

Cliffside Park High School
Spanish II Native Curriculum
August 2018

Unit 1

Subject: Spanish II Native
Grade: 9-12

#	STUDENT LEARNING OBJECTIVES	STANDARD
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

- Why does my home look the way it does?
- How do families handle the management of household responsibilities?

Enduring Understandings

- Homes vary in different regions of the world. Home styles and structures are influenced by factors such as geography, available materials, economic conditions and preferences.
- Different cultures and economic groups have differing values on the responsibility children have in their homes. How much children aid in their homes is determined by many factors.

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

- Identify and recognize rooms in the house.
- Match home-related vocabulary with pictures.
- Draw a picture of your home and label it.
- Listen to a description of a home and show comprehension by answering true/false questions.
- Recognize and identify vocabulary about furniture in the house.
- Name furniture located in the rooms of the house.
- Read an email from a pen pal describing their home and draw a picture according to what they read.
- Vocabulary-Sports and hobbies and describing people
- Present tense of stem-changing verbs
- Preterite tense of regular –ar, -er, and –ir verbs
- Adjectives (agreement) saber versus conocer (to know) ser (to be) conjunctions y/e and o/u
- Culture- Galicia Literature: La Tortuga poem by Pablo Neruda

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)
<ul style="list-style-type: none">● Describe their home to a partner and have them draw it.● Interview a classmate about their home by asking and responding to simple questions.● Write a simple paragraph describing their room or a friend's room.● 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	<ul style="list-style-type: none">● Compare and contrast various home structures within the United States.● Compare and contrast American homes with homes in Spanish-speaking countries.● View video or infographic on Smart Homes and debate whether smart devices make lives easier.● Allow for peer to peer collaboration within the classroom● Assign an English speaking mentor to help student with	<ul style="list-style-type: none">● Match household chore vocabulary with pictures.● Identify and match household tasks with the rooms in the house in which they would occur.● Listen to and interpret a short story about a girl/boy discussing their household chores by expressing what is being done and by whom.● 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>pertinent topics from within the unit</p> <ul style="list-style-type: none"> • 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"> • Teachers will meet with collaborative teacher to discuss individual modifications for each student
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Unit 2

Subject: Spanish II Native
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

- How does the country in which I live have an effect on how I spend my free time?

Enduring Understandings

- Personal interests, culture and environmental factors affect leisure activities.

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

- Identify common words pertaining to sports, pastimes and other leisure activities.
- Survey classmates about leisure activities.
- Exchange information in short conversations about leisure activities.
- State which sports they like and dislike.
- List favorite and least favorite free-time activities.
- Recognize vocabulary pertaining to athletic places.
- Discuss popular pastimes and sports in Spanish speaking countries.
- Vocabulary
- Informal Commands of regular and irregular verbs
- Present Progressive
- Reflexive Verbs
- The imperfect tense
- Culture-Spanish business hours and health habits, and socializing with friends in Spain
- Vamos a Leer

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
- 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">● Listen to a sportscast and identify familiar words.	<ul style="list-style-type: none">● Ask someone where they are going or coming from.	<ul style="list-style-type: none">● Read and interpret a weather report.

<ul style="list-style-type: none"> • Write a brief description about activities. • Generate short conversations about what they are doing now or going to do later. • 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"> • Show understanding when someone tells them what their plans are by responding appropriately. • Recognize weather related terms. • Give dates and weather information. • 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 	<ul style="list-style-type: none"> • Identify the seasons in different parts of the world based on weather reports, months of the year or pictures. • State the season and the weather based on what someone in a picture is wearing. • 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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	<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 3

Subject: Spanish II Native
Grade: 9-12

#	<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	7.1.NH.A.6

	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.	
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

Essential Questions

- How does where I live impact the nature of my community and lifestyle?
- How do societies and individuals define quality of life?

Enduring Understandings

- Factors such as climate, culture, and community structure all affect the way we live our lives including where and how we spend our leisure time.
- Everyday activities and community events have an impact on the quality of life of that community and the individuals that participate in it.

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

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Unit 5--Celebrations!

Unit 6--Migratory Animals

Unit 7--Going Green

Assessments

- Recognize vocabulary and identify different buildings within a city or town.
- Locate various buildings on a map.
- Discuss what activities are done at different places around town.
- Make a list of errands and associated places.
- Explain where places in the community are located in relation to other places on a map.
- Vocabulary- Modern daily life, city issues, the future
- The present perfect Lo que
- The future tense
- Adverbs todavía and ya
- Object pronouns Ir a + infinitives

- Comparisons of equality Vamos a leer : El monopolio de la moda
- Culture- Venezuela and the oil boom

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
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- Hyperdoc Project: Google Maps

Benchmark Assessments:

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

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)
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<ul style="list-style-type: none"> ● Create a multi-media presentation of places of interest in town. ● Recognize vocabulary pertaining to modes of transportation. ● Identify places in the community and the types of transportation available. ● 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"> ● Converse and write about places and destinations they go to in the community. ● Identify what they are going to do at various destinations. ● Associate places with activities. ● Exchange information about how people get around to the various destinations. ● 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"> ● Compare and contrast transportation habits in the target language culture with the United States. ● Talk about what they are going to do at a later time. ● Read and interpret texts about activities that others are going to do. ● 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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	<p>testing to help facilitate individualized assessments for ELL students</p> <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 Native
Grade: 9-12

<u>#</u>	<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 are people's traditions similar or different?
- How do I decide what to wear?

Enduring Understandings

- Each country recognizes special occasions, religious and national holidays. These celebrations are often tied to our nationalistic, cultural and religious beliefs.
- We choose how to dress based on many factors including current trends, setting, preferences, age, culture, and economics.

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

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- 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

- Describe eating at a café or restaurant.
- Poll classmates to find out how many meals a day they eat and at what times.
- Create a chart with this data.
- Compare and contrast the meal times and types from class with target language countries.
- Classify foods they like and dislike.
- Write a daily log of their food consumption.
- Vocabulary- Food items and specialty shops
- Se + indirect object pronouns
- Prepositions por and para
- Double object pronouns
- Superlative –ísimo with adjectives and adverbs Informal and formal commands
- Culture- traditional Venezuelan foods
- Vamos a leer: Una causa picante Identify chronological information
- Make a writing plan

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)
<ul style="list-style-type: none">● Listen to descriptions of what people are wearing and point out the items from a group to reflect understanding.● Read a description of what people are wearing and draw illustrations to	<ul style="list-style-type: none">● Watch a short video clip about traditional dress of the target language culture and discuss.● Give a description of traditional costume/dress of target language countries.	<ul style="list-style-type: none">● Engage in short conversations about which special occasions they like and dislike.● Demonstrate understanding of activities people usually do during a celebration by associating a movement or gesture with each verb.● Watch a short video about a celebration in the target language culture and demonstrate understanding through class discussion.● View an invitation to a special occasion from the target language culture and pick out pertinent information.

<p>reflect understanding.</p> <ul style="list-style-type: none"> ● Orally describe what classmates or people in pictures are wearing. ● 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"> ● Recognize vocabulary pertaining to celebrations in their culture and Spanish-speaking countries. ● Ask and answer questions pertaining to celebrations. ● Talk about holiday or other special celebrations based on pictures or photos. ● 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 	<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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	<p>facilitate individualized assessments for ELL students</p> <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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