

# Englewood Public School District

## World Language, Spanish IV Honors

### First Marking Period

#### Unit 1: Language Learning Strategies, Nowadays, Life & History, Perspectives, and Myths

**Overview:** Students in the Spanish IV Honors course develop advanced knowledge of the language and customs of Spain and Latin-America, through the development of a wider vocabulary and sophisticated use of grammar in a rigorous program of study. Students will be offered the opportunity to learn about the careers in the global marketplace, family/societal problems, and culture and global challenges of several countries where Spanish is spoken. Students read a wide spectrum of literature, non-fiction text, and current international articles, view Internet clips and television programs, listen to various genres of music and global news, and use authentic resources as vehicles for real life conversations in the community. Through the study of language, students will also gain an understanding and appreciation of other cultures as well as their own. Formative, summative, and project-based performance assessments, as well as benchmark assessments are employed to track individual student progress. Unit 1 will focus on language learning strategies, current events, life and history, personal and global reflections, and fiction versus reality. The Spanish IV program will be supported by the *Spanish Four Years-Advanced Spanish w/ AP Component* Spanish program which will cover different themes, support Spanish grammar, reading comprehension, writing, and vocabulary.

**Time Frame:** 40 to 44 Days

#### Enduring Understandings:

*Students will understand that...*

- *They can develop and apply language learning strategies to rely upon when expanding my Spanish language.*
- *They can analyze, synthesize, and summarize information from written, oral, audio, and multimedia sources.*
- *They can give or request information regarding a variety of daily living and practical topics.*
- *They can explore themes regarding current events, politics, and government, history, global reflections, personal perspectives, and fiction versus reality.*
- *They can use correct verb tenses when speaking and writing in Spanish.*
- *They can use articles, nouns, pronouns, adjectives, adverbs, and prepositions in my oral and written language.*
- *They can engage in meaningful conversations with peers, teachers, and people from Spanish speaking countries.*
- *They can understand that Language incorporates not only grammatical and vocabulary aspects but reflects the communities that use it. This community identity shapes personal identity.*

#### Essential Questions:

- *In what ways are global events interconnected?*
- *What are the challenges we face in the world today and how can we combat them?*
- *How are aspects of identity expressed in various situations?*
- *What types of myths do societies and individuals continue to perpetuate.*
- *What political and social issues pose challenges to the world?*

- What is heroic?
- What can we learn from triumphs and failures?
- Why is seeing the world from a personal and global perspective so critical?

Standards	Topics and Objectives	Activities	Resources	Assessments
<p><b>7.1.IM.A.1</b></p> <p><b>Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.</b></p> <p><b>7.1.IH.A.1 A</b></p> <p><b>analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics</b></p> <p><b>7.1.IM.A.2</b></p> <p><b>Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations</b></p>	<p><b>Topics</b></p> <p>Language learning strategies, current events, life and history, personal and global reflections, and fiction versus reality</p> <p><i>Twenty-First Century Themes and Skills include:</i></p> <ul style="list-style-type: none"> <li>• Social and Cross cultural skills</li> <li>• The Four C's- Communication, Collaboration, Critical-Thinking, and Creativity</li> <li>• Global Awareness</li> </ul> <p><a href="http://classroom21.ncdpi.wikispaces.net/Framework+for+21st+Century+Skills+Overview+2">http://classroom21.ncdpi.wikispaces.net/Framework+for+21st+Century+Skills+Overview+2</a></p> <p><b>Objectives</b></p> <p>Students will</p> <ul style="list-style-type: none"> <li>• Understand that it is possible to communicate in a foreign language</li> <li>• Ask and answer questions in target language</li> <li>• Use print, recorded, and digital media to learn Spanish</li> </ul>	<p>As an introduction to this unit students will watch ted talk about how home cooking can change the world. (6.1.12.D.14.f, 6.1.12.D.6.a)</p> <p>Students will summarize the main points they learned from the video, select one talking point and elaborate on that point with a partner. (CRP11, CRP4) (6.1.12.D.14.f, 6.1.12.D.6.a)</p> <p>Students will learn and apply language learning strategies for the following skills:</p> <p>A. Building Listening Skills</p> <p>B. Building Reading Skills</p> <p>C. Building Speaking Skills</p> <p>D. Building Writing Skills</p> <p>E. Building Grammar Skills</p> <p>F. Building Vocabulary</p> <p>G. Building Cross Cultural Skills</p>	<p>TED Talks en Espanol: <i>Can Home Cooking Change the World?</i>  <a href="https://www.ted.com/talks/gaston-acurio-can-home-cooking-change-the-world/up-next?referrer=playlist-ted-talks-en-espa%C3%B1ol">https://www.ted.com/talks/gaston-acurio-can-home-cooking-change-the-world/up-next?referrer=playlist-ted-talks-en-espa%C3%B1ol</a></p> <p>Textbook:  <b><i>Spanish Four Years-Advanced Spanish w/ AP Component</i></b></p> <p>Google Forms  <a href="https://docs.google.com/forms/u/0/">https://docs.google.com/forms/u/0/</a></p>	

<p>through appropriate responses.</p> <p><b>7.1.IH.A.2</b></p> <p><b>Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.</b></p> <p><b>7.1.IM.A.3</b></p> <p><b>Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.</b></p> <p><b>7.1.IH.A.3</b></p> <p><b>Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.</b></p> <p><b>7.1.IM.A.4</b></p> <p><b>Use target language to paraphrase what is heard or</b></p>	<ul style="list-style-type: none"> <li>• Use digital media to learn about Spanish speaking countries and people</li> <li>• Summarize information</li> <li>• Listen and interpret basic / key info from realia</li> <li>• Comprehend various articles and written pieces regarding current events, politics, history, myths, and global perspectives</li> <li>• Analyze and react to a videos, articles, and narratives</li> <li>• Write a journal entry</li> <li>• Write an email</li> <li>• Interpret key info. in realia related to topic</li> <li>• Listen and note key ideas/info. from a news video</li> <li>• Listen and interpret ideas of others – synthesize information heard and paraphrase</li> <li>• Comprehend key info. from authentic narratives on familiar and unfamiliar topics related to socio-political global conflicts</li> <li>• Interpret key info. from thematic passages and current events and construct a graphic</li> </ul>	<p>Students will complete textbook and workbook practice lessons (CRP4)</p> <p>Following a teacher led review lesson of vocabulary related to unit one, students will work in teams to create a Google classroom form to conduct a survey about what things students are most concerned about. Each team will share their survey with another group and then discuss the results of the survey. (CRP1., CRP2, CRP4, CRP12, CRP11) (9.2.12.C.3) (6.1.12.D.6.a, )</p> <p>Following teacher led grammar lessons on the following verbs types:</p> <p>A. Regular and Irregular Verbs in the Present Indicative</p> <p>B. Stem-Changing Verbs in the Present Tense</p> <p>C. Consonant-Changing Verbs</p> <p>D. –UIR, -UAR, and –IAR</p> <p>Students will complete text book related practice activities and write sentences related to the</p>	<p><b><i>Spanish Four Years-Advanced Spanish w/ AP Component</i></b></p> <p><b><i>Spanish Four Years-Advanced Spanish w/ AP Component</i></b></p> <p><b><i>Spanish Four Years-Advanced Spanish w/ AP Component</i></b></p>	
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<p>read in oral or written descriptions of people, places, objects, and daily activities.</p> <p><b>7.1.IH.A.4</b></p> <p>Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.</p> <p><b>7.1.IM.A.5</b></p> <p>Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</p> <p><b>7.1.IH.A.5</b></p> <p>Synthesize information from oral and written discourse dealing with a variety of topics.</p> <p><b>7.1.IM.A.7</b></p> <p>Infer the meaning of some unfamiliar words in some new contexts.</p> <p><b>7.1.IM.A.8</b></p>	<p>organizer for info. Gleamed</p> <ul style="list-style-type: none"> <li>• Ask/respond to questions related to personal reactions/attitudes in dealing with conflict</li> <li>• Present findings of a researched Francophone issue, state my personal reaction and suggest one or more possible resolutions</li> <li>• Research and create a graphic organizer on a current Francophone conflict/issue</li> <li>• Prepare a presentation visual</li> <li>• Paraphrase info. found in article</li> <li>• State my opinion</li> <li>• Provide insight on a possible solution</li> <li>• Interpret audio sources related to the topic of changes in society, multicultural diversity, cultural stereotypes, global citizenship</li> <li>• Read and interpret main ideas, key info. on a variety of topics</li> <li>• Interpret data found in info graphics related to interculturality, human rights, immigration and integration</li> </ul>	<p>Ted Talk about how home cooking can change the world. (CRP2, CRP4)</p> <p>Following a teacher led lesson on the current event topic: “Massive Extinction”, students will work in pairs to research the topic and select one species to write about. Each pair of students will create a page infographic about massive extinction. (CRP2, CRP4, CRP11, CRP8, CRP8, CRP12) (NJSLSA.R7)</p> <p><b>Project Based Learning</b></p> <p>Following a teacher led lesson and modeling, students will work in small groups to discuss and research heroic and daily tales about people in present day history. Students will create a scripts and a short video about a selected topic. The video will be presented to the class. (CRP2, CRP4, CRP11, CRP12) (NJSLSA.R2, NJSLSA.R7) (8.1.12.A.1, 8.1.12.A.2) (9.2.12.C.3)</p>	<p><i>Spanish Four Years-Advanced Spanish w/ AP Component</i></p> <p><i>Spanish Four Years-Advanced Spanish w/ AP Component</i></p>	
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<p><b>Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</b></p> <p><b>7.1.IM.B.1</b></p> <p><b>Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.</b></p> <p><b>7.1.IH.B.1</b></p> <p><b>Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.</b></p> <p><b>7.1.IM.B.2</b></p> <p><b>Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities in familiar and some unfamiliar situations.</b></p> <p><b>7.1.IH.B.2</b></p> <p><b>Give, respond to, and ask for clarification on detailed</b></p>	<ul style="list-style-type: none"> <li>• Ask/respond to questions about cultural diversity and globalization</li> <li>• Explain personal significance of knowing a second language – brainstorm and create specific examples as they relate</li> <li>• Explain /give examples of cultural diversity's impact on a situation</li> <li>• Use language learner strategies to improve and build upon listening, speaking, reading, and writing</li> <li>• Learn, apply, and demonstrate the usage of correct grammatical structures in oral and written language</li> <li>• Understand, apply, and demonstrate the usage of descriptive language when reading, speaking, listening, and writing</li> </ul>	<p>Following teacher led grammar lessons on the following verbs types:</p> <p>A. Regular and Irregular Verbs in the Preterit Tense</p> <p>B. Verbs with Spelling Changes in the Preterit Tense</p> <p>C. Stem-Changing in the Preterit Tense (CRP2, CRP4),</p> <p>Students will complete text book related practice activities and write sentences related to the topics of mass extinction and heroic people. (CRP2, CRP4)</p> <p>Following a teacher led lesson on personal and global perspectives, students will work in pairs and research a topic about our changing world and what excites them about how society is changing. Students will create a dialogue and discuss this topic with one another.(CRP4)</p> <p>Following teacher led grammar lessons on the following verbs types:</p> <p>A. Uses of the Imperfect Tense</p> <p>B. Regular Verbs</p>	<p><i>Spanish Four Years- Advanced Spanish w/ AP Component</i></p> <p><b>Read Write Think: Venn Diagram</b></p> <p><a href="http://www.readwritethink.org/files/resources/interactives/venn_diagrams/">http://www.readwritethink.org/files/resources/interactives/venn_diagrams/</a></p> <p><i>Spanish Four Years- Advanced Spanish w/ AP Component</i></p>	
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<p>oral and written directions, commands, and requests.</p> <p><b>7.1.IM.B.3</b></p> <p>Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.</p> <p><b>7.1.IM.B.4</b></p> <p>Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.</p> <p><b>7.1.IH.B.4</b></p> <p>Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature</p> <p><b>7.1.IH.B.5</b></p> <p>Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.</p>		<p>Students will complete text book related practice activities. (CRP2, CRP4)</p> <p>Students will discuss fiction versus reality and how myths develop in our society. Students will complete an interactive Venn Diagram comparing and contrasting stereotypical “myths” about people from Spanish speaking countries.</p> <p>Following teacher led grammar lessons on the following verbs types:</p> <p style="padding-left: 40px;">A. The preterit and imperfect tenses compared</p> <p>Students will complete text book related practice activities and write sentences related to the topics of “myths” about people from Spanish speaking countries. (CRP2, CRP4)</p> <p>Following teacher led grammar review lessons on the following verbs types:</p> <p style="padding-left: 40px;">A. use the Spanish verbs in the</p>	<p><i>Spanish Four Years-Advanced Spanish w/ AP Component</i></p> <p><i>Spanish Four Years-Advanced Spanish w/ AP Component</i></p>	
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<p><b>7.1.IH.B.6</b></p> <p>Use language in a variety of settings to further personal and/or academic goals.</p> <p><b>7.1.IM.C.1</b></p> <p>Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p><b>7.1.IH.C.1</b></p> <p>Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture(s) and in one's own culture, through a multimedia-rich presentation to be shared virtually with a target language audience.</p> <p><b>7.1.IH.C.2</b></p> <p>Create and perform stories, poems, short plays, or oral</p>		<p>present indicative in writing and oral presentations</p> <p>B. use the Spanish verbs in the Imperfect Tense in writing and oral presentations</p> <p>C. use the preterit and imperfect tenses compared in writing and oral presentations</p> <p>Students will write sentences related to the unit topics using the present indicative tense, the imperfect tense, and the preterit tense. (CRP2, CRP4)</p> <p>Students will record themselves reading the sentences they wrote and then listen as they play back the recording. This method allows them to practice in the auditory mode and recognize the mistakes in reading and pronunciation area.</p> <p><b>Project Based Learning</b></p> <p>Students teams will conduct research about a current event topic that interests them and then</p>	<p><i><b>Spanish Four Years-Advanced Spanish w/ AP Component</b></i></p> <p><b>Recommended Books:</b></p> <p><u><i>Spanish Pronouns and Prepositions</i></u>, Dorothy Richmond</p> <p><u><i>Destinos</i></u>, VanPatten-Marks-Teschner; Workbook and Study Guide</p> <p><u><i>National Geographic in Spanish</i></u>, Magazine</p> <p>Spanish Newspapers, Magazines, Periodicals</p> <p><u><i>Abriendo Paso: Lecturas</i></u>, Boston: Heinle &amp; Heinle, 1995</p> <p><u><i>Abriendo Paso: Gramática</i></u>, Boston: Heinle &amp; Heinle, 1995</p>	
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<p>reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s).</p> <p><b>7.1.IH.C.3</b></p> <p>Use language creatively in writing for a variety of purposes.</p> <p><b>7.1.IM.C.4</b></p> <p>Synthesize information found in age- and level-appropriate culturally authentic materials.</p> <p><b>7.1.IM.C.5</b></p> <p>Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices.</p> <p><b>7.1.IH.C.6</b></p> <p>Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.</p>		<p>will create a 10 slide presentation about the topic. Students should incorporate what has been learned in this unit and the different verb tenses. Students will present to the class. (CRP2, CRP4, CRP11, CRP12) (NJSLSA.R2, NJSLSA.R7) (8.1.12.A.1, 8.1.12.A.2) (9.2.12.C.3) (6.1.12.D.14.f, 6.2.12.D.6.a)</p> <p>Students will maintain a writing journal throughout the school year in order to reflect upon the topics covered. Students will also use the journal to reflect upon the personal significance of knowing a second language and how it can help them in future careers (CRP2, CRP4) ( 9.2.12.C.3)</p>	<p><b>Core Instructional/ supplemental materials:</b></p> <ul style="list-style-type: none"> <li>• Textbook: <i>Spanish Four Years-Advanced Spanish w/ AP Component</i></li> <li>• Workbook: <i>Spanish Four Years-Advanced Spanish w/ AP Component</i></li> <li>• Others– Handouts, magazines, internet sites, songs, newspapers, <i>National Geographic in Spanish.</i></li> <li>• Wallkill Valley HS-WL Curriculum Page for Spanish <a href="https://www.wallkillvrhs.org/apps/classes/show_class.jsp?classREC_ID=571385">https://www.wallkillvrhs.org/apps/classes/show_class.jsp?classREC_ID=571385</a></li> <li>• Quizlet: <a href="https://quizlet.com">https://quizlet.com</a></li> <li>• Labels: <a href="http://www.enchantedlearning.com/language/spanish/label/">www.enchantedlearning.com/language/spanish/label/</a></li> <li>• <b>FluentU: 9 Great Resources to Learn</b></li> </ul>	
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			<p><i>Spanish Through the News</i></p> <ul style="list-style-type: none"> <li>• <a href="https://www.fluentu.com/blog/spanish/learn-spanish-news/">https://www.fluentu.com/blog/spanish/learn-spanish-news/</a></li> </ul>	
<p><b>Integration of 21st Century Standards NJSL 9:</b></p> <p><b>9.2.12.C.3: Identify transferable career skills and design alternate career plans.</b></p>				
<p><b>Accommodations and Modifications:</b></p> <p><i>Students with special needs:</i> Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Dance curriculum.</p> <p><i>ELL/ESL students:</i> Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - <a href="https://www.wida.us/standards/CAN_DOs/">https://www.wida.us/standards/CAN_DOs/</a></p> <p>This particular unit has limited language barriers due to the physical nature of the curriculum.</p> <p><i>Students at risk of school failure:</i> Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.</p> <p><i>Gifted and Talented Students:</i> Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the Dance requirements. This will include allowing more opportunities to demonstrate creativity and the design of original choreography.</p>				
<p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Speak and display vocabulary</li> </ul>	<p><b>Special Education</b></p> <ul style="list-style-type: none"> <li>• Utilize modifications &amp; accommodations delineated in the</li> </ul>	<p><b>At-Risk</b></p> <ul style="list-style-type: none"> <li>• Using visual demonstrations,</li> </ul>	<p><b>Gifted and Talented</b></p> <ul style="list-style-type: none"> <li>• Curriculum compacting</li> <li>• Inquiry-based</li> </ul>	

<ul style="list-style-type: none"> <li>● Teacher modeling</li> <li>● Peer modeling</li> <li>● Develop and post routines</li> <li>● Label classroom materials</li> <li>● Word walls</li> <li>● Use visuals</li> <li>● Provide peer tutoring</li> <li>● Chants, songs, choral reading</li> <li>● Work toward longer passages as skills in English increase</li> <li>● Introduce key vocabulary before lesson</li> <li>● Teacher reads aloud daily</li> <li>● Preferential seating</li> <li>● Small group instruction</li> <li>● Use audio books</li> <li>● Allow extra time to complete assignments or tests</li> <li>● Assign a picture or movement to vocabulary words</li> <li>● Small group instruction-guided reading and guided writing</li> <li>● Oral prompts can be given.</li> <li>● Allow answers to be given orally or dictated</li> </ul>	<p>student's IEP</p> <ul style="list-style-type: none"> <li>● Work with paraprofessional</li> <li>● Use multi-sensory teaching approaches. Pictures, modeling, music, and other props provide helpful visual, auditory, and tactile reinforcement of ideas.</li> <li>● Work with a partner</li> <li>● One-on-one instruction</li> <li>● Small group instruction</li> <li>● Provide concrete examples and relate all new concepts to previously learned concepts or to typical life skills at home.</li> <li>● Solidify and refine concepts through repetition.</li> <li>● Change work requirements to reduce activity time</li> <li>● Preferential seating</li> <li>● Pre-teaching and re-teaching skills and concepts</li> <li>● Front load vocabulary</li> <li>● Chants, songs, choral reading</li> <li>● Introduce key vocabulary before lesson</li> <li>● Teacher reads aloud daily</li> <li>● Use audio books</li> <li>● Allow extra time to complete assignments or tests</li> <li>● Use a scribe for non-writers</li> <li>● Large print texts and or Braille, or audio books</li> <li>● Augmentative communication</li> </ul>	<p>illustrations, and models</p> <ul style="list-style-type: none"> <li>● Allow extra time to complete assignments or tests</li> <li>● Peer modeling</li> <li>● Teacher modeling</li> <li>● Give directions/instructions verbally and in simple written format.</li> <li>● Peer Support</li> <li>● Increase one on one time</li> <li>● Teachers may modify instructions by modeling what the student is expected to do</li> <li>● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.</li> <li>● Review behavior expectations and make adjustments for personal space or other behaviors as needed.</li> <li>● Oral prompts can be given.</li> <li>● Allow answers to be</li> </ul>	<p>instruction</p> <ul style="list-style-type: none"> <li>● Independent study</li> <li>● Higher order thinking skills</li> <li>● Adjusting the pace of lessons</li> <li>● Interest based content</li> <li>● Real world scenarios</li> <li>● Student Driven Instruction</li> <li>● Ask open-ended questions</li> <li>● Use centers and group students according to ability and interest</li> <li>● Create an enhanced set of introductory activities</li> <li>● Organize and offer flexible small group learning activities</li> <li>● Use centers, contracts, or stations</li> <li>● Debrief students</li> </ul>
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	system <ul style="list-style-type: none"> <li>● Assistive Technology</li> <li>● Oral prompts can be given.</li> <li>● Allow answers to be given orally or dictated</li> </ul>	given orally or dictated	
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### **Interdisciplinary Connections:**

#### **ELA - NJSLS/ELA:**

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

#### **Social Studies:**

**6.1.12.D.14.f** Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

**6.2.12.D.6.a** Assess the role of increased personal and business electronic communications in creating a “global” culture, and evaluate the impact on traditional cultures and values.

### **Integration of Technology Standards NJSLS 8:**

**8.1.12.A.1** Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

**8.1.12.A.2** Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

### **Career Ready Practices:**

**CRP1.** Act as a responsible and contributing citizen and employee.

**CRP2.** Apply appropriate academic and technical skills.

**CRP4.** Communicate clearly and effectively and with reason.

**CRP6.** Demonstrate creativity and innovation.

**CRP11.** Use technology to enhance productivity.

**CRP12.** Work productively in teams while using cultural global competence.

**Key Vocabulary:** Estrategias de aprendizaje de idiomas, habilidades de construcción, comprensión auditiva, lectura, escritura, gramática, vocabulario, habilidades interculturales, eventos actuales, triunfos, problemas, vida e historia, héroes, eventos diarios, perspectivas personales, reflexiones globales, ficción y realidad, mitos. Textos narrativos, textos expositivos, literatura, cuentos cortos. **Other vocabulary depending on students language levels**

# Englewood Public School District

## World Language, Spanish-III Grade

### Second Marking Period

#### Unit 2: Changes: Lifestyles, Nature, Occupations, and Human Rights

**Overview:** Students in the Spanish IV Honors course develop advanced knowledge of the language and customs of Spain and Latin-America, through the development of a wider vocabulary and sophisticated use of grammar in a rigorous program of study. Students will be offered the opportunity to learn about the careers in the global marketplace, family/societal problems, and culture and global challenges of several countries where Spanish is spoken. Students read a wide spectrum of literature, non-fiction text, and current international articles, view Internet clips and television programs, listen to various genres of music and global news, and use authentic resources as vehicles for real life conversations in the community. Through the study of language, students will also gain an understanding and appreciation of other cultures as well as their own. Formative, summative, and project-based performance assessments, as well as benchmark assessments are employed to track individual student progress. Unit 2 will focus on changes towards a better life, the human being, nature, occupations, and human rights. The Spanish IV program will be supported by the *Spanish Four Years-Advanced Spanish w/ AP Component* Spanish program which will cover different themes, support Spanish grammar, reading comprehension, writing, and vocabulary.

**Time Frame:** 42 to 46 Days

#### Enduring Understandings:

*Students will understand that...*

- *They can explore the Spanish culture by reading narrative and expository texts in Spanish.*
- *They can analyze and share my opinions and ideas about books, short stories, and other written texts.*
- *They can research and present possible local solutions to think globally, and act locally about global environmental issues.*
- *They can summarize information.*
- *They can discuss nature and the environment.*
- *They can explore and discuss human rights issues.*
- *They can explain a problem and propose solutions and make suggestions for improvements.*
- *They can learn functional expressions for formal and informal conversations.*
- *They can explore different career paths and determine what occupation is best suited to meet my personal and professional goals.*

#### Essential Questions:

- *How does learning a foreign language help me gain critical 21<sup>st</sup> century skills?*
- *How does analyzing and comparing texts in Spanish support my written and oral language?*
- *How can reading short stories help me further develop my interpretation abilities.*
- *What can we do to help preserve natural resources?*
- *How do I impact my environment and vice versa?*
- *Why should we be aware and informed about human rights?*

- *Why is planning for my future career important?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<p><b>7.1.IM.A.1</b></p> <p><b>Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.</b></p> <p><b>7.1.IH.A.1</b></p> <p><b>Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics</b></p> <p><b>7.1.IM.A.2</b></p> <p><b>Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.</b></p>	<p><b>Topics</b></p> <p>Changes towards a better life, the human being, nature, occupations, and human rights</p> <p><i>Twenty-First Century Themes and Skills include:</i></p> <ul style="list-style-type: none"> <li>• Social and Cross cultural skills</li> <li>• The Four C's- Communication, Collaboration, Critical-Thinking, and Creativity</li> <li>• Global Awareness</li> </ul> <p><a href="http://classroom21.ncdpi.wikispaces.net/Framework+for+21st+Century+Skills+Overview+2">http://classroom21.ncdpi.wikispaces.net/Framework+for+21st+Century+Skills+Overview+2</a></p> <p><b>Objectives</b></p> <p>Students will</p> <ul style="list-style-type: none"> <li>• Understand that it is possible to communicate in a foreign language</li> <li>• Ask and answer questions in target language</li> <li>• Use print, recorded, and digital media to learn Spanish</li> <li>• Use digital media to learn about Spanish speaking countries and people</li> </ul>	<p>As an introduction to the unit, Students will a tech talk about looking inside the brain using nature and learning about the contribution that Spanish neuroanatomist Santiago Ramon y Cajal made to the study of neuroscience (6.1.12.D.6.a)</p> <p>After watching the video, students will write one paragraph summaries about the Ted Talk: <i>How to look inside the brain</i>. Then they will work with a partner, read aloud their paragraphs, and compare what they each wrote using a T-Chart.</p> <p>Following a teacher led review lesson of vocabulary related to unit two, students will create vocabulary flash cards and review the terms with a partner. (CRP12, CRP4)</p> <p>Students will work in teams to create a Google classroom form to conduct a survey about the type of</p>	<p>Ted Talks: <i>How to look inside the brain</i>  <a href="https://www.ted.com/talks/carl_schoonover_how_to_look_inside_the_brain/up-next?referrer=playlist-technology_designed_by_nature">https://www.ted.com/talks/carl_schoonover_how_to_look_inside_the_brain/up-next?referrer=playlist-technology_designed_by_nature</a></p> <p>Text:  <b><i>Spanish Four Years-Advanced Spanish w/ AP Component</i></b></p> <p><b><i>Spanish Four Years-Advanced Spanish w/ AP Component</i></b></p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> <li>– Participation/ Observations</li> <li>– Questioning</li> <li>– Discussions</li> <li>– Anecdotal Notes</li> <li>– Graphic Organizers</li> <li>– Homework</li> <li>– Peer/Self Assessments</li> <li>– Journals</li> <li>– Presentations</li> <li>– Visual Representations</li> <li>– Individual Whiteboards</li> <li>– “Do now”</li> <li>– Projects</li> </ul> <p>Summative Assessment:</p> <ul style="list-style-type: none"> <li>– Pre-test, test, and daily work</li> <li>– Quizzes</li> <li>– District benchmark or interim assessments</li> <li>– End-of-unit or tests</li> <li>– Scores that are used for</li> </ul>

<p><b>7.1.IH.A.2</b></p> <p><b>Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.</b></p>	<ul style="list-style-type: none"> <li>• Summarize information</li> <li>• Listen and interpret basic / key info from realia</li> <li>• Comprehend various articles and written pieces regarding current events, politics, history, myths, and global perspectives</li> </ul>	<p>jobs students would like to have in the future. (CRP1., CRP2, CRP4, CRP12, CRP11) (9.2.12.C.3, 9.2.12.C.3) (6.1.12.D.6.a, )</p> <p>Following teacher led grammar lessons on the following verbs types: A. The Future Tense B. The Conditional Tense Students will complete text book related practice activities and write sentences related to the Ted Talk about looking at your brain using the future and conditional verb tense.(CRP2, CRP4)</p>	<p><i>Spanish Four Years-Advanced Spanish w/ AP Component</i></p>	<p>accountability for schools (AYP) and students (report card grades)</p> <ul style="list-style-type: none"> <li>– Rubrics: <a href="http://flenj.org/caps/147/">http://flenj.org/caps/147/</a></li> </ul>
<p><b>7.1.IM.A.3</b></p> <p><b>Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.</b></p>	<ul style="list-style-type: none"> <li>• Analyze and react to a videos, articles, and narratives</li> <li>• Write a journal entry</li> <li>• Write an email</li> <li>• Interpret key info. in realia related to topic</li> <li>• Listen and note key ideas/info. from a news video</li> </ul>	<p>Following a teacher led lecture on the topic: Changes toward a better life, students will work in pairs to discuss one change they can make in their own lives that will help them lead a better life (i.e. studying hard to get into college, eating less sugar, exercising). After talking, each pair of students will create a one page infographic about making lifestyle changes to improve their lives. (CRP2, CRP4, CRP11,</p>	<p><i>Spanish Four Years-Advanced Spanish w/ AP Component</i></p>	<p>Alternative Assessment:</p> <ul style="list-style-type: none"> <li>– Students will respond to oral questioning and demonstrate proficiency on a checklist of Spanish language vocabulary.</li> </ul>
<p><b>7.1.IH.A.3</b></p> <p><b>Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.</b></p>	<ul style="list-style-type: none"> <li>• Listen and interpret ideas of others – synthesize information heard and paraphrase</li> <li>• Comprehend key info. from authentic narratives on familiar and unfamiliar topics related to science, nature, careers, human rights and lifestyles</li> </ul>	<p>Following a teacher led lecture on the topic: Changes toward a better life, students will work in pairs to discuss one change they can make in their own lives that will help them lead a better life (i.e. studying hard to get into college, eating less sugar, exercising). After talking, each pair of students will create a one page infographic about making lifestyle changes to improve their lives. (CRP2, CRP4, CRP11,</p>	<p><i>Spanish Four Years-Advanced Spanish w/ AP Component</i></p>	<ul style="list-style-type: none"> <li>– Students will create a portfolio of completed drawings, writings, audio recordings, and other products related to their study of Spanish.</li> </ul>
<p><b>7.1.IM.A.4</b></p> <p><b>Use target language to paraphrase what is heard or read in oral or written descriptions of people,</b></p>	<ul style="list-style-type: none"> <li>• Interpret key info. from thematic passages and current events and construct a graphic organizer for info. Gleaned</li> </ul>	<p>Following a teacher led lecture on the topic: Changes toward a better life, students will work in pairs to discuss one change they can make in their own lives that will help them lead a better life (i.e. studying hard to get into college, eating less sugar, exercising). After talking, each pair of students will create a one page infographic about making lifestyle changes to improve their lives. (CRP2, CRP4, CRP11,</p>	<p><i>Spanish Four Years-Advanced Spanish w/ AP Component</i></p>	<ul style="list-style-type: none"> <li>– Students will provide the teacher with audio recordings demonstrating their proficiency in Spanish</li> </ul>

<p><b>places, objects, and daily activities.</b></p> <p><b>7.1.IH.A.4</b></p> <p><b>Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.</b></p> <p><b>7.1.IM.A.5</b></p> <p><b>Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</b></p> <p><b>7.1.IH.A.5</b></p> <p><b>Synthesize information from oral and written discourse dealing with a variety of topics.</b></p> <p><b>7.1.IM.A.7</b></p> <p><b>Infer the meaning of some unfamiliar words in some new contexts.</b></p> <p><b>7.1.IM.A.8</b></p> <p><b>Use knowledge of structures of the target language to</b></p>	<ul style="list-style-type: none"> <li>• Ask/respond to questions related to personal reactions/attitudes in dealing with conflict</li> <li>• Present findings of a researched Francophone issue, state my personal reaction and suggest one or more possible resolutions</li> <li>• Prepare a presentation visual</li> <li>• Paraphrase info. found in article</li> <li>• State my opinion</li> <li>• Provide insight on a possible solution</li> <li>• Interpret audio sources related to the topic of lifestyle, nature, occupations, and human rights</li> <li>• Read and interpret main ideas, key info. on a variety of topics</li> <li>• Interpret data found in info graphics related to interculturality, human rights, immigration and integration</li> <li>• Ask/respond to questions about cultural diversity and globalization</li> <li>• Explain /give examples of cultural diversity's impact on a situation</li> <li>• Use previously learned language learner</li> </ul>	<p>CRP8, CRP8, CRP12) (NJSLSA.R7)</p> <p><b>Project Based Learning</b></p> <p>Following a teacher led lecture on the topic of Science, the human being and nature, students will work in small groups to discuss and research a topic related to environmental science and the impact it has on human beings. Students will create a script and a short video about a selected topic. The video will be presented to the class. (CRP2, CRP4, CRP11, CRP12) (NJSLSA.R2, NJSLSA.R7) (8.1.12.A.1, 8.1.12.A.2) (9.2.12.C.3)</p> <p>Following teacher led grammar lessons on the following verbs types: A. Uses of Ser B. Uses of Estar Students will complete text book related practice activities and write sentences related to environmental science using the verbs ser and estar.(CRP2, CRP4)</p>	<p><i><b>Spanish Four Years-Advanced Spanish w/ AP Component</b></i></p> <p><i><b>Spanish Four Years-Advanced Spanish w/ AP Component</b></i></p> <p><i><b>Spanish Four Years-Advanced Spanish w/ AP Component</b></i></p> <p><i><b>Spanish Four Years-Advanced Spanish w/ AP Component</b></i></p>	<p>speaking skills and vocabulary.</p>
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<p><b>deduce meaning of new and unfamiliar structures.</b></p> <p><b>7.1.IM.B.1</b></p> <p><b>Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.</b></p> <p><b>7.1.IH.B.1</b></p> <p><b>Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.</b></p> <p><b>7.1.IM.B.2</b></p> <p><b>Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities in familiar and some unfamiliar situations.</b></p> <p><b>7.1.IH.B.2</b></p> <p><b>Give, respond to, and ask for clarification on detailed</b></p>	<p>strategies to improve and build upon listening, speaking, reading, and writing</p> <ul style="list-style-type: none"> <li>• Learn, apply, and demonstrate the usage of correct grammatical structures in oral and written language</li> <li>• Understand, apply, and demonstrate the usage of descriptive language when reading, speaking, listening, and writing</li> <li>• Read for learning and enjoyment</li> </ul>	<p>Following a teacher led lesson on Occupations and careers, students will work in pairs and research two careers or occupations. Students will research how the career they chose evolved regionally, nationally, and globally. Students will create a written dialogue and discuss this topic with one another. (CRP4)</p> <p>Following teacher led grammar lessons on the following verbs types:</p> <p>A. The Gerund of Regular Verbs</p> <p>B. Irregular Forms of the Gerund</p> <p>Students will complete text book related practice activities. (CRP2, CRP4)</p> <p>Following a teacher led discussion on human rights, students will work in pairs and visit the OXFAM website to research what the organization does. Once students find out what OXFAM does, they will create a multimedia presentation on one selected topic from the OXFAM website.(8.1.12.A.1,</p>	<p><i><b>Spanish Four Years-Advanced Spanish w/ AP Component</b></i></p> <p>OXFAM  <a href="https://www.oxfamamerica.org">https://www.oxfamamerica.org</a></p> <p><i><b>Spanish Four Years-Advanced Spanish w/ AP Component</b></i></p>	
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<p>oral and written directions, commands, and requests.</p> <p><b>7.1.IM.B.3</b></p> <p>Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.</p> <p><b>7.1.IM.B.4</b></p> <p>Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.</p> <p><b>7.1.IH.B.4</b></p> <p>Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature</p> <p><b>7.1.IH.B.5</b></p> <p>Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.</p> <p><b>7.1.IH.B.6</b> Use language in a</p>		<p>8.1.12.A.2) (CRP2, CRP4, CRP11)</p> <p>Following teacher led grammar lessons on the following verbs types:  A. The Past Participle;  Compound Tenses  B. Regular Past Participles  C. Irregular Past Participles  D. Compound Tenses  Students will complete text book related practice activities and write sentences related to the topics of human rights using the verb types listed. (CRP2, CRP4)</p> <p>Students will record themselves reading the sentences they wrote and then listen as they play back the recording. This method allows them to practice in the auditory mode and recognize the mistakes in reading and pronunciation area.</p> <p><b>Project Based Learning</b></p> <p>Student teams will conduct research about a human rights topic that interests them and then will create a 10 slide</p>	<p><i><b>Spanish Four Years-Advanced Spanish w/ AP Component</b></i></p> <p><i><b>Spanish Four Years-Advanced Spanish w/ AP Component</b></i></p>	
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<p>variety of settings to further personal and/or academic goals.</p> <p><b>7.1.IM.C.1</b></p> <p><b>Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</b></p> <p><b>7.1.IH.C.1</b></p> <p><b>Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture(s) and in one's own culture, through a multimedia-rich presentation to be shared virtually with a target language audience.</b></p> <p><b>7.1.IH.C.2</b></p> <p><b>Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that</b></p>		<p>presentation about the topic. Students should incorporate what has been learned in this unit and the different verb tenses. Students will present to the class. (CRP2, CRP4, CRP11, CRP12) (NJSLSA.R2, NJSLSA.R7) (8.1.12.A.1, 8.1.12.A.2) (9.2.12.C.3) (6.1.12.D.14.f)</p> <p>Students will maintain a writing journal throughout the school year in order to reflect upon the topics covered. Students will also use the journal to reflect upon the personal significance of knowing a second language and how it can help them in future careers (CRP2, CRP4) ( 9.2.12.C.3)</p> <p><b>Project Based Learning</b></p> <p>Read the article about the lack of public spaces in Bogota, Colombia. Discuss the specific problems mentioned in the article. Students will then choose another urban area in the Spanish-speaking world and research what, if any, problems with public spaces exist in that</p>	<p><b><i>Spanish Four Years-Advanced Spanish w/ AP Component</i></b></p> <p>El Tiempo: <i>El 20 Por Ciento De Los Andenes Esta Invadido</i> <a href="https://www.eltiempo.com/archivo/documento/CMS-16347266">https://www.eltiempo.com/archivo/documento/CMS-16347266</a></p> <p>Rubric: AP College Board rubric for presentational speaking.</p> <p><i>Quizlet: <a href="https://quizlet.com">https://quizlet.com</a></i></p>	
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<p>reflect cultural perspectives associated with the target culture(s).</p> <p><b>7.1.IH.C.3</b></p> <p>Use language creatively in writing for a variety of purposes.</p> <p><b>7.1.IM.C.4</b></p> <p>Synthesize information found in age- and level-appropriate culturally authentic materials.</p> <p><b>7.1.IM.C.5</b></p> <p>Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices.</p> <p><b>7.1.IH.C.6</b></p> <p>Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.</p>		<p>city. They will note similarities and differences with Bogota and with their own community. They will present their findings to the class orally.</p> <p>CRP2, CRP4, CRP11, CRP12) (NJSLSA.R2, NJSLSA.R7) (8.1.12.A.1, 8.1.12.A.2) ( 6.1.12.D.14.f, 6.1.12.D.6.a)</p> <p>Students will use Quizlet vocabulary review activities with a partner or in teams.(CRP11, CRP12)</p>	<p><b>Recommended Books:</b></p> <p><u><i>Spanish Pronouns and Prepositions</i></u>, Dorothy Richmond</p> <p><u><i>Destinos</i></u>, VanPatten-Marks-Teschner; Workbook and Study Guide</p> <p><u><i>National Geographic in Spanish</i></u>, Magazine</p> <p>Spanish Newspapers, Magazines, Periodicals</p> <p><u><i>Abriendo Paso: Lecturas</i></u>, Boston: Heinle &amp; Heinle, 1995</p> <p><u><i>Abriendo Paso: Gramática</i></u>, Boston: Heinle &amp; Heinle, 1995</p> <p><b>Core Instructional/ supplemental materials:</b></p> <ul style="list-style-type: none"> <li>• Textbook: <i>Spanish Four Years-Advanced Spanish w/ AP Component</i></li> <li>• Workbook: <i>Spanish Four Years-Advanced Spanish w/ AP Component</i></li> <li>• Others– Handouts, magazines, internet sites, songs, newspapers,</li> </ul>	
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			<p><i>National Geographic in Spanish.</i></p> <ul style="list-style-type: none"> <li>• <i>Wallkill Valley HS-WL Curriculum Page for Spanish</i> <a href="https://www.wallkillvrhs.org/apps/classes/show_class.jsp?classREC_ID=571385">https://www.wallkillvrhs.org/apps/classes/show_class.jsp?classREC_ID=571385</a></li> <li>• <i>Quizlet:</i> <a href="https://quizlet.com">https://quizlet.com</a></li> <li>• <i>Labels:</i> <a href="http://www.enchantedlearning.com/language/spanish/label/">www.enchantedlearning.com/language/spanish/label/</a></li> <li>• <i>FluentU: 9 Great Resources to Learn Spanish Through the News</i></li> <li>• <a href="https://www.fluentu.com/blog/spanish/learn-spanish-news/">https://www.fluentu.com/blog/spanish/learn-spanish-news/</a></li> <li>• <i>11 Tools and Apps for Creating Digital Storybooks</i></li> <li>• <a href="https://americantesol.com/blogger/storybooktools/">https://americantesol.com/blogger/storybooktools/</a></li> </ul>	
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**Integration of 21st Century Standards NJSL 9:**

**9.2.12.C.3: Identify transferable career skills and design alternate career plans.**

**Accommodations and Modifications:**

**Students with special needs:** Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Dance curriculum.

**ELL/ESL students:** Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - [https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/)

This particular unit has limited language barriers due to the physical nature of the curriculum.

**Students at risk of school failure:** Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

**Gifted and Talented Students:** Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the Dance requirements. This will include allowing more opportunities to demonstrate creativity and the design of original choreography.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"><li>● Speak and display vocabulary</li><li>● Teacher modeling</li><li>● Peer modeling</li><li>● Develop and post routines</li><li>● Label classroom materials</li><li>● Word walls</li><li>● Use visuals</li><li>● Provide peer tutoring</li><li>● Chants, songs, choral reading</li><li>● Work toward longer passages as skills in English increase</li><li>● Introduce key vocabulary</li></ul>	<ul style="list-style-type: none"><li>● Utilize modifications &amp; accommodations delineated in the student’s IEP</li><li>● Work with paraprofessional</li><li>● Use multi-sensory teaching approaches. Pictures, modeling, music, and other props provide helpful visual, auditory, and tactile reinforcement of ideas.</li><li>● Work with a partner</li><li>● One-on-one instruction</li><li>● Small group instruction</li><li>● Provide concrete examples and relate all new concepts to previously learned concepts or to typical life skills at home.</li><li>● Solidify and refine concepts through</li></ul>	<ul style="list-style-type: none"><li>● Using visual demonstrations, illustrations, and models</li><li>● Allow extra time to complete assignments or tests</li><li>● Peer modeling</li><li>● Teacher modeling</li><li>● Give directions/instructions verbally and in simple written format.</li><li>● Peer Support</li><li>● Increase one on one</li></ul>	<ul style="list-style-type: none"><li>● Curriculum compacting</li><li>● Inquiry-based instruction</li><li>● Independent study</li><li>● Higher order thinking skills</li><li>● Adjusting the pace of lessons</li><li>● Interest based content</li><li>● Real world scenarios</li><li>● Student Driven Instruction</li><li>● Ask open-ended</li></ul>

<p>before lesson</p> <ul style="list-style-type: none"> <li>• Teacher reads aloud daily</li> <li>• Preferential seating</li> <li>• Small group instruction</li> <li>• Use audio books</li> <li>• Allow extra time to complete assignments or tests</li> <li>• Assign a picture or movement to vocabulary words</li> <li>• Small group instruction-guided reading and guided writing</li> <li>• Oral prompts can be given.</li> <li>• Allow answers to be given orally or dictated</li> </ul>	<p>repetition.</p> <ul style="list-style-type: none"> <li>• Change work requirements to reduce activity time</li> <li>• Preferential seating</li> <li>• Pre-teaching and re-teaching skills and concepts</li> <li>• Front load vocabulary</li> <li>• Chants, songs, choral reading</li> <li>• Introduce key vocabulary before lesson</li> <li>• Teacher reads aloud daily</li> <li>• Use audio books</li> <li>• Allow extra time to complete assignments or tests</li> <li>• Use a scribe for non-writers</li> <li>• Large print texts and or Braille, or audio books</li> <li>• Augmentative communication system</li> <li>• Assistive Technology</li> <li>• Oral prompts can be given.</li> <li>• Allow answers to be given orally or dictated</li> </ul>	<p>time</p> <ul style="list-style-type: none"> <li>• Teachers may modify instructions by modeling what the student is expected to do</li> <li>• Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.</li> <li>• Review behavior expectations and make adjustments for personal space or other behaviors as needed.</li> <li>• Oral prompts can be given.</li> <li>• Allow answers to be given orally or dictated</li> </ul>	<p>questions</p> <ul style="list-style-type: none"> <li>• Use centers and group students according to ability and interest</li> <li>• Create an enhanced set of introductory activities</li> <li>• Organize and offer flexible small group learning activities</li> <li>• Use centers, contracts, or stations</li> <li>• Debrief students</li> </ul>
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**Interdisciplinary Connections:**

**ELA - NJSLS/ELA:**

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**Social Studies:**

**6.1.12.D.14.f** Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

**6.2.12.D.6.a** Assess the role of increased personal and business electronic communications in creating a “global” culture, and evaluate the impact on traditional cultures and values.

**Integration of Technology Standards NJSLS 8:**

**8.1.12.A.1** Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.



**8.1.12.A.2** Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

**Career Ready Practices:**

**CRP1.** Act as a responsible and contributing citizen and employee.

**CRP2.** Apply appropriate academic and technical skills.

**CRP4.** Communicate clearly and effectively and with reason.

**CRP6.** Demonstrate creativity and innovation.

**CRP11.** Use technology to enhance productivity.

**CRP12.** Work productively in teams while using cultural global competence.

**Key Vocabulary:** Naturaleza, estudios ambientales, reciclar, reducir, reutilizar, ecología, responsable, proteger y preservar el medio ambiente, discutir el calentamiento global, la contaminación, los problemas ambientales, expresar arrepentimientos, analizar poesía francesa, medios de comunicación, conversaciones informales, diálogos. , Programas de televisión franceses, videos de enseñanza de francés y videos educativos de los EE. UU., Críticas, el cuerpo humano, una vida sana, opciones de estilo de vida, ejercicio, alimentación saludable, visitar médicos, la naturaleza, el medio ambiente, el mundo natural, trabajos, carreras, voluntariado, ayudar a otros, independencia, ganar dinero, trabajar, derechos humanos, progreso, desafíos, Textos narrativos, textos expositivos, literatura, cuentos cortos. **Other vocabulary depending on students language levels**

# Englewood Public School District

## World Language, Spanish-III Grade

### Third Marking Period

#### Unit 3: Globalization: Health, Sports, and Travel

**Overview:** Students in the Spanish IV Honors course develop advanced knowledge of the language and customs of Spain and Latin-America, through the development of a wider vocabulary and sophisticated use of grammar in a rigorous program of study. Students will be offered the opportunity to learn about the careers in the global marketplace, family/societal problems, and culture and global challenges of several countries where Spanish is spoken. Students read a wide spectrum of literature, non-fiction text, and current international articles, view Internet clips and television programs, listen to various genres of music and global news, and use authentic resources as vehicles for real life conversations in the community. Through the study of language, students will also gain an understanding and appreciation of other cultures as well as their own. Formative, summative, and project-based performance assessments, as well as benchmark assessments are employed to track individual student progress. Unit 3 will focus on health, sports, globalization, and travel. The Spanish IV program will be supported by the *Spanish Four Years-Advanced Spanish w/ AP Component* Spanish program which will cover different themes, support Spanish grammar, reading comprehension, writing, and vocabulary.

**Time Frame:** 43 to 47 Days

#### Enduring Understandings:

*Students will understand that...*

- *They can make positive lifestyle choices in order to live a healthy life.*
- *They can explore and understand the impact sports have on society.*
- *They can explore the importance of having a healthy society.*
- *They can explore and understand the benefits and perceived threats of globalization.*
- *They can learn about cultures, traditions, history, and architecture by traveling to different places.*
- *They can use correct grammatical structures when communicating in a foreign language.*
- *They can read, interpret, and analyze short stories in a foreign language.*

#### Essential Questions:

- *How does learning a foreign language help me become a global citizen?*
- *How does learning a foreign language increase my 21<sup>st</sup> Century Skills?*
- *What choices can I make to live a healthy life?*
- *What influence do sports have on society?*
- *What is globalization and what impact does it have on society?*
- *How does traveling change your perspective of the world?*
- *How can reading short stories, poems, and expository texts help me improve my oral and written language?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<p><b>7.1.IM.A.1</b></p> <p><b>Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.</b></p> <p><b>7.1.IH.A.1</b></p> <p><b>Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics</b></p> <p><b>7.1.IM.A.2</b></p> <p><b>Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.</b></p> <p><b>7.1.IH.A.2</b></p>	<p><b>Topics</b></p> <p>Health, sports, globalization, and travel</p> <p><i>Twenty-First Century Themes and Skills include:</i></p> <ul style="list-style-type: none"> <li>• Social and Cross-cultural skills</li> <li>• The Four C's- Communication, Collaboration, Critical-Thinking, and Creativity</li> <li>• Global Awareness</li> </ul> <p><a href="http://classroom21.ncdpi.wikispaces.net/Framework+for+21st+Century+Skills+Overview+2">http://classroom21.ncdpi.wikispaces.net/Framework+for+21st+Century+Skills+Overview+2</a></p> <p><b>Objectives</b></p> <p>Students will</p> <ul style="list-style-type: none"> <li>• Understand that it is possible to communicate in a foreign language</li> <li>• Ask and answer questions in target language</li> <li>• Use print, recorded, and digital media to learn Spanish</li> <li>• Use digital media to learn about Spanish speaking countries and people</li> <li>• Summarize information</li> </ul>	<p>As an introduction to this unit students will watch ted talks about Argentina's soccer champions. (6.1.12.D.14.f, 6.1.12.D.6.a)</p> <p>Students will summarize the main points they learned from the video, select one talking point and elaborate on that point with a partner. (CRP11, CRP4) (6.1.12.D.14.f, 6.1.12.D.6.a)</p> <p>Following teacher led grammar lesson on the following verb types: A. Reflexive Verbs B. Reflexive Constructions Students will complete text based practice lessons. Then students will write sentences related to the Ted talk using the reflexive verbs and reflexive construction. (CRP2, CRP4)</p> <p>Class will have a discussion about the importance of quality</p>	<p>Ted: How Argentina's blind soccer team became champions <a href="https://www.ted.com/talks/gonzalo_vilarino_how_argentina_s_blind_soccer_team_became_champions?referrer=playlist-ted_talks_en_espaol">https://www.ted.com/talks/gonzalo_vilarino_how_argentina_s_blind_soccer_team_became_champions?referrer=playlist-ted_talks_en_espaol</a></p> <p><b>Spanish Four Years-Advanced Spanish w/ AP Component</b></p> <p><b>Spanish Four Years-Advanced Spanish w/ AP Component</b></p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> <li>– Participation/ Observations</li> <li>– Questioning</li> <li>– Discussions</li> <li>– Anecdotal Notes</li> <li>– Graphic Organizers</li> <li>– Peer/Self Assessments</li> <li>– Presentations</li> <li>– Visual Representations</li> <li>– Individual Whiteboards</li> <li>– “Do now”</li> <li>– Projects</li> </ul> <p>Summative Assessment:</p> <ul style="list-style-type: none"> <li>– Pre-test, test, and daily work</li> <li>– Quizzes</li> <li>– District benchmark or interim assessments</li> <li>– End-of-unit or tests</li> <li>– Scores that are used for accountability for schools (AYP) and students (report card grades)</li> </ul>

<p><b>Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.</b></p> <p><b>7.1.IM.A.3</b></p> <p><b>Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.</b></p> <p><b>7.1.IH.A.3</b></p> <p><b>Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.</b></p> <p><b>7.1.IM.A.4</b></p> <p><b>Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.</b></p>	<ul style="list-style-type: none"> <li>• Listen and interpret basic / key info from realia</li> <li>• Comprehend various articles and written pieces regarding health, sports, globalization, and travel</li> <li>• Analyze and react to a videos, articles, and narratives</li> <li>• Write a journal entry</li> <li>• Write an email</li> <li>• Interpret key info. in realia related to topic</li> <li>• Listen and note key ideas/info. from a news video</li> <li>• Listen and interpret ideas of others – synthesize information heard and paraphrase</li> <li>• Comprehend key info. from authentic narratives on familiar and unfamiliar topics related to health, sports, globalization, and travel</li> <li>• Interpret key info. from thematic passages and current events and construct a graphic organizer for info. Gleaned</li> <li>• Present findings of a researched Francophone issue, state my personal reaction and suggest one</li> </ul>	<p>healthcare and why being healthy is a human right</p> <p>Following a teacher led review lesson of vocabulary related to unit three, students will work in teams to create a Google classroom form to conduct a survey about the student's favorite sport. Each team will share their survey with another group and then discuss the results of the survey. (CRP1., CRP2, CRP4, CRP12, CRP11) (9.2.12.C.3) (6.1.12.D.6.a, )</p> <p>Following a teacher led discussion on the role of sports, particularly futbol in Spanish speaking countries. Students will watch video clips about inspiring soccer players from the Hispanic world. Students will then conduct research to find other inspiring athletes from Spanish speaking nations and orally present their findings to the class. (CRP2, CRP4, CRP11) (8.1.12.A.2) (6.1.12.D.14.f,</p>	<p>YouTube: <i>Los Murciélagos - Argentina's Blind Football Team</i>  <a href="https://youtu.be/ON0h05tAVtA">https://youtu.be/ON0h05tAVtA</a></p> <p><b>Spanish Four Years-Advanced Spanish w/ AP Component</b></p>	<ul style="list-style-type: none"> <li>– Rubrics:  <a href="http://flenj.org/caps/147/">http://flenj.org/caps/147/</a></li> </ul> <p>Alternative Assessment:</p> <ul style="list-style-type: none"> <li>– Students will respond to oral questioning and demonstrate proficiency on a checklist of Spanish language vocabulary.</li> <li>– Students will create a portfolio of completed drawings, writings, audio recordings, and other products related to their study of Spanish.</li> <li>– Students will provide the teacher with audio recordings demonstrating their proficiency in Spanish speaking skills and vocabulary.</li> </ul>
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<p><b>7.1.IH.A.4</b></p> <p><b>Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.</b></p> <p><b>7.1.IM.A.5</b></p> <p><b>Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</b></p> <p><b>7.1.IH.A.5</b></p> <p><b>Synthesize information from oral and written discourse dealing with a variety of topics.</b></p> <p><b>7.1.IM.A.7</b></p> <p><b>Infer the meaning of some unfamiliar words in some new contexts.</b></p> <p><b>7.1.IM.A.8</b></p> <p><b>Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</b></p>	<p>or more possible resolutions</p> <ul style="list-style-type: none"> <li>• Prepare a presentation visual</li> <li>• Paraphrase info. found in article</li> <li>• State my opinion</li> <li>• Provide insight on a possible solution</li> <li>• Interpret audio sources related to the topic of health, sports, globalization, and travel</li> <li>• Read and interpret main ideas, key info. on a variety of topics</li> <li>• Ask/respond to questions about cultural diversity and globalization</li> <li>• Explain /give examples of cultural diversity's impact on a situation</li> <li>• Use previously learned language learner strategies to improve and build upon listening, speaking, reading, and writing</li> <li>• Learn, apply, and demonstrate the usage of correct grammatical structures in oral and written language</li> <li>• Understand, apply, and demonstrate the usage of descriptive language when reading, speaking, listening, and writing</li> </ul>	<p>6.1.12.D.6.a) (NJSLSA.R7)</p> <p>Following teacher led grammar lessons on the following verbs types:</p> <p>A. Passive and Impersonal Constructions</p> <p>B. Impersonal Construction with SE</p> <p>C. Formation of the Passive Voice</p> <p>D. Impersonal Construction with SE</p> <p>Students will complete text book related practice activities and write sentences related to the Ted Talk about the Blind Championship soccer team and sports in general. (CRP2, CRP4)</p> <p>Following a teacher led lesson on the topic: Globalization, students will work in pairs to research the topic and select one benefit of globalization and one threat. Each pair of students will use google classroom to create a digital T-chart showing the benefits and threats of globalization. (CRP2, CRP4, CRP11, CRP8, CRP12) (NJSLSA.R7)</p>	<p><i><b>Spanish Four Years-Advanced Spanish w/ AP Component</b></i></p> <p><b>Spanish Four Years-Advanced Spanish w/ AP Component</b></p>	
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<p><b>7.1.IM.B.1</b></p> <p>Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.</p> <p><b>7.1.IH.B.1</b></p> <p>Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.</p> <p><b>7.1.IM.B.2</b></p> <p>Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities in familiar and some unfamiliar situations.</p> <p><b>7.1.IH.B.2</b></p> <p>Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.</p> <p><b>7.1.IM.B.3</b></p>	<ul style="list-style-type: none"> <li>Read for learning and enjoyment</li> </ul>	<p>Following teacher led grammar lessons on the following verbs types:</p> <p>A. The Subjunctive</p> <p>B. Present Subjunctive</p> <p>C. Imperfect Subjunctive</p> <p>D. Present Perfect Subjunctive</p> <p>E. Pluperfect Subjunctive</p> <p>F. Sequences of Tenses</p> <p>G. Conditional Sentences (CRP2, CRP4),</p> <p>Students will complete text book related practice activities and write sentences related to the topic of globalization. (CRP2, CRP4)</p> <p><b>Project Based Learning</b></p> <p>Following a teacher led lesson and modeling, students will work in small groups to create a digital travel guide to one Spanish speaking country. Students will create a scripts and a short video about a selected country. The video will be presented to the class. (CRP2, CRP4, CRP11, CRP12) (NJSLSA.R2, NJSLSA.R7) (8.1.12.A.1, 8.1.12.A.2) (9.2.12.C.3)</p>	<p>Drills Dialogues, and Role Plays</p> <p><a href="https://www.press.umich.edu/pdf/0472032038-web.pdf">https://www.press.umich.edu/pdf/0472032038-web.pdf</a></p> <p><b>Spanish Four Years-Advanced Spanish w/ AP Component</b></p> <p><b>Spanish Four Years-Advanced Spanish w/ AP Component</b></p>	
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<p><b>Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.</b></p> <p><b>7.1.IM.B.4</b></p> <p><b>Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.</b></p> <p><b>7.1.IH.B.4</b></p> <p><b>Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature</b></p> <p><b>7.1.IH.B.5</b></p> <p><b>Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.</b></p> <p><b>7.1.IH.B.6</b></p>		<p>Following teacher led grammar lessons on the following verbs types:  A. Commands  B. Formal Commands  C. Familiar Commands  D. Indirect Commands  E. Impersonal Commands (CRP2, CRP4),  Students will complete text book related practice activities and write sentences related to the topic of traveling. (CRP2, CRP4)</p> <p>Students will record themselves reading the sentences they wrote and then listen as they play back the recording. This method allows them to practice in the auditory mode and recognize the mistakes in reading and pronunciation area.</p> <p><b>Project Based Learning</b></p> <p>In groups of 4-5, students will brainstorm lists of social problems that exist in today's world (poverty, child labor, etc.). They will choose the one they feel is the worst and write it on the board. After all groups have written their global issue on the board,</p>	<p><b>Spanish Four Years-Advanced Spanish w/ AP Component</b></p>
			<p><i>Spanish Four Years-Advanced Spanish w/ AP Component</i></p>



<p>Use language in a variety of settings to further personal and/or academic goals.</p> <p><b>7.1.IM.C.1</b></p> <p>Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p><b>7.1.IH.C.1</b></p> <p>Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture(s) and in one's own culture, through a multimedia-rich presentation to be shared virtually with a target language audience.</p> <p><b>7.1.IH.C.2</b></p> <p>Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that</p>		<p>students will form groups based on the global issue they would like to discuss. Once the new groups have been formed, students will create a thesis statement and an outline of a potential persuasive essay on how to alleviate or eliminate this problem. The group will submit the outline for teacher review. (CRP2, CRP4, CRP11, CRP12) (NJSLSA.R2, NJSLSA.R7) (8.1.12.A.1, 8.1.12.A.2) (9.2.12.C.3)</p> <p>Students will maintain a writing journal throughout the school year in order to reflect upon the topics covered. Students will also use the journal to reflect upon the personal significance of knowing a second language and how it can help them in future careers (CRP2, CRP4) (9.2.12.C.3)</p> <p>Students will read the following short stories in class and for homework:</p> <ul style="list-style-type: none"> <li>A. <i>Mala Suerte</i></li> <li>B. <i>Soñar un Crimen</i></li> <li>C. <i>La Tierra del tiempo</i></li> </ul> <p>Students will analyze each text and write a summary</p>	<p><b><i>Spanish Four Years-Advanced Spanish w/ AP Component</i></b></p> <p><i>Short Stories. Leer en español collection</i></p> <p><b>Recommended Books:</b>  <i>Spanish Pronouns and Prepositions</i>, Dorothy Richmond</p> <p><i>Destinos</i>, VanPatten-Marks-Teschner; Workbook and Study Guide</p> <p><i>National Geographic in Spanish</i>, Magazine</p> <p>Spanish Newspapers, Magazines, Periodicals</p>	
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<p>reflect cultural perspectives associated with the target culture(s).</p> <p><b>7.1.IH.C.3</b></p> <p>Use language creatively in writing for a variety of purposes.</p> <p><b>7.1.IM.C.4</b></p> <p>Synthesize information found in age- and level-appropriate culturally authentic materials.</p> <p><b>7.1.IM.C.5</b></p> <p>Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices.</p> <p><b>7.1.IH.C.6</b></p> <p>Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.</p>		<p>of each text applying learned verb tenses.</p>	<p><i>Abriendo Paso: Lecturas</i>, Boston: Heinle &amp; Heinle, 1995</p> <p><i>Abriendo Paso: Gramática</i>, Boston: Heinle &amp; Heinle, 1995</p> <p><b>Core Instructional/ supplemental materials:</b></p> <ul style="list-style-type: none"> <li>• Textbook: <i>Spanish Four Years-Advanced Spanish w/ AP Component</i></li> <li>• Workbook: <i>Spanish Four Years-Advanced Spanish w/ AP Component</i></li> <li>• Others– Handouts, magazines, internet sites, songs, newspapers, <i>National Geographic in Spanish</i>.</li> <li>• Wallkill Valley HS-WL Curriculum Page for Spanish <a href="https://www.wallkillvrhs.org/apps/classes/show_class.jsp?classREC_ID=571385">https://www.wallkillvrhs.org/apps/classes/show_class.jsp?classREC_ID=571385</a></li> <li>• Quizlet: <a href="https://quizlet.com">https://quizlet.com</a></li> </ul>	
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			<ul style="list-style-type: none"> <li>• <i>Labels:</i> <a href="http://www.enchantedlearning.com/language/spanish/label/">www.enchantedlearning.com/language/spanish/label/</a></li> <li>• <i>FluentU: 9 Great Resources to Learn Spanish Through the News</i> <a href="https://www.fluentu.com/blog/spanish/learn-spanish-news/">https://www.fluentu.com/blog/spanish/learn-spanish-news/</a></li> <li>• <i>Spanish for teachers</i> <a href="http://Spanish4teachers.org/Spanishworkshops/">http://Spanish4teachers.org/Spanishworkshops/</a></li> </ul>	
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**Integration of 21st Century Standards NJSL 9:**

**9.2.12.C.5: Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.**

**9.2.12.C.3: Identify transferable career skills and design alternate career plans.**

**Accommodations and Modifications:**

**Students with special needs:** Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Dance curriculum.

**ELL/ESL students:** Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - [https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/)

This particular unit has limited language barriers due to the physical nature of the curriculum.

**Students at risk of school failure:** Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

***Gifted and Talented Students:*** Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the Dance requirements. This will include allowing more opportunities to demonstrate creativity and the design of original choreography.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>• Speak and display vocabulary</li> <li>• Teacher modeling</li> <li>• Peer modeling</li> <li>• Develop and post routines</li> <li>• Label classroom materials</li> <li>• Word walls</li> <li>• Use visuals</li> <li>• Provide peer tutoring</li> <li>• Chants, songs, choral reading</li> <li>• Work toward longer passages as skills in English increase</li> <li>• Introduce key vocabulary before lesson</li> <li>• Teacher reads aloud daily</li> <li>• Preferential seating</li> <li>• Small group instruction</li> <li>• Use audio books</li> <li>• Allow extra time to complete assignments or tests</li> <li>• Assign a picture or movement to vocabulary words</li> <li>• Small group instruction-guided reading and guided writing</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize modifications &amp; accommodations delineated in the student's IEP</li> <li>• Work with paraprofessional</li> <li>• Use multi-sensory teaching approaches. Pictures, modeling, music, and other props provide helpful visual, auditory, and tactile reinforcement of ideas.</li> <li>• Work with a partner</li> <li>• One-on-one instruction</li> <li>• Small group instruction</li> <li>• Provide concrete examples and relate all new concepts to previously learned concepts or to typical life skills at home.</li> <li>• Solidify and refine concepts through repetition.</li> <li>• Change work requirements to reduce activity time</li> <li>• Preferential seating</li> <li>• Pre-teaching and re-teaching skills and concepts</li> <li>• Front load vocabulary</li> <li>• Chants, songs, choral reading</li> <li>• Introduce key vocabulary before lesson</li> <li>• Teacher reads aloud daily</li> <li>• Use audio books</li> <li>• Allow extra time to complete assignments or tests</li> <li>• Use a scribe for non-writers</li> </ul>	<ul style="list-style-type: none"> <li>• Using visual demonstrations, illustrations, and models</li> <li>• Allow extra time to complete assignments or tests</li> <li>• Peer modeling</li> <li>• Teacher modeling</li> <li>• Give directions/instructions verbally and in simple written format.</li> <li>• Peer Support</li> <li>• Increase one on one time</li> <li>• Teachers may modify instructions by modeling what the student is expected to do</li> <li>• Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.</li> <li>• Review behavior expectations and make adjustments for personal space or other behaviors as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum compacting</li> <li>• Inquiry-based instruction</li> <li>• Independent study</li> <li>• Higher order thinking skills</li> <li>• Adjusting the pace of lessons</li> <li>• Interest based content</li> <li>• Real world scenarios</li> <li>• Student Driven Instruction</li> <li>• Ask open-ended questions</li> <li>• Use centers and group students according to ability and interest</li> <li>• Create an enhanced set of introductory activities</li> <li>• Organize and offer flexible small group learning activities</li> <li>• Use centers, contracts, or</li> </ul>

<ul style="list-style-type: none"> <li>• Oral prompts can be given.</li> <li>• Allow answers to be given orally or dictated</li> </ul>	<ul style="list-style-type: none"> <li>• Large print texts and or Braille, or audio books</li> <li>• Augmentative communication system</li> <li>• Assistive Technology</li> <li>• Oral prompts can be given.</li> <li>• Allow answers to be given orally or dictated</li> </ul>	<ul style="list-style-type: none"> <li>• Oral prompts can be given.</li> <li>• Allow answers to be given orally or dictated</li> </ul>	<ul style="list-style-type: none"> <li>• stations</li> <li>• Debrief students</li> </ul>
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### **Interdisciplinary Connections:**

#### **ELA - NJSLS/ELA:**

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

#### **Social Studies:**

**6.1.12.D.14.f** Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

**6.2.12.D.6.a** Assess the role of increased personal and business electronic communications in creating a “global” culture, and evaluate the impact on traditional cultures and values.

### **Integration of Technology Standards NJSLS 8:**

**8.1.12.A.1** Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

**8.1.12.A.2** Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

### **Career Ready Practices:**

**CRP1.** Act as a responsible and contributing citizen and employee.

**CRP2.** Apply appropriate academic and technical skills.

**CRP4.** Communicate clearly and effectively and with reason.

**CRP6.** Demonstrate creativity and innovation.

**CRP11.** Use technology to enhance productivity.

**CRP12.** Work productively in teams while using cultural global competence.

**Key Vocabulary:** Salud, el cuerpo humano, individuo, comunidad, deportes, competencia, fanáticos, eventos, cooperación, globalización, beneficios, amenazas, viajes, vacaciones, aviones, ubicaciones, reservas, explorando nuevas culturas, de mente abierta, exploración, Textos narrativos, textos expositivos, literatura, cuentos cortos. **Other vocabulary depending on students language levels**

# Englewood Public School District

## World Language, Spanish-III Grade

### Fourth Marking Period

#### Unit 4: Communication: Women, Youth, and the Media

**Overview:** Students in the Spanish IV Honors course develop advanced knowledge of the language and customs of Spain and Latin-America, through the development of a wider vocabulary and sophisticated use of grammar in a rigorous program of study. Students will be offered the opportunity to learn about the careers in the global marketplace, family/societal problems, and culture and global challenges of several countries where Spanish is spoken. Students read a wide spectrum of literature, non-fiction text, and current international articles, view Internet clips and television programs, listen to various genres of music and global news, and use authentic resources as vehicles for real life conversations in the community. Through the study of language, students will also gain an understanding and appreciation of other cultures as well as their own. Formative, summative, and project-based performance assessments, as well as benchmark assessments are employed to track individual student progress. Unit 4 will focus on the role of women in society, communication, youth, and the media. The Spanish IV program will be supported by the *Spanish Four Years-Advanced Spanish w/ AP Component* Spanish program which will cover different themes, support Spanish grammar, reading comprehension, writing, and vocabulary.

**Time Frame:** 43 to 47 Days

#### Enduring Understandings:

*Students will understand that...*

- *They can draw upon previously learned vocabulary and grammatical structures to help me understand what I am reading.*
- *They can use technology and apply the skills to expand upon a new language.*
- *They can write an essay.*
- *They can narrate and elaborate upon printed information.*
- *They can summarize and interpret authentic sources.*
- *They can explore the impact that women have on society.*
- *They can use and apply communication skills to get along with others.*
- *They can explore the daily lives of children and teenagers from Spanish speaking countries.*
- *They can use media to expand upon my knowledge of Spanish.*
- *They can explore the impact media has had on society.*
- *They can research and analyze Spanish multi-media resources and compare them to American multi-media.*
- *They can watch and critique videos, movies, television shows, and other forms of digital media.*

#### Essential Questions:

- *Why is reading in another language important?*
- *What impact does media have on society?*

- What is the role of women in Spanish speaking countries?
- Why is having good communication skills important?
- How can learning about the daily life of children and teenagers in Spanish speaking countries help me better understand the Spanish culture.

Standards	Topics and Objectives	Activities	Resources	Assessments
<p><b>7.1.IM.A.1</b></p> <p><b>Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.</b></p> <p><b>7.1.IH.A.1</b></p> <p><b>Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics</b></p> <p><b>7.1.IM.A.2</b></p> <p><b>Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations</b></p>	<p><b>Topics</b></p> <p>Role of women in society, communication, youth, and the media</p> <p><i>Twenty-First Century Themes and Skills include:</i></p> <ul style="list-style-type: none"> <li>• Social and Cross cultural skills</li> <li>• The Four C's- Communication, Collaboration, Critical-Thinking, and Creativity</li> <li>• Global Awareness</li> </ul> <p><a href="http://classroom21.ncdpi.wikispaces.net/Framework+for+21st+Century+Skills+Overview+2">http://classroom21.ncdpi.wikispaces.net/Framework+for+21st+Century+Skills+Overview+2</a></p> <p><b>Objectives</b></p> <p>Students will</p> <ul style="list-style-type: none"> <li>• Understand that it is possible to communicate in a foreign language</li> <li>• Ask and answer questions in target language</li> <li>• Use print, recorded, and digital media to learn Spanish</li> </ul>	<p>As an introduction to this unit students will watch ted talks about the obligation journalist have to challenge power. (6.1.12.D.14.f, 6.1.12.D.6.a)</p> <p>Students will summarize the main points they learned from the video, select one talking point and elaborate on that point with a partner. (CRP11, CRP4) (6.1.12.D.14.f, 6.1.12.D.6.a)</p> <p>Following teacher led grammar lesson on the following:</p> <p>A. Articles</p> <p>B. Gender of Nouns</p> <p>C. Number of Nouns</p> <p>Students will complete text based practice lessons. Then students will write sentences related to the Ted talk using articles, gender nouns, and number nouns. (CRP2, CRP4)</p>	<p>Ted Talk: <i>Why Journalist Have an Obligation to Challenge Power</i>  <a href="https://www.ted.com/talks/jorge_ramos_why_journalists_have_an_obligation_to_challenge_power?referrer=playlist_ted_talks_en_espa%C3%B1ol&amp;language=en">https://www.ted.com/talks/jorge_ramos_why_journalists_have_an_obligation_to_challenge_power?referrer=playlist_ted_talks_en_espa%C3%B1ol&amp;language=en</a></p> <p><b>Spanish Four Years-Advanced Spanish w/ AP Component</b></p> <p><b>Spanish Four Years-Advanced Spanish w/ AP Component</b></p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> <li>– Participation/ Observations</li> <li>– Questioning</li> <li>– Discussions</li> <li>– Anecdotal Notes</li> <li>– Graphic Organizers</li> <li>– Peer/Self Assessments</li> <li>– Presentations</li> <li>– Visual Representations</li> <li>– Individual Whiteboards</li> <li>– “Do now”</li> <li>– Projects</li> </ul> <p>Summative Assessment:</p> <ul style="list-style-type: none"> <li>– Pre-test, test, and daily work</li> <li>– Quizzes</li> <li>– District benchmark or interim assessments</li> <li>– End-of-unit or tests</li> <li>– Scores that are used for accountability</li> </ul>



<p>through appropriate responses.</p> <p><b>7.1.IH.A.2</b></p> <p><b>Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.</b></p> <p><b>7.1.IM.A.3</b></p> <p><b>Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.</b></p> <p><b>7.1.IH.A.3</b></p> <p><b>Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.</b></p> <p><b>7.1.IM.A.4</b></p> <p><b>Use target language to paraphrase what is heard or</b></p>	<ul style="list-style-type: none"> <li>• Use digital media to learn about Spanish speaking countries and people</li> <li>• Summarize information</li> <li>• Listen and interpret basic / key info from realia</li> <li>• Comprehend various articles and written pieces regarding society, communication, youth, and the media</li> <li>• Analyze and react to a videos, articles, and narratives</li> <li>• Write a journal entry</li> <li>• Write an email</li> <li>• Interpret key info. in realia related to topic</li> <li>• Listen and note key ideas/info. from a news video</li> <li>• Listen and interpret ideas of others – synthesize information heard and paraphrase</li> <li>• Comprehend key info. from authentic narratives on familiar and unfamiliar topics related to society, communication, youth, and the media</li> <li>• Interpret key info. from thematic passages and current events and construct a graphic</li> </ul>	<p>Following a teacher led review lesson of vocabulary related to unit four, students will work in teams to create a Google classroom form to conduct a survey about the student's favorite leisure activity. Each team will share their survey with another group and then discuss the results of the survey. (CRP1., CRP2, CRP4, CRP12, CRP11) (9.2.12.C.3) (6.1.12.D.6.a)</p> <p>Following a teacher led discussion on the role of women in Spanish speaking countries. Students will watch video clips about gender roles in the Hispanic world. Students will then conduct research to find inspiring female role models from Spanish speaking nations and orally present their findings to the class. (CRP2, CRP4, CRP11) (8.1.12.A.2) (6.1.12.D.14.f, 6.1.12.D.6.a) (NJLSA.R7)</p>	<p><b>Spanish Four Years-Advanced Spanish w/ AP Component</b></p> <p><b>Study.com</b>  <i>Gender Roles in Hispanic Culture</i>  <a href="https://study.com/academy/lesson/gender-roles-in-hispanic-culture.html">https://study.com/academy/lesson/gender-roles-in-hispanic-culture.html</a></p> <p><b>Spanish Four Years-Advanced Spanish w/ AP Component</b></p>	<p>for schools (AYP) and students (report card grades)</p> <ul style="list-style-type: none"> <li>– Rubrics: <a href="http://flenj.org/caps/147/">http://flenj.org/caps/147/</a></li> </ul> <p>Alternative Assessment:</p> <ul style="list-style-type: none"> <li>– Students will respond to oral questioning and demonstrate proficiency on a checklist of Spanish language vocabulary.</li> <li>– Students will create a portfolio of completed drawings, writings, audio recordings, and other products related to their study of Spanish.</li> <li>– Students will provide the teacher with audio recordings demonstrating their proficiency in Spanish</li> </ul>
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<p><b>read in oral or written descriptions of people, places, objects, and daily activities.</b></p> <p><b>7.1.IH.A.4</b></p> <p><b>Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.</b></p> <p><b>7.1.IM.A.5</b></p> <p><b>Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</b></p> <p><b>7.1.IH.A.5</b></p> <p><b>Synthesize information from oral and written discourse dealing with a variety of topics.</b></p> <p><b>7.1.IM.A.7</b></p> <p><b>Infer the meaning of some unfamiliar words in some new contexts.</b></p> <p><b>7.1.IM.A.8</b></p>	<p>organizer for info. Gleamed</p> <ul style="list-style-type: none"> <li>• Present findings of a researched Francophone issue, state my personal reaction and suggest one or more possible resolutions</li> <li>• Prepare a presentation visual</li> <li>• Paraphrase info. found in article</li> <li>• State my opinion</li> <li>• Provide insight on a possible solution</li> <li>• Interpret audio sources related to the topics of society, communication, youth, and the media</li> <li>• Read and interpret main ideas, key info. on a variety of topics</li> <li>• Ask/respond to questions about cultural diversity and globalization</li> <li>• Explain /give examples of cultural diversity's impact on a situation</li> <li>• Use previously learned language learner strategies to improve and build upon listening, speaking, reading, and writing</li> <li>• Learn, apply, and demonstrate the usage of correct grammatical</li> </ul>	<p>Following teacher led grammar lessons on the following:</p> <p>A. Personal Pronouns B. Relative Pronouns C. Demonstrative Pronouns</p> <p>Students will complete text book related practice activities and write sentences related to gender roles. (CRP2, CRP4)</p> <p>Following a teacher led lesson on the topic: Communication, students will work in small groups to create a skits related to communication. Each team will have a unique perspective, one team will demonstrate accidental miscommunication, another team will create a more hostile confrontation, two of the teams will create skits to help improve communication, and one of the teams will discuss getting along. (CRP2, CRP4, CRP6, CRP8, CRP12) (NJLSA.R7)</p> <p>Following teacher led grammar lessons on the following:</p> <p>A. Adjectives</p>	<p><b>Spanish Four Years-Advanced Spanish w/ AP Component</b></p> <p><b>Spanish Four Years-Advanced Spanish w/ AP Component</b></p> <p><b>Spanish Four Years-Advanced Spanish w/ AP Component</b></p>	<p>speaking skills and vocabulary.</p>
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<p><b>Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</b></p> <p><b>7.1.IM.B.1</b></p> <p><b>Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.</b></p> <p><b>7.1.IH.B.1</b></p> <p><b>Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.</b></p> <p><b>7.1.IM.B.2</b></p> <p><b>Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities in familiar and some unfamiliar situations.</b></p> <p><b>7.1.IH.B.2</b></p> <p><b>Give, respond to, and ask for clarification on detailed</b></p>	<p>structures in oral and written language</p> <ul style="list-style-type: none"> <li>• Understand, apply, and demonstrate the usage of descriptive language when reading, speaking, listening, and writing</li> <li>• Read for learning and enjoyment</li> </ul>	<p>B. Adverbs C. Comparisons</p> <p>Students will complete text book related practice activities and write sentences related to the topic of communication. (CRP2, CRP4)</p> <p>Students will write about a time when their parent or guardian prohibited them from doing something that they wanted to do. The student will give specifics about what s/he wanted to do, what the parent's reasoning was and how s/he (the student) felt. The student will also express if his/her reaction would be the same today as it was when the incident occurred. Before turning in the paper, students will discuss and compare their personal experiences.(CRP4) (8.1.12.A.2)</p> <p><b>Project Based Learning</b></p> <p>Following a teacher led discussion about education in the contemporary world, students will work in small groups to create a digital presentation about</p>	<p><b>Spanish Four Years-Advanced Spanish w/ AP Component</b></p> <p>Read Write Think: Interactive Venn Diagram <a href="http://www.readwritethink.org/files/resources/interactives/venn_diagrams/">http://www.readwritethink.org/files/resources/interactives/venn_diagrams/</a></p>	
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<p>oral and written directions, commands, and requests.</p> <p><b>7.1.IM.B.3</b></p> <p>Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.</p> <p><b>7.1.IM.B.4</b></p> <p>Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.</p> <p><b>7.1.IH.B.4</b></p> <p>Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature</p> <p><b>7.1.IH.B.5</b></p> <p>Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.</p> <p><b>7.1.IH.B.6</b> Use language in a</p>		<p>the education system in a Spanish speaking country. Students will create a script and a short video about their education system from a selected country. The video will be presented to the class. (CRP2, CRP4, CRP11, CRP12) (NJSLSA.R2, NJSLSA.R7) (8.1.12.A.1, 8.1.12.A.2) (9.2.12.C.3)</p> <p><b>Project Based Learning</b></p> <p>Students will work in pairs and research what life is like for children and teenagers from developing Spanish speaking countries. Students will compare and contrast their lives with those of a student from a Spanish speaking country using a digital Venn diagram. Students will share their findings with the class.(8.1.12.A.1, 8.1.12.A.2) (CRP2, CRP4,CRP11, CRP12) (6.1.12.D.14.f, 6.1.12.D.6.a)</p> <p>Following teacher led grammar lessons on the following:</p> <p>A. Prepositions</p> <p>B. Interrogatives</p>	<p><b>CNN Health:</b>  <i>How girls use social media to build up, break down self-image</i>  <a href="https://www.cnn.com/2017/01/12/health/girls-social-media-self-image-partner/index.html">https://www.cnn.com/2017/01/12/health/girls-social-media-self-image-partner/index.html</a></p>	
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<p>variety of settings to further personal and/or academic goals.</p> <p><b>7.1.IM.C.1</b></p> <p>Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p><b>7.1.IH.C.1</b></p> <p>Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture(s) and in one's own culture, through a multimedia-rich presentation to be shared virtually with a target language audience.</p> <p><b>7.1.IH.C.2</b></p> <p>Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that</p>		<p>C. Negation</p> <p>Students will complete text book related practice activities and write sentences related to the topic of youths from Spanish speaking countries. (CRP2, CRP4),</p> <p>Students will record themselves reading the sentences they wrote and then listen as they play back the recording. This method allows them to practice in the auditory mode and recognize the mistakes in reading and pronunciation area.</p> <p><b>Project Based Learning</b></p> <p>Students will read the online article from CNN about how girls use social media with regards to influencing self-image. Then, the students will view examples of artwork from the Colombian painter, Botero. They will write a paragraph detailing the influence of social media on self-esteem, a second paragraph describing society's message about our bodies according to Botero and a third</p>	<p><i>Fernando Botero: 10 things to know about Colombia's most famous artist</i>  <a href="https://www.christies.com/features/Fernando-Botero-7354-1.aspx">https://www.christies.com/features/Fernando-Botero-7354-1.aspx</a></p> <p><b>Recommended Books:</b></p> <p><i>Spanish Pronouns and Prepositions</i>, Dorothy Richmond</p> <p><i>Destinos</i>, VanPatten-Marks-Teschner; Workbook and Study Guide</p> <p><i>National Geographic in Spanish</i>, Magazine</p> <p>Spanish Newspapers, Magazines, Periodicals</p>	
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<p>reflect cultural perspectives associated with the target culture(s).</p> <p><b>7.1.IH.C.3</b></p> <p>Use language creatively in writing for a variety of purposes.</p> <p><b>7.1.IM.C.4</b></p> <p>Synthesize information found in age- and level-appropriate culturally authentic materials.</p> <p><b>7.1.IM.C.5</b></p> <p>Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices.</p> <p><b>7.1.IH.C.6</b></p> <p>Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.</p>		<p>paragraph with their own opinion. Their own opinion needs to reflect the article and Botero's work. (CRP2, CRP4, CRP11, CRP12) (NJSLSA.R2, NJSLSA.R7) (8.1.12.A.1, 8.1.12.A.2) (9.2.12.C.3)</p> <p>Students will maintain a writing journal throughout the school year in order to reflect upon the topics covered. Students will also use the journal to reflect upon the personal significance of knowing a second language and how it can help them in future careers (CRP2, CRP4) (9.2.12.C.3)</p> <p>Students will read the following short stories in class and for homework:</p> <ol style="list-style-type: none"> <li>La Sombra del Fotógrafo</li> <li>Carnaval en Canarias</li> <li>La Muerte y Otras Sorpresas</li> <li>Letra Muerta</li> </ol> <p>Students will analyze each text and write a summary of each text applying learned verb tenses. (NJSLSA.R2,</p>	<p><u>Abriendo Paso: Lecturas</u>, Boston: Heinle &amp; Heinle, 1995</p> <p><u>Abriendo Paso: Gramática</u>, Boston: Heinle &amp; Heinle, 1995</p> <p><b>Core Instructional/ supplemental materials:</b></p> <ul style="list-style-type: none"> <li>Textbook: <i>Spanish Four Years-Advanced Spanish w/ AP Component</i></li> <li>Workbook: <i>Spanish Four Years-Advanced Spanish w/ AP Component</i></li> <li>Others– Handouts, magazines, internet sites, songs, newspapers, <i>National Geographic in Spanish.</i></li> <li>Wallkill Valley HS-WL Curriculum Page for Spanish <a href="https://www.wallkillvrhs.org/apps/cla/ss/show_class.jsp?classREC_ID=571385">https://www.wallkillvrhs.org/apps/cla/ss/show_class.jsp?classREC_ID=571385</a></li> <li>Quizlet: <a href="https://quizlet.com">https://quizlet.com</a></li> <li>Labels:</li> </ul>	
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		NJSLSA.R7) (CRP2, CRP8)	<a href="http://www.enchantedlearning.com/language/spanish/label/">www.enchantedlearning.com/language/spanish/label/</a> <ul style="list-style-type: none"> <li>• <i>FluentU: 9 Great Resources to Learn Spanish Through the News</i></li> <li>• <a href="https://www.fluentu.com/blog/spanish/learn-spanish-news/">https://www.fluentu.com/blog/spanish/learn-spanish-news/</a></li> </ul>	
<b>Integration of 21st Century Standards NJSLS 9:</b>  <b>9.2.12.C.3: Identify transferable career skills and design alternate career plans.</b>				
<p><b>Accommodations and Modifications:</b>  <i>Students with special needs:</i> Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Dance curriculum.</p> <p><i>ELL/ESL students:</i> Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - <a href="https://www.wida.us/standards/CAN_DOs/">https://www.wida.us/standards/CAN_DOs/</a>  This particular unit has limited language barriers due to the physical nature of the curriculum.</p> <p><i>Students at risk of school failure:</i> Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.</p> <p><i>Gifted and Talented Students:</i> Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the Dance requirements. This will include allowing more opportunities to demonstrate creativity and the design of original choreography.</p>				
<b>English Language Learners</b> <ul style="list-style-type: none"> <li>• Speak and display vocabulary</li> </ul>	<b>Special Education</b> <ul style="list-style-type: none"> <li>• Utilize modifications &amp; accommodations delineated in the student’s IEP</li> </ul>	<b>At-Risk</b> <ul style="list-style-type: none"> <li>• Using visual demonstrations,</li> </ul>	<b>Gifted and Talented</b> <ul style="list-style-type: none"> <li>• Curriculum compacting</li> </ul>	

<ul style="list-style-type: none"> <li>● Teacher modeling</li> <li>● Peer modeling</li> <li>● Develop and post routines</li> <li>● Label classroom materials</li> <li>● Word walls</li> <li>● Use visuals</li> <li>● Provide peer tutoring</li> <li>● Chants, songs, choral reading</li> <li>● Work toward longer passages as skills in English increase</li> <li>● Introduce key vocabulary before lesson</li> <li>● Teacher reads aloud daily</li> <li>● Preferential seating</li> <li>● Small group instruction</li> <li>● Use audio books</li> <li>● Allow extra time to complete assignments or tests</li> <li>● Assign a picture or movement to vocabulary words</li> <li>● Small group instruction-guided reading and guided writing</li> <li>● Oral prompts can be given.</li> <li>● Allow answers to be</li> </ul>	<ul style="list-style-type: none"> <li>● Work with paraprofessional</li> <li>● Use multi-sensory teaching approaches. Pictures, modeling, music, and other props provide helpful visual, auditory, and tactile reinforcement of ideas.</li> <li>● Work with a partner</li> <li>● One-on-one instruction</li> <li>● Small group instruction</li> <li>● Provide concrete examples and relate all new concepts to previously learned concepts or to typical life skills at home.</li> <li>● Solidify and refine concepts through repetition.</li> <li>● Change work requirements to reduce activity time</li> <li>● Preferential seating</li> <li>● Pre-teaching and re-teaching skills and concepts</li> <li>● Front load vocabulary</li> <li>● Chants, songs, choral reading</li> <li>● Introduce key vocabulary before lesson</li> <li>● Teacher reads aloud daily</li> <li>● Use audio books</li> <li>● Allow extra time to complete assignments or tests</li> <li>● Use a scribe for non-writers</li> <li>● Large print texts and or Braille, or audio books</li> <li>● Augmentative communication system</li> <li>● Assistive Technology</li> <li>● Oral prompts can be given.</li> <li>● Allow answers to be given orally or dictated</li> </ul>	<p>illustrations, and models</p> <ul style="list-style-type: none"> <li>● Allow extra time to complete assignments or tests</li> <li>● Peer modeling</li> <li>● Teacher modeling</li> <li>● Give directions/instructions verbally and in simple written format.</li> <li>● Peer Support</li> <li>● Increase one on one time</li> <li>● Teachers may modify instructions by modeling what the student is expected to do</li> <li>● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.</li> <li>● Review behavior expectations and make adjustments for personal space or other behaviors as needed.</li> <li>● Oral prompts can be given.</li> <li>● Allow answers to be given orally or dictated</li> </ul>	<ul style="list-style-type: none"> <li>● Inquiry-based instruction</li> <li>● Independent study</li> <li>● Higher order thinking skills</li> <li>● Adjusting the pace of lessons</li> <li>● Interest based content</li> <li>● Real world scenarios</li> <li>● Student Driven Instruction</li> <li>● Ask open-ended questions</li> <li>● Use centers and group students according to ability and interest</li> <li>● Create an enhanced set of introductory activities</li> <li>● Organize and offer flexible small group learning activities</li> <li>● Use centers, contracts, or stations</li> <li>● Debrief students</li> </ul>
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given orally or dictated			
<b>Interdisciplinary Connections:</b> <b>ELA - NJSLS/ELA:</b> NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  <b>Social Studies:</b> <b>6.1.12.D.14.f</b> Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture. <b>6.2.12.D.6.a</b> Assess the role of increased personal and business electronic communications in creating a “global” culture, and evaluate the impact on traditional cultures and values.			
<b>Integration of Technology Standards NJSLS 8:</b> <b>8.1.12.A.1</b> Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. <b>8.1.12.A.2</b> Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.			
<b>Career Ready Practices:</b> <b>CRP1.</b> Act as a responsible and contributing citizen and employee. <b>CRP2.</b> Apply appropriate academic and technical skills. <b>CRP4.</b> Communicate clearly and effectively and with reason. <b>CRP6.</b> Demonstrate creativity and innovation. <b>CRP11.</b> Use technology to enhance productivity. <b>CRP12.</b> Work productively in teams while using cultural global competence.			
<b>Key Vocabulary:</b> Lectura en Francia, Intereses por la lectura, El desarrollo de la lectura en Francia a lo largo del tiempo, fábulas, cómics, libros para niños franceses tradicionales, mirar y analizar películas francesas, investigación, biblioteca, escritor, ilustrador, editor, título , portada, literatura clásica, novela o libro, título, autor, tema, noticias, personajes, decoración, problema, solución, predicción, analizar, resumir, explicar, disertar, discutir, escribir, comparar, metáforas, entretener, enseñar, Escribir, inventar, acabar, escuela primaria. Teatro francés, obras de teatro, obras de teatro, temas, personajes, escenario, presentación, acto, emoción, sentimiento, expresión. La sociedad, el papel de las mujeres, la comunicación, llevarse bien con otros, jóvenes, niños, adolescentes, estilo de vida, escolarización, medios de comunicación, medios electrónicos, revistas, Internet, redes sociales, Textos narrativos, textos expositivos, literatura, cuentos cortos. <b>Other vocabulary depending on students language levels</b>			