

Cliffside Park High School

Spanish III Curriculum

August 2018

Unit 1

Subject: Spanish 3
Grade: 11

Student Learning Objectives

- In this unit, students will explore the communication strategies to facilitate conversations related to the theme (asking for clarification, circumlocution, expressions of reacting, rewording) places in the community e.g. recreation, social services, entertainment, community service opportunities, and community activities

Essential Questions

- How qualities in a friend identified?
- How do we show respect to others?
- How are students considered unique?

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 target language culturally authentic audio, video, or written text from electronic information sources and other sources to identify physical characteristics, personality qualities, pastime activities, and expressions of likes and dislikes, and age.
- Ask and respond to memorized questions about physical characteristics, personality qualities, likes and dislikes, and pastime activities using digital tools and face-to-face communication.
- Use appropriate greetings and leave taking from the target culture in a variety of scenarios.
- Imitate and incorporate appropriate intonation for asking different types of questions (if appropriate in the target language).
- Describe self and others.
- Retell highlights from age- and level- appropriate culturally authentic target language text orally and/or in writing including physical characteristics, personality qualities, and preferences related to pastime activities by creating a multimedia presentation.

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

Materials

- VOCES digital--Novice level
- Español Santillana High School 2
- Google Docs, Google Slides, Google Sheets, Google Chat
- Newsela
- Vocabulary.com
- Izzit.org
- Scholastic.com
- Teachtube, 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 	<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 	<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

<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>appropriate modifications and accommodations 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 	<p>allow them to comprehend the material in a non-literacy setting</p> <ul style="list-style-type: none"> ● 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 2

Subject: Spanish 3
Grade: 11

Student Learning Objectives

- In this unit, students will explore how school shapes one’s future as an individual, worker, and productive citizen of the United States and a contributing member of the

global society.

- The structures necessary to:
 - a. Talk about the following topics in the present time frame: school, daily activities, and making plans to achieve personal and career goals
 - b. Give and respond to commands associated with school, daily activities and setting and meeting goals
 - c. Make comparisons and communication strategies to facilitate conversations related to the theme (asking for clarification, circumlocution, expressions of reacting, rewording)

Essential Questions

- How are the changes that an American student encounter in the target country different than one who is native born?
- How are schools in the Hispanic culture different than in the Americas?

Standards

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Interpretive:

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- 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 4--Food, Glorious Food
Unit 5--Celebrations!
Unit 6--Migratory Animals
Unit 7--Going Green

Assessments

- Skim and scan target language culturally authentic audio, video, or written text from electronic information sources and other sources to identify physical characteristics, personality qualities, pastime activities, and expressions of likes and dislikes, and age.
- Ask and respond to memorized questions about physical characteristics, personality qualities, likes and dislikes, and pastime activities using digital tools and face-to-face communication.
- Use appropriate greetings and leave taking from the target culture in a variety of scenarios.
- Imitate and incorporate appropriate intonation for asking different types of questions (if appropriate in the target language).
- Describe self and others.
- Retell highlights from age- and level- appropriate culturally authentic target language text orally and/or in writing including physical characteristics, personality qualities, and preferences related to pastime activities by creating a multimedia presentation.

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

Materials

- VOCES digital--Novice level
- Español Santillana High School 2

- Google Docs, Google Slides, Google Sheets, Google Chat
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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

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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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Unit 3

Subject: Spanish 3
Grade: 11

Student Learning Objectives

- In this unit, students will explore the aspects of home. Rooms in the house, furniture and items found in a house, household chores, recycling, descriptive adjectives necessary to describe a house, prepositions of location, The verbs to be, Irregular verbs, Regular verbs related to maintaining a house, Vocabulary related to parts of a building.

Essential Questions

- How will the factors explored when building a new house?
- How will roles be determined in the home?
- How will a home be maintained?

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

CRP11. Use technology to enhance productivity.

Technology

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Concepts and Skills

Unit 1--All About Me

Unit 2--School Days

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Unit 4--Food, Glorious Food

Unit 5--Celebrations!

Unit 6--Migratory Animals

Unit 7--Going Green

Assessments

- Skim and scan target language culturally authentic audio, video, or written text from electronic information sources and other sources to identify physical characteristics, personality qualities, pastime activities, and expressions of likes and dislikes, and age.
- Ask and respond to memorized questions about physical characteristics, personality qualities, likes and dislikes, and pastime activities using digital tools and face-to-face communication.
- Use appropriate greetings and leave taking from the target culture in a variety of

scenarios.

- Imitate and incorporate appropriate intonation for asking different types of questions (if appropriate in the target language).
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Summative Assessments:

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

Benchmark Assessments:

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Interdisciplinary

- Work with ELL teachers to create cross-curricular assessments
- Work with other members of the World Language Department to create cultural awareness
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Modifications to Support

Modifications to Support

**Modifications to Support Our Learners
(Students with IEPs/504s and At-Risk Learners)**

Gifted and Talented Students	English Language 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 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 	<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

	<p>explain information in their native language</p>	
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Unit 4

Subject: Spanish 3
Grade: 11

Student Learning Objectives

- In this unit, students will explore selected vocabulary related to food and its origin (e.g. processed, natural, artificial ingredients, sweeteners, preservatives, fillers, farm, orchard, garden, greenhouse, unrefined, minerals, antioxidants, and fiber)
- Selected vocabulary related to food preparation (e.g. baking, broiling, frying, microwaving, roasting, and smoking),
- Selected vocabulary related to a balanced diet, The structures necessary to discuss the purchasing, growing, eating, and ordering of food in the present time frame.

Essential Questions

- How are the foods that I eat selected on a daily basis?
- How do my food choices affect my lifestyle?
- How are my food choices compare to those of the target 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:

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Unit 5

<p>Subject: Spanish 3 Grade: 11</p>
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Student Learning Objectives

- In this unit, students will explore the products and practices that individuals and families in the target culture(s) use when celebrating milestone events. Communication strategies to facilitate conversations related to the theme (asking for clarification, circumlocution, expressions of reacting, rewording) will also be explored.

Essential Questions

- How are the cultural celebrations that are celebrated in Spanish speaking countries unique?
- How are the authentic holidays influencing behavior and relationships?
- How activities that are associated with celebrations implored?

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 target language culturally authentic audio, video, or written text from electronic information sources and other sources to identify physical characteristics, personality qualities, pastime activities, and expressions of likes and dislikes, and age.
- Ask and respond to memorized questions about physical characteristics, personality qualities, likes and dislikes, and pastime activities using digital tools and face-to-face communication.
- Use appropriate greetings and leave taking from the target culture in a variety of scenarios.
- Imitate and incorporate appropriate intonation for asking different types of questions (if appropriate in the target language).
- Describe self and others.
- Retell highlights from age- and level- appropriate culturally authentic target language text orally and/or in writing including physical characteristics, personality qualities, and preferences related to pastime activities by creating a multimedia presentation.

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

Materials

- VOCES digital--Novice level
- Español Santillana High School 2
- Google Docs, Google Slides, Google Sheets, Google Chat
- Newsela
- Vocabulary.com

- Izzit.org
- Scholastic.com
- Teachtube, 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 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 	<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

	<p>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 6

Subject: Spanish 3

Grade: 11

Student Learning Objectives

- In this unit, students will discover the varying migratory animals in different parts of the world.
- Through the identification of names of migratory animals, physical characteristics of migratory animals, basic survival needs of migratory animals, names of habitats of migratory animals, geographical locations where migratory animals may be found, weather patterns, students will have a clear understanding of the importance of migratory animals.

Essential Questions

- How do I give a description of animals and their habitats in the Spanish language?
- How are the survival needs of animals explored?
- How can migratory animals change the culture of a society?
- How does weather affect the travel patterns of migratory animals?

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:

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- 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.
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- 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.
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21st Century

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

CRP11. Use technology to enhance productivity.

Technology

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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

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- Ask and respond to memorized questions about physical characteristics, personality qualities, likes and dislikes, and pastime activities using digital tools and face-to-face

communication.

- Use appropriate greetings and leave taking from the target culture in a variety of scenarios.
- Imitate and incorporate appropriate intonation for asking different types of questions (if appropriate in the target language).
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	Slide presentation and explain information in their native language	
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Unit 7

Subject: Spanish 3
Grade: 11

Student Learning Objectives

- In this unit, students will explore the names of commonly recycled electronic items (e.g. CD, computer, computer monitor, MP3 players, printer, printer cartridges, speakers, and video games).
- The names of commonly recycled automobile parts (e.g. batteries, tires, and spark plugs). The names of fabrics (e.g. corduroy, cotton, denim, flannel, silk, and wool).
- The names of paper products (e.g. cardboard, cards, newspaper, and wrapping paper) and the connections to the recycling process.

Essential Questions

- How do I determine which products and practices related to recycling are the same and different in my community and in the target culture community?
- How does the understanding of renewable resource vocabulary assist with the understanding of recycling?

Standards

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