

Cliffside Park High School
Spanish III Native Curriculum
August 2018

Unit 1

Subject: Spanish 3 Native
Grade: 11

Student Learning Objectives

- Students will be able to identify how famous Latinos have influenced the world around them.

Enduring Understandings

- Famous Hispanic/Latinos have influenced society and the American culture in the areas of music, art, sports, cuisine, and politics.
- As role models, famous Hispanic/Latinos and their accomplishments can impact a person's life.

Essential Questions

- In what ways have Hispanic/Latinos affected our lifestyle?
- How does our heritage inspire us to succeed in life?

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

- Analyze the differences between the terms Latino/a, Hispanic and Spanish.
- Examine the accomplishments of successful Hispanics/Latinos.
- Read, interpret, and analyze suggested texts by Hispanic/Latino authors.
- Analyze poems of famous Hispanic/Latino authors.
- Design book covers in the style of Hispanic and Latino artists.
- Express feelings and emotions, and exchange opinions
- Discuss orally or in writing current or past events
- Analyze the main plot, sub plot and characters of authentic literary texts
- Write a fictional autobiographical or biographical

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
- 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 and identify different Hispanic/Latino music genres. • Interpret music genres, and conduct a poll on their favorite Hispanic/Latino music genre. • Identify and discuss music trends. • Amplify learning by providing 	<ul style="list-style-type: none"> • Analyze song lyrics of a Spanish song of their choice. • Produce playlists of Hispanic/Latino songs for a celebration. Write songs using one of Hispanic/Latino music genres. 	<ul style="list-style-type: none"> • Ask and respond to questions in interviews for a class radio hour. • Debate the political influence of Hispanics/Latinos in Congress and other branches of Government. • Write persuasive speeches in order to gain support from peers. • Discuss traditional dishes from their culture's cuisine with the class. • Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports

<p>more challenging texts</p> <ul style="list-style-type: none"> ● 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"> ● Analyze TV commercials and write reviews. ● 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 	<ul style="list-style-type: none"> ● 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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	presentation and explain information in their native language	
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Unit 2

Subject: Spanish 3 Native
Grade: 11

Student Learning Objectives

- Students will be able to identify how their family and upbringing has influenced them to date.

Enduring Understandings

- A person is influenced by childhood experiences, both positively and negatively.
- A person’s past influences one’s future.

Essential Questions

- How has your childhood impacted you as a person?
- How do life events, family, and environment impact the person you become?

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.
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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.
- 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

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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.
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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 a favorite toy, game, or experience from their childhood.
- Converse about a typical day in their early childhood.
- Compare and contrast childhood ideas that have changed as they have matured with those that have remained the same.
- Write guided memoirs based on childhood experiences.
- Design timelines of their lives, highlighting important life events.
- Academic vocabulary to express feelings and emotions
- Students create stories based on personal experiences
- Analyze elements of the target language such as time and tense
- Acquire information about Nicaragua

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
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- 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"> • Compare and contrast early childhood education in Latin-American countries to the United States. • Analyze funeral traditions: mourning flowers, burials, etc. 	<ul style="list-style-type: none"> • Discuss Día de los Muertos and its significance in their family. • Create dioramas of a traditional Día de los Muertos altar. • Write essays on how their childhood 	<ul style="list-style-type: none"> • Compare and contrast different discipline methods used among Hispanic/Latino parents and how these have changed or remained the same since their childhood. • Differentiate the celebrations of a native country and the United States. • Create budgets for celebrations, and shopping lists of all needed items. • Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports

<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 	<p>experiences have affected their current lifestyle and their future plans.</p> <ul style="list-style-type: none"> ● Research and present about the childhood of famous Hispanic or Latino people. ● 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 	<ul style="list-style-type: none"> ● 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>with the understanding of vocabulary within the unit</p> <ul style="list-style-type: none"> • Student may create a Google Slide presentation and explain information in their native language 	
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Unit 3

Subject: Spanish 3 Native
Grade: 11

Student Learning Objectives

- Students will be able to relate past experiences to their future.

Enduring Understandings

- Traditions, habits, and environment influence our daily lives.
- Personal choices and behaviors affect current experience and long-term outcomes for individuals, family, and society.

Essential Questions

- How does where we live impact how we live?
- How do societies and individuals define quality of life?

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.
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- 7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).
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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.
- 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.
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- 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.
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- 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

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Unit 5--Celebrations!

Unit 6--Migratory Animals

Unit 7--Going Green

Assessments

- Identify various activities that people use to stay fit depending on environment, location, and economic status.
- Define fitness goals for themselves or someone in their family and justify why they chose these goals.
- Develop step-by-step plans to achieve their fitness goals.
- Examine healthy food choices and evaluate what makes some choices healthy and others unhealthy.
- Compare and contrast foods from various cultures and rank them by how healthy they are justifying their rank.
- Demonstrate a comprehensive understanding of the significant ideas of the passages
- Discuss orally or in writing current or past events
- Analyze the main plot, sub plot and characters of authentic literary texts

- Acquire information about Uruguay

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

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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

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"> ● Determine how outside factors, i.e. family, peers, 	<ul style="list-style-type: none"> ● List and apply the steps to making a responsible 	<ul style="list-style-type: none"> ● Discuss bullying and a time where they experienced bullying.

<p>technology, culture, and the media influence thoughts, feelings, health decisions and behaviors.</p> <ul style="list-style-type: none"> ● Recognize the steps of a decision-making process. ● 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 	<p>decision when facing challenges such as school life versus social life.</p> <ul style="list-style-type: none"> ● Write essays describing important decisions they have recently made and the steps they took in making those decisions. ● Explain the importance of taking responsibility for developing and maintaining a healthy personal lifestyle. ● Identify factors that influence personal fitness (heredity, training, diet, and technology). ● Allow for peer to peer collaboration within the classroom ● Assign an English speaking mentor to help student with 	<ul style="list-style-type: none"> ● Role-play a scenario where someone is being bullied and different actions are taken by a bystander. ● Design anti-bullying posters. ● Read articles on the importance of mindfulness and stress. ● 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>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	
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Unit 4

Subject: Spanish 3 Native
Grade: 11

Student Learning Objectives

- Students will be able to identify the role of geography and how it influences a person's lifestyle.

Enduring Understandings

- Sports and recreation throughout the world have greatly impacted societies.
- A country's geographical location has a direct influence on the types of sports valued by its citizens.

Essential Questions

- How do sports and recreation affect our lives?
- How does a country's geographical location influence the sports it values?

Standards

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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.
- 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:

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Technology

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Concepts and Skills

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Unit 7--Going Green

Assessments

- Interview classmates about their favorite sports or leisure activities and present findings to the class.
- Compare and contrast popular sports in Latin American countries versus the United States.
- Write about favorite athletes or teams and their influence on society.
- Research and present the rules of a sport. Annotate and summarize current sports articles.
- Analyze the main plot, subplot and characters of authentic literary texts
- Identify foreshadowing and make predictions
- Make predictions using background information and previous knowledge
- Discuss orally or in writing current or past events
- Demonstrate a comprehensive understanding of the significant ideas of the passages

Formative Assessments:

- Comprehension & Preterite tense activities in e-book/workbook
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Summative Assessments:

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- 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"> ● Write guided sports articles for a class newspaper. ● Research, read, and report on controversial sports or athlete issues and provide evidence from text. ● Analyze family leisure activities, and poll classmates on their families' leisure activities. ● Amplify learning by providing more challenging texts ● Allow G & T students to complete author studies on 	<ul style="list-style-type: none"> ● Compare and contrast physical education & recess in the United States with Latin-American Countries. ● Design fitness programs for middle school students. ● Role-play scenarios of good sportsmanship versus poor sportsmanship. ● View sporting events and write commentary to be presented orally. 	<ul style="list-style-type: none"> ● Identify the accomplishments of female athletes. ● Analyze the challenges or lack of opportunities that female athletes might face. ● Compare and contrast the salaries of female athletes vs. male athletes. ● Research and conduct an oral presentation on Hispanic or Latina female athletes. ● Research ancient sports. ● 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>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"> ● Create and perform filmed sportscasts in small groups. ● 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 	<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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	<p>Slide presentation and explain information in their native language</p>	
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Unit 5

Subject: Spanish 3 Native
Grade: 11

Student Learning Objectives

- Students will be able to compare and contrast cultures from around the world.

Enduring Understandings

- All cultures are unique. They are comprised of the social norms and practices of a particular group of people. Cultures around the world share similarities and differences.
- Moving to a new country involves many changes and adjustments to a new language, environment and culture. Immigrants face challenges in their new surroundings.

Essential Questions

- What characteristics are often unique to a group's identity?
- What challenges do immigrants face in their new home?

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

- Watch a TED Talk on CTC children and discuss the main ideas of the TED Talk in small groups.
- Describe daily life in their or their parents' native countries, then compare and contrast with partners.
- Identify similarities and differences between life in their native countries and the United States.
- Read, listen to or view an authentic text/video about someone's experience as an immigrant and identify specific information.
- Interview students who has moved to the United States about likes and dislikes in the USA and in their home countries.
- Discuss orally and in writing actions and states not base in reality
- Use accents marks correctly
- Acquire information about Argentina
- Discuss orally and in writing current and past events
- Recognize the relationship between cause and effect

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
- 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 songs about someone's homeland and discuss with partners. • Create series of illustrations to 	<ul style="list-style-type: none"> • Read two poems about living within two cultures then compare and contrast the author's voice 	<ul style="list-style-type: none"> • Write letters to students in Hispanic countries explaining what their life is like and the joys and challenges of living in the US. • Exchange letters with classmates, asking and answering questions based on the writing.

<p>express the meaning of a song they heard.</p> <ul style="list-style-type: none"> • Role-play an interview with the author of a song to speculate about their reasoning for writing it. • 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 	<p>and the message of each.</p> <ul style="list-style-type: none"> • Write blog posts or journal entries that express feelings and emotions caused by a literary work, i.e. poem. • 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 	<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>understanding of vocabulary within the unit</p> <ul style="list-style-type: none">• Student may create a Google Slide presentation and explain information in their native language	
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