

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, New Jersey 07003

Curriculum Guide

Spanish 3 HPA
Gr. 11 & 12

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Conforms to New Jersey Core Curriculum Content Standards and National Common Core Standards

Board Approved: May 26, 2015

Spanish 3 Honors Project Acceleration (3HPA)

(11th & 12th Grade)

Introduction: The study of a foreign language is a graduation requirement of the State of New Jersey and Bloomfield High School. *Spanish 3HPA* is an advanced course provided by Seton Hall University offered as an elective class to those students who wish to further develop their grammar and writing skills in the Spanish language, giving the opportunity to gain college credits.

The focus of the *Spanish 3HPA* curriculum is to increase the student's ability to communicate in Spanish using the interpretive, interpersonal, and presentational modes of communication. The student will be able to understand, converse, interact, and make presentations in Spanish on a more complex level through the introduction of new grammar and vocabulary. The study of Spanish culture and civilization continues throughout the course.

The *Spanish 3HPA* curriculum provides students with the opportunity to develop social and academic linguistic proficiency in a language other than English. This curriculum is aligned with both the 2009 *New Jersey Core Curriculum Content Standards* and new *Common Core State Standards for English Language Arts*. The document specifically cross-references the four 21st Century themes and primary inter-disciplinary connections.

This document is a tool that will provide an overview as to what to teach, when to teach it, and how to assess student progress. As well, with considerations made for altered pacing, modifications, and accommodations; this document is to be utilized for all students enrolled in this course, regardless of ability level, native language, or classification. It is meant to be a dynamic tool that we, as educators, will revise and modify as it is used during the course of the school year.

Mapping/Sequence: The curriculum is written following the parameters of *Understanding by Design*. The document is written as a series of units containing established transfer goals, enduring understandings, essential questions, and the necessary skills and knowledge a student must attain in a school year. Each unit also stipulates both required and suggested activities and assessments. Teachers are expected to design lessons that will meet the requirements within this curriculum; however, there is flexibility in how they choose to meet these demands.

Pacing: The *Spanish 3HPA* curriculum is divided into 9 units. Each unit averages 4 weeks in length.

Resources: Electronic and text resources are listed in each unit. Teachers will be able to access the curriculum document on the district website.

Textbook:

Review Text in Spanish Three Years
En Contacto Lecturas
Intermedias
Perspectivas Culturales De Hispanoamerica
En Contacto Gramatica

Established Goals: New Jersey Core Curriculum Content Standards

<http://www.state.nj.us/education/cccs/2009/>

<http://www.corestandards.org/the-standards/english-language-arts-standards>

Overarching Understandings:

1. Learning a language takes motivation, perseverance, and practice.
2. The recognition and use of verb forms gives the speaker a wide range of communication skills.
3. Knowledge and understanding of a culture facilitates communication.

Title of Unit	Diversiones y fiestas	Grade Level	11-12
Curriculum Area	Spanish 3HPA	Time Frame	Approximately 4 weeks
Developed By	Bloomfield High School World Language Department Staff		
Desired Results (Stage 1)			
Established Goals			
7.1.IM.A.1: Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.			
7.1.IM.A.2: Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response			
7.1.IM.A.3: Recognize a few common gestures and cultural practices associated with the target culture(s).			
7.1.IM.A.4: Identify familiar people, places, and objects based on simple oral and/or written descriptions			
7.1.IMA.5: Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics			
7.1. IM.B.1: Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.			
7.1.IM.B.2: Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.			
7.1.IM.B.3: Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.			
7.1.IM.B.4: Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.			
7.1.IM.B.5: Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.			
7.1.IM.C.1: Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.			
7.1.IM.C.2: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.			

7.1.IM.C.3: Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.IM.C.4: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Primary Interdisciplinary Connections

8.1.12.A.4: Create a personalized digital portfolio that contains a résumé, exemplary projects, and activities, which together reflect personal and academic interests, achievements, and career aspirations.

9.1.12.A.2: Participate in online strategy and planning sessions for course-based, school-based, or outside projects.

9.1.12.C.4: Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

9.1.12.D.1: Interpret spoken and written communication within the appropriate cultural context.

9.1.12.D.3: Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st-century skill.

9.1.12.F.2: Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

L.11-12.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.11-12.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

<p>SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL.11-12.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	
<p>21st Century Interdisciplinary Themes:</p> <div> <input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, economic, business, and entrepreneurial literacy </div> <div> <input checked="" type="checkbox"/> Civic Literacy <input type="checkbox"/> Health Literacy </div>	
Transfer	
<p>Students will be able to independently use their learning to...</p> <p>T1: Read and understand everyday situations using the target language</p> <p>T2: Understand a conversation and use the language to enjoy meeting other people</p> <p>T3: Read and analyze news using the target language</p> <p>T4: Develop social skills in a safe learning environment</p>	
Meaning	
Understandings	Essential Questions
Students will understand that...	Students will keep considering...
<p>U1: The importance of knowing a foreign culture</p> <p>U2: Celebrations are linked to the culture</p> <p>U3: Review the grammar is essential in a language</p>	<p>Q1. How important is knowing a culture when you learn a language?</p> <p>Q2. How culture and language is linked?</p> <p>Q3. Is the knowledge of grammar rules essential for communication?</p>

Acquisition

Knowledge

Students will know...

K1: selective vocabulary to express Spanish holidays.

K2: Different celebrations in Spanish-speaking countries and verbs related to it.

K3: Conjugations of present tense, the personal “a”, and the agreement of articles & nouns

K4: how to discuss vacations

Skills

Students will be able to...

S1: select vocabulary to answer series of questions using selected vocabulary.

S2: Analyze grammar rules compare them with English grammar and use them to create a conversation.

S3: identify Spanish vocabulary related to family vacations

S4: know and understand different Spanish culture

S5: plan vacations in a Spanish-speaking country

Evidence (Stage 2)

<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
T1-T4 K1-K4 U1-U3	Teacher-created rubrics Read Comprehend Analyze Identify Apply	<u>Transfer Task(s)</u> Formative: <ul style="list-style-type: none"> • Questioning • Discussion • Self assessment • Graphic organizers • Speaking exercises • Journal entries
		Summative: <ul style="list-style-type: none"> • Quizzes • End of chapter test • Listening and speaking test
Q1-Q3 S1-S5	Apply Recall Investigate Evaluate Compare/contrast	<u>Other Evidence</u> Formative: <ul style="list-style-type: none"> • Do now activities • Closure/exit slips • Observation • Peer assessment • Homework
		Summative: <ul style="list-style-type: none"> • Create dialogues/interviews using selected vocabulary • Selected writing assignments • Online research

Learning Plan (Stage 3)

Checks for alignment
and best practice

Summary of Key Learning Events and Instruction

The teaching and learning needed to achieve the unit goals.

T1-T4 K1-K4 U1-U3 Q1-Q3 S1-S5	Required Activities	Required Resources
	Motivate students and provide background material to talk about vacations	En contacto (textbook)
	Identify the chapter 1 vocabulary and grammar related to holidays	En contacto: Lecturas (Readings)
	Pronounce vocabulary identified in text, read definitions, and copy expressions related to celebrations	Spanish 3 Years (grammar book)
	Students will read aloud and in groups or listen to specific audio text reading activities that are already prepared in the class textbook. Comprehension questions about different holidays in Spanish speaking countries.	
	Analyze the grammar necessary to use the present tense, including stem-changing verbs. Then plan a trip using the previous grammar.	
	Suggested Activities	Suggested Resources
	Visit the text's interactive website for interactive activities and instruction related to Spanish to practice grammar, vocabulary, reading comprehension and cultural readings of Spain.	Go.hrw.com
	Write a letter explaining what students did over the summer	
	Create a poster or PowerPoint presentation describing themselves and their family members on vacations	

Strategies for Differentiation

Students Below Target:	Students Meeting or Exceeding Target:
Paired/Group Activity	Role Play
Guided practice	SQ3R
Role Play	Cooperative Learning
QAR	Choice boards
Cooperative Learning	Independent Study
Choice boards	Interest Based Mini Lessons
Tic - Tac - Toe menus	Skill-Based Mini Lessons
Learning Buddies	Tiered Products /Activities
Varied Rubrics	Choice Menus
Mentorships	Advance notice of assignments
Small Group Instruction	Review with study skills and strategies training.
Visual cues found on worksheets	Teach organizational skills
Chunking and grouping of material	Test modifications
Advance notice of assignments	Time extensions
Review with study skills and strategies training.	
Teach organizational skills	
Test modifications/time extensions	

Title of Unit	La cultura familiar	Grade Level	11-12
Curriculum Area	Spanish 3HPA	Time Frame	Approximately 4 weeks
Developed By	Bloomfield High School World Language Department Staff		
Desired Results (Stage 1)			
Established Goals			
7.1.IM.A.1: Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.			
7.1.IM.A.2: Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response			
7.1.IM.A.3: Recognize a few common gestures and cultural practices associated with the target culture(s).			
7.1.IM.A.4: Identify familiar people, places, and objects based on simple oral and/or written descriptions			
7.1.IMA.5: Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics			
7.1.IM.B.1: Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.			
7.1.IM.B.2: Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.			
7.1.IM.B.3: Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.			
7.1.IM.B.4: Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.			
7.1.IM.B.5: Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.			
7.1.IM.C.1: Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.			
7.1.IM.C.2: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.			

7.1.IM.C.3: Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.IM.C.4: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Primary Interdisciplinary Connections

8.1.12.A.4: Create a personalized digital portfolio that contains a résumé, exemplary projects, and activities, which together reflect personal and academic interests, achievements, and career aspirations.

9.1.12.A.2: Participate in online strategy and planning sessions for course-based, school-based, or outside projects.

9.1.12.C.4: Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

9.1.12.D.1: Interpret spoken and written communication within the appropriate cultural context.

9.1.12.D.3: Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st-century skill.

9.1.12.F.2: Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

L.11-12.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.11-12.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

<p>SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL.11-12.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	
<p>21st Century Interdisciplinary Themes:</p> <div> <input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, economic, business, and entrepreneurial literacy </div> <div> <input checked="" type="checkbox"/> Civic Literacy <input type="checkbox"/> Health Literacy </div>	
Transfer	
<p>Students will be able to independently use their learning to...</p> <p>T1: Read and understand everyday situations using the target language</p> <p>T2: Understand a conversation and use the language to enjoy meeting other people</p> <p>T3: Read and analyze news using the target language</p> <p>T4: Develop social skills in a safe learning environment</p>	
Meaning	
Understandings	Essential Questions
Students will understand that...	Students will keep considering...
<p>U1. How the Spanish people view the family related events: marriage, birth, life and death</p> <p>U2. How the Spanish families rarely move from their established homes.</p> <p>U3. Why people in the Hispanic culture may think and act in a different way or ways.</p> <p>U4. How the Hispanics have different views of death: Mexico vs. other countries for example.</p>	<p>Q1. How is the past contrasted?</p> <p>Q2. How the past action is accurately reported in the Spanish language?</p> <p>Q3. Why is whole concept family crucial to the Latino person?</p> <p>Q4. How similar or different are the North American average citizen vs. the Latino heritage person when it comes to how they view birth, growth and death?</p>

U5. How grammar stresses and contrasts communication in the past tenses (preterit vs. imperfect tenses)	Q5. How is the Spanish world rapidly changing when it comes to the family?
Acquisition	
Knowledge Students will know...	Skills Students will be able to...
K1. Selective vocabulary to identify the family members K2. How to express the past in the preterit and in the imperfect tenses in Spanish and when to use them K3. How the Spanish speaking world is changing in our modern days and affecting family traditions and values K4. How to express time by using idiomatic expressions	S1. Identify the vocabulary related to family members in greater detail S2. Identify how the Spanish speaking world has been changing its morals and traditions S3. Compare and contrast vocabulary related to the family S4. Identify the regular, irregular, and stem-changing verbs in the preterit and imperfect tenses forms and applications S5. Compare and contrast the uses of the preterit tense vs. the imperfect tense S6. Tell a story by using the imperfect tense S7. Identify the uses of the idiomatic form “hacer” + time period + que + clause in the present or in the past tense as it may be necessary. “Hace un mes que lo conozco vs. Hacía un mes que lo conocía”

Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
T1-T4 K1-K4 U1-U5	Teacher-created rubrics Read Comprehend Analyze Identify Apply	<u>Transfer Task(s)</u> Formative: <ul style="list-style-type: none"> • Questioning • Discussion • Self assessment • Graphic organizers • Speaking exercises • Journal entries
		Summative: <ul style="list-style-type: none"> • Quizzes • End of chapter test • Listening and speaking test
Q1-Q5 S1-S7	Apply Recall Investigate Evaluate Compare/contrast	<u>Other Evidence</u> Formative: <ul style="list-style-type: none"> • Do now activities • Closure/exit slips • Observation • Peer assessment • Homework
		Summative: <ul style="list-style-type: none"> • Create dialogues/interviews using selected vocabulary • Selected writing assignments • Online research

Learning Plan (Stage 3)

Checks for alignment and best practice

Summary of Key Learning Events and Instruction

The teaching and learning needed to achieve the unit goals.

T1-T4 K1-K4 U1-U5 Q1-Q5 S1-S7	Required Activities	Required Resources
	Motivate students and provide background material	En Contacto (textbook)
	Identify the chapter 2 vocabulary about family in detail and grammar about common expressions to use at home	En Contacto: Lecturas (Reading book)
	Pronounce vocabulary identified in text and read definitions then talk about different family traditions	Spanish 3 Years (grammar book)
	Students will read aloud and in groups or listen to specific audio text reading activities that are already prepared in the class textbook related to Latin-American families.	
	Students will research different lifestyle traditions in Latin-America.	
	Analyze the grammar necessary to form the preterit tense, the imperfect tense, and use of idiomatic expressions to create a short story.	
	Suggested Activities	Suggested Resources
	Visit the text's interactive website for interactive activities and instruction related to Spanish to practice grammar, vocabulary, reading comprehension and cultural readings of Madrid.	Go.hrw.com
	Create a PowerPoint or video using the grammar previously learned to introduce their families.	
	Create a poster or PowerPoint presentation to present research of lifestyle traditions in Latinamerica	

Strategies for Differentiation

Students Below Target:	Students Meeting or Exceeding Target:
Paired/Group Activity	Role Play
Guided practice	SQ3R
Role Play	Cooperative Learning
QAR	Choice boards
Cooperative Learning	Independent Study
Choice boards	Interest Based Mini Lessons
Tic - Tac - Toe menus	Skill-Based Mini Lessons
Learning Buddies	Tiered Products /Activities
Varied Rubrics	Choice Menus
Mentorships	Advance notice of assignments
Small Group Instruction	Review with study skills and strategies training.
Visual cues found on worksheets	Teach organizational skills
Chunking and grouping of material	Test modifications
Advance notice of assignments	Time extensions
Review with study skills and strategies training.	
Teach organizational skills	
Test modifications/time extensions	

Title of Unit	Realismo literario	Grade Level	11-12
Curriculum Area	Spanish 3HPA	Time Frame	Approximately 4 weeks
Developed By	Bloomfield High School World Language Department Staff		
Desired Results (Stage 1)			
Established Goals			
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<p>SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL.11-12.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	
<p>21st Century Interdisciplinary Themes:</p> <p> <input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, economic, business, and entrepreneurial literacy </p> <p> <input checked="" type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health Literacy </p>	
Transfer	
<p>Students will be able to independently use their learning to...</p> <p>T1: Read and understand everyday situations using the target language</p> <p>T2: Understand a conversation and use the language to enjoy meeting other people</p> <p>T3: Read and analyze news using the target language</p> <p>T4: Develop social skills in a safe learning environment</p>	
Meaning	
Understandings	Essential Questions
Students will understand that...	Students will keep considering...
<p>U1: There is a link between geography and culture</p> <p>U2: Proficient language skills are developed through effectively communicating, writing, reading, and presenting.</p> <p>U3: Writing, reading, and communicating can be fun and very useful in exploring history.</p>	<p>Q1: How culture is linked to geography?</p> <p>Q2: How useful is the literature to learn a language?</p> <p>Q3: Why don't you use the same words, expressions, etc. with everyone? ...in every situation?</p>

Acquisition

Knowledge

Students will know...

K1: selective vocabulary to read and understand the Spanish classic "Marianela"

K2: Geography of Spain

K3: correct use of the verbs "SER" & "ESTAR"

K4: how to use adjectives accurately

Skills

Students will be able to

S1: To know the geography of Spain

S2: Understand grammar and culture of Spain through a classic novel

S3: Describing accurately

S4: Talk about the nature of people and things

Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
T1-T4 K1-K4 U1-U3	Teacher-created rubrics Read Comprehend Analyze Identify Apply	<u>Transfer Task(s)</u> Formative: <ul style="list-style-type: none"> • Questioning • Discussion • Self assessment • Graphic organizers • Speaking exercises • Journal entries
		Summative: <ul style="list-style-type: none"> • Quizzes • End of chapter test • Listening and speaking test
Q1-Q3 S1-S4	Apply Recall Investigate Evaluate Compare/contrast	<u>Other Evidence</u> Formative: <ul style="list-style-type: none"> • Do now activities • Closure/exit slips • Observation • Peer assessment • Homework
		Summative: <ul style="list-style-type: none"> • Create dialogues/interviews using selected vocabulary • Selected writing assignments • Online research

Learning Plan (Stage 3)

Checks for alignment and best practice

Summary of Key Learning Events and Instruction

The teaching and learning needed to achieve the unit goals.

T1-T4 K1-K4 U1-U3 Q1-Q3 S1-S4	Required Activities	Required Resources
	Motivate students and provide background material to start a novel on the target language	The novel "Marianela"
	Identify the first 4 chapters vocabulary and grammar of the Spanish modern classic "Marianela"	En Contacto (textbook)
	Play an interactive map to know the geography of Spain.	En Contacto: Lecturas (Reading book)
	Students will read aloud and in groups or listen to specific audio text reading activities that are already prepared to comprehend time, tradition, and description of Spain on each chapter of the novel.	Spanish 3 Years (grammar book)
	Analyze the grammar necessary to form the past, present and future perfect tense	
	Write a possible ending of "Marianela"	
	Suggested Activities	Suggested Resources
	Visit the text's interactive website for interactive activities and instruction related to Spanish	Go.hrw.com
	Create a poster or PowerPoint presentation to present research of how technology has enriched and continue to enrich the future of the cultural lifestyles of South American countries.	Biography of Benito Perez Galdos

Strategies for Differentiation

Students Below Target:	Students Meeting or Exceeding Target:
Paired/Group Activity	Role Play
Guided practice	SQ3R
Role Play	Cooperative Learning
QAR	Choice boards
Cooperative Learning	Independent Study
Choice boards	Interest Based Mini Lessons
Tic - Tac - Toe menus	Skill-Based Mini Lessons
Learning Buddies	Tiered Products /Activities
Varied Rubrics	Choice Menus
Mentorships	Advance notice of assignments
Small Group Instruction	Review with study skills and strategies training.
Visual cues found on worksheets	Teach organizational skills
Chunking and grouping of material	Test modifications
Advance notice of assignments	Time extensions
Review with study skills and strategies training.	
Teach organizational skills	
Test modifications/time extensions	

Title of Unit	El Mundo Descriptivo	Grade Level	11-12
Curriculum Area	Spanish 3HPA	Time Frame	Approximately 4 weeks
Developed By	Bloomfield High School World Language Department Staff		
Desired Results (Stage 1)			
Established Goals			
7.1.IM.A.1: Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.			
7.1.IM.A.2: Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response			
7.1.IM.A.3: Recognize a few common gestures and cultural practices associated with the target culture(s).			
7.1.IM.A.4: Identify familiar people, places, and objects based on simple oral and/or written descriptions			
7.1.IM.A.5: Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics			
7.1. IM.B.1: Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.			
7.1.IM.B.2: Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.			
7.1.IM.B.3: Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.			
7.1.IM.B.4: Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.			
7.1.IM.B.5: Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.			
7.1.IM.C.1: Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.			
7.1.IM.C.2: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.			
7.1.IM.C.3: Copy/write words, phrases, or simple guided texts on familiar topics.			
7.1.IM.C.4: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.			
Primary Interdisciplinary Connections			
8.1.12.A.4: Create a personalized digital portfolio that contains a résumé, exemplary projects, and activities, which together reflect personal and academic interests, achievements, and career aspirations.			
9.1.12.A.2: Participate in online strategy and planning sessions for course-based, school-based, or outside projects.			
9.1.12.C.4: Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.			
9.1.12.D.1: Interpret spoken and written communication within the appropriate cultural context.			

9.1.12.D.3: Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st-century skill.

9.1.12.F.2: Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

L.11-12.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.11-12.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

21st Century Interdisciplinary Themes:

☒ **Global Awareness**

☒ **Civic Literacy**

☐ **Financial, economic, business, and entrepreneurial literacy**

☒ **Health Literacy**

Transfer	
Students will be able to independently use their learning to... T1: Read and understand everyday situations using the target language T2: Understand a conversation and use the language to enjoy meeting other people T3: Read and analyze news using the target language T4: Develop social skills in a safe learning environment	
Meaning	
Understandings	Essential Questions
Students will understand that...	Students will keep considering...
U1: How to describe according to the adjectives U2: The uses of SER and ESTAR (to be) to describe accurately U3: To emphasize the descriptions with demonstrative and possessive	Q1: Why don't you use the same words, expressions, etc. with everyone? Q2: How does language change in different situations? Q3: Where does this language live in my community?
Acquisition	
Knowledge Students will know...	Skills Students will be able to
K1: Adjectives position K2: The verbs SER & ESTAR K3: Demonstrative adjectives & pronouns K4: Possessive adjectives & pronouns	S1: Describe with the appropriate adjective S2: Describe also using SER or ESTAR (to be) according to the nature of the subject S3: Emphasize the descriptions using the appropriate demonstrative and possessive adjectives and pronouns

Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
T1-T4 K1-K4 U1-U3	Teacher-created rubrics Read Comprehend Analyze Identify Apply	<u>Transfer Task(s)</u> Formative: <ul style="list-style-type: none"> • Questioning • Discussion • Self assessment • Graphic organizers • Speaking exercises • Journal entries
		Summative: <ul style="list-style-type: none"> • Quizzes • End of chapter test • Listening and speaking test
Q1-Q3 S1-S3	Apply Recall Investigate Evaluate Compare/contrast	<u>Other Evidence</u> Formative: <ul style="list-style-type: none"> • Do now activities • Closure/exit slips • Observation • Peer assessment • Homework
		Summative: <ul style="list-style-type: none"> • Create dialogues/interviews using selected vocabulary • Selected writing assignments • Online research

Learning Plan (Stage 3)

Checks for alignment and best practice

Summary of Key Learning Events and Instruction

The teaching and learning needed to achieve the unit goals.

T1-T4 K1-K4 U1-U3 Q1-Q3 S1-S3	Required Activities	Required Resources
	Motivate students and provide background material to describe people and things	En Contacto: text and audio CD
	Identify the chapter 4 vocabulary and grammar	En Contacto: Lecturas (Reading book)
	Pronounce vocabulary identified in text and read definitions based on different adjectives.	Spanish 3 Years (grammar book)
	Students will read aloud and in groups or listen to specific audio text reading activities that are already prepared in the class textbook.	
	Students will describe each other, places, and go shopping.	
	Analyze the grammar necessary to describe using demonstratives and possessives.	
	Suggested Activities	Suggested Resources
	Visit the text's interactive website for interactive activities and instruction related to Spanish to practice grammar, vocabulary, reading comprehension and cultural readings of Venezuela.	Go.hrw.com
	Students describe a Spanish-speaking country destination for a possible vacation	
	Students pretend to be in a mall center and have a full conversation describing items in a store	

Strategies for Differentiation	
Students Below Target:	Students Meeting or Exceeding Target:
Paired/Group Activity	Role Play
Guided practice	SQ3R
Role Play	Cooperative Learning
QAR	Choice boards
Cooperative Learning	Independent Study
Choice boards	Interest Based Mini Lessons
Tic - Tac - Toe menus	Skill-Based Mini Lessons
Learning Buddies	Tiered Products /Activities
Varied Rubrics	Choice Menus
Mentorships	Advance notice of assignments
Small Group Instruction	Review with study skills and strategies training.
Visual cues found on worksheets	Teach organizational skills
Chunking and grouping of material	Test modifications
Advance notice of assignments	Time extensions
Review with study skills and strategies training.	
Teach organizational skills	
Test modifications/time extensions	

Title of Unit	Representacion de Marianela	Grade Level	11-12
Curriculum Area	Spanish 3HPA	Time Frame	Approximately 4 weeks
Developed By	Bloomfield High School World Language Department Staff		
Desired Results (Stage 1)			
Established Goals			
7.1.IM.A.1: Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.			
7.1.IM.A.2: Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response			
7.1.IM.A.3: Recognize a few common gestures and cultural practices associated with the target culture(s).			
7.1.IM.A.4: Identify familiar people, places, and objects based on simple oral and/or written descriptions			
7.1.IMA.5: Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics			
7.1. IM.B.1: Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.			
7.1.IM.B.2: Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.			
7.1.IM.B.3: Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.			
7.1.IM.B.4: Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.			
7.1.IM.B.5: Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.			
7.1.IM.C.1: Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.			
7.1.IM.C.2: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.			
7.1.IM.C.3: Copy/write words, phrases, or simple guided texts on familiar topics.			
7.1.IM.C.4: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.			
Primary Interdisciplinary Connections			
8.1.12.A.4: Create a personalized digital portfolio that contains a résumé, exemplary projects, and activities, which together reflect personal and academic interests, achievements, and career aspirations.			
9.1.12.A.2: Participate in online strategy and planning sessions for course-based, school-based, or outside projects.			
9.1.12.C.4: Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.			
9.1.12.D.1: Interpret spoken and written communication within the appropriate cultural context.			
9.1.12.D.3: Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st-century skill.			
9.1.12.F.2: Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.			

L.11-12.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.11-12.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

21st Century Interdisciplinary Themes:

☒ **Global Awareness**

☒ **Civic Literacy**

☐ **Financial, economic, business, and entrepreneurial literacy**

☐ **Health Literacy**

Transfer

Students will be able to independently use their learning to...

T1: Read and understand everyday situations using the target language

T2: Understand a conversation and use the language to enjoy meeting other people

T3: Read and analyze news using the target language

T4: Develop social skills in a safe learning environment

Meaning	
Understandings	Essential Questions
Students will understand that...	Students will keep considering...
<p>U1. A written story, its grammar through a classic of Spain "Marianela", and his representation</p> <p>U2. The future and conditional tense</p> <p>U3. Different kind of pronouns</p>	<p>Q1. How does body language complement the words?</p> <p>Q2. How fluent do I need to be in speaking and/or writing a new language in order to be able to communicate effectively?</p> <p>Q3. What are different language learning styles?</p>
Acquisition	
Knowledge Students will know...	Skills Students will be able to
<p>K1. Vocabulary & culture through a Spanish classic book "Marianela"</p> <p>K2. How to perform a scene of the mentioned book</p> <p>K3. The Reflexive pronouns</p> <p>K4. Pronouns of Indirect Object</p> <p>K5. Pronouns of Direct Object</p>	<p>S1. Understand grammar and culture of Spain through a classic novel</p> <p>S2. Perform a scene of the book "Marianela"</p> <p>S3. How to use Pronouns accurately</p> <p>S4. Talk about reflexive and reciprocal actions</p>

Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
T1-T4 K1-K5 U1-U3	Teacher-created rubrics Read Comprehend Analyze Identify Apply	<u>Transfer Task(s)</u> Formative: <ul style="list-style-type: none"> • Questioning • Discussion • Self assessment • Graphic organizers • Speaking exercises • Journal entries
		Summative: <ul style="list-style-type: none"> • Quizzes • End of chapter test • Listening and speaking test
Q1-Q3 S1-S4	Apply Recall Investigate Evaluate Compare/contrast	<u>Other Evidence</u> Formative: <ul style="list-style-type: none"> • Do now activities • Closure/exit slips • Observation • Peer assessment • Homework
		Summative: <ul style="list-style-type: none"> • Create dialogues/interviews using selected vocabulary • Selected writing assignments • Online research

Learning Plan (Stage 3)

**Checks for alignment
and best practice**

Summary of Key Learning Events and Instruction

The teaching and learning needed to achieve the unit goals.

T1-T4 K1-K5 U1-U3 Q1-Q3 S1-S4	Required Activities	Required Resources
	Motivate students and provide background material to comprehend the novel better.	"Marianela" novel (Student edition)
	Identify and familiarize with the vocabulary of the last chapters of "Marianela".	En Contacto (textbook)
	Students will listen each chapter, teacher will ask few comprehension questions, and then they will read to fully understand	En Contacto (Workbook)
	Students will answer through writing comprehension questions about the reading and discuss about it.	En Contacto (CD)
	Analyze the grammar necessary present Direct Object & Indirect Object Pronouns	
	Students in groups will represent or perform a scene of "Marianela"	
	Suggested Activities	Suggested Resources
	Visit the text's interactive website for interactive activities and instruction related to Spanish	Go.hrw.com
	Research about the author of "Marianela", Benito Perez Galdos	

Strategies for Differentiation

Students Below Target:	Students Meeting or Exceeding Target:
Paired/Group Activity	Role Play
Guided practice	SQ3R
Role Play	Cooperative Learning
QAR	Choice boards
Cooperative Learning	Independent Study
Choice boards	Interest Based Mini Lessons
Tic - Tac - Toe menus	Skill-Based Mini Lessons
Learning Buddies	Tiered Products /Activities
Varied Rubrics	Choice Menus
Mentorships	Advance notice of assignments
Small Group Instruction	Review with study skills and strategies training.
Visual cues found on worksheets	Teach organizational skills
Chunking and grouping of material	Test modifications
Advance notice of assignments	Time extensions
Review with study skills and strategies training.	
Teach organizational skills	
Test modifications/time extensions	

Title of Unit	Conversaciones avanzadas	Grade Level	11-12
Curriculum Area	Spanish 3HPA	Time Frame	Approximately 4 weeks
Developed By	Bloomfield High School World Language Department Staff		
Desired Results (Stage 1)			
Established Goals			
<p>7.1.IM.A.1: Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.IM.A.2: Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response</p> <p>7.1.IM.A.3: Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.IM.A.4: Identify familiar people, places, and objects based on simple oral and/or written descriptions</p> <p>7.1.IMA.5: Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics</p> <p>7.1. IM.B.1: Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p>7.1.IM.B.2: Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.IM.B.3: Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.IM.B.4: Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1.IM.B.5: Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1.IM.C.1: Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.IM.C.2: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.IM.C.3: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.IM.C.4: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>			
Primary Interdisciplinary Connections			
<p>8.1.12.A.4: Create a personalized digital portfolio that contains a résumé, exemplary projects, and activities, which together reflect personal and academic interests, achievements, and career aspirations.</p>			
<p>9.1.12.A.2: Participate in online strategy and planning sessions for course-based, school-based, or outside projects.</p>			
<p>9.1.12.C.4: Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.</p>			
<p>9.1.12.D.1: Interpret spoken and written communication within the appropriate cultural context.</p>			
<p>9.1.12.D.3: Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st-century skill.</p>			

9.1.12.F.2: Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

L.11-12.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.11-12.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

21st Century Interdisciplinary Themes:

☒ **Global Awareness**

☒ **Civic Literacy**

☐ **Financial, economic, business, and entrepreneurial literacy**

☐ **Health Literacy**

Transfer	
<p>Students will be able to independently use their learning to...</p> <p>T1: Read and understand everyday situations using the target language</p> <p>T2: Understand a conversation and use the language to enjoy meeting other people</p> <p>T3: Read and analyze news using the target language</p> <p>T4: Develop social skills in a safe learning environment</p>	
Meaning	
Understandings	Essential Questions
Students will understand that...	Students will keep considering...
<p>U1. How to use the compound tenses</p> <p>U2. How negative and positive words work</p> <p>U3. The uses of "Por" & "Para"</p> <p>U4. The uses of "Pero", "Sino & Sino que"</p>	<p>Q1. How fluent do I need to be in writing a new language in order to be able to communicate effectively?</p> <p>Q2. How fluent do I need to be in speaking a new language in order to be able to communicate effectively?</p> <p>Q3. How does language change in different situations?</p>
Acquisition	
Knowledge	Skills
Students will know...	Students will be able to
<p>K1. All the compound tenses</p> <p>K2. Negative and positive words</p> <p>K3. Meanings of "Por" and "Para"</p> <p>K4. Meanings of "Pero", "sino" and "sino que"</p>	<p>S1. Use all the compound tenses</p> <p>S2. Use negative and positive words</p> <p>S3. Differentiate "Por", "Para", "Pero", "sino" and "sino que"</p> <p>S4. Create a conversation with the previous grammar tools</p>

Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
T1-T4 K1-K4 U1-U4	Teacher-created rubrics Read Comprehend Analyze Identify Apply	<u>Transfer Task(s)</u> Formative: <ul style="list-style-type: none"> • Questioning • Discussion • Self assessment • Graphic organizers • Speaking exercises • Journal entries
		Summative: <ul style="list-style-type: none"> • Quizzes • End of chapter test • Listening and speaking test
Q1-Q3 S1-S4	Apply Recall Investigate Evaluate Compare/contrast	<u>Other Evidence</u> Formative: <ul style="list-style-type: none"> • Do now activities • Closure/exit slips • Observation • Peer assessment • Homework
		Summative: <ul style="list-style-type: none"> • Create dialogues/interviews using selected vocabulary • Selected writing assignments • Online research

Learning Plan (Stage 3)		
Checks for alignment and best practice		Summary of Key Learning Events and Instruction <i>The teaching and learning needed to achieve the unit goals.</i>
T1-T4 K1-K4 U1-U4 Q1-Q3 S1-S4	Required Activities	Required Resources
	Motivate students and provide background material to have a full conversation on the target language	En Contacto (textbook)
	Identify and familiarize with chapter 6 vocabulary, including participles to form perfect tenses.	En Contacto (Workbook)
	Students will read aloud and in groups or listen to audio text reading to be familiarized with positive and negative expressions	En Contacto (CD)
	Students will analyze and use all perfect tenses (compound tenses) in written and oral activities	
	Analyze the grammar necessary to use “pero-sino” and “para-por”	
	Students in groups will create a script and perform a full conversation with all the grammar learned in this unit	
	Suggested Activities	Suggested Resources
	Visit the text’s interactive website for interactive activities and instruction related to Spanish	Go.hrw.com

Strategies for Differentiation

Students Below Target:	Students Meeting or Exceeding Target:
Paired/Group Activity	Role Play
Guided practice	SQ3R
Role Play	Cooperative Learning
QAR	Choice boards
Cooperative Learning	Independent Study
Choice boards	Interest Based Mini Lessons
Tic - Tac - Toe menus	Skill-Based Mini Lessons
Learning Buddies	Tiered Products /Activities
Varied Rubrics	Choice Menus
Mentorships	Advance notice of assignments
Small Group Instruction	Review with study skills and strategies training.
Visual cues found on worksheets	Teach organizational skills
Chunking and grouping of material	Test modifications
Advance notice of assignments	Time extensions
Review with study skills and strategies training.	
Teach organizational skills	
Test modifications/time extensions	

Title of Unit	Geografia y cultura latinoamericana	Grade Level	11-12
Curriculum Area	Spanish 3HPA	Time Frame	Approximately 4 weeks
Developed By	Bloomfield High School World Language Department Staff		
Desired Results (Stage 1)			
Established Goals			
7.1.IM.A.1: Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.			
7.1.IM.A.2: Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response			
7.1.IM.A.3: Recognize a few common gestures and cultural practices associated with the target culture(s).			
7.1.IM.A.4: Identify familiar people, places, and objects based on simple oral and/or written descriptions			
7.1.IM.A.5: Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics			
7.1. IM.B.1: Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.			
7.1.IM.B.2: Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.			
7.1.IM.B.3: Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.			
7.1.IM.B.4: Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.			
7.1.IM.B.5: Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.			
7.1.IM.C.1: Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.			
7.1.IM.C.2: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.			
7.1.IM.C.3: Copy/write words, phrases, or simple guided texts on familiar topics.			
7.1.IM.C.4: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.			
Primary Interdisciplinary Connections			
8.1.12.A.4: Create a personalized digital portfolio that contains a résumé, exemplary projects, and activities, which together reflect personal and academic interests, achievements, and career aspirations.			
9.1.12.A.2: Participate in online strategy and planning sessions for course-based, school-based, or outside projects.			
9.1.12.C.4: Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.			
9.1.12.D.1: Interpret spoken and written communication within the appropriate cultural context.			

9.1.12.D.3: Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st-century skill.

9.1.12.F.2: Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

L.11-12.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.11-12.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

21st Century Interdisciplinary Themes:

☒ **Global Awareness**

☒ **Civic Literacy**

☐ **Financial, economic, business, and entrepreneurial literacy**

☐ **Health Literacy**

Transfer	
<p>Students will be able to independently use their learning to...</p> <p>T1: Read and understand everyday situations using the target language</p> <p>T2: Understand a conversation and use the language to enjoy meeting other people</p> <p>T3: Read and analyze news using the target language</p> <p>T4: Develop social skills in a safe learning environment</p> <p>T5: develop art and music appreciation</p>	
Meaning	
Understandings	Essential Questions
Students will understand that...	Students will keep considering...
<p>U1: Passive voice is a different perspective of talking</p> <p>U2: The importance of knowing the geography of Latin-American countries</p> <p>U3: The importance of learning cultural and historical facts of Latin-American countries</p>	<p>Q1: How does language change in different situations?</p> <p>Q2: How important is knowing geography when you learn a language?</p> <p>Q3: How important is learning cultural and historical facts of Latin-American countries?</p>
Acquisition	
Knowledge Students will know...	Skills Students will be able to
<p>K1: The passive voice construction with “Ser” + Participle</p> <p>K2: Spanish-speaking countries from Central, Caribbean, and South America</p> <p>K3: History and culture of Central, Caribbean, and South America</p>	<p>S1: Use the passive voice</p> <p>S2: Identify location and capital of Latin American countries</p> <p>S3: Understand the culture of Latin American countries</p>

Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
T1-T5 K1-K3 U1-U3	Teacher-created rubrics Read Comprehend Analyze Identify Apply	<u>Transfer Task(s)</u> Formative: <ul style="list-style-type: none"> • Questioning • Discussion • Self assessment • Graphic organizers • Speaking exercises • Journal entries
		Summative: <ul style="list-style-type: none"> • Quizzes • End of chapter test • Listening and speaking test
Q1-Q3	Apply Recall Investigate Evaluate Compare/contrast	<u>Other Evidence</u> Formative: <ul style="list-style-type: none"> • Do now activities • Closure/exit slips • Observation • Peer assessment • Homework
		Summative: <ul style="list-style-type: none"> • Create dialogues/interviews using selected vocabulary • Selected writing assignments • Online research

Learning Plan (Stage 3)		
Checks for alignment and best practice		Summary of Key Learning Events and Instruction <i>The teaching and learning needed to achieve the unit goals.</i>
T1-T5 K1-K3 U1-U3 Q1-Q3	Required Activities	Required Resources
	Motivate students and provide background material to present Latin-American geography	En Contacto: text and audio CD
	Interactive map games about Mexico, Central America, The Caribbean Island, and South America	Copy of the short story "Eclipse"
	Pronounce vocabulary identified in text to acquire cultural knowledge	Spanish 3 Years (grammar book)
	Analyze the grammar necessary to use the passive voice	
	Read aloud the short story "El eclipse" about Mayas, and respond comprehension questions	
	Research/Report/Present one of Latin-American countries: Geographical, historical and cultural aspects/facts.	
	Suggested Activities	Suggested Resources
	Visit the text's interactive website for interactive activities and instruction related to Spanish	Go.hrw.com
	Write a myth to explain something mysterious	
	Create a scrapbook of a traditional legend of a Spanish speaking country.	

Strategies for Differentiation

Students Below Target:	Students Meeting or Exceeding Target:
Paired/Group Activity	Role Play
Guided practice	SQ3R
Role Play	Cooperative Learning
QAR	Choice boards
Cooperative Learning	Independent Study
Choice boards	Interest Based Mini Lessons
Tic - Tac - Toe menus	Skill-Based Mini Lessons
Learning Buddies	Tiered Products /Activities
Varied Rubrics	Choice Menus
Mentorships	Advance notice of assignments
Small Group Instruction	Review with study skills and strategies training.
Visual cues found on worksheets	Teach organizational skills
Chunking and grouping of material	Test modifications
Advance notice of assignments	Time extensions
Review with study skills and strategies training.	
Teach organizational skills	
Test modifications/time extensions	

Title of Unit	Deseos	Grade Level	11-12
Curriculum Area	Spanish 3HPA	Time Frame	Approximately 4 weeks
Developed By	Bloomfield High School World Language Department Staff		
Desired Results (Stage 1)			
Established Goals			
<p>7.1.IM.A.1: Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.IM.A.2: Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response</p> <p>7.1.IM.A.3: Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.IM.A.4: Identify familiar people, places, and objects based on simple oral and/or written descriptions</p> <p>7.1.IMA.5: Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics</p> <p>7.1. IM.B.1: Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p>7.1.IM.B.2: Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.IM.B.3: Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.IM.B.4: Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1.IM.B.5: Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1.IM.C.1: Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.IM.C.2: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.IM.C.3: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.IM.C.4: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>			
Primary Interdisciplinary Connections			
<p>8.1.12.A.4: Create a personalized digital portfolio that contains a résumé, exemplary projects, and activities, which together reflect personal and academic interests, achievements, and career aspirations.</p> <p>9.1.12.A.2: Participate in online strategy and planning sessions for course-based, school-based, or outside projects.</p> <p>9.1.12.C.4: Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.</p> <p>9.1.12.D.1: Interpret spoken and written communication within the appropriate cultural context.</p>			

9.1.12.D.3: Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st-century skill.

9.1.12.F.2: Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

L.11-12.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.11-12.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

21st Century Interdisciplinary Themes:

☒ **Global Awareness**

☒ **Civic Literacy**

☐ **Financial, economic, business, and entrepreneurial literacy**

☐ **Health Literacy**

Transfer	
Students will be able to independently use their learning to... T1: Read and understand everyday situations using the target language T2: Understand a conversation and use the language to enjoy meeting other people T3: Read and analyze news using the target language T4: Develop social skills in a safe learning environment	
Meaning	
Understandings	Essential Questions
Students will understand that...	Students will keep considering...
U1: Subjunctive mood is another way to talk in Spanish U2: Different use of subjunctive play a role in wishes, hypothetical or unreal situations U3: Even in Subjunctive there are different tenses	Q1: How important is to use the subjunctive in Spanish? Q2: Can we communicate without subjunctive mood? Q3: How does language change in different situations?
Acquisition	
Knowledge Students will know...	Skills Students will be able to
K1: The subjunctive mood K2: Present subjunctive K3: Imperfect subjunctive	S1: Identify the subjunctive mood S2: Use subjunctive for wishes, hopes, and doubts S3: Use subjunctive for hypothetical and unreal situations

Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
T1-T4 K1-K3 U1-U3	Teacher-created rubrics Read Comprehend Analyze Identify Apply	<u>Transfer Task(s)</u> Formative: <ul style="list-style-type: none"> • Questioning • Discussion • Self assessment • Graphic organizers • Speaking exercises • Journal entries
		Summative: <ul style="list-style-type: none"> • Quizzes • End of chapter test • Listening and speaking test
Q1-Q3 S1-S3	Apply Recall Investigate Evaluate Compare/contrast	<u>Other Evidence</u> Formative: <ul style="list-style-type: none"> • Do now activities • Closure/exit slips • Observation • Peer assessment • Homework
		Summative: <ul style="list-style-type: none"> • Create dialogues/interviews using selected vocabulary • Selected writing assignments • Online research

Learning Plan (Stage 3)

Checks for alignment and best practice

Summary of Key Learning Events and Instruction

The teaching and learning needed to achieve the unit goals.

T1-T4 K1-K3 U1-U3 Q1-Q3	Required Activities	Required Resources
	Motivate students and provide background material to present the Subjunctive mood	En Contacto: text and audio CD
	Identify the chapter's vocabulary and grammar with emphasis in nouns with the same form for each gender, subjunctive after expressions of need, subjunctive mood with recommendations and commands.	En Contacto: Lecturas (Reading book)
	Pronounce vocabulary identified in text and read definitions in the reading book about subjunctive	Spanish 3 Years (grammar book)
	Students will read aloud and in groups or listen to audio text reading	
	Analyze the grammar necessary to use the present subjunctive using expressing of need, wishes and subjunctive mood with recommendations.	
	Analyze the grammar necessary to use the imperfect subjunctive using expressing of need and subjunctive mood with recommendations.	
	Suggested Activities	Suggested Resources
	Visit the text's interactive website for interactive activities and instruction related to Spanish	Go.hrw.com
	Project: Students create a conversation using the acronym WEDDING (Wishes, Emotions, Doubt, Denial, Impersonal, Negation & God)	

Strategies for Differentiation

Students Below Target:	Students Meeting or Exceeding Target:
Paired/Group Activity	Role Play
Guided practice	SQ3R
Role Play	Cooperative Learning
QAR	Choice boards
Cooperative Learning	Independent Study
Choice boards	Interest Based Mini Lessons
Tic - Tac - Toe menus	Skill-Based Mini Lessons
Learning Buddies	Tiered Products /Activities
Varied Rubrics	Choice Menus
Mentorships	Advance notice of assignments
Small Group Instruction	Review with study skills and strategies training.
Visual cues found on worksheets	Teach organizational skills
Chunking and grouping of material	Test modifications
Advance notice of assignments	Time extensions
Review with study skills and strategies training.	
Teach organizational skills	
Test modifications/time extensions	

Title of Unit	Situaciones relativas	Grade Level	11-12
Curriculum Area	Spanish 3HPA	Time Frame	Approximately 4 weeks
Developed By	Bloomfield High School World Language Department Staff		
Desired Results (Stage 1)			
Established Goals			
<p>7.1.IM.A.1: Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.IM.A.2: Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response</p> <p>7.1.IM.A.3: Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.IM.A.4: Identify familiar people, places, and objects based on simple oral and/or written descriptions</p> <p>7.1.IM.A.5: Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics</p> <p>7.1.IM.B.1: Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p>7.1.IM.B.2: Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.IM.B.3: Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.IM.B.4: Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1.IM.B.5: Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1.IM.C.1: Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.IM.C.2: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.IM.C.3: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.IM.C.4: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>			
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Meaning	
Understandings	Essential Questions
Students will understand that...	Students will keep considering...
<p>U1: Passive expressions with “se” can have different meanings</p> <p>U2: Relative pronouns are used for emphasizing and avoiding repetition</p> <p>U3: The richness of the Spanish culture is plural</p>	<p>Q1: Why is necessary the passive voice?</p> <p>Q2: Why are necessary the pronouns in a language?</p> <p>Q3: How can I explore other cultures without stereotyping?</p>
Acquisition	
Knowledge	Skills
Students will know...	Students will be able to
<p>K1: Construction of passive with “Se”</p> <p>K2: “Se” to express unexpected events</p> <p>K3: Relative pronouns</p> <p>K4: Sociological knowledge of Spanish-speaking countries</p>	<p>S1: Express passive voice with “se”</p> <p>S2: Express unexpected events</p> <p>S3: Use relative pronouns for emphasizing and avoiding repetition</p> <p>S4: Research and find important facts of Spanish-speaking countries</p>

Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
T1-T4 K1-K4 U1-U3	Teacher-created rubrics Read Comprehend Analyze Identify Apply	<u>Transfer Task(s)</u> Formative: <ul style="list-style-type: none"> • Questioning • Discussion • Self assessment • Graphic organizers • Speaking exercises • Journal entries
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Learning Plan (Stage 3)

Checks for alignment and best practice

Summary of Key Learning Events and Instruction *The teaching and learning needed to achieve the unit goals.*

T1-T4 K1-K4 U1-U3 Q1-Q3 S1-S4	Required Activities	Required Resources
	Motivate students and provide background material to present a full conversation using the subjunctive mood	En Contacto: text and audio CD
	Identify the chapter 8 vocabulary and grammar with emphasis in relative pronouns	En Contacto: Lecturas (Reading book)
	Pronounce vocabulary identified in text and read definitions	Spanish 3 Years (grammar book)
	Students will read aloud and in groups or listen to specific audio text reading activities that include “se” for passive voice to express unexpected events	
	Analyze the grammar necessary to present relative pronouns	
	Project presentation: Students work in pairs to make an oral presentation using the WEDDING uses with given situations. For example, the teacher may assign one pair of students the situation of “ <i>Una cita romántica</i> .” The students would then pretend they are in that situation and brainstorm five to 10 different sentences they could say using the WEDDING uses. For example, one may comment, “ <i>Espero que mi novio(a) y yo vayamos a la playa para nuestra cita</i> .” The other student may respond by saying, “ <i>Ojalá que caminemos en la arena en la playa</i> .” Other situations could include the following: -Summer vacations -Trip to Europe -Winning the lottery ...	
	Suggested Activities	Suggested Resources
	Visit the text’s interactive website for interactive activities and instruction related to Spanish	Go.hrw.com

Strategies for Differentiation

Students Below Target:	Students Meeting or Exceeding Target:
Paired/Group Activity	Role Play
Guided practice	SQ3R
Role Play	Cooperative Learning
QAR	Choice boards
Cooperative Learning	Independent Study
Choice boards	Interest Based Mini Lessons
Tic - Tac - Toe menus	Skill-Based Mini Lessons
Learning Buddies	Tiered Products /Activities
Varied Rubrics	Choice Menus
Mentorships	Advance notice of assignments
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Visual cues found on worksheets	Teach organizational skills
Chunking and grouping of material	Test modifications
Advance notice of assignments	Time extensions
Review with study skills and strategies training.	
Teach organizational skills	
Test modifications/time extensions	