteer activities
 - Engage in memory games to describe volunteer activities

Presentational:

- They use lists, chunks of language, and memorized phrases to compare volunteer activities in the home and target culture using simple sentence level discourse.
 - Present an informational pamphlet with various activities that benefit the community of Verona.
 - Create and present a PowerPoint to compare volunteer activities and organizations at home and in the target language using the unit vocabulary.

Differentiation Strategies:

- Tiered Activities (leveled reading)
- Flexible grouping based on ability/interest level
- Interest-based options (product/process choice)
- Learning modalities (interpersonal, intrapersonal, audio, musical, linguistic, mathematical, visual-spatial, bodily-kinesthetic)
- Technology integration

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|--|---|
| Unit Three Title / Topic: El futuro de nuestro planeta (Our planet's future) | Unit Duration: 8 weeks |
| STAGE 1: DESIRED RESULTS | |
| Established Goals | |
| <p>7.1.IL.A.1-Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.IL.A.2-Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.1.IL.A.4- Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p>7.1.IL.B.1- Use digital tools to participate in short conversations and to exchange information related to targeted themes.</p> <p>7.1.IL.B.4-Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.B.5- Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p>7.1.IL.C.1-Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.IL.C.3-Use language creatively to respond in writing to a variety of oral or visual prompts.</p> <p>7.1.IL.C.5-Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.</p> | |
| Transfer Goal | |
| <p>Students will be able to independently use their learning to exchange and acquire.....</p> <ul style="list-style-type: none"> ● information with regard to the environment and its future using the target language of Spanish . | |
| Unit Description | |
| <p>Students use the target language in the three modes of communication to explore the concerns and possible solutions for our environment, as well as issues of personal responsibility and obligation, in order to secure a better future for our planet. They compare global and local environmental concerns in the home and target culture. Students understand that the environmental issues are similar to and different from that of students in the target culture.</p> <p><u>Interpretive:</u> They interpret authentic written and video/audio texts related to the environment (invitations, posters, radio/television/newspaper/advertisements).</p> <p><u>Interpersonal:</u> They engage in short unrehearsed/unscripted conversations with classmates and teacher in which they ask and answer questions related to the environment in the home and target cultures.</p> <p><u>Presentational:</u> They use simple sentence level discourse to compare issues of concern regarding the environment and its future in the home and target culture. Create a poster or video campaign proposing to solve an environmental issue at VHS.</p> | |
| Meaning | |
| <p>Enduring Understandings <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ● Technology affects our environment. ● Environmental issues are global. | <p>Essential Questions</p> <ul style="list-style-type: none"> ● How can we articulate environmental issues in today's world? ● How can we address environmental issues? ● How are humans responsible for our environment? |

- Environmental efforts in the Spanish speaking world can be different yet similar to the habits in the United States.

- Can you make predictions about the future of the planet?
- How can I articulate cause and effect in relation to the environment?

Acquisition of Knowledge & Skills

Students will know:

- Vocabulary regarding Environmental issues
 - natural disasters
 - renewable resources
- Evolution of Lake Nicaragua
- Geography and climate of Central America
- Demographics of Central America
- Endangered species of Central America
- Activities associated with environmental conservation
- Structures needed to:
 - Ask and answer questions related to the environment
 - Ask and answer questions related to geography
 - Describe environmental conditions

The following items have been previously assessed and are being recycled in this unit:

- Ustedes commands
- Ir + a + infinitive
- Media vocabulary
- Structures needed to:
 - Express likes and dislikes
 - State preferences
 - Compare
 - Describe

Key Grammar Concepts

- *Future tense regular and irregular verbs*
- *Conditional tense regular and irregular verbs (from Unit 5 Avancemos)*
- *Por vs. Para*

Textbook Resources

- Avancemos Level Three:
 - Unit Three: America Central

Students will be able to:

- Identify environmental concerns specific to certain areas throughout the Spanish speaking world.
- Make predictions about the environment.
- Present and support an opinion
- Discuss cause and effect as it affects the environment.
- Ask and answer memorized questions related to the environment.
- Ask and answer simple questions related to the environment.
- Discuss personal obligations and responsibilities as they pertain to the environment.

STAGE 2: ACCEPTABLE EVIDENCE

Sample Authentic Assessment:

TRANSFER TASK

You must determine an environmental problem that VHS faces and create a poster featuring a campaign aimed at improving the problem. Completed projects will be posted online for voting.

Projects must be in poster or video format and each project should:

Identify one environmental problem VHS needs to address.

Provide a solution that will in some way improve the impact of the chosen issue.

Use Uds. command forms of verbs to instruct students on what they can do.

Persuade VHS students to vote for your campaign.

Learning Goal/SLO # 1 Skim and scan culturally authentic audio/video/written text, from electronic information sources and other sources to identify issues affecting the environment.

- I can understand when someone describes environmental problems.
- I can state preference for solving/improving the problem. .
- I can compare and contrast environmental issues in the United States and Spanish speaking countries

Learning Goal/SLO # 2 -Ask and respond to simple questions related to the environment in the home and target cultures.

- I can ask memorized questions (yes/no, either/or, and short response) related to:
 - Issues facing the environment
 - What actions can be taken to improve the issue
 - Personal obligations/responsibilities to help improve environmental conditions.

I can answer simple questions (yes/no, either/or, and short response) related to:

- Issues facing the environment
- What actions can be taken to improve the issue
- Personal obligations/responsibilities to help improve environmental conditions.

Learning Goal/SLO # 3 - Copy and write words and phrases to create a multimedia rich presentation describing issues facing the environment in the home or target culture.

- I can use words, phrases and memorized sentences to create a multimedia presentation that provides basic details (e.g. a specific issue facing a specific geographic area) about an environmental issue in my culture or the target culture.

Learning Goal/SLO # 4 - Create a campaign to help improve/resolve an environmental issue facing the community.

- I can create a campaign to help resolve some environmental concerns in my community.

Learning Goal/SLO # 5 - Present an opinion on an environmental issue and defend it.

- I can persuade my audience to support my views on this environmental issue in the target language.

Learning Goal/SLO # 6 - Make predictions about the future and discuss cause and effect of environmental issues.

- I can make educated guesses and predict how environmental issues will play out using the future tense in the target language.

Stage Three: Activities

Interpretive:

- They interpret authentic written and video/audio texts related to the environment (invitations, posters, radio/television/newspaper/advertisements).
 - Watch a news report from the news and complete interpretive task (e.g. write a paragraph about a problem facing a specific area)
 - Listen to audio recordings about the environment and endangered species, and answer comprehension questions.
 - Read and interpret online articles about the environment.

Interpersonal:

- They engage in short unrehearsed/unscripted conversations with classmates and teacher in which they ask and answer questions related to the environment in the home and target cultures.
 - Role-play with a partner to create a dialogue about environmental issues.
 - Engage in information gap activities about environmental issues.
 - Engage in memory games to describe environmental concerns and predict solutions.

Presentational:

- They use lists, chunks of language, and memorized phrases to compare environmental concerns in the home and target culture.
 - Present an environmental issue facing a community in the Central America.
 - Create and present a PowerPoint to compare environmental conservation efforts at home and in the target language using the unit vocabulary.
 - Use usted commands to instruct the public on their responsibilities.

Differentiation Strategies:

- Tiered Activities (leveled reading)
- Flexible grouping based on ability/interest level
- Interest-based options (product/process choice)
- Learning modalities (interpersonal, intrapersonal, audio, musical, linguistic, mathematical, visual-spatial, bodily-kinesthetic)
- Technology integration

Unit Four Title / Topic: ¡Así quiero ser! (This is How I Want to Be!)

Unit Duration: 8 weeks

STAGE 1: DESIRED RESULTS

Established Goals

7.1.II.A.4: Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.

7.1.II.A.5: Demonstrate comprehension of conversations and written information on a variety of topics.

7.1.II.A.8: Compare and contrast unique linguistic elements in English and the target language.

7.1.II.B.3: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

7.1.II.B.4: Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.

7.1.II.B.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

7.1.II.C.C.3: Use language creatively to respond in writing to a variety of oral or visual prompts.

7.1.II.C.5: Explain the cultural [perspective](#) associated with a few cultural [products](#) and cultural practices from the target culture (s) and one's own culture.

7.1.II.C.6: Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the [16 Career Clusters](#)

Transfer Goal

Students will be able to independently use their learning to exchange and acquire.....

- information regarding personal descriptions and professions using the target language of Spanish .

Unit Description

Students use the target language in the three modes of communication to explore personal descriptions and professions. They compare customs and trends in the home and target culture.

Interpretive:

They interpret authentic written and video/audio texts related to professions personal descriptions and characteristics (posters, radio/television/newspaper/advertisements).

Interpersonal:

They engage in short unrehearsed/unscripted conversations with classmates and teacher in which they ask and answer questions related to personal qualities, professions, and characteristics in the home and target cultures

Presentational:

They use simple sentence level discourse to compare and contrast personal descriptions and professions in the home and target culture.

Meaning

Enduring Understandings

Students will understand that:

- Speaking a second language can benefit many professions.
- Professions in the Spanish-speaking world are similar and also different to that of the home culture.
- Talking about personal descriptions and characteristics is important in order to have positive relationships with others.

Essential Questions

- Why is it important to explore different types of professions?
- How can speaking Spanish be beneficial to my future profession?
- How can I discuss personal descriptions and characteristics with other Spanish speakers?
- What do I need to know to feel comfortable to make suggestions, express wishes and hopes?

- What do I need to know to feel comfortable when expressing my doubts or emotions about a particular topic?
- How are professions different in the home and target culture?

Acquisition of Knowledge & Skills

Students will know:

- Vocabulary relating to describing people and things
 - How to describe people
 - Personal characteristics and descriptions
- Vocabulary relating to professions
- Vocabulary relating to making suggestions or influencing others
- Vocabulary relating to expressing positive and negative emotions
- Structures needed to:
 - Ask and answer questions related to professions
 - Ask and answer questions related to describing people and things
 - Describe hopes, wishes, and suggestions when talking about professions and personal characteristics
 - Express doubt, denial or disbelief about topics of personal descriptions and professions
 - Describe positive or negative emotions about professions and personal characteristics
 - Compare and contrast the home culture to the target culture.

The following items have been previously assessed and are being recycled in this unit:

- Preterite vs. imperfect (uses)
- Formal commands
- Structures needed to:
 - Express likes and dislikes
 - State preferences
 - Compare
 - Describe
 - Ask questions
 - Give directions

Students will be able to:

- Discuss professions, personal descriptions and related topics.
- Identify different types of professions available in the community and target culture as found in culturally authentic video/audio/written texts.
- Ask questions related to professions, personal descriptions, and characteristics.
- Express hopes, wishes and make recommendations to others.
- Express positive and negative emotions.
- Express likes, dislikes, and preferences related to professions and personal characteristics.
- Perform a culturally authentic song/poem /skit associated with professions and personal characteristics and descriptions in the target culture.

Key Grammar Concepts

- Present subjunctive
- Regular present subjunctive verbs
- Irregular present subjunctive verbs (*decir, ir, ser, haber, estar, saber*)
- Subjunctive to express wishes, hopes, and make recommendations and suggestions
- Subjunctive with *ojalá*
- Subjunctive to express doubt, denial, and disbelief
- Subjunctive to express positive and negative emotions
- Impersonal expressions with subjunctive

Textbook Resources

- *Avancemos Level Three:*
 - Unit four: *El Caribe*

STAGE 2: ACCEPTABLE EVIDENCE

TRANSFER TASK

Sample Authentic Assessment:

Write a letter to a company that you would like to work for based on a profession you would like to pursue. The letter should talk about your personal characteristics and qualities. The letter should try to convince the company to hire you and explain why you would be an asset to their company. Express your emotions about the profession you would like to pursue and how you think speaking Spanish will be beneficial. Incorporate all concepts learned in the unit.

Learning Goal/SLO # 1 Skim and scan culturally authentic audio/video/written text, from a variety of sources to identify professions available in the community and/or other Spanish-speaking locations.

- I can understand when someone talks about professions .
- I can recognize the type of professions available in my community and other areas of the world.
- I can compare and contrast professions in the United States and Spanish speaking countries.

Learning Goal/SLO # 2 -Ask and respond to questions related to professions and personal descriptions in the home and target cultures.

- I can ask questions (yes/no, either/or, and short response) related to:
 - The type of professions available in different parts of the world
 - Personal characteristics needed for a specific profession
 - Compare and contrast different types of personalities
 - Compare and contrast professions in the home and target culture
- I can express hopes and wishes related to:
 - Professions
 - People

- I can express doubt, denial or disbelief related to
 - Personal descriptions

Learning Goal.SLO # 3 - Copy and write simple sentences to create a multimedia rich presentation describing a profession.

- I can use words, phrases and memorized sentences to create a multimedia presentation that provides details on a profession(e.g. Qualities valuable in the profession, what people do, how it is beneficial to others, etc).

Learning Goal/SLO # 4 - Write a magazine or newspaper article describing qualities that are valuable in a friend.

- I can use simple sentence structures to describe personal characteristics that I feel are important for a friend to have in the target language.

Stage Three: Activities

Interpretive:

- They interpret authentic written and video/audio texts related to professions and personal descriptions (flyers, podcasts, posters, radio/television/newspaper/advertisements).
 - Watch videos about professions and complete interpretive task (e.g. write a paragraph expressing how you feel about this profession)
 - Listen to audio recordings about someone talking about their personality, and answer comprehension questions.
 - Read and interpret online articles or biographies about different people in different professions .

Interpersonal:

- They engage in short unrehearsed/unscripted conversations using simple sentence level discourse with classmates and teacher in which they ask and answer questions related to personal descriptions and professions in the home and target cultures
 - Role-play with a partner-
 - Engage in information gap activities about professions
 - Engage in memory games to describe characteristics and professions

Presentational:

- They use lists, chunks of language, and memorized phrases to compare professions in the home and target culture using simple sentence level discourse.
 - Present an informational pamphlet with various professions that benefit the community of Verona.
 - Create and present a PowerPoint to discuss your personal qualities using the unit vocabulary.

Differentiation Strategies:

- Tiered Activities (leveled reading)
- Flexible grouping based on ability/interest level
- Interest-based options (product/process choice)

- Learning modalities (interpersonal, intrapersonal, audio, musical, linguistic, mathematical, visual-spatial, bodily-kinesthetic)
- Technology integration