

Cliffside Park High School

Spanish II Curriculum

August 2018

Unit 1

Subject: Spanish II
Grade: 9-12

<u>#</u>	<u>STUDENT LEARNING OBJECTIVES</u>	<u>STANDARD</u>
1	Read brief written messages, listen to short conversations, or view information found about community events to determine which ones would be appropriate for them and others based on personal interests and cultural contexts.	7.1.NH.A.5
2	Use physical response to identify which written and oral directions based on an authentic online map are accurate for going from one place to another in the target culture(s).	7.1.NH.A.2
3	Participate in an online and face-to-face discussion with members of the target culture and classmates to exchange information in a culturally appropriate way regarding community events and community service opportunities.	7.1.NH.B.1 7.1.NH.B.4
4	Recombine previously studied material to create a multimedia-rich presentation about community events and community service opportunities.	7.1.NH.C.1

Essential Questions

- How does one form more complex sentence structures?
- What is the relationship between culture and language?

Standards

The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences

Interpretive:

- 7.1.NH.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.
- 7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.
- 7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.
- 7.1.NH.A.6 This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
- 7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.
- 7.1.NH.A.8 Identify some unique linguistic elements in English and the target language.

Interpersonal:

- 7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
- 7.1.NH.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.
- 7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.
- 7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.

Presentational:

- 7.1.NH.C.1 Recombine basic information at the word and sentence level related to

self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.

- 7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
- 7.1.NH.C.3 Describe in writing people and things from the home and school environment.
- 7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.

21st Century

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

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.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

Technology

8.1.8.A.1 Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.

8.1.8.A.4 Generate a spreadsheet to calculate, graph and present information.

8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

Concepts and Skills

Unit 1--All About Me

Unit 2--School Days

Unit 3--Home, Sweet, Home

Unit 4--Food, Glorious Food

Unit 5--Celebrations!

Unit 6--Migratory Animals

Unit 7--Going Green

Assessments

- Use physical response to identify which written and oral directions based on an authentic online map are accurate for going from one place to another in the target culture(s).
- Participate in an online and face-to-face discussion with members of the target culture and classmates to exchange information in a culturally appropriate way regarding

community events and community service opportunities.

- Create a multimedia-rich presentation for the non-profit group Ecologistas en Acción in which you share community service opportunities in which you would like to participate during your trip to Spain. Keep in mind that the organization will be providing funding to the creators of the best presentations.

Formative Assessments:

- Comprehension & Preterite tense activities in e-book/workbook
- Listening/Audio Activities
- Google Form Grammar quizzes on past tense & preterite tense
- Conversation Topics: El verano, Las fiestas culturales, Cultural film of Spain

Summative Assessments:

- Writing Assessment
- Chapter Test- reading, writing, listening skills
- Hyperdoc Project: Google Maps

Benchmark Assessments:

- Complete a benchmark assessment through EdConnect or complete presentation with partner/group

Resources

- VOCES digital--Novice level
- Español Santillana High School 1
- Google Docs, Google Slides, Google Sheets, Google Chat
- Newsela
- Vocabulary.com
- Izzit.org
- Scholastic.com
- Teachertube, Youtube, Discovery Education

Interdisciplinary

- Work with ELL teachers to create cross-curricular assessments
- Work with other members of the World Language Department to create cultural awareness
- Create joint assessments with Social Studies Department when content presents itself

Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
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<ul style="list-style-type: none"> ● Amplify learning by providing more challenging texts ● Allow G & T students to complete author studies on specific writers during this time period ● Create Google Slide presentation on pertinent topics from within the unit ● Allow G & T students to identify and define higher level terms within the unit of study 	<ul style="list-style-type: none"> ● Allow for peer to peer collaboration within the classroom ● Assign an English speaking mentor to help student with language difficulties ● Have ELL teacher assist in appropriate modifications and accommodations for all assessments ● Use information from the WIDA testing to help facilitate individualized assessments for ELL students ● Allow student access to native dictionary to help with the understanding of vocabulary within the unit ● Student may create a Google Slide presentation and explain information in 	<ul style="list-style-type: none"> ● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports ● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking) ● Text to speech ● Students will be provided with graphic organizers ● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting ● Students will not be penalized for spelling and grammar errors ● Teachers will meet with collaborative teacher to discuss individual modifications for each student
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	their native language	
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Unit 2

Subject: Spanish II
Grade: 9-12

#	STUDENT LEARNING OBJECTIVES	STANDARD
1	Identify words/phrases, key points, and main idea(s) in target language age- and level-appropriate culturally authentic materials dealing with the role of school in the home and target cultures as found in electronic information sources and other texts.	7.1.NH.A.1 7.1.NH.A.6
2	Identify academic and social school activities as found in culturally authentic oral and written texts.	7.1.NH.A.4
3	Ask and respond to questions about the role of school in the home and target culture by recombining words/phrases using digital tools and face-to-face communication in the target language.	7.1.NH.B.1 7.1.NH.B.4
4	Produce written texts and oral presentations to describe the role of school in the home and target culture(s).	7.1.NH.C.2 7.1.NH.C.3
5	Compare and contrast the role of education by exploring school life in the home and target cultures.	7.1.NH.C.2 7.1.NH.C.5

Essential Questions

- What are some examples of Hispanic humor?
- What is the present progressive tense and how is it used in Spanish?

Standards

The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences

Interpretive:

- 7.1.NH.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.
- 7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.
- 7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.
- 7.1.NH.A.6 This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
- 7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.
- 7.1.NH.A.8 Identify some unique linguistic elements in English and the target language.

Interpersonal:

- 7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
- 7.1.NH.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.
- 7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.
- 7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.

Presentational:

- 7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
- 7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.

- 7.1.NH.C.3 Describe in writing people and things from the home and school environment.
- 7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.

21st Century

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

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.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

Technology

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8.1.8.A.4 Generate a spreadsheet to calculate, graph and present information.

8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

Concepts and Skills

Unit 1--All About Me

Unit 2--School Days

Unit 3--Home, Sweet, Home

Unit 4--Food, Glorious Food

Unit 5--Celebrations!

Unit 6--Migratory Animals

Unit 7--Going Green

Assessments

- Identify words/phrases, key points, and main idea(s) in target language age- and level appropriate culturally authentic materials dealing with the role of school in the home and target cultures as found in electronic information sources and other texts.
- Identify academic and social school activities as found in culturally authentic oral and written texts.
- Produce written texts and oral presentations to describe the role of school in the home and target culture(s).
- Compare and contrast the role of education by exploring school life in the home and

target cultures.

- Ask and respond to questions about the role of school in the home and target culture by recombining words/phrases using digital tools and face-to-face communication in the target language.

Formative Assessments:

- Comprehension & Preterite tense activities in e-book/workbook
- Listening/Audio Activities
- Google Form Grammar quizzes on past tense & preterite tense
- Conversation Topics: El verano, Las fiestas culturales, Cultural film of Spain

Summative Assessments:

- Writing Assessment
- Chapter Test- reading, writing, listening skills
- Hyperdoc Project: Google Maps

Benchmark Assessments:

- Complete a benchmark assessment through EdConnect or complete presentation with partner/group

Resources

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- Scholastic.com
- Teachertube, Youtube, Discovery Education

Interdisciplinary

- Work with ELL teachers to create cross-curricular assessments
- Work with other members of the World Language Department to create cultural awareness
- Create joint assessments with Social Studies Department when content presents itself

Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
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<ul style="list-style-type: none"> ● Amplify learning by providing more challenging texts ● Allow G & T students to complete author studies on specific writers during this time period ● Create Google Slide presentation on pertinent topics from within the unit ● Allow G & T students to identify and define higher level terms within the unit of study 	<ul style="list-style-type: none"> ● Allow for peer to peer collaboration within the classroom ● Assign an English speaking mentor to help student with language difficulties ● Have ELL teacher assist in appropriate modifications and accommodations for all assessments ● Use information from the WIDA testing to help facilitate individualized assessments for ELL students ● Allow student access to native dictionary to help with the understanding of vocabulary within the unit ● Student may create a Google Slide presentation and explain information in 	<ul style="list-style-type: none"> ● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports ● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking) ● Text to speech ● Students will be provided with graphic organizers ● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting ● Students will not be penalized for spelling and grammar errors ● Teachers will meet with collaborative teacher to discuss individual modifications for each student
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	their native language	
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Unit 3

Subject: Spanish II Grade: 9-12
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#	<u>STUDENT LEARNING OBJECTIVES</u>	<u>STANDARDS</u>
1	Recognize previously learned words and phrases and determine the meaning of unknown words related to the community in the home and target culture as found in highly contextualized, age- and level- appropriate culturally authentic texts.	7.1.NH.A.1
2	Identify characteristics of the home and target culture communities as found in culturally authentic materials.	7.1.NH.A.4
3	Identify the main idea and other significant ideas associated with how people live in a community as found in age- and level- appropriate culturally authentic material from the target culture.	7.1.NH.A.6
4	Use digital tools and face-to-face communication to ask and answer questions regarding how people from linguistically and culturally diverse communities live, work, and socialize.	7.1.NH.B.1 7.1.NH.B.4

5	Create a multi-media rich presentation comparing how people live, work, and socialize in the home and target cultures showing how the community and cultural products and practices impact life, work, and socialization.	7.1.NH.C.1 7.1.NH.C.2 7.1.NH.C.5
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Essential Questions

- What is the vocabulary related to professions?
- How does one communicate about the places in a typical town and going around towns and cities?

Standards

The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences

Interpretive:

- 7.1.NH.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.
- 7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.
- 7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.
- 7.1.NH.A.6 This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
- 7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.
- 7.1.NH.A.8 Identify some unique linguistic elements in English and the target language.

Interpersonal:

- 7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
- 7.1.NH.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.
- 7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.
- 7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.

Presentational:

- 7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
- 7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
- 7.1.NH.C.3 Describe in writing people and things from the home and school environment.
- 7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
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21st Century

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

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.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

Technology

8.1.8.A.1 Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.

8.1.8.A.4 Generate a spreadsheet to calculate, graph and present information.

8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

Concepts and Skills

Unit 1--All About Me

Unit 2--School Days

Unit 3--Home, Sweet, Home

Unit 4--Food, Glorious Food

Unit 5--Celebrations!

Unit 6--Migratory Animals

Unit 7--Going Green

Assessments

- Recognize previously learned words and phrases and determine the meaning of unknown words related to the community in the home and target culture as found in highly contextualized, age and level- appropriate culturally authentic texts.
- Identify characteristics of the home and target culture communities as found in culturally authentic materials.
- Identify the main idea and other significant ideas associated with how people live in a community as found in age- and level- appropriate culturally authentic material from the target culture.
- Use digital tools and face-to-face communication to ask and answer questions regarding how people from linguistically and culturally diverse communities live, work, and socialize.
- Create a multi-media rich presentation comparing how people live, work, and socialize in the home and target cultures showing how the community and cultural products and practices impact life, work, and socialization.

Formative Assessments:

- Comprehension & Preterite tense activities in e-book/workbook
- Listening/Audio Activities
- Google Form Grammar quizzes on past tense & preterite tense
- Conversation Topics: El verano, Las fiestas culturales, Cultural film of Spain

Summative Assessments:

- Writing Assessment
- Chapter Test- reading, writing, listening skills
- Hyperdoc Project: Google Maps

Benchmark Assessments:

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Resources

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Interdisciplinary

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- Work with other members of the World Language Department to create cultural awareness
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Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
<ul style="list-style-type: none"> • Amplify learning by providing more challenging texts • Allow G & T students to complete author studies on specific writers during this time period • Create Google Slide presentation on pertinent topics from within the unit • Allow G & T students to identify and define higher 	<ul style="list-style-type: none"> • Allow for peer to peer collaboration within the classroom • Assign an English speaking mentor to help student with language difficulties • Have ELL teacher assist in appropriate modifications and accommodations for all assessments • Use information from the WIDA 	<ul style="list-style-type: none"> • Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports • Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking) • Text to speech • Students will be provided with graphic organizers • Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting • Students will not be penalized for spelling and grammar errors • Teachers will meet with collaborative teacher to discuss individual modifications for each student

level terms within the unit of study	testing to help facilitate individualized assessments for ELL students <ul style="list-style-type: none"> ● Allow student access to native dictionary to help with the understanding of vocabulary within the unit ● Student may create a Google Slide presentation and explain information in their native language 	
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Unit 4

Subject: Spanish II
Grade: 9-12

#	<u>STUDENT LEARNING OBJECTIVES</u>	<u>STANDARD</u>
1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words related to food sources and choices in the home and target cultures contained in culturally authentic materials using electronic information	7.1.NH.A.1

	sources.	
2	Infer the meaning of highly contextualized unfamiliar spoken or written words contained in culturally authentic materials related to restaurant offerings.	7.1.NH.A.1
3	Identify target culture(s) practices related to healthy eating as found in short conversations and brief written messages and determine how the practices are similar to and different from those of the home culture.	7.1.NH.A.4 7.1.NH.A.5
4	Recognize and use some gestures and idiomatic expressions for ordering and buying food and talking about food practices.	7.1.NH.A.3 7.1.NH.B.3
5	Ask and answer questions related to personal choices in food selections.	7.1.NH.B.4
6	Exchange basic information related to routine eating habits and food choices by recombining memorized words, phrases, and sentences in a culturally appropriate way using digital tools and face-to-face communication.	7.1.NH.B.1 7.1.NH.B.5
7	Recombine previously studied material to create a multimedia-rich presentation showing how food choices	7.1.NH.C.1 7.1.NH.C.3 7.1.NH.C.5

	are influenced by culture, geography and media in the home and target cultures.	
8	Describe in writing cultural products or practices associated with a balanced diet.	7.1.NH.C 3

Essential Questions

- How does one communicate past tense events in the target language?
- How does one communicate a person's dreams?

Standards

The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences

Interpretive:

- 7.1.NH.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.
- 7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.
- 7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.
- 7.1.NH.A.6 This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
- 7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.
- 7.1.NH.A.8 Identify some unique linguistic elements in English and the target language.

Interpersonal:

- 7.1.NH.B.1 Use digital tools to exchange basic information by recombining

memorized words, phrases, and sentences on topics related to self and targeted themes.

- 7.1.NH.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.
- 7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.
- 7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.

Presentational:

- 7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
- 7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
- 7.1.NH.C.3 Describe in writing people and things from the home and school environment.
- 7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.

21st Century

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

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.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

Technology

8.1.8.A.1 Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.

8.1.8.A.4 Generate a spreadsheet to calculate, graph and present information.

8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

Concepts and Skills

Unit 1--All About Me
Unit 2--School Days
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Unit 5--Celebrations!
Unit 6--Migratory Animals
Unit 7--Going Green

Assessments

- Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words related to food sources and choices in the home and target cultures contained in culturally authentic materials using electronic information sources.
- Infer the meaning of highly contextualized unfamiliar spoken or written words contained in culturally authentic materials related to restaurant offerings.
- Identify target culture(s) practices related to healthy eating as found in short conversations and brief written messages and determine how the practices are similar to and different from those of the home culture.
- Recognize and use some gestures and idiomatic expressions for ordering and buying food and talking about food practices.
- Recombine previously studied material to create a multimedia-rich presentation showing how food choices are influenced by culture, geography and media in the home and target cultures.
- Describe in writing cultural products or practices associated with a balanced diet.
- Ask and answer questions related to personal choices in food selections.
- Exchange basic information related to routine eating habits and food choices by recombining memorized words, phrases, and sentences in a culturally appropriate way using digital tools and face-to-face communication.

Formative Assessments:

- Comprehension & Preterite tense activities in e-book/workbook
- Listening/Audio Activities
- Google Form Grammar quizzes on past tense & preterite tense
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Summative Assessments:

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- Chapter Test- reading, writing, listening skills
- Hyperdoc Project: Google Maps

Benchmark Assessments:

- Complete a benchmark assessment through EdConnect or complete presentation with partner/group

Resources

- VOCES digital--Novice level
- Español Santillana High School 1
- Google Docs, Google Slides, Google Sheets, Google Chat
- Newsela
- Vocabulary.com
- Izzit.org
- Scholastic.com
- Teachertube, Youtube, Discovery Education

Interdisciplinary

- Work with ELL teachers to create cross-curricular assessments
- Work with other members of the World Language Department to create cultural awareness
- Create joint assessments with Social Studies Department when content presents itself

Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
<ul style="list-style-type: none"> ● Amplify learning by providing more challenging texts ● Allow G & T students to complete author studies on specific writers during this time period ● Create Google Slide presentation on pertinent topics from within the unit ● Allow G & T students to 	<ul style="list-style-type: none"> ● Allow for peer to peer collaboration within the classroom ● Assign an English speaking mentor to help student with language difficulties ● Have ELL teacher assist in appropriate modifications and accommodations 	<ul style="list-style-type: none"> ● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports ● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking) ● Text to speech ● Students will be provided with graphic organizers ● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting ● Students will not be penalized for spelling and grammar errors

<p>identify and define higher level terms within the unit of study</p>	<p>for all assessments</p> <ul style="list-style-type: none"> ● Use information from the WIDA testing to help facilitate individualized assessments for ELL students ● Allow student access to native dictionary to help with the understanding of vocabulary within the unit ● Student may create a Google Slide presentation and explain information in their native language 	<ul style="list-style-type: none"> ● Teachers will meet with collaborative teacher to discuss individual modifications for each student
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Unit 5

Subject: Spanish II
Grade: 9-12

#	<u>STUDENT LEARNING OBJECTIVES</u>	<u>STANDARD</u>
1	Demonstrate comprehension of short conversations and brief written messages about the celebration of milestone	7.1.NH.A.5

	events.	
2	Identify the main idea and other significant ideas in reading from age and level-appropriate culturally authentic materials that address the celebration of milestone events in the target culture(s).	7.1.NH.A.6
3	Give and follow oral or written directions for performing an authentic cultural activity associated with a milestone celebration.	7.1.NH.B.2
4	Use digital tools to ask and answer questions by recombining memorized words, phrases, and sentences related to milestone events in the target culture(s).	7.1.NH.B.1 7.1.NH.B.4
5	Recombine words, phrases, and sentences to create a multi-media rich presentation that compares and contrasts milestone celebrations in the home and target cultures.	7.1NH.C.1

Essential Questions

- How does one communicate the daily routine in Spanish?
- How useful is the Internet for Spanish-language students?
- What are some hobbies that are popular?

Standards

The Novice-High language learner has progressed from understanding and

communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences

Interpretive:

- 7.1.NH.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.
- 7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.
- 7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.
- 7.1.NH.A.6 This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
- 7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.
- 7.1.NH.A.8 Identify some unique linguistic elements in English and the target language.

Interpersonal:

- 7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
- 7.1.NH.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.
- 7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.
- 7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.

Presentational:

- 7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
- 7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
- 7.1.NH.C.3 Describe in writing people and things from the home and school environment.
- 7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic

materials orally or in writing.

- 7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.

21st Century

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

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.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

Technology

8.1.8.A.1 Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.

8.1.8.A.4 Generate a spreadsheet to calculate, graph and present information.

8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

Concepts and Skills

Unit 1--All About Me

Unit 2--School Days

Unit 3--Home, Sweet, Home

Unit 4--Food, Glorious Food

Unit 5--Celebrations!

Unit 6--Migratory Animals

Unit 7--Going Green

Assessments

- Demonstrate comprehension of short conversations and brief written messages about the celebration of milestone events.
- Identify the main idea and other significant ideas in reading from age and level-appropriate culturally authentic materials that address the celebration of milestone events in the target culture(s).
- Use digital tools to ask and answer questions by recombining memorized words, phrases, and sentences related to milestone events in the target culture(s).
- Recombine words, phrases, and sentences to create a multi-media rich presentation that compares and contrasts milestone celebrations in the home and target cultures.

- Give and follow oral or written directions for performing an authentic cultural activity associated with a milestone celebration.

Formative Assessments:

- Comprehension & Preterite tense activities in e-book/workbook
- Listening/Audio Activities
- Google Form Grammar quizzes on past tense & preterite tense
- Conversation Topics: El verano, Las fiestas culturales, Cultural film of Spain

Summative Assessments:

- Writing Assessment
- Chapter Test- reading, writing, listening skills
- Hyperdoc Project: Google Maps

Benchmark Assessments:

- Complete a benchmark assessment through EdConnect or complete presentation with partner/group

Resources

- VOCES digital--Novice level
- Español Santillana High School 1
- Google Docs, Google Slides, Google Sheets, Google Chat
- Newsela
- Vocabulary.com
- Izzit.org
- Scholastic.com
- Teachertube, Youtube, Discovery Education

Interdisciplinary

- Work with ELL teachers to create cross-curricular assessments
- Work with other members of the World Language Department to create cultural awareness
- Create joint assessments with Social Studies Department when content presents itself

Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
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<ul style="list-style-type: none"> ● Amplify learning by providing more challenging texts ● Allow G & T students to complete author studies on specific writers during this time period ● Create Google Slide presentation on pertinent topics from within the unit ● Allow G & T students to identify and define higher level terms within the unit of study 	<ul style="list-style-type: none"> ● Allow for peer to peer collaboration within the classroom ● Assign an English speaking mentor to help student with language difficulties ● Have ELL teacher assist in appropriate modifications and accommodations for all assessments ● Use information from the WIDA testing to help facilitate individualized assessments for ELL students ● Allow student access to native dictionary to help with the understanding of vocabulary within the unit ● Student may create a Google Slide presentation and explain information in 	<ul style="list-style-type: none"> ● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports ● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking) ● Text to speech ● Students will be provided with graphic organizers ● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting ● Students will not be penalized for spelling and grammar errors ● Teachers will meet with collaborative teacher to discuss individual modifications for each student
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	their native language	
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Unit 6

Subject: Spanish II Grade: 9-12
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#	<u>STUDENT LEARNING OBJECTIVES</u>	<u>STANDARD</u>
1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words as found in culturally authentic materials from electronic information sources related to environmental factors that contribute to animal migration (types of pollution, man's role in harming the environment, and actions that may be taken to mitigate the problems).	7.1.NH.A.1
2	Demonstrate comprehension of a series of oral and written directions, commands, and requests to trace the paths of some migratory animals.	7.1.NH.A.2
3	Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials that discuss environmental problems that cause animals	7.1.NH.A.6

	to migrate, man's actions that are harmful to animals and their habitats, and advocacy efforts to preserve animal habitats.	
4	Participate in an online and face-to-face discussion with members of the target culture and classmates to exchange information in a culturally appropriate way regarding man and weather impact on animal habitats and migration.	7.1.NH.B.1 7.1.NH.B.4 7.1.NH.B.5
5	Recombine previously studied materials to create a multimedia-rich presentation about the effects of man and climate on animals' migratory habits.	7.1.NH.C.1

Essential Questions

- What are some hobbies that are popular in hispanic countries?

Standards

The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences

Interpretive:

- 7.1.NH.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.
- 7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).

- 7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.
- 7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.
- 7.1.NH.A.6 This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
- 7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.
- 7.1.NH.A.8 Identify some unique linguistic elements in English and the target language.

Interpersonal:

- 7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
- 7.1.NH.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.
- 7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.
- 7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.

Presentational:

- 7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
- 7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
- 7.1.NH.C.3 Describe in writing people and things from the home and school environment.
- 7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.

21st Century

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

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.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

Technology

8.1.8.A.1 Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.

8.1.8.A.4 Generate a spreadsheet to calculate, graph and present information.

8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

Concepts and Skills

Unit 1--All About Me

Unit 2--School Days

Unit 3--Home, Sweet, Home

Unit 4--Food, Glorious Food

Unit 5--Celebrations!

Unit 6--Migratory Animals

Unit 7--Going Green

Assessments

- Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words as found in culturally authentic materials from electronic information sources related to environmental factors that contribute to animal migration (types of pollution, man's role in harming the environment, and actions that may be taken to mitigate the problems).
- Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials that discuss environmental problems that cause animals to migrate, man's actions that are harmful to animals and their habitats, and advocacy efforts to preserve animal habitats.
- Demonstrate comprehension of a series of oral and written directions, commands, and requests to trace the paths of some migratory animals.
- Participate in an online and face-to-face discussion with members of the target culture and classmates to exchange information in a culturally appropriate way regarding man and weather impact on animal habitats and migration.
- Recombine previously studied materials to create a multimedia-rich presentation about the effects of man and climate on animals' migratory habits

Formative Assessments:

- Comprehension & Preterite tense activities in e-book/workbook
- Listening/Audio Activities
- Google Form Grammar quizzes on past tense & preterite tense
- Conversation Topics: El verano, Las fiestas culturales, Cultural film of Spain

Summative Assessments:

- Writing Assessment
- Chapter Test- reading, writing, listening skills
- Hyperdoc Project: Google Maps

Benchmark Assessments:

- Complete a benchmark assessment through EdConnect or complete presentation with partner/group

Resources

- VOCES digital--Novice level
- Español Santillana High School 1
- Google Docs, Google Slides, Google Sheets, Google Chat
- Newsela
- Vocabulary.com
- Izzit.org
- Scholastic.com
- Teachertube, Youtube, Discovery Education

Interdisciplinary

- Work with ELL teachers to create cross-curricular assessments
- Work with other members of the World Language Department to create cultural awareness
- Create joint assessments with Social Studies Department when content presents itself

<p>Modifications to Support Gifted and Talented Students</p>	<p>Modifications to Support English Language Learners</p>	<p>Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)</p>
<ul style="list-style-type: none"> • Amplify learning by providing more challenging texts • Allow G & T students to complete author studies on specific writers during this time period 	<ul style="list-style-type: none"> • Allow for peer to peer collaboration within the classroom • Assign an English speaking mentor to help student with 	<ul style="list-style-type: none"> • Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports • Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking) • Text to speech • Students will be provided with graphic organizers

<ul style="list-style-type: none"> • Create Google Slide presentation on pertinent topics from within the unit • Allow G & T students to identify and define higher level terms within the unit of study 	<p>language difficulties</p> <ul style="list-style-type: none"> • Have ELL teacher assist in appropriate modifications and accommodations for all assessments • Use information from the WIDA testing to help facilitate individualized assessments for ELL students • Allow student access to native dictionary to help with the understanding of vocabulary within the unit • Student may create a Google Slide presentation and explain information in their native language 	<ul style="list-style-type: none"> • Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting • Students will not be penalized for spelling and grammar errors • Teachers will meet with collaborative teacher to discuss individual modifications for each student
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Unit 7

Subject: Spanish II
Grade: 9-12

#	<u>STUDENT LEARNING OBJECTIVES</u>	<u>STANDARD</u>
1	Skim and scan culturally authentic target language materials from electronic information sources and other sources to identify words and phrases associated with creative environmental products and practices of the target culture(s).	7.1.NH.A.1
2	Exchange information gathered about creative environmental products and practices using digital tools.	7.1.NH.B.1
3	Create and present a multimedia-rich presentation that retells information related to creative target culture environmental products and practices as found in age- and level-appropriate culturally authentic materials orally or in writing.	7.1.NH.C.1 7.1.NH.C.4
4	Describe in writing creative environmental products and practices from the home and target cultures.	7.1.NH.C.5

Essential Questions

- How does one communicate one's interests in the imperfect tense?
- Is the imperfect tense used to discuss childhood events? Explain.

Standards

The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences

Interpretive:

- 7.1.NH.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.
- 7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.
- 7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.
- 7.1.NH.A.6 This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
- 7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.
- 7.1.NH.A.8 Identify some unique linguistic elements in English and the target language.

Interpersonal:

- 7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
- 7.1.NH.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.
- 7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.
- 7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.

Presentational:

- 7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
- 7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
- 7.1.NH.C.3 Describe in writing people and things from the home and school environment.
- 7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s)

and identify how the products and practices are derived from the cultural perspectives.

21st Century

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

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.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

Technology

8.1.8.A.1 Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.

8.1.8.A.4 Generate a spreadsheet to calculate, graph and present information.

8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

Concepts and Skills

Unit 1--All About Me

Unit 2--School Days

Unit 3--Home, Sweet, Home

Unit 4--Food, Glorious Food

Unit 5--Celebrations!

Unit 6--Migratory Animals

Unit 7--Going Green

Assessments

- Skim and scan culturally authentic target language materials from electronic information sources and other sources to identify words and phrases associated with creative environmental products and practices of the target culture(s).
- Describe in writing creative environmental products and practices from the home and target cultures.
- Exchange information gathered about creative environmental products and practices using digital tools.
- Create and present a multimedia-rich presentation that retells information related to creative target culture environmental products and practices as found in age and level-appropriate culturally authentic materials orally or in writing.

Formative Assessments:

- Comprehension & Preterite tense activities in e-book/workbook

- Listening/Audio Activities
- Google Form Grammar quizzes on past tense & preterite tense
- Conversation Topics: El verano, Las fiestas culturales, Cultural film of Spain

Summative Assessments:

- Writing Assessment
- Chapter Test- reading, writing, listening skills
- Hyperdoc Project: Google Maps

Benchmark Assessments:

- Complete a benchmark assessment through EdConnect or complete presentation with partner/group

Resources

- VOCES digital--Novice level
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- Google Docs, Google Slides, Google Sheets, Google Chat
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- Scholastic.com
- Teachertube, Youtube, Discovery Education

Interdisciplinary

- Work with ELL teachers to create cross-curricular assessments
- Work with other members of the World Language Department to create cultural awareness
- Create joint assessments with Social Studies Department when content presents itself

Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
<ul style="list-style-type: none"> ● Amplify learning by providing more challenging texts ● Allow G & T students to complete author 	<ul style="list-style-type: none"> ● Allow for peer to peer collaboration within the classroom 	<ul style="list-style-type: none"> ● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports ● Students will be given flexibility with assessments (option of having alternative

<p>studies on specific writers during this time period</p> <ul style="list-style-type: none"> ● Create Google Slide presentation on pertinent topics from within the unit ● Allow G & T students to identify and define higher level terms within the unit of study 	<ul style="list-style-type: none"> ● Assign an English speaking mentor to help student with language difficulties ● Have ELL teacher assist in appropriate modifications and accommodations for all assessments ● Use information from the WIDA testing to help facilitate individualized assessments for ELL students ● Allow student access to native dictionary to help with the understanding of vocabulary within the unit ● Student may create a Google Slide presentation and explain information in their native language 	<p>assessments in lieu of assessments that non-IEP/504 students are taking)</p> <ul style="list-style-type: none"> ● Text to speech ● Students will be provided with graphic organizers ● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting ● Students will not be penalized for spelling and grammar errors ● Teachers will meet with collaborative teacher to discuss individual modifications for each student
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