

ROBBINSVILLE PUBLIC SCHOOLS

OFFICE OF CURRICULUM AND INSTRUCTION

World Language Department

Spanish II

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Course Philosophy

Contemporary World Language teaching regards meaningful communication as the ultimate goal. A distinction is made between acquisition of language, which relies on multiple contextualized exposures to language and concepts, and traditional language learning. The contemporary World Language classroom strives to promote acquisition of language. This goal is measured by proficiency benchmarks created by the American Council on the Teaching of Foreign Languages (ACTFL) that include: Novice, Intermediate, Advanced, and Superior levels of speech.

The communicative-based approach roots itself in World Language Methods (many derived from the work of the renowned linguist Stephen Krashen) that encourage acquisition of language across three modes of communication: interpersonal, presentational, and interpretative. At Robbinsville High School, acquisition occurs during an exploration of topical essential questions embedded in themes of personal, global, and cultural significance. These themes intentionally recycle and scaffold from level to level and year to year allowing students to build upon prior knowledge as they master relevant concepts and skills.

Students' linguistic abilities, however, develop at a unique pace supported by differentiation and socioemotional and cultural sensitivity. Teachers are tasked to provide choice, teach to various learning styles, and to differentiate both input and output, but also to know and accept their students. In a space of acceptance, with instruction and classroom culture acknowledging and reflecting the diversity of students, the teacher is best equipped to differentiate input (how the content is presented or the content itself) and output (what students produce or how they produce it).

In contemporary World Language courses, students are assessed on performance based tasks allowing for this differentiated output. Through these assessments, students display their proficiency on a given topic or theme. The accumulation of proficiency across performance based tasks grows students' absolute proficiency; the ability to communicate in the target language outside of the classroom in real-world situations. This is the foundation for global citizenship.

Lastly, quality World Language courses derive content from authentic interdisciplinary materials. These materials reflect the cultures and issues of Spanish speaking regions while drawing comparisons to the students' own cultures and identities. Materials present new language in the context of science, history, current events, and economics. Rather than vocabulary, grammar, syntax, and pronunciation serving as direct objectives, authentic and contextualized content act as the vehicle for growing those skills. Upon completion of a communicative World Language program based on this type of content, students become proficient in communicating ideas of personal, interdisciplinary, and global significance.

Course Description

Spanish II is designed for students with Novice-High proficiency acquired through previous coursework (either three years at Pond Road Middle School, Spanish I at Robbinsville High School, or equivalent coursework at another school). The course aims to increase students' proficiency by a full level with Intermediate-Low being the end goal. The key difference between the two levels is the Intermediate-Low speakers' ability to create with language, begin to navigate various tenses, and to be understood with little difficulty by native speakers. Spanish II is not intended for native or heritage speakers of Spanish.

In this course, students delve deeper into three recycled thematic units: Contemporary Life, Global Challenges, and Science and Technology. Within Unit 1: Contemporary Life, students examine and explore both the 7 Wonders of the Hispanic World as well as different Spanish speaking countries in terms of their history, culture, socioeconomics, geography, politics, and national debates. In Unit 2: Global Challenges, students explore environmental issues both natural and man-made and examine the effects on humans, animals, and ecosystems such as the Amazon rainforest. This unit later pivots to humanitarian and economic challenges such as poverty in Latin America and the crisis in Venezuela. In the final unit, Unit 3: Science and Technology, students consider and discuss how modern technologies impact their lives in both positive and negative ways.

In Spanish II students can expect to speak interpersonally, close read, write individually and in groups, complete projects, collaborate, teach their peers, listen, take notes, and present. The skill of forming original questions is a focus throughout the course as it allows for naturalistic interpersonal discussion. Audio, video, readings, and images serve as the “anchor texts” for this course. The course often creates an immersion-like experience aiming for 90% target language usage. During these times, the expectation is for both student-to-teacher and student-to-student communication in the target language. The high level of student-teacher and student-student interaction renders participation and attendance extremely important as many learning activities cannot be replicated outside of the classroom.

Core and Supplemental Instructional Materials

Core Materials	Supplemental Materials
<ul style="list-style-type: none">• <i>¿Qué tal?</i> - Mary Glasgow Magazines• <i>Ahora</i> - Mary Glasgow Magazines• TECLA - Magazine of the Spanish Embassy of the United Kingdom's Educational Counsel• <i>¡Así se dice!</i> 2 - McGraw Hil text book• Spanish Proficiency Exercises - University of Texas at	<ul style="list-style-type: none">• Newsela• bbcmunido.com• studyspanish.com• spanishdictionary.com• Duolingo• Other reputable Spanish newspapers

Austin	<ul style="list-style-type: none">● Podcasts● newsinslowspanish.com● viewpure.com (videos without ads)● videoele.com
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Social Emotional Learning Connections

Below are the five core SEL Competencies as outlined by CASEL, and examples of how each may be addressed within this curriculum

Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

Example 1: Self-reflection before and after speaking assessments and group discussions in which students score themselves on a copy of the interpersonal speaking rubric after a practice and then complete strengths and areas for growth reflection with strategies for growth after the actual speaking assessment. Students may note skills related to content and also emotions (e.g., "I felt anxious while speaking and could practice Mindfulness beforehand.")

Example 2: Group members reflect on group dynamics following projects assessing which role they filled and how well they executed the responsibilities associated with said role

Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

Example 1: Students are offered time to practice Mindfulness before assessments

Example 2: Students are offered brain-breaks as needed to refocus; these may be a quick game, physical or mental challenge (e.g., catching a pencil with one hand when dropped by a peer)

Example 3: Students are offered flexible seating in order for them to choose a workspace in which they find themselves most motivated.

Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

Example 1: Students participate in group discussions (e.g. *el círculo de español*) in diverse groups assigned by the teacher rather than in groups of only friends; expectations for interactions are reviewed beforehand as check-lists

Example 2: Students participate in interpersonal speaking activities asking one another questions about their backgrounds

Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

Example 1: Students sit back to back and listen to other students speak for one minute and then repeat back what they heard, practicing active listening during multiple units

Example 2: In the technology unit, students reflect on the impact of social media and other technologies on their relationships with one another; they consider whether or not they feel more connected from their peers and family; they consider whether or not they feel influenced to act in ways constructive to their wellbeing

Example 3: Students discuss the concepts of taking risks and normalizing error while unpacking the idea of proficiency growth contained in the course description

Responsible decision-making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

Example 1: Students work in groups on projects and learning to cooperate, abide by social norms, and practice respect

Example 2: Students learn email etiquette and draft emails according to social norms

Integration of 21st Century Themes and Skills

NJSLS-CLKS 9.4: Life Literacies and Key Skills	
Creativity and Innovation	<i>See specific standards and their connections/ examples for this disciplinary concept listed within each individual unit</i> Can be found in unit: 1
Critical Thinking and Problem Solving	<i>See specific standards and their connections/ examples for this disciplinary concept listed within each individual unit</i> Can be found in unit: 1
Digital Citizenship	<i>See specific standards and their connections/ examples for this disciplinary concept listed within each individual unit</i> Can be found in unit: 3
Global and Cultural Awareness	<i>See specific standards and their connections/ examples for this disciplinary concept listed within each individual unit</i> Can be found in unit: 2
Information and Media Literacy	<i>See specific standards and their connections/ examples for this disciplinary concept listed within each individual unit</i> Can be found in unit: 1
Technology Literacy	<i>See specific standards and their connections/ examples for this disciplinary concept listed within each individual unit</i> Can be found in unit: 2

Robbinsville Ready 21st Century Skill Integration

The following skills will be embedded throughout the curriculum and instruction of this course.

Collaborative Team Member: Robbinsville students will learn more by working together than in isolation. As educational theorist Lev Vygotsky advocated, learning is a social process. Many workplaces today encourage employees to work in teams to solicit diverse perspectives, brainstorm new ideas and/or products, and solve problems. Further, collaboration fosters interpersonal relationships, self-management skills, cooperation, and a sense of collective responsibility. Collaborative team members are able to work with diverse groups of people who hold a variety of perspectives.

Effective Communicator: Robbinsville students must be able to clearly articulate their ideas orally, in writing, and across various media in order to successfully connect to the world around them. As the world becomes increasingly globalized, communication is more than just sharing one's ideas. Effective communicators are able to communicate their convictions, actively listen and analyze others' work to identify perspective and/or potential bias.

Emotionally Intelligent Learner: Robbinsville students who are emotionally intelligent learn to be empathetic, demonstrate integrity and ethical behavior, are kind, are self-aware, willing to change, and practice self-care. They are better able to cope with the demands of the 21st century digital society and workplace because they are reliable, responsible, form stable and healthy relationships, and seek to grow personally and professionally. Emotionally intelligent people are able to manage their emotions, work effectively on teams and are leaders who can grow and help to develop others.

Informed and Involved Citizen: Robbinsville students need to be digital citizens who are civically and globally aware. The concept of what it means to be "literate" has evolved along with 21st century technological and cultural shifts. Our progressive vision of literacy entails having our students explore real world problems in the classroom. Informed and involved citizens are able to safely and accurately communicate with people all around the world and are financially, environmentally and informationally literate.

Innovative Thinker: Robbinsville students must encompass innovative thinking skills in order to be successful lifelong learners in the 21st century world. As stated by Karl Fisch and Scott McLeod in the short film Shift Happens, "We are currently preparing students for jobs that don't yet exist . . . using technologies that haven't been invented . . . in order to solve problems we don't even know are problems yet." Innovative thinkers are able to think analytically, solve problems critically, creatively engage in curiosity and tinkering, and demonstrate originality.

Resilient and Self-Directed Learner: Robbinsville students need to take risks and ultimately make independent and informed decisions in an ever-changing world. Author of *Life, the Truth, and Being Free*, Steve Maraboli stated, “Life doesn’t get easier or more forgiving, we get stronger and more resilient.” Self-directed scholars of the 21st century are able to set goals, initiate resolutions by seeking creative approaches, and adjust their thinking in light of difficult situations. Resilient students are able to take risks without fear of failure and overcome setbacks by utilizing experiences to confront new challenges. Resilient and self directed scholars will consistently embrace opportunities to initiate solutions and overcome obstacles.

Career Awareness and Planning Standards 9.2

9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

Example: Students examine the role of education in the cycle of poverty in Unit 2.

9.2.12.CAP.1: Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.

Example: Students will understand the economic conditions of different societies by navigating a market in a Spanish-speaking country in Unit 1.

Robbinsville Public Schools
Scope, Sequence, Pacing and Assessment

Spanish II

Unit Title	Unit Understandings and Goals	Recommended Duration/ Pacing	Assessments
Contemporary Life/ La vida contemporánea (PART 1)	<ul style="list-style-type: none"> - <i>Through writing, interpersonal, and presentational speaking, students will be able to describe, give examples of, explain, compare, contrast, question, and/or make inferences regarding the following concepts:</i> - Following current events in the Spanish speaking world allows us to become global and informed citizens while learning about different aspects of culture and politics - The 7 Wonders of the Hispanic world reveal history and culture, and often shared history and culture across Spanish speaking countries. - Perú divides into 3 natural geographical regions each affecting local life, culture, and economies. - People travel to experience culture and history; to relax, eat, play, and be entertained. - Many Spanish speaking countries (e.g., Costa Rica & Perú) share a similar history of Spanish conquest later followed by a war for independence; this explains the shared language (although it varies somewhat by country with unique phrases and words). 	Sept. & Oct.	<div data-bbox="1339 508 2009 1255"> Formative <ul style="list-style-type: none"> · Concept mapping & brainstorming · Close reading (identifying new terms, summarizing, forming questions) · Describing images from introductory lesson · Informal small group discussion · Do Nows · Exit Slips · Interpersonal speaking activities (e.g., Turn & Talk, Speed Dating, Gallery Walks with prompts etc.) · Raise it Up with mini white boards · Short voice recordings speaking on target topic for 1-2min · Gallery walks with · Voice recordings · Mini presentations · Choral response · Whole class Q&A · TPR · Interpretative tasks with questions and self-correction or peer editing & answer key </div> <div data-bbox="1339 1255 2009 1391"> Summative <ul style="list-style-type: none"> · Quizzes assessing interpretative proficiency (reading and listening comprehension) · Interpersonal speaking assessment </div>

	<ul style="list-style-type: none"> - <i>Additional goals:</i> - Students will be able to use as needed to demonstrate the understandings of the above stem-changing verbs*, verbs like <i>gustar*</i>, reflexive verbs*, <i>ser vs. estar*</i>, and commands. - *These concepts are presented in lower levels of study and should be reviewed as needed 		<ul style="list-style-type: none"> · Presentational speaking assessment · Small group discussions · Writing sample/mini project with writing component · Quizzes assessing grammatical skills as needed
			Common Benchmark Assessments (mid/end of course) <ul style="list-style-type: none"> · N/A
			Alternative Assessments (projects, etc when appropriate) <ul style="list-style-type: none"> · See “Summative” · Scaffolded as needed
Contemporary Life/ La vida contemporánea (PART 2)	<p><i>Students will be able to describe, give examples of, explain, compare, contrast, question, and make inferences regarding the following concepts:</i></p> <p>Outdoor large markets are common in Spanish speaking countries such as Ecuador and Perú and reflect culture and economics.</p> <p>Bargaining is a common practice in said markets that can be achieved using memorized phrases.</p> <p>The Quechua of Perú who run <i>el mercado de Pisac</i> share ancestry with the Inca.</p> <p>Tourists and locals visit <i>el mercado de Pisac</i> to buy food, artisanry, textiles, and musical instruments and more that reflect the culture of the Quechua.</p> <p>The Inca were an expansive empire eventually devastated by Europeans, disease, and civil war.</p> <p>The Inca had a unique and advanced society with a social hierarchy, kind and heavy handed approach to expansion, religion incorporating the gods of conquered people, cooperative system of farming, and strict crime and punishment practices.</p> <p>Positive informal commands can be formed in Spanish using the third person singular* from the present indicative however there are many irregulars that must be memorized. Forming</p>	Nov. & Dec.	Formative <ul style="list-style-type: none"> · Same as above
			Summative <ul style="list-style-type: none"> · Quizzes assessing interpretative proficiency (reading and listening comprehension) · Interpersonal speaking assessment · Presentational speaking assessment · Small group discussions · Writing sample/mini project with writing component · Quizzes assessing grammatical skills as needed
			Common Benchmark Assessments (mid/end of course) <ul style="list-style-type: none"> ·
			Alternative Assessments (projects, etc when appropriate) <ul style="list-style-type: none"> · See “Summative” · Scaffolded as needed

	<p>negative informal commands requires the first person present indicative form.</p> <p><i>*Students need not understand grammatical terms used to express this goal but will be able to form positive and negative informal commands</i></p>		
Global Challenges/ Los desafíos mundiales (PART 1)	<p><i>Students will be able to describe, give examples of, explain, compare, contrast, question, and make inferences regarding the following concepts:</i></p> <p>Manmade and natural global disasters threaten humans, the environment and its inhabitants. Climate change refers to the increase in natural disasters and extreme climates/patterns due to global warming, the increase in average temperatures around the world.</p> <p>We are not the only form of intelligent life capable of using tools on the planet but we are the only ones capable of making changes to protect it.</p> <p>Humans threaten the wellbeing of rainforests around the world. These rainforests are part of a life-giving water cycle and sustain the biodiversity upon which millions of species, including humans, depend. Life depends on rainforests for food, medicine, water, the capture of carbon, the production oxygen, and the cooling of the planet.</p> <p>The Amazons produce so much water that it is a major supplier of water to the largest group of waterfalls in the world, Iguazú.</p> <p>Solving and responding to threats to the rainforest and its inhabitants requires the action of governments, organizations, and individuals.</p> <p><i>Additional goals:</i> Students will be able to use as needed to demonstrate the understandings of the above infinitive structures.</p>	Jan. & Feb.	Formative <ul style="list-style-type: none"> Same as above
			Summative <ul style="list-style-type: none"> Quizzes assessing interpretative proficiency (reading and listening comprehension) Interpersonal speaking assessment Presentational speaking assessment Small group discussions Writing sample/mini project with writing component Quizzes assessing grammatical skills as needed
			Common Benchmark Assessments (mid/end of course) <ul style="list-style-type: none"> N/A
			Alternative Assessments (projects, etc when appropriate) <ul style="list-style-type: none"> See “Summative” Scaffolded as needed

Global Challenges/ Los desafíos mundiales (PART 2)	<p><i>Students will be able to describe, give examples of, explain, compare, contrast, question, and make inferences regarding the following concepts:</i></p> <p>Much of Latin America lives in poverty (updated annually with statistics).</p> <p>Poverty exists as a cycle. Access to quality education plays a large role.</p> <p>Venezuela, as of March 2019 is embroiled in a humanitarian, political, and economic crisis with the socialist/communist administration of Hugo Chavez largely responsible. The current crisis includes massive inflation and food shortages, black outs, water shortages, and violence. Maduro and Guaido claim to be the rightful president.</p>	Mar.& Apr.	<div>Formative</div> <ul style="list-style-type: none"> Same as above <div>Summative</div> <ul style="list-style-type: none"> Quizzes assessing interpretative proficiency (reading and listening comprehension) Interpersonal speaking assessment Presentational speaking assessment Small group discussions Writing sample/mini project with writing component Quizzes assessing grammatical skills as needed <div>Common Benchmark Assessments (mid/end of course)</div> <ul style="list-style-type: none"> N/A <div>Alternative Assessments (projects, etc when appropriate)</div> <ul style="list-style-type: none"> See “Summative” Scaffolded as needed
Science and Technology/La ciencias y la tecnología	<p><i>Students will be able to describe, give examples of, explain, compare, contrast, question, and make inferences regarding the following concepts:</i></p> <p>Modern technology affects our lives negatively in many ways in terms of our early child development, physical health, memory, perception of self, our social lives, privacy, security, and mental health.</p> <p>Schools around the world (i.e., France, Spain, & the US) struggle with regulating cell-phone use in schools; there are national debates regarding pros and cons with parental pressures.</p> <p>Tech leaders restrict technology in their homes with their children.</p> <p>Overuse of some forms of technology correlate with a variety of mental health issues.</p> <p>Modern technology affects our lives positively in many ways particularly in medicine.</p>	May & Jun.	<div>Formative</div> <ul style="list-style-type: none"> Same as above <div>Summative</div> <ul style="list-style-type: none"> Quizzes assessing interpretative proficiency (reading and listening comprehension) Interpersonal speaking assessment Small group discussions Writing sample/mini project with writing component Quizzes assessing grammatical skills as needed <div>Common Benchmark Assessments (mid/end of course)</div> <ul style="list-style-type: none"> N/A <div>Alternative Assessments (projects, etc when appropriate)</div> <ul style="list-style-type: none"> See “Summative” Scaffolded as needed

	Educational technology played a critical role during the COVID-19 pandemic facilitating online learning with degrees of success but also shortcomings.		
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Unit 1: Contemporary Life (PARTS 1 & 2)

<p>Enduring Understandings:</p> <p><i>PART 1</i></p> <ul style="list-style-type: none"> • People travel to Spanish speaking countries to experience culture and history; to relax, eat, play, and be entertained. • Monuments and attractions reveal culture, history, geography, and economics. • Spanish speaking countries share a common history due to the Spanish conquering much of South America and Central America in the 1400-1500's. • Through close readings including identifying new words, summarizing and forming questions we can understand authentic texts • Through listening for understanding/familiar terms and using context we can understand authentic audio <p><i>PART 2</i></p> <ul style="list-style-type: none"> • Outdoor markets are common throughout the Spanish speaking world; bargaining is often part of the culture; these markets reflect geography and support local economies • The Quechua are the indigenous people of Perú who run <i>el mercado de Pisac</i> and are descendants of the Inca; the market reflects their culture and their culture reflects their ancestry and history • The Inca were an expansive empire eventually devastated by Europeans, disease, and civil war. The Inca had a unique and advanced society with a social hierarchy, kind and heavy handed approach to expansion, religion incorporating the gods of conquered people, cooperative system of farming, and strict crime and punishment practices. 	<p>Essential Questions:</p> <p><i>PART 1</i></p> <ul style="list-style-type: none"> • How do the 7 Wonders of the Hispanic World reflect culture, history, geography, and economics? • How are the histories of Spanish speaking countries connected? • How are Hispanic countries and communities around the world similar and different? • What attracts tourists to different countries? How can travelers best experience Hispanic countries? Why do people travel to Spanish speaking countries? • How can we best read authentic/target language texts? How can we understand audio/what are listening skills? <p><i>PART 2</i></p> <ul style="list-style-type: none"> • What is the role of outdoor markets in Spanish speaking countries? How do they reflect and impact culture, geography, and economics? • Who are the Quechua? What is their culture like and how does it reflect the history of Perú? • Who were the Inca? What made their civilization unique? Why did their civilization end?
<p style="text-align: center;">Interdisciplinary Connections</p> <p>6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains)</p> <ul style="list-style-type: none"> - Students discuss interpersonally the geography of Perú when prompted with maps identifying the 3 distinct regions and variations in culture by region (e.g., more fish is consumed along the coast whereas people raise camileds for meat and wool in the sierra) <p>6.1.2.EconET.5: Describe how local and state governments make decisions that affect individuals and the community.</p> <ul style="list-style-type: none"> - While studying Costa Rica, students learn to discuss how the federal government's decision to mandate the singing of the Nicaraguan national anthem in schools (because of large immigrant population) has created controversy <p>6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there.</p> <ul style="list-style-type: none"> - Students investigate the economic role of <i>el mercado de Pisac</i>; the indigenous people <i>los Quechua</i> rely on tourism to this market; students can explain the types of products sold 	

6.1.2.EconEM.3: Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).

- Students read about how *los Incas* did not have a monetary system although they did have gold; food was produced and shared in a welfare state; there was no trade, the government provided for all

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
	Unit 1: Contemporary Life (PART 1) - The 7 Hispanic Wonders, Spanish Speaking Countries & Travel				
9.4.12.CI.1 9.4.12.CT.1 9.4.12.IML.7 7.1.NH.IPRE T.2 7.1.NH.IPRE T.3 7.1.NH.IPRE T.4 7.1.NH.IPRE T.1 7.1.NH.IPRE T.8 7.1.NH.A.6 (Reserved) 7.1.NH.IPRE T.5 7.1.NH.IPRE T.7	<p>What are the current events happening in the Spanish speaking world?</p> <p>What is a verb like <i>gustar</i> or backwards verb? How do they differ from other verbs?</p> <p>What are the 7 wonders of the Hispanic world and what are they like?</p>	<p>SWBAT discuss current events in Spanish speaking world by summarizing, predicting, and reacting</p> <p>SWBAT use verbs like <i>gustar</i> (<i>interesar, fascinar, aburrir, importar</i>, etc.) to give opinion on news</p> <p>SWBAT describe and compare the 7 wonders of the Hispanic world in writing and interpersonally. The 7 Wonders of the Hispanic World: - Alhambra -Teleférico Mukumbari -La Sagrada Familia -Los móai -Museo Guggenheim -Machu Picchu -Pirámide de Kukulkán</p> <p>SWBAT pronounce dates/years accurately to describe when historical monuments/sites were constructed, using the present indicative</p>	<p>Students vote on topics then project 1-3 headlines and summaries. Students record headline, identify familiar terms, list & define new terms, make predictions, react using verbs like <i>gustar</i>, and form trivia questions</p> <p><i>Close reading*</i>of an article on 7 wonders of the Hispanic world.</p> <p><i>Comprehensible input**</i> of 7 wonders using many images</p> <p>Answer written questions</p> <p>Games with vocab/concepts from reading with images of 7 wonders</p> <p>Describe images of 7 wonders in writing individually or in groups; gallery walk if in groups (assign one wonder per group; include illustration)</p> <p>Discuss concepts represented by images in pairs or groups with prompting questions</p> <p>Students record themselves using phone for 2 minute discussing target concepts then complete reflection</p>	<p>https://www.bbc.com/mundo</p> <p><i>¿Qué tal?*</i> magazine article: Las 7 maravillas hispanas</p> <p><i>*¿Qué tal?</i> articles and add-ons found here with subscription</p>	<p>Quizzes on vocabulary from las noticias</p> <p>Mini presentations on student selected headline & summary</p> <p>Speaking assessment with images from headlines as prompts</p> <p>Small group round-table discussions called <i>el círculo de español</i> (simple suggested rubric here) on readings awarding points for substantial contributions (responses or questions) with comprehensible grammar & pronunciation</p> <p>Quiz matching concepts to images to written or spoken statements (as a listening quiz)</p> <p>Quiz answering comprehension</p>

7.1.NH.IPER S.6			Other teacher-generated activities to prompt discussion of target concept		questions on articles, open-note
7.1.NH.IPER S.4	What is the geography of Perú like? What attracts tourists there?	SWBAT describe in writing and interpersonally Perú's geographical features and how they attract tourists and affect culture	Close listening of audio on geography of Perú; students record phrases they understand. Listen multiple times before revealing transcript, then close-read transcript and follow with activities similar to those for 7 Wonders of Hispanic World	Audio & transcript on Perú from Texas U	Listening quiz, quiz answering comprehension questions on articles, open-note, or mini speaking assessment; 1 minute recording on Perú
7.1.NH.IPER S.5					
7.1.NH.IPER S.2	What are Tenerife, Spain and Costa Rica like in terms of demographics, history, attractions, culture, food, national debate, and geography?	SWBAT describe in writing and interpersonally demographic facts, history, attractions, culture/food, national debate, and geography of Tenerife, Spain & Costa Rica	Close reading of articles on Tenerife, Spain and Costa Rica followed by activities similar to those for <i>Las 7 maravillas hispanas</i>	<i>¿Qué tal?</i> magazine article: <i>Costa Rica</i> (page 1 & page 2) <i>¿Qué tal?</i> magazine article: Tenerife	Quiz matching concepts to images to written or spoken statements (as a listening quiz) Quiz answering comprehension questions on articles, open-note
7.1.NH.IPER S.1					
7.1.NH.PRS NT.1	Why do people travel to the aforementioned countries?	SWBAT draw comparisons between the demographic facts, history, attractions, culture/food, national debate, and geography of Tenerife and Costa Rica and previous countries studied during <i>Las 7 maravillas hispanas</i>			Interpersonal Speaking Assessment countries studied and 7 Wonders of Hispanic World, Perú, Tenerife, and Costa Rica; teacher assigns partners and one of several prompts
7.1.NH.PRS NT.2		SWBAT pronounce dates/years accurately to describe when historical events using the present indicative			
7.1.NH.PRS NT.5	How do Tenerife and Costa Rica compare to other Spanish speaking countries studied?				
7.1.NH.PRS NT.3					
7.1.NH.PRS NT.4	What are Ecuador, Chile, & Equatorial Guinea like in terms of demographics, history, attractions, culture, food, national debate, and geography?	SWBAT in groups present the demographic facts, history, attractions, culture/food, national debate, geography of Ecuador, Chile, or Equatorial Guinea.	Assign groups or form groups and allow them to choose from articles on Equatorial Guinea, Chile, or Ecuador (or other Spanish speaking country) to close read collaboratively.	<i>¿Qué tal?</i> magazine (mayo-junio 2018) article: <i>Visitamos Ecuador</i> (page 1 & page 2) ¿Qué tal? magazine article: Chile	Country presentation project on assigned country
7.1.NH.PRS NT.6	Why do people travel to the	SWBAT draw comparisons between the demographic facts, history, attractions, culture/food, national debate, and geography of Tenerife, Costa Rica, and previous countries studied during <i>Las 7 maravillas hispanas</i>	Group prepares image- rich presentation in style of a lesson, TedTalk, or as travel agent using Google Slides.	<i>¿Qué tal?</i> magazine (enero - febrero 2019)	

	<p>aforementioned countries?</p> <p>How do they compare to other Spanish speaking countries studied?</p>	<p>SWBAT pronounce dates/years accurately to describe when historical events using the present indicative</p>		<p>article: <i>Guinea Ecuatorial</i> (page 1 & page 2)</p>	
	<p>What is a stem-changing verb? What patterns can be found in how are conjugated in the present indicative?</p> <p>When do we use <i>ser</i> and when do we use <i>estar</i>? How do they differ?</p>	<p>SWBAT control in the present indicative tense and create accurate and original language using the following types of verbs:</p> <ul style="list-style-type: none"> -Stem-changers -Verbs like <i>gustar</i> (recycled from grade 8) -Reflexive verbs (recycled from grade 8) -Ser vs. <i>estar</i> (recycled from grade 8) 	<p><i>Teaching strategies for grammar skills; grammar need not be the focus of entire lessons:</i></p> <ul style="list-style-type: none"> -Pop-up grammar when topic surfaces in content -15 minute grammar segments to review - Survey prior knowledge; assign groups to make poster explaining topic -Note taking -Conjugation games -Highlight target verbs in writing -Highlight target verbs in readings -Say spontaneous sentences & questions with posted target verbs alternating in pairs -Ping-pong ball toss forming all tenses of posted verbs -Raise-it-up with mini whiteboards where students conjugate for a given subject and verb; may be student led -Occasional worksheets 	<p>Quizlet Live</p> <p>Kahoot</p> <p>Spanishdictionary.com</p> <p>Studyspanish.com</p>	<p>Conjugation quizzes as needed on grammatical skills (Google Forms recommended)</p> <p>Mini project called <i>Una Tierra Imaginaria</i> (An Imaginary Land) where students incorporate aspects of countries studied and describe the land using <i>ser</i> & <i>estar</i></p>
Unit 1: Contemporary Life (PART 2) - Markets, Bargaining, & los Quechuas					
	<p>What are outdoor markets, specifically is <i>el mercado de Pisac</i>?</p> <p>Who are <i>los Quecha</i>?</p>	<p>SWBAT describe in writing and interpersonally what <i>mercados al aire libre</i> are, in particular <i>El mercado de Pisac</i>, in terms of who works there, what is sold there, and its role in travel and the economy of Perú</p> <p>SWBAT describe and explain aspects of the culture of <i>los Quechua</i></p>	<p>Watch videos touring <i>el mercado de Pisac</i>; pause for Q&A</p> <p>Comprehensible input with images from video</p> <p>Close reading of <i>el mercado de Pisac</i> based on video</p> <p>Games with new vocabulary on <i>el mercado de Pisac</i></p>	<p>Video of el mercado de Pisac (English audio - use as a visual or assign to view as HW)</p> <p>Reading/text on El mercado de Pisac</p> <p>Images for comprehensible input on el mercado de Pisac</p>	<p>Mini speaking assessment on <i>el mercado de Pisac</i>; 1 minute recording</p> <p>OR</p> <p>Listening quiz on <i>los Quecha</i> & <i>el mercado de Pisac</i> matching statements to images and interpretations</p>

			<p>Answer comprehension questions in writing; self-check answers with answer key</p> <p>Illustrating & labeling <i>el mercado de Pisac</i></p> <p>Group writing on <i>el mercado de Pisac</i></p> <p>Informal pair and group discussion of <i>el mercado de Pisac</i> guided by prompting images and questions and/or students' questions</p>		
	<p>How are <i>los Quechua</i> and <i>los Incas</i> connected?</p> <p>Who preceded the Inca and what are they known for?</p> <p>Who were the Inca? What was their society like?</p>	<p>SWBAT describe the ancestral link between <i>Los Incas</i> and <i>Los quechuas</i> and evidence in the contemporary religious, economic, and agricultural practices of <i>los quechuas</i></p> <p>SWBAT describe and discuss the society of <i>Los Incas</i> in terms of their:</p> <ul style="list-style-type: none"> - Religion - Crime and punishment - Los ayllus/cooperative farming - Strategies for expansion - Social hierarchy - Food - Welfare system <p>SWBAT demonstrate awareness of the predecessor of <i>Los Incas</i>, making distinctions between <i>Los paracas</i> and <i>Los Nazcas</i> and what both of those civilizations are best known for</p>	<p>Close reading on <i>Los Incas</i> chunked over several classes.</p> <p>Comprehensible input with images representing text's concepts</p> <p>Mini presentations in groups assigned aspect of Inca society</p> <p>Answer comprehension questions on Inca</p> <p>Voice Recording & reflection: discuss topic for 2 minutes</p> <p>Speaking & writing activities giving advice using commands in the context of <i>el mercado de Pisac</i>, the society of <i>los Incas</i> and in scenarios relatable to students</p>	<p>Reading/text on <i>Los Incas</i></p> <p>Slides with video on <i>Los Incas</i> and images for comprehensible input on <i>los Paracas</i> & <i>los Nazcas</i> with summary of key concepts</p> <p>Slides with pics representing concepts from reading on <i>Los Incas</i> for use as comprehensible input</p>	<p>Open-note reading comprehension quiz on <i>Los Incas</i></p> <p>el círculo de español on <i>Los Incas</i></p> <p>Interpersonal Speaking Assessment on the Quechua and Inca explaining the connection between the two and aspects of Inca civilization.</p>
	<p><i>May be done at any time during Unit 1 (Part 2)</i></p> <p>How and where is bargaining part of hispanic culture?</p> <p>How can we bargain in Spanish speaking markets?</p>	<p>SWBAT to bargain for common items found in outdoor market using numbers from 0-1000 and memorized bargaining phrases</p>	<p>Input bargaining phrases using videos and dialogues and guided notes</p> <p>Sorting phrases by seller and buyer</p> <p>Writing dialogues</p> <p>Market simulations using objects brought in by students</p>	<p>Short readings on <i>regatear</i></p> <p>Video on <i>regatear</i></p>	<p>Mini presentation in an outdoor market simulation where students bargain</p>

			Short readings on bargaining practices with comprehension questions		
	<p>What are yo-go verbs and what patterns can be detected in their formation?</p> <p>How can we tell others what to do?</p> <p>How do we form informal commands and how is that formation dependent on yo-go verbs?</p>	<p>SWBAT control in the present indicative tense and create accurate and original language with yo-go verbs</p> <p>SWBAT form informal positive and negative commands (regular and irregular) and apply them creatively to various situations</p>	<p>Students make poster for how to survive in Inca society using commands</p> <p><i>Teaching strategies for grammar skills; grammar need not be the focus of entire lessons:</i></p> <ul style="list-style-type: none"> -Pop-up grammar when topic surfaces in content -15 minute grammar segments to review - Survey prior knowledge; assign groups to make poster explaining topic -Note taking -Conjugation games -Highlight target verbs in writing -Highlight target verbs in readings -Say spontaneous sentences & questions with posted target verbs alternating in pairs -Ping-pong ball toss forming all tenses of posted verbs -Raise-it-up with mini whiteboards where students conjugate for a given subject and verb; may be student led -Occasional worksheets 	<p>Quizlet Live</p> <p>Kahoot</p> <p>Spanishdictionary.com</p> <p>Studyspanish.com</p>	<p>Conjugation quizzes as needed on grammatical skills (Google Forms recommended)</p> <p>Video project using commands; students develop a concept that lends itself to commands/giving instructions such as a cooking show or Dr. Phil type show.</p>
	<p><u><i>*Close reading core steps:</i></u></p> <ol style="list-style-type: none"> 1.Read through once highlighting new terms 2. Go back and define terms recording meaning on text. 3.Summarize text in margin by section 4. Form questions (question types may include text based, inference or connection based, comparative, and personal questions) 5. Use questions in small group discussion <p><i>Additional close reading steps:</i></p> <ol style="list-style-type: none"> 1.Compile best questions 2.Post best questions around classroom for Gallery Walk discussion in pairs or recorded group discussions alternating who poses question 3. Swap, edit & answer peer's questions in writing or orally, alternating <p><u><i>**Comprehensible Input:</i></u></p> <p>Teacher selects high quality images representing concepts from the text. Teacher discusses images repeating target terms many times and asking simple to whole class soliciting choral responses. Questions scaffold from yes/no, to A or B, to open-ended. In this way, students first demonstrate understanding/ receptive communication before expressive communication. Teacher shows multiple images at once</p>				

	<i>after several individual images and students discuss each in pairs via Turn and Talk. These images become the foundation for subsequent activities comparing, discussing, and writing about target concepts/terms.</i>
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Robbinsville Public Schools

Unit 2: Global Challenges (PARTS 1 & 2)

<p>Enduring Understandings:</p> <p><i>PART 1</i></p> <ul style="list-style-type: none"> ● Poverty is a major humanitarian issue in Latin America and exists as a cycle that impacts life outcomes and is extremely challenging to escape ● The crisis in Venezuela has a complex cause rooted in corruption as well as the administration of Hugo Chávez and a series of socialist and community programs and maneuvers <p><i>PART 2</i></p> <ul style="list-style-type: none"> ● Orangutans and capuchin monkeys are highly intelligent animals that have entered the Stone Age and depend on the biodiversity of rainforests ● Economic interests (such as mining) motivate destruction of rainforests while the responsibility and ability to restore rainforests falls on governments, organizations, and individuals ● Rainforests produce life-giving substances to humans and play a critical role in the water cycle. 	<p>Essential Questions:</p> <p><i>PART 1</i></p> <ul style="list-style-type: none"> ● How do poverty and inequality impact life? What perpetuates poverty and how? ● Why is there a humanitarian, economic, and political crisis in Venezuela? What is that crisis like? <p><i>PART 2</i></p> <ul style="list-style-type: none"> ● How do man-made and natural disasters threaten the planet, its ecosystems, and inhabitants? Why do those threats exist and what can be done to mitigate them? ● What other forms of intelligent life exist? On what does that existence depend, and how? ● How do rainforests like the Amazon rainforest sustain human life? How is the Amazon rainforest a critical part of the water cycle?
<p style="text-align: center;">Interdisciplinary Connections</p> <p>LS4.D: Biodiversity and Humans There are many different kinds of living things in any area, and they exist in different places on land and in water. (2-LS4-1)</p> <ul style="list-style-type: none"> - Students examine the role of the Amazon rainforest in supporting biodiversity and how such biodiversity lends itself to the development of medicine, production of food, absorption of carbon dioxide, and production of oxygen and water <p>HS-LS4-4. Construct an explanation based on evidence for how natural selection leads to adaptation of populations. [Clarification Statement: Emphasis is on using data to provide evidence for how specific biotic and abiotic differences in ecosystems (such as ranges of seasonal temperature, long-term climate change, a</p> <ul style="list-style-type: none"> - Students learn about two species that have evolved to use tools and thus entered the Stone Age (the capuchin monkeys and orangutans) 	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
	Unit 2: Global Challenges (PART 1) - Poverty & Venezuela				
9.4.12. GCA.1	How prevalent is poverty in Latin America? How is poverty defined?	SWBAT explain interpersonally and in writing the scope, causes, and effect of poverty and inequality in much of Latin Americaand. Specifically;	Comprehensible input with images to present each aspect of poverty with opportunities for Turn & Talk Close reading of text explaining cycle of poverty & impact on daily life	Sample slides for introducing poverty and the cycle of poverty	Listening quiz on poverty matching statements to images and interpretations of target concepts

7.1.NH .IPRET .3	What is the role of access to education in perpetuating poverty?	SWBAT define the <i>cycle of poverty</i> and the poverty line, highlighting the difficulty of escaping poverty; definition will include the critical role of access to quality education;	Whole class read-aloud and Q&A	Suggested information/text on <i>la pobreza</i> for close reading (teacher may choose excerpts or modify)	Small group discussions/ <i>el círculo de español</i>
7.1.NH .IPRET .4	Why is it so hard to escape poverty?	SWBAT explain barriers to access such as distance of school & lack of transportation, violence in neighborhoods, and child labor	Answering written comprehension questions		
7.1.NH .IPRET .1	What does inequality mean?	SWBAT distinguish between the nature of rural and urban poverty in Latin America and describe <i>una favela</i>	Vocabulary games with new terms		
7.1.NH .IPRET .8	How does poverty impact individuals' safety, access to infrastructure, public services, and employment?	SWBAT explain inequality in Latin America in terms of safety, access to infrastructure (e.g., running water, electricity, roads), safe well-paying employment, and public services (e.g., hospitals, libraries, health care, etc.)	Writing samples individually or in groups with images or topical (or EQ's) as prompts		
7.1.NH .A.6 (Reserved)		SWBAT explain inequality in Latin America in terms of safety, access to infrastructure (e.g., running water, electricity, roads), safe well-paying employment, and public services (e.g., hospitals, libraries, health care, etc.)	Discuss concepts represented by images in pairs or groups with prompting questions		
7.1.NH .IPRET .5	How is the crisis in Venezuela affecting individuals, the economy, and politics? How do those three areas intersect?	SWBAT identify historical events, figures (i.e., Chavez, Gaudio, and Maduro), and factors leading up to the humanitarian, economic, and political crisis in Venezuela as of March 2019 (teachers encouraged to update annually)	Students record themselves using phone for 2 minute discussing target concepts then complete reflection		
7.1.NH .IPRET .7	What is being done and what could be done to improve the situation in Venezuela?	SWBAT describe the current crisis in Venezuela in specific terms such as massive inflation and food shortages, black outs, water shortages, and violence and how such terms affect the lives of Venezuelans.	Other teacher-generated activities to prompt discussion of target concept		
7.1.NH .IPERS. 6		SWBAT identify historical events, figures (i.e., Chavez, Gaudio, and Maduro), and factors leading up to the humanitarian, economic, and political crisis in Venezuela as of March 2019 (teachers encouraged to update annually)	Close reading of texts on Venezuela.	Text introducing crisis in Venezuela	Interpersonal speaking assessment in pairs discussing crisis in Venezuela; students form and respond to each other's questions spontaneously
7.1.NH .IPERS. 4		SWBAT describe the current crisis in Venezuela in specific terms such as massive inflation and food shortages, black outs, water shortages, and violence and how such terms affect the lives of Venezuelans.	Comprehensible input with pictures representing concepts from text.	Text explaining causes of crisis in Venezuela	
		SWBAT investigate the challenges of improving the situation in Venezuela and possible strategies to do so on a national, international, and individual level.	Vocabulary, interpretative, and interpersonal speaking activities or games engaging with text's concepts.		
			Brainstorming in groups to devise possible solutions; recycle the conditional to discuss what <i>could</i> be done at different levels		

7.1.NH .IPERS. 5					
Unit 2: Global Challenges (PART 2) - Rainforests & Disasters					
7.1.NH .IPERS. 2	What threatens humans, the earth, and other inhabitants?	SWBAT list a variety of manmade and natural global challenges that threaten humans, the environment and its inhabitants and animals.	Group brainstorms of different natural disasters and environmental threats to activate prior knowledge, then compiled and copied in students' notes	Simple text/infographic on climate change & global warming from children's book	Speaking activities Q&A
7.1.NH .IPERS. 1	What is climate change and how does it impact global challenges?	SWBAT explain the role of climate change in the rise of global challenges, specifically, in the increase in natural disasters and extreme climates/patterns due to global warming, the increase in average temperatures around the world	Read as a class simple text/ infographic; discuss meaning in groups; Q&A Whole class generation of definition of climate change, again copied in students' notes Interpersonal speaking activities discussing questions related to environmental threats, natural disasters, and climate change		
7.1.NH .PRSN T.1					
7.1.NH .PRSN T.2	How has (a specific recent natural disaster) affected the lives of locals? What type of response occurred and what is still needed?	SWBAT describe the impact of a recent natural disaster in a Spanish speaking country/region on locals, infrastructure, and the economy. SWBAT describe local, national, and international responses. SWBAT propose additional needed responses.	Select a video clip from the news of a recent natural disaster in a Spanish speaker area. Read various headlines. Close read & discuss short article. Suggested natural disasters: -Huracane Maria -Earthquake in Mexico	https://www.bbc.com/mundo https://newsela.com/ https://www.newsinslowspanish.com/	
7.1.NH .PRSN T.3	What other types of intelligent life exist on the planet? What is their daily life like? What makes them unique?	SWBAT describe the daily life of another form of intelligent life, the capuchin monkeys of Brazil	Watch video of capuchin monkeys, pausing to ask students what they are doing. Video has English audio, so mute. As students give answers, record a list of key terms on board for students to copy down later. After viewing, allow students to copy the list. Play video again and have pairs discuss what the monkey is doing using their list. Ask for volunteers to narrate in front of class.	Interpretative task on capuchin monkeys including video, text, and questions	Short listening quiz matching images from video to statements describing the image
7.1.NH .PRSN T.4	What forces might threaten these animals?	SWBAT describe where they live (habitat), where they sleep & why, their multi-step process for obtaining food, how they learn, and how they use tools (and have thus entered the Stone Age)			Self-checking interpretative tasks
7.1.NH .PRSN T.6		SWBAT investigate and hypothesis threats to the capuchin monkeys and possible remedies	Interpretative task		

			1 minute recording describing the orangutans followed by reflection Research threats to capuchin monkeys and possible remedies followed by informal group presentations		
What or who threatens rainforests? Why? What are the consequences of destroying the rainforests?	SWBAT explain different forces destroying rainforests and why humans in particular destroy them. SWBAT identify specific consequences of destroying the rainforest (e.g., to farm single crops and to illegally to mine for precious metals)	Short reading on destruction of rainforests & interpretative task	Reading on destruction of rainforest	Self-checking interpretative tasks	
Where and why are orangutans in danger of extinction? What is the daily life of orangutans like? What makes them unique? How are they similar to capuchin monkeys? What can be done to protect the orangutans and who is responsible?	SWBAT describe orangutans in terms of their population, habitat (just outside of the Amazon rainforest), education, strategies for obtaining food, and use of tools SWBAT compare orangutans to capuchin monkey SWBAT explain how palm plantations and destruction of the rainforest threatens the orangutans citing specific statistics to support their claims SWBAT name and describe specific orangutans' familial connections to one and other (i.e., the orangutans followed by the scientists in the video) SWBAT propose solutions for protecting the orangutans.	Watch video of orangutans, following same steps as those done for the capuchin monkeys Interpretative task & written questions based on orangutans A & B speaking activity (or other interpersonal speaking activity) with questions and images as prompts; partners alternate posing questions 1 minute recording comparing the orangutans to capuchin monkeys followed by reflection Venn Diagrams comparing capuchin monkeys to orangutans Group brainstorms with assigned note-taker and mini presentations for proposed solutions to save orangutans, could be done recycling commands	Video of orangutans Also available through Netflix: "Our Planet" episodio "Junglas" (40:30) Text and interpretative activity on orangutans Sample A & B speaking activity	Short listening quiz matching images from video to statements describing the image Writing sample describing the orangutans Self-checking interpretative tasks	

	<p>What is Iguazú and how does it reflect the importance of the Amazon rainforest?</p> <p>Why do humans need rainforests?</p> <p>What are the consequences of destroying rainforests?</p>	<p>SWBAT infer the significance of the Amazon rainforest as a source of water through examining the magnitude of Iguazú, for which the Amazon rainforest is a major contributor of water</p> <p>SWBAT draw, label, and explain the life-giving water cycle between Iguazú, the Amazon rainforest, and land in between</p> <p>SWBAT list the life-sustaining functions of rainforests such as the Amazon rainforest (i.e., they provide medicine, water, capture carbon, produce oxygen, and the cool of the planet) and the consequences</p> <p>SWBAT propose methods of reducing destruction of rainforests at various levels (e.g., via governmental productions, changes in individuals' consumption, replanting, etc.)</p>	<p>Watch video of Iguazú with Spanish audio. Students record words and phrases they hear and understand (that seem important/key concepts)</p> <p>Close read a modified version of transcript from video on Iguazú followed by interpretative task with comprehension questions</p> <p>Select pictures to illustrate concepts from text</p> <p>Vocabulary games & activities with key/new terms</p> <p>Recording (1-2min) on Iguazú and/or the functions of the Amazon Rainforest</p> <p>Illustrate and label the water cycle bringing water from the Amazon to Iguazú</p>	<p>Video of Iguazú, “Our Planet” episode “Fresh Water” (19:30); also on Netflix</p> <p>Text/modified video transcript and interpretative task on Iguazú</p> <p>Text on function of rainforests and strategies to preserve them</p>	<p>Self-checking answers to interpretative tasks</p> <p>Recordings</p> <p>Final speaking assessment on PART 2 with prompts on Iguazú, orangutans, capuchin monkeys, and the Amazon rainforest</p>
	<p>How can we discuss what we would or will do?</p>	<p>SWBAT form the conditional tense & future tenses and apply them to discussions of environmental and global challenges</p> <p>SWBAT use infinitive structures as need to achieve aforementioned goals</p>	<p><i>Possible strategies:</i></p> <ul style="list-style-type: none"> -Answer personal questions in writing using target grammar -Speaking activity with questions using target grammar -Pop-up grammar -15 minute grammar segments to review -Note taking -Conjugation games -Highlight target verbs in writing -Highlight target verbs in readings -Say spontaneous sentences & questions with posted target verbs alternating in pairs -Ping-pong ball toss forming all tenses of posted verbs 	<p>Sample personal questions using conditional</p> <p>StudySpanish.com for information on future and conditional tenses</p>	<p>Mini project highlighting control of the conditional tense; suggested:</p> <p>Mini project on what different entities could do to save the orangutans or the Amazon rainforest/</p> <p>OR</p> <p>Mini project on what student would do with \$1,000,000, requiring at least some environmentally or</p>

			<p>-Raise-it-up with mini whiteboards where students conjugate for a given subject and verb; may be student led</p> <p>-Occasional worksheets</p>		<p>socially conscious actions</p> <p>OR</p> <p>Mini project on what students would do to improve the situation or individuals in Venezuela or another poverty stricken Spanish speaking area</p> <p>Conjugation quizzes as needed on grammatical skills (Google Forms recommended)</p>
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Unit 3: Science and Technology

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Modern technology affects our lives negatively in many ways in terms of our early child development, physical health, memory, perception of self, our social lives, privacy, security, and mental health. • Schools around the world (i.e., France, Spain, & the US) struggle with regulating cell-phone use in schools; there are national debates regarding pros and cons with parental pressures. • Tech leaders design intentionally irresistible products • Overuse of some forms of technology correlates with a variety of mental health issues. • Modern technology affects our lives positively in many ways particularly in medicine. • Educational technology played a critical role during the COVID-19 pandemic facilitating online learning with degrees of success but also shortcomings. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do current technologies affect our lives positively? • How do current technologies affect our lives negatively? • How and when does technology impact education and child development? • How and when does technology impact health and wellbeing?
<p style="text-align: center;">Interdisciplinary Connections</p> <p>HS-PS4-2. Evaluate questions about the advantages of using a digital transmission and storage of information.</p> <ul style="list-style-type: none"> - Students articulate the positive and negative effects of various forms of technology (e.g., cookies and the personalization of advertisements) <p>2.1.12.C.4 Relate advances in medicine and technology to the diagnosis and treatment of mental illness.</p> <ul style="list-style-type: none"> - Students discuss the advent of telehealth as an advancement allowing better access to treatment for mental illness as leaving the home was previously a barrier to for many suffering from mental health issues or disorders 	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
9.4.12.D C.7 9.4.12.TL .4 7.1.NH.I PRET.3	How does handheld technology cause pain and affect sleep and memory?	SWBAT explain several specific physical and psychological effects of specific types of personal/handheld technology	Read ¿La tecnología enferma? (as a close read, or read aloud w/ Q&A) Answer written questions	Article: ¿La tecnología enferma?	Listening quiz matching concepts from text to images

7.1.NH.I PRET.4	What types of technology to doctors, educators, and tech leaders worry about and why?	SWBAT explain both sides of the debate surrounding cellphones in schools in the US and abroad.	Close readings & comprehensible input with images representing concepts followed by assorted interpretative, speaking, and writing activities.	Part 1 of 4 part reading on effects of technology - each reading intended for several lessons Slides with images of concepts from reading	Self-checking answers to questions Speaking & writing activities
7.1.NH.I PRET.1		SWBAT explain the attitudes of tech leaders and doctors regarding children and technology.			
7.1.NH.I PRET.8	What aspects of technology in schools are widely debated? Where and why?				
7.1.NH.A .6 (Reserved)	How do schools embrace technology in the US?	SWBAT explain ways in which schools embrace technology and the advantages and disadvantages it posed for students during the COVID-19 pandemic	Close readings & comprehensible input with images representing concepts followed by assorted interpretative, speaking, and writing activities (e.g., speed dating with “describe the concept represented by the image” as a prompt)	Part 2 of 4 part reading on effects of technology - each reading intended for several lessons Slides with images of concepts from reading	Self-checking answers to questions Speaking & writing activities Listening quiz matching concepts from text to images
7.1.NH.I PRET.5					
7.1.NH.I PRET.7	How do cell phones, medical technologies, and robotics save and improve lives?	SWBAT give examples of how handheld, robotic, and medical technology saves and improves lives	Watch video of Atlas the robot Close readings & comprehensible input with images representing concepts followed by assorted interpretative, speaking, and writing activities (e.g., describing in writing images)	Part 3 of 4 part reading on effects of technology - each reading intended for several lessons Slides with images of concepts from reading	Self-checking answers to questions Speaking & writing activities
7.1.NH.I PERS.6					
7.1.NH.I PERS.4	How does overuse of technology interact with mental health?	SWBAT explain some of the socioemotional and psychological correlations with overuse of technology	Close readings & comprehensible input with images representing concepts followed by assorted interpretative, speaking, and writing activities (e.g., illustrating or selecting images to represent concepts)	Part 4 of 4 part reading on effects of technology - each reading intended for several lessons Slides with images of concepts from reading	Self-checking answers to questions Speaking & writing activities
7.1.NH.I PERS.5	What dangers do modern technologies produce? How?	SWBAT describe the risks to privacy and security involved with modern technologies			Small group discussion/ <i>el círculo de español</i>
7.1.NH.I PERS.2		SWBAT identify false beliefs about ourselves generated by technology (e.g., that we were happy in photos because we were posing or that we can effectively multitask)			End of unit speaking assessment on how technology affects our lives
7.1.NH.I PERS.1					

7.1.NH.P RSNT.1					
7.1.NH.P RSNT.2					
7.1.NH.P RSNT.5					
7.1.NH.P RSNT.3					
7.1.NH.P RSNT.4					
7.1.NH.P RSNT.6					

General Differentiated Instruction Strategies	
<ul style="list-style-type: none"> • Leveled texts • Chunking texts • Choice board • Socratic Seminar • Tiered Instruction • Small group instruction • Guided Reading • Sentence starters/frames • Writing scaffolds • Tangible items/pictures • Adjust length of assignment 	<ul style="list-style-type: none"> • Repeat, reword directions • Brain breaks and movement breaks • Brief and concrete directions • Checklists for tasks • Graphic organizers • Assistive technology (spell check, voice to type) • Study guides • Tiered learning stations • Tiered questioning • Data-driven student partnerships • Extra time

Possible Additional Strategies for Special Education Students, 504 Students, At-Risk Students, and English Language Learners (ELLs)			
Time/General	Processing	Comprehension	Recall
<ul style="list-style-type: none"> • Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for reports and projects • Communication system between home and school • Provide lecture notes/outline 	<ul style="list-style-type: none"> • Extra Response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners 	<ul style="list-style-type: none"> • Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning 	<ul style="list-style-type: none"> • Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers

Assistive Technology	Assessments and Grading	Behavior/Attention	Organization
<ul style="list-style-type: none"> ● Computer/whiteboard ● Tape recorder ● Spell-checker ● Audio-taped books 	<ul style="list-style-type: none"> ● Extended time ● Study guides ● Shortened tests ● Read directions aloud 	<ul style="list-style-type: none"> ● Consistent daily structured routine ● Simple and clear classroom rules ● Frequent feedback 	<ul style="list-style-type: none"> ● Individual daily planner ● Display a written agenda ● Note-taking assistance ● Color code materials

Enrichment

The goal of Enrichment is to provide learners with the opportunity to participate in extension activities that are differentiated and enhance the curriculum. All enrichment decisions will be based upon individual student needs.

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center
- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the 'regular' curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).
- Using supplementary materials in addition to the normal range of resources.

English Language Learner (ELL) Resources

- Learning style quiz for students- <http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>
- “Word clouds” from text that you provide-<http://www.wordle.net/>
- Bilingual website for students, parents and educators: <http://www.colorincolorado.org/>
- Learn a language for FREE-www.Duolingo.com
- Time on task for students-<http://www.online-stopwatch.com/>
- Differentiation activities for students based on their Lexile-www.Mobymax.com
- WIDA-<http://www.wida.us/>
- Everything ESL - <http://www.everythingESL.net>
- ELL Tool Box Suggestion Site <http://www.wallwisher.com/wall/elltoolbox>
- Hope4Education - <http://www.hope4education.com>
- Learning the Language <http://blogs.edweek.org/edweek/learning-the-language/>
- FLENJ (Foreign Language Educators of NJ) 'E-Verse' wiki: <http://www.flenj.org/Publications/?page=135>
- OELA - <http://www.ed.gov/offices/OBEMLA>
- New Jersey Department of Education- Bilingual Education information <http://www.state.nj.us/education/bilingual/>

Special Education Resources

- Animoto -Animoto provides tools for making videos by using animation to pull together a series of images and combining them with audio. Animoto videos or presentations are easy to publish and share. <https://animoto.com>
- Bookbuilder -Use this site to create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills. <http://bookbuilder.cast.org/>
- CAST -CAST is a non-profit research and development organization dedicated to Universal Design for Learning (UDL). UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences. <http://www.cast.org>
- CoSketch -CoSketch is a multi-user online whiteboard designed to give you the ability to quickly visualize and share your ideas as images. <http://www.cosketch.com/>
- Crayon -The Crayon.net site offers an electronic template for students to create their own newspapers. The site allows you to bring multiple sources together, thus creating an individualized and customized newspaper. <http://crayon.net/>
- Education Oasis -Education Oasis offers a collection of graphic organizers to help students organize and retain knowledge – cause and

effect, character and story, compare and contrast, and more! <http://www.educationoasis.com/printables/graphic-organizers/>

- Edutopia -A comprehensive website and online community that increases knowledge, sharing, and adoption of what works in K-12 education. We emphasize core strategies: project-based learning, comprehensive assessment, integrated studies, social and emotional learning, educational leadership and teacher development, and technology integration. <http://www.edutopia.org/>
- Glogster -Glogster allows you to create "interactive posters" to communicate ideas. Students can embed media links, sound, and video, and then share their posters with friends. <http://edu.glogster.com/?ref=personal>
- Interactives – Elements of a Story -This interactive breaks down the important elements of a story. Students go through the series of steps for constructing a story including: Setting, Characters, Sequence, Exposition, Conflict, Climax, and Resolution. <http://www.learner.org/interactives/story/index.html>
- National Writing Project (NWP) -Unique in breadth and scale, the NWP is a network of sites anchored at colleges and universities and serving teachers across disciplines and at all levels, early childhood through university. We provide professional development, develop resources, generate research, and act on knowledge to improve the teaching of writing and learning in schools and communities. <http://www.nwp.org>
- Pacecar -Vocab Ahead offers videos that give an active demonstration of vocabulary with audio repeating the pronunciation, definition, various uses, and synonyms. Students can also go through flash cards which give a written definition and visual representation of the word. <http://pacecar.missingmethod.com/>