



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Springfield Public Schools
Springfield, New Jersey 07081

Spanish III
Grades 10-11

Curriculum Guide

2024

This curriculum may be modified through varying materials, techniques, and Strategies as per an individual student's IEP.

Springfield Board of Education
Approved on July 29, 2024

Springfield Public Schools

Cultivating compassionate and extraordinary learners!

EXTRACT OF THE MINUTES OF A MEETING OF
THE BOARD OF EDUCATION OF
THE TOWNSHIP OF SPRINGFIELD
COUNTY OF UNION, NEW JERSEY
AS RECORDED IN THE OFFICIAL MINUTE BOOK

Resolution: 28

Introduced By: Mrs. Saha

Seconded By: Mrs. Turnbull

Adopted: July 29, 2024

Curriculum Adoption

To approve the following curriculum and courses for the 2024-2025 school year:

a. ELA Courses - Revised to reflect the updated NJSL-ELA standards

- Grades Kindergarten-5 English Language Arts
- Grades 6-8 Communication Arts
- English I
- English II
- English III
- English IV
- DCA Freshman English
- AP English 3 Language and Composition
- AP English 4 Literature and Composition
- Senior Seminar

b. Middle School ELA Elective Courses

- Drama I and II
- Creative Writing
- Journalism-Grade 7

c. High School ELA Elective Courses

- Creative Writing and Poetry
- Drama I
- Film as Literature
- Journalism - High School
- Yearbook
- Tomorrow's Teachers

d. ESL (K-12)

- Elementary ESL
- Middle/High School ESL

e. Middle and High School World Language Curriculum

- French 1
- French 2
- French 3
- French 4
- Spanish 1
- Spanish 2
- Spanish 3
- Spanish 4

f. Florence M Gaudineer Program of Studies

Michelle Calas, School Business Administrator/Board Secretary

(continued)

I, Michelle Calas, School Business Administrator/ Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on July 29, 2024 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy thereof, as far as the same relates to the subject matter to on said extract.

In WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 30th day of July 2024.

SEAL

A handwritten signature in black ink, appearing to read 'Michelle Calas', is written above a horizontal line.

Michelle Calas
School Business Administrator/ Board Secretary



SPRINGFIELD PUBLIC SCHOOLS
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Springfield Public Schools
Springfield, New Jersey

Dr. Rachel Goldberg
Superintendent of Schools

Erica Scudero
Assistant Superintendent of Curriculum and Instruction

Curriculum Developed By:
Candice Schiano ~ Supervisor of Humanities
Sandra Diez-Spanish Teacher



Unit 1 Overview

Content Area: Spanish 3 **Grade Level:** 10-11 **Unit Title:** Para Empezar

Unit Summary: Students will focus on giving and obtaining information about oneself and others, greeting each other, and having basic conversations. They will review prior knowledge of grammar and vocabulary.

Primary Interdisciplinary Connections: ELA

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

Unit Rationale: This unit encourages students in the class to talk about themselves and learn about others by practicing vocabulary and structures learned in previous years. Spanish 3 classes have mainly sophomores and potentially a few juniors and seniors, so it is essential for students to meet and feel comfortable with one another. Additionally, this mini-unit allows the teacher to assess students' skills and identify struggling learners.

Career Readiness (Standard 9): Career readiness, life literacies, and critical skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and successfully meet the challenges and opportunities in an interconnected global economy.

Learning Targets

Standards: 7.1 World Languages: World language education provides learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global, culturally diverse world.
 Strands: Interpretive Mode, Interpersonal Mode, and Presentational Mode

Content Statements:

Interpretive Mode: Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life and infer the meaning of some unfamiliar words when used in familiar contexts.

Interpersonal Mode: Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. They express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when discussing personally relevant and familiar topics like family, home, school, and friends.



Presentational Mode: Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions, and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining the learned language, which allows them to express personal ideas.

Intercultural Statements: Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society. Learners recognize and identify a few typical practices of the target culture.

CPI#:	Cumulative Progress Indicator (CPI):
7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language to express original ideas.
7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences using simple sentences.
7.1.IL.PRSNT.4	Compare and contrast age-appropriate, level-appropriate, and culturally authentic resources orally and in writing.
9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).
9.4.8.TL. 5	Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.

Unit Essential Questions:

- How can I understand myself when I don't know all the necessary words?
- What strategies can I use to read and comprehend a target-language text or hear and comprehend a target-language audio?
- Who are my classmates, and what do they like?



- How can I be successful in this class?
- Do I remember grammar and vocabulary from Spanish 2?

Unit Enduring Understandings:

- Comprehension of a text or audio does not necessarily mean understanding every word in the text
- Circumlocution is vital when communicating in a second language.
- There are excellent online and digital tools available to help the second language learner.

Unit Learning Targets: Students will talk about themselves and their friends, say what they know how to do, talk about people and places they know, describe their daily routine, and make comparisons.

Evidence of Learning

Summative Assessment: 3-4 days/Students will create and present a PowerPoint/google slide/ about themselves and friends. It should include vocabulary and concepts reviewed in this unit. Title of this project: “Mi Vida Diaria”
 Tests on vocabulary used in different contexts and new and prior grammar

Equipment Needed: Laptop, Auténtico 3 textbook and digital resources

Teacher Resources: Rubric for grading, copy machine, projector, Auténtico Teacher’s Edition

Formative Assessments:

- Listening, Speaking, Reading, and Writing Activities
- Do Now/ Closing Activities
- Call and Response
- Think/Pair/Share (TPS)
- Conjuguemos and Home Tutor Activities
- Use of Yabla.com authentic videos to improve listening comprehension, vocabulary, and spelling skills

Lesson Plans

Lesson	Time Frame
Lesson 1 La Rutina Diaria	One day (42 min class)
Lesson 2 Vida en Familia	Two days (42 min/class)
Lesson 3 Actividades de Ocio	One day (42 min class)

Teacher Notes: These lessons build upon previously learned vocabulary and grammatical structures. The teacher must reactivate the needed vocabulary and structures before teaching these lessons or pre-teaching these concepts. In addition, time frames are estimated and will depend on the class’s understanding of the concepts. Students’ progress should be monitored through formative assessments, and time frames should be adjusted accordingly. Supplemental materials should be provided to students when deemed necessary.

****Do Nows and Closing Activities are part of every lesson****



Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<http://www.nj.gov/education/modelcurriculum/wl/>

<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-WL.pdf>

<https://www.savvas.com/solutions/world-languages/spanish/autentico-spanish>

Lesson Plan 1			
Content Area:	Spanish 3	Lesson Title:	Rutinas Diaria
		Time Frame:	One day
Lesson Components			
<u>21st Century Themes</u>			
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy			
<u>21st Century Skills</u>			
☒ Creativity and Innovation ☒ Critical Thinking and Problem-Solving ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☒ ICT Literacy			
Interdisciplinary Connections:			
Language Arts			
Integration of Technology:			
- Online textbook resources such as home tutor activities and videos - Conjuguemos.com for interactive grammar practice - Use of Yabla.com authentic videos to improve listening comprehension, vocabulary, and spelling skills			
Equipment Needed:			
- Laptops - Headphones/Speakers - Textbook and Digital Resources			



Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Read about young people's daily life in Spain on p1 - Practice the review vocabulary - Talk about themselves and their friends and how it compares to people in Spain.	Lesson Sequence - Read the fragment on p 1 - Listen to the audio on p 2 - iA responder! Audio activity p. 3 - Grammar activities #1 & 2 on p 2 <i>Present Tense Verbs Review</i>	- Speaking Activity based on audio - Writing Activity #1: - Reading & Writing Activity # 2: - Online Activity: complete multiple choice, fill in the blank, and True/False questions
Differentiation: Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level. Additionally, activity techniques for Inclusion, Multiple Intelligences, Slower-paced Learners, English Learners, Pre-AP, and Heritage Language Learners are provided in the teacher's edition of Auténtico 3 for every lesson.		
Resources Provided: - Auténtico textbook and digital resources - Conjuguemos.com - Subscription to Yabla.com		

Lesson Plan 2		
Content Area: Spanish 3	Lesson Title: Vida en Familia	Time Frame: Two days
Lesson Components		
21st Century Themes ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy		
21st Century Skills ☒ Creativity and Innovation ☒ Critical Thinking and Problem-Solving ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☒ ICT Literacy		
Interdisciplinary Connections: Language Arts		
Integration of Technology: - Online textbook resources such as home tutor activities and videos on Yabla.com - Conjuguemos.com for interactive grammar practice - Use of Yabla.com authentic videos to improve listening comprehension, vocabulary, and spelling skills		
Equipment Needed: - Laptops - Headphones/Speakers - Auténtico 3 Textbook and digital resources		



Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Read the description of Activities in Elena's family p4 • Practice the review vocabulary by explaining what your family does at different times of the day • Work with a partner to compare family activities	Lesson Sequence 1. Read 2. Listen to the audio 3. ¡A responder! Audio activity 4. Repaso: present tense of irregular verbs like GUSTAR/PODER/PEDIR 5. Describe a family member or friend 6. Compare your description to another student's description	• Speaking & Writing Activity # 8 P5 • Reading & Writing Activity #6 • Writing & Speaking Activity # 7 P5 • Online Activity: complete multiple choice, fill in the blank, and True/False questions
Differentiation: Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level. Additionally, activity techniques for Inclusion, Multiple Intelligences, Slower-paced Learners, English Learners, Pre-AP, and Heritage Language Learners are provided in the teacher's edition of Auténtico 3 for every lesson.		
Resources Provided: • Conjuguemos.com • Auténtico textbook and digital resources • Subscription to Yabla.com		



Lesson Plan 3

Content Area: Spanish 3	Lesson Title: Actividades de Ocio	Time Frame: One day
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Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections:

- Language Arts

Integration of Technology:

- Online textbook resources such as home tutor activities and videos
- Conjuguemos.com for interactive grammar practice
- Subscription to Yabla.com

Equipment Needed:

- Laptops
- Headphones/Speakers
- Auténtico 3 Textbook and resources



Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Read about Roberto and Lucas on p 6 - Practice the review vocabulary by talking about leisure activities they practice, preferences, etc <i>Review Reflexive Verbs</i>	Lesson Sequence - Read p 6 and describe pictures - Listen to the audio on p8 - iA responder! audio activity #13 - Repaso: Reflexive verbs - Ask questions to a partner using reflexive verbs and pronouns	- Reading & Writing Activity # 10 - Speaking Activity #12 p 7 - Reading & Writing Activity # 13 after audio - Informal conversation - Online Activities: complete multiple choice, fill in the blank, and True/False questions
Differentiation: Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level. Additionally, activity techniques for Inclusion, Multiple Intelligences, Slower-paced Learners, English Learners, Pre-AP, and Heritage Language Learners are provided in the teacher's edition of Auténtico 3 for every lesson.		
Resources Provided: - Conjuguemos.com - Subscription to Yabla.com - Auténtico textbook and digital resources		

Lesson Reflection			
Reflect on the lesson you have developed and rate the degree to which the lesson <i>Strongly</i> , <i>Moderately</i> , or <i>Weakly</i> meets the criteria below.			
Lesson Activities	Strongly	Moderately	Weakly
Are challenging and require higher-order thinking and problem-solving skills	x		
Allow for student choice.		x	
Provide scaffolding for acquiring targeted knowledge/skills	x		
Integrate global perspectives	x		
Integrate 21st century skills	x		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	x		
Foster student use of technology as a tool to develop critical thinking, creativity, and innovation skills	x		
Are varied to address different student learning styles and preferences	x		
Are differentiated based on student needs	x		



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Are student-centered, with the teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self-assessment	X		
Provide data to inform and adjust instruction to meet the varying needs of learners better	X		

Curriculum Design Template

Content Area:	World Languages-Spanish 3	Grade Level:	10-11	Unit Title:	Días Inolvidables
Created:	Sandra Diez	Board Approved on:			

Unit 2 Overview

Content Area:	Spanish 3	Grade Level:	10-11	Unit Title:	Días Inolvidables
Unit Summary:	Students will review the preterite and learn new vocabulary to talk about athletic or academic competitions, awards, and ceremonies. Students will also learn strategies for reading an authentic text.				
Primary Interdisciplinary Connections:	ELA				
<u>21st Century Themes</u>	☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy				
Unit Rationale:	This unit continues studying the verbs introduced in Spanish 2 while introducing new vocabulary and cultural information. In addition, students are introduced to short pieces of literary works.				
Career Readiness (Standard 9):	Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and successfully meet the challenges and opportunities in an interconnected global economy.				

Learning Targets

Standards:	7.1 World Languages: World languages education provides learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global, culturally diverse world. Strands: Interpretive Mode, Interpersonal Mode, and Presentational Mode
Content Statements:	



Interpretive Mode: Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.

Interpersonal Mode: Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.

Presentational Mode: Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions, and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining the learned language, which allows them to express personal ideas.

Intercultural Statements: Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society. Learners recognize and identify a few typical practices of the target culture.

CPI#:	Cumulative Progress Indicator (CPI):
7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas
7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.



7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).
9.4.8.TL. 5	Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.

Unit Essential Questions:

- How do I describe activities that I have completed in the past?
- How can I make myself understood when I don't know all of the necessary words?
- What strategies can I use to read and comprehend a target-language text?
- How do you talk about competitions, ceremonies and awards?

Unit Enduring Understandings:

- There is one way of describing actions in the past that differs from describing emotions or background information in the past.
- Comprehension of a text does not necessarily mean understanding every word.
- Circumlocution is vital when communicating in a second language.

Unit Learning Targets: Students will describe how they spend their days and vacations

Evidence of Learning

Summative Assessment:

3-4 days/Students will complete a mini-project creating a scrapbook page detailing a family trip they enjoyed

- A description of the place using unit vocabulary
- A description of activities completed using the preterite and imperfect tenses
- A creative visual presentation such as an actual scrapbook page or a pamphlet/brochure.

Students will then participate in a gallery walk to view and react to their classmates' work.

Tests on vocabulary use in different contexts, as well as new and prior grammar

*This project can be completed and shared digitally.

Equipment Needed: Laptop, Auténtico 3 textbook and digital resources

Teacher Resources: Rubric for grading, Auténtico Teacher's edition

Formative Assessments:

- Listening, Speaking, Reading, and Writing Activities



- Do Now/ Closing Activities
- Call and Response
- Think/Pair/Share (TPS)
- Conjuguemos and Home Tutor Activities
- Use of Yabla.com authentic videos to improve listening comprehension, vocabulary, and spelling skills

Lesson Plans

Lesson	Time Frame
Lesson 1 Vamos a Acampar	Two days (42 min/class)
Lesson 2 El Pretérito	Two days (42 min/class)
Lesson 3 Los Ecocamps in Torres del Paine	Two days (42 min/class)

Teacher Notes: These lessons build upon previously learned vocabulary and grammatical structures. The teacher must reactivate the needed vocabulary and structures before teaching these lessons or must pre-teach these concepts. In addition, time frames are estimated and will depend on the class's understanding of the concepts. Students' progress should be monitored through formative assessments, and time frames should be adjusted accordingly. Supplemental materials should be provided to students when deemed necessary.

****Do Nows and Closing Activities are part of every lesson****

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<http://www.nj.gov/education/modelcurriculum/wl/>

<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-WL.pdf>

<https://www.savvas.com/solutions/world-languages/spanish/autentico-spanish>



Lesson Plan 1

Content Area: Spanish 3 Lesson Title: Vamos a acampar Time Frame: Two days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem-Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections:

- Language Arts

Integration of Technology:

- Online textbook resources such as home tutor activities and videos
- Conjuguemos.com for interactive grammar practice
- Use of Yabla.com authentic videos to improve listening comprehension, vocabulary, and spelling skills

Equipment Needed:

- Laptops
- Headphones/Speakers
- Auténtico 3 Textbook and digital resources

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Learn what activities you can do while camping • Learn vocabulary related to camping • Talk about Jairo's camping trip using relevant vocabulary • Compare his trip to a trip the student had in the past • Identify cognate words and practice pronunciation and intonation.	Lesson Sequence 1. Read p 22 2. Practice listening using the audio on p 22 3. Discuss Jairo's camping trip 4. Vocabulary recognition: match camping gear with its purpose 5. Vocabulary production: express preferences	• Online Activities: complete multiple choice, fill in the blank, and True/False questions • Speaking & Writing Activity # 1 p 23 • Class discussion about advantages and disadvantages of camping • Discuss the trip with a partner and answer questions about it • Writing activity on p 25
Differentiation: Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level. Additionally, activity techniques for Inclusion, Multiple Intelligences,		



Slower-paced Learners, English Learners, Pre-AP, and Heritage Language Learners are provided in the teacher's edition of Auténtico 3 for every lesson.

Resources Provided:

- Subscription to Yabla.com
- Conjuguemos.com
- Auténtico textbook and digital resources

Lesson Plan 2

Content Area: Spanish Lesson Title: Repaso: Preterito Time Frame: Two days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem-Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections:

- Language Arts

Integration of Technology:

- Online textbook resources such as home tutor activities and videos
- Conjuguemos.com for interactive grammar practice
- Use of Yabla.com authentic videos to improve listening comprehension, vocabulary, and spelling skills



Equipment Needed:

- Laptops
- Headphones/Speakers
- Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will review verbs in the preterite • Review the conjugations of regular verbs in the preterite • Practice talking about what happened during a trip or vacation • Identify cognate words and practice pronunciation and intonation.	Lesson Sequence 1. Review the preterite tense of regular verbs 2. Complete activities related to Tomás adventures in the woods on p 30 3. Have a dialogue with a partner about Tomás' adventure in the woods 4. Compare to student's own experiences	Listening & Writing Activity # 1 on p 30 • Writing Activity # 15 • Speaking Activity: narrate a hike in the woods (based on reading on p 30) • Online Activities: complete multiple choice, fill in the blank, and True/False questions

Differentiation: Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level. Additionally, activity techniques for Inclusion, Multiple Intelligences, Slower-paced Learners, English Learners, Pre-AP, and Heritage Language Learners are provided in the teacher's edition of Auténtico 3 for every lesson.

Resources Provided:

- Subscription to Yabla.com
- Conjuguemos.com
- Auténtico textbook and digital resources

Lesson Plan 3 Template

Content Area: Spanish 3	Lesson Title: Los Ecocamps in Torres del Paine	Time Frame: Two days
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Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections:

- Language Arts



Integration of Technology:

- Online textbook resources such as home tutor activities and videos
- Conjuguemos.com for interactive grammar practice
- Use of Yabla.com authentic videos to improve listening comprehension, vocabulary, and spelling skills

Equipment Needed:

- Laptops
- Headphones/Speakers
- Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: ● Develop listening, reading, and writing skills ● Understand the forms of the preterite ● Correctly produce the forms of the preterite ● Identify cognate words and practice pronunciation and intonation	Lesson Sequence 1. Read and answer questions about the Ecocamps on p 35 2. Listen to the audio 3. Complete a table to review verb tenses in context 4. Complete activities in the textbook	● Speaking & Writing Activity # on p 35 ● Writing Activity #p 35 ● Speaking Activity: explain why you would/would not visit this place and justify the answer ● Online Activities: complete multiple choice, fill in the blank, and True/False questions
Differentiation: Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level. Additionally, activity techniques for Inclusion, Multiple Intelligences, Slower-paced Learners, English Learners, Pre-AP, and Heritage Language Learners are provided in the teacher's edition of Auténtico 3 for every lesson.		
Resources Provided: ● Subscription to Yabla.com ● Conjuguemos.com ● Auténtico textbook and digital resources		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging and require higher order thinking and problem solving skills	x		
Allow for student choice		x	
Provide scaffolding for acquiring targeted knowledge/skills	x		
Integrate global perspectives	x		
Integrate 21st century skills	x		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	x		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	x		
Are varied to address different student learning styles and preferences	x		
Are differentiated based on student needs	x		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	x		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	x		
Provide opportunities for student reflection and self- assessment	x		
Provide data to inform and adjust instruction to better meet the varying needs of learners	x		

Curriculum Design Template

Content Area: Spanish 3	Grade Level: 10-11	Unit Title: ¿Cómo te expresas?
Created: Sandra Diez	Board Approved on:	



Unit 3 Overview

Content Area:	Spanish 3	Grade Level:	10-11	Unit Title:	¿Cómo te expresas?
Unit Summary: Students will express their opinions about the media while discussing projects and communities, and they will organize people to do a project that will help their community.					
Primary Interdisciplinary Connections: ELA					
<u>21st Century Themes</u>					
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy					
Unit Rationale: This unit focuses on art styles and materials. The unit continues self-assessment.r vs. Estar Spanish 2 while introducing verbs with special meanings in the preterite and the Imperfe. ct.					
Career Readiness (Standard 9): Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and successfully meet the challenges and opportunities in an interconnected global economy.					

Learning Targets

Standards:	7.1 World Languages: World language education provides learners with the essential language skills and cultural understandings in languages other than English that are necessary to live and work in a global, culturally diverse world. Strands: Interpretive Mode, Interpersonal Mode, and Presentational Mode
Content Statements:	Interpretive Mode: Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life, as well as infer the meaning of some unfamiliar words when used in familiar contexts. Interpersonal Mode: Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.



Presentational Mode: Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions, and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining the learned language, which allows them to express personal ideas.

Intercultural Statements: Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society. Learners recognize and identify a few typical practices of the target culture.

CPI#:	Cumulative Progress Indicator (CPI):
7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language to express original ideas
7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences using simple sentences.
7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).
9.4.8.TL. 5	Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.

Unit Learning Targets: Students will describe different art forms, drama, music, and musical instruments. They will discuss the role of art in their lives and the community.

Evidence of Learning

Summative Assessment: 2-3 days/ Students will write a persuasive essay to promote artwork among the student body. The essay should include the many benefits of



Art and convince students to participate. Tests on vocabulary use in different contexts and new and prior grammar

Equipment Needed: Laptop, Autentico 3 textbook and resources

Teacher Resources: Rubric for grading

Formative Assessments:

- Listening, Speaking, Reading, and Writing Activities
- Do Now/ Closing Activities
- Call and Response
- Think/Pair/Share (TPS)
- Conjuguemos and Home Tutor Activities
- Use of Yabla.com authentic videos to improve listening comprehension vocabulary, and spelling skills
- Use of Yabla.com authentic videos to improve listening comprehension, vocabulary, and spelling skills

Lesson Plans

Lesson	Time Frame
Lesson 1 Arte para Todos	Two days (42 min/class)
Lesson 2 Vida de Artista: Remedios Varo	Two days (42 min/class)
Lesson 3 Ser vs. Estar	Two days (42 min/class)

Teacher Notes: These lessons build upon previously learned vocabulary and grammatical structures. The teacher must reactivate the needed vocabulary and structures before teaching these lessons or must pre-teach these concepts. In addition, time frames are estimated and will depend on the class's understanding of the concepts. Students' progress should be monitored through formative assessments, and time frames should be adjusted accordingly. Supplemental materials should be provided to students when deemed necessary.

****Do Nows and Closing Activities are part of every lesson****

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<http://www.nj.gov/education/modelcurriculum/wl/>

<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-WL.pdf>

<https://www.savvas.com/solutions/world-languages/spanish/autentico-spanish>



Lesson Plan 1			
Content Area:	Spanish	Lesson Title: Arte para Todos	Time Frame: Two days
Lesson Components			
<u>21st Century Themes</u>			
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy			
<u>21st Century Skills</u>			
☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☒ ICT Literacy			
Interdisciplinary Connections:			
• Language Arts			
Integration of Technology:			
• Online textbook resources such as home tutor activities and videos • Conjuguemos.com for interactive grammar practice • Use of Yabla.com authentic videos to improve listening comprehension, vocabulary, and spelling skills			
Equipment Needed:			
• Laptops • Headphones/Speakers • Projector			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Learn and practice vocabulary related to art • Talk about different art styles and techniques • Practice conversational skills • Identify cognate words and practice pronunciation and intonation.	Lesson Sequence 1. Read and listen to the narrative on pages 70 & 71 2. Discuss the different art pieces presented at the museum 3. Listen to	• Listening comprehension questions • Online Activities: complete multiple choice, fill in the blank, and True/False questions • Speaking Activity based on audio • Initiate, maintain, and end conversations related to the topics in class • Online activities with multiple choice, true/false, and fill in the



		blank related to the reading and new vocabulary in the lesson
Differentiation: Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level. Additionally, activity techniques for Inclusion, Multiple Intelligences, Slower-paced Learners, English Learners, Pre-AP, and Heritage Language Learners are provided in the teacher's edition of Auténtico 3 for every lesson.		
Resources Provided: • Subscriptions to Yabla.com • Auténtico textbook and digital resources • Conjuguemos.com		



Lesson Plan 2

Content Area: Spanish 3 Lesson Title: Vida de Artista: Remedios Varo Time Frame: Two days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections:

- Language Arts
- Art

Integration of Technology:

- Online textbook resources such as home tutor activities and videos
- Conjuguemos.com for interactive grammar practice
- Use of Yabla.com authentic videos to improve listening comprehension, vocabulary, and spelling skills

Equipment Needed:

- Laptops
- Headphones/Speakers
- Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Discuss Surrealism as an art style • Practice reading and listening skills • Learn about a famous Hispanic artist • Identify cognate words and practice pronunciation and intonation • Learn vocabulary about materials used in art.	Lesson Sequence 1. Ask students what they know about Surrealism 2. Ask students for examples of Surrealist arts 3. Read and discuss the life of Remedios Varo 4. Research other paintings to describe to the rest of the class while explaining the materials and techniques used by the artist	• Writing Activity: complete the fragment with the missing words p 79 • Speaking: Discuss her life • Compare her life and artwork with another painter from Latin America • Online Activities: complete multiple choice, fill in the blank, and True/False questions • Initiate, maintain, and end conversations



		related to the topics in class
Differentiation: Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level. Additionally, activity techniques for Inclusion, Multiple Intelligences, Slower-paced Learners, English Learners, Pre-AP, and Heritage Language Learners are provided in the teacher's edition of Auténtico 3 for every lesson.		
Resources Provided: • Subscription to Yabla.com • Auténtico textbook and digital resources • Conjuguemos.com		



Lesson Plan 3

Content Area: Spanish 3 Lesson Title: Ser vs. Estar Time Frame: Two days

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: English, Technology, Geography, Art, Literature, Social Studies, History

Integration of Technology:

- Online textbook resources such as home tutor activities and videos
- Conjuguemos.com for interactive grammar practice
- Use of Yabla.com authentic videos to improve listening comprehension, vocabulary, and spelling skills

Equipment Needed:

- Laptops
- Headphones/Speakers
- Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Use prior knowledge of grammar (SER vs. ESTAR) • Recognize the difference between verbs SER & ESTAR • Interpret statements according to the use of the verb	Lesson Sequence 1. Discuss the difference between SER & ESTAR and give examples 2. Read grammar notes on p 90 3. Make a chart as you read to compare uses of SER vs. Estar 4. Complete activity #32 on p 90	• Answer questions using SER/ESTAR • Complete activities using the correct conjugation of each verb • Online activities: complete multiple choice, fill in the blank, and True/False questions • Speaking Activity based on audios • Initiate, maintain and end conversations related to the topics in class



Differentiation: Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level. Additionally, activity techniques for Inclusion, Multiple Intelligences, Slower-paced Learners, English Learners, Pre-AP, and Heritage Language Learners are provided in the teacher's edition of Auténtico 3 for every lesson.

Resources Provided:

- Auténtico 3 textbook
- Subscription to Yabla.com
- Conjuguemos.com

Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately*, or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging and require higher-order thinking and problem-solving skills	x		
Allow for student choice		x	
Provide scaffolding for acquiring targeted knowledge/skills	x		
Integrate global perspectives	x		
Integrate 21st century skills	x		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	x		
Foster student use of technology as a tool to develop critical thinking, creativity, and innovation skills	x		



Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered, with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self-assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Spanish 3	Grade Level: 10-11	Unit Title: ¿Qué haces para estar en forma?
Created: Sandra Diez	Board Approved on:	

Unit 4 Overview

Content Area: Spanish 3	Grade Level: 10-11	Unit Title: ¿Qué haces para estar en forma?
Unit Summary: Students will discuss how to be healthy and stay in shape. They will express points of view and make recommendations by discussing activities, diets, and well-being practices.		
Primary Interdisciplinary Connections: ELA <u>21st Century Themes</u> X Global Awareness X Financial, Economic, Business and Entrepreneurial Literacy X Civic Literacy X Health Literacy		
Unit Rationale: This unit looks into health and well-being practices and asks students to express different ways to stay healthy and in shape. Students make predictions and discuss causes and effects.		
Career Readiness (Standard 9): Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and successfully meet the challenges and opportunities in an interconnected global economy.		

Learning Targets

Standards:	7.1 World Languages: World languages education provides learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global, culturally diverse world.
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Strands: Interpretive Mode, Interpersonal Mode, and Presentational Mode

Content Statements:

Interpretive Mode: Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life, as well as infer the meaning of some unfamiliar words when used in familiar contexts.

Interpersonal Mode: Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.

Presentational Mode: Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions, and suggestions and state reasons for those opinions and suggestions. They can create with the Target language by combining and recombining learned language, which allows them to express personal ideas.

Intercultural Statements: Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society. Learners recognize and identify a few typical practices of the target culture.

CPI#:	Cumulative Progress Indicator (CPI):
7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas
7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.



7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences using simple sentences.
7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).
9.4.8.TL. 5	Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.

Unit Essential Questions:

- How can we take care of our health?
- How can we stay in shape?
- What vocabulary do you need to master in order to be able to understand readings and discuss this topic?
- How does culture and geography affect the way people take care of health
- How do you agree and disagree with different points of view?

Unit Enduring Understandings:

- Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives
- We are all responsible to take care of our health
- There are certain practices and behaviors that can minimize the negative impact of modern life on our health

Unit Learning Targets: Students will discuss the impact of food and habits in health, discuss causes and effects, discuss obligations and responsibilities, present and support an opinion, and express a point of view and make recommendations. They will practice the subjunctive mode with regular and irregular verbs.

Evidence of Learning

Summative Assessment:	2-3 days/They can work in small groups of 2-3 to develop and market the invention using a digital presentation. The following should be included: ● Introduction: An explanation of health problems that exist, which will be resolved by changing the lifestyle ● Explanation of life style and consequences changes: What will it achieve? ● Explanation of other activities that support a healthy lifestyle
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- Tests using multiple choice, true-false, fill in with the missing word/s questions
- Dialogue writing

Equipment Needed: Laptops, Auténtico 3 textbook and resources, Projector, Loudspeakers, Headphones

Teacher Resources: Auténtico 3 Teacher's edition, laptop, projector, loud-speakers

Formative Assessments:

- Listening, Speaking, Reading, and Writing Activities
- Do Now/ Closing Activities
- Call and Response
- Think/Pair/Share (TPS)
- Conjuguemos and Home Tutor Activities
- Use of Yabla.com authentic videos to improve listening comprehension, vocabulary, and spelling skills

Lesson Plans

Lesson	Time Frame
Lesson 1 Una clínica comunitaria	2 hours/2 days
Lesson 2 Las recetas de los abuelos	2 hours/2 days
Lesson 3 ¿Quieres estar en Forma?	2 hours/2 days

Teacher Notes: These lessons build upon previously learned vocabulary and grammatical structures used to explain how to stay healthy and in shape. The teacher must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts. In addition, time frames are estimated and will depend on the class's understanding of the concepts. Students' progress should be monitored through formative assessments, and time frames should be adjusted accordingly. Supplemental materials should be provided to students when deemed necessary. Students will learn about nutrition, illnesses and pains, medicine, and habits for good health.

****Do Nows and Closing Activities are part of every lesson****

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<http://www.nj.gov/education/modelcurriculum/wl/>

<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-WL.pdf>

<https://www.savvas.com/solutions/world-languages/spanish/autentico-spanish>



Lesson Plan 1			
Content Area:	Spanish 3	Lesson Title: Una clínica comunitaria	Time Frame: 2 hours/2 days
Lesson Components			
<u>21st Century Themes</u>			
X Global Awareness X Financial, Economic, Business and Entrepreneurial Literacy X Civic Literacy X Health Literacy			
<u>21st Century Skills</u>			
X Creativity and Innovation X Critical Thinking and Problem Solving X Information Literacy X Life and Career Skills X Communication and Collaboration X Media Literacy X ICT Literacy			
Interdisciplinary Connections: English, Technology, Geography, Art, Literature, Social Studies, History, Health			
Integration of Technology: Online textbook resources such as home tutor activities, audios, and videos			



- Conjuguemos.com for interactive grammar and vocabulary practice
- Use of Yabla.com authentic videos to improve listening comprehension, vocabulary, and spelling skills

Equipment Needed:

- Laptops
- Headphones/Speakers
- Auténtico 3 Textbook and resources
- Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: ● Develop vocabulary needed to discuss health issues ● Identify cognate words and practice pronunciation and intonation ● Discuss possible solutions for problems that affect our health ● Discuss ways to stay in shape and keep good habits ● Practice listening and comprehension of fragments related to the same topic in other authentic material	Lesson Sequence 1. Read and listen about a community clinic on p 118 2. Write a list of 8 cognate words related to Health 3. Discuss the meaning of new words and use them in different sentences verbally 4. Respond to questions about the reading 5. Listen to the same fragments without reading to practice Listening skills. After each pause, repeat what you understood. 6. Complete activities # Write two mini-dialogues between friends concerned with health problems	● Reading and comprehension of fragments on p118 ● Initiate, maintain, and end conversations related to the topics in class ● Pronunciation of new words ● Listening and comprehension and paraphrasing the information in the audio ● Writing skills using new vocabulary ● Recognition of cognate words ● Fluency in responses to questions related to the topic ● Answers in activities # 1 & 2 on p 119 ● Online Activities: complete multiple choice, fill in the blank, and True/False questions

Differentiation: Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level. Additionally, activity techniques for Inclusion, Multiple Intelligences, Slower-paced Learners, English Learners, Pre-AP, and Heritage Language Learners are provided in the teacher's edition of Auténtico 3 for every lesson.

Resources Provided:

- Textbook Auténtico 3
- Conjuguemos.com



- Subscription to Yabla.com

Lesson Plan 2

Content Area: Spanish 3	Lesson Title: Recetas de los Abuelos	Time Frame: 2 hours/2 days
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Lesson Components

21st Century Themes

X Global Awareness **X** Financial, Economic, Business and Entrepreneurial Literacy
X Civic Literacy **X** Health Literacy

21st Century Skills

X Creativity and Innovation **X** Critical Thinking and Problem Solving **X** Information Literacy
X Life and Career Skills **X** Communication and Collaboration **X** Media Literacy **X** ICT Literacy

Interdisciplinary Connections: English, Technology, Geography, Art, Literature, Social Studies, Science

Integration of Technology:

- Online textbook resources such as home tutor activities, audio, and videos



- Conjuguemos.com for interactive grammar and vocabulary practice
- Use of Yabla.com authentic videos to improve listening comprehension, vocabulary, and spelling skills

Equipment Needed:

- Laptops
- Headphones/Speakers
- Auténtico 3 Textbook and resources

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: ● Develop new vocabulary needed to explain recipes ● Discuss some traditional family dishes and recipes ● Brainstorm solutions for making changes to make them healthier ● Respond to questions about the preparation of recipes ● Practice conversational skills talking about Hispanic American dishes	Lesson Sequence 1. Watch the video presented on p 121 2. Respond to questions in activity “Después de ver” on p 121 3. Compare recipes 4. Complete activity #6 on p 122, “Llegó el Otoño”	● Listening and comprehension of audio\ ● Summary in chart ● Use of new vocabulary in responses in activity six ● Writing skills in comparison activity ● Fluency in conversation about recipes ● Use of prior knowledge of grammar in speaking and writing activities ● Recognition and use of Cognate words ● Online Activities: complete multiple choice, fill in the blank, and True/False questions ● Initiate, maintain, and end conversations related to the topics in class

Differentiation: Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level. Additionally, activity techniques for Inclusion, Multiple Intelligences, Slower-paced Learners, English Learners, Pre-AP, and Heritage Language Learners are provided in the teacher’s edition of Auténtico 3 for every lesson.

Resources Provided:

- Textbook Auténtico 3 and online resources
- Conjuguemos.com
- Subscription to Yabla.com



Lesson Plan 3			
Content Area:	Spanish 3	Lesson Title: ¿Quieres estar en Forma?	Time Frame: 2 hours/2 days
Lesson Components			
<u>21st Century Themes</u>			
X Global Awareness X Financial, Economic, Business and Entrepreneurial Literacy X Civic Literacy Health Literacy			
<u>21st Century Skills</u>			
X Creativity and Innovation X Critical Thinking and Problem Solving X Information Literacy X Life and Career Skills X Communication and Collaboration X Media Literacy X ICT Literacy			
Interdisciplinary Connections: English, Technology, Geography, Art, Literature, Social Studies, History			
Integration of Technology: Online textbook resources such as home tutor activities and videos			



- Conjuguemos.com for interactive grammar practice
- Use of Yabla.com authentic videos to improve listening comprehension, vocabulary, and spelling skills

Equipment Needed:

- Laptops
- Headphones/Speakers
- Auténtico 3 Textbook and resources

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: ● Learn vocabulary related to physical exercises ● Practice using them in a variety of contexts ● Identify contexts that require certain specific vocabulary ● Practice pronunciation and intonation while reading their sentences ● Practice conversational skills while asking and responding questions physical activities, gyms and sports	Lesson Sequence 1. Read and listen to the fragment about a Sports Club on p 130 2. Ask students in what contexts they have heard or used certain words 3. Complete Activities related to the reading 4. Write sentences with examples of the use of specific vocabulary in another context	● Reading & Writing Activity # ● Writing Activity #21 p130 ● Writing Activity #22 p 131 ● Conversational skills and fluency while discussing gyms and sports clubs ● Use of prior knowledge of grammar in speaking and writing activities ● Recognition and use of Cognate words ● Fluency in responses to questions related to the topic ● Online Activities: complete multiple choice, fill in the blank, and True/False questions
Differentiation: Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level. Additionally, activity techniques for Inclusion, Multiple Intelligences, Slower-paced Learners, English Learners, Pre-AP, and Heritage Language Learners are provided in the teacher's edition of Auténtico 3 for every lesson.		
Resources Provided: ● Textbook Auténtico 3 and online resources ● Conjuguemos.com ● Subscription to Yabla		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately*, or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging and require higher-order thinking and problem solving skills	x		
Allow for student choice		x	
Provide scaffolding for acquiring targeted knowledge/skills	x		
Integrate global perspectives	x		
Integrate 21st century skills	x		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	x		



Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered, with the teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self-assessment	X		
Provide data to inform and adjust instruction to meet the varying needs of learners better	X		

Curriculum Design Template

Content Area: Spanish 3	Grade Level: 10-11	Unit Title: ¿Cómo te llevas con los demás?
Created: Sandra Diez	Board Approved on:	

Unit 5 Overview

Content Area: Spanish 3	Grade Level: 10th-11th	Unit Title: Trabajo Y Comunidad
Unit Summary: In this unit, students will learn adjectives and nouns to describe people, listen and read about relationships, express opinions and emotions while discussing problems, compare cultural practices about parent-child relationships, and practice grammar related to reciprocal verbs and reciprocal pronouns and possessive adjectives.		
Primary Interdisciplinary Connections: ELA		
21st Century Themes X Creativity and Innovation X Critical Thinking and Problem Solving X ICT Literacy X Information Literacy X Life and Career Skills X Communication and Collaboration X Media Literacy		
Unit Rationale: Students will learn vocabulary related to characteristics and personality, behaviors and manners that affect the perception of people, how values and attitudes sometimes are related to culture, how people use language, and relationships.		



Career Readiness (Standard 9): Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.

Learning Targets

Standards: 7.1 World Languages: World language education provides learners with the essential language skills and cultural understandings in languages other than English that are necessary to live and work in a global, culturally diverse world.
 Strands: Interpretive Mode, Interpersonal Mode, and Presentational Mode

Content Statements:

Interpretive Mode: Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.

Interpersonal Mode: Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.

Presentational Mode: Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.

Intercultural Statements: Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society. Learners recognize and identify a few typical practices of the target culture.

CPI#:	Cumulative Progress Indicator (CPI):
7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.



7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas
7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences using simple sentences.
7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).
9.4.8.TL. 5	Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.

Unit Essential Questions:

- How do you improve relationships with other people?
- How do you describe people's personality?

Unit Enduring Understandings:

- The study of another language and culture deepens understanding of other people's attitudes and values. Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives
- Current trends and issues influence popular culture and values

Unit Learning Targets:

Students will develop new vocabulary to describe qualities and people's characteristics, discuss values and personality traits that make people heroes, use the subjunctive mode with verbs of hope and influence, discuss famous people from the Spanish speaking world and their influence in the community, and learn how to tell others what to do using commands.

Evidence of Learning

Summative Assessment: 3 days
 -Students' pronunciation, intonation, and pacing make spoken language fully understandable



- Students use appropriate register according to the situation
- Students participate in simulated conversations and engage in oral exchange of information, opinions and ideas in a variety of topics
- Students use a variety of vocabulary, including idiomatic and culturally appropriate expressions on a variety of topics
- Students have general control of grammar, syntax, and usage of the language
- Students use complex sentence structure and a variety of simple and compound sentences

Equipment Needed: computers, copy machine, projector, loudspeaker, headphones

Teacher Resources: Copy machine, computer, textbook, workbook, loudspeakers, headphones

Formative Assessments:

- Respond to questions about new information
- Ask questions
- Initiate, maintain, and end conversations related to the topics in class
- Write responses to specific questions
- Write dialogues
- Translate fragments into English
- Write creatively about the topics in class
- Use of Yabla.com authentic videos to improve listening comprehension, vocabulary, and spelling skills

Lesson Plans

Lesson	Time Frame
Lesson 1 Use of reciprocal and reflexive verbs	2 hours/2 days
Lesson 2 La Quinceañera	2 hours/2 days
Lesson 3 Unidos por una Causa	2 hours/2 days

Teacher Notes: These lessons build upon previously learned vocabulary and grammatical structures. The teacher must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts. In addition, time frames are estimated and will depend on the class' understanding of the concepts. Students' progress should be monitored through formative assessments and time frames should be adjusted accordingly. Supplemental materials should be provided to students when deemed necessary.

****Do Nows and Closing Activities are part of every lesson****

Curriculum Development Resources/Technology Resources:



Click the links below to access additional resources used to design this unit:

<http://www.nj.gov/education/modelcurriculum/wl/>
<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-WL.pdf>
<https://www.savvas.com/solutions/world-languages/spanish/autentico-spanish>

Lesson Plan 1 Template			
Content Area:	Spanish 3	Lesson Title:	Use of reciprocal and reflexive verb
		Time Frame:	2 hours/2 days
Lesson Components			
<u>21st Century Themes</u>			
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☒ Civic Literacy ☐ Health Literacy			
<u>21st Century Skills</u>			
☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy			
Interdisciplinary Connections: English, Technology, Geography, Art, Literature, Social Studies, History			
Integration of Technology: Students will use Auténtico 3 online resources (audio/videos/workbook) and research the Internet to expand information. Students will use vocabulary practice games, flashcards and audio in www.conjuguemos.com Use of Yabla.com authentic videos to improve listening comprehension, vocabulary, and spelling skills			
Equipment Needed: Projector, headphones, loudspeakers, computers, Internet, copy machine			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will : review and use reciprocal and reflexive verbs and pronouns - Find cognate words and discuss differences in pronunciation - Develop new vocabulary related to personal characteristics and qualities - Practice listening skills by listening to the audio on p 212	Lesson Sequence - Discuss grammar related to reciprocal and reflexive verbs and pronouns on p161 - Give examples of reflexive and reciprocal sentences with verbs on the list on p 161 - Verify the understanding by reading and discussing cognate words	- Listening, Speaking, Reading, and Writing Activities - Do Now/ Closing Activities - Call and Response - Think/Pair/Share (TPS) - Respond to questions about new information - Ask questions using reflexive and reciprocal verbs and pronouns



- Practice using specific vocabulary in different contexts
- Practice conversational skills by asking and answering questions related to the topic

4. Write a dialogue with a partner in which they use at least eight reciprocal or reflexive verbs from the list
5. Read the dialogue to the rest of the class
6. The class will paraphrase what they heard

- Initiate, maintain and end conversations related to the topics in class
- Write responses to specific questions using reflexive verbs
- Online Activities

Differentiation:

Students' discussions, conversation and writing activities reflect different learning styles, backgrounds, prior knowledge and interests. Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level. Additionally, activity techniques for Inclusion, Multiple Intelligences, Slower-paced Learners, English Learners, and Heritage Language Learners are provided in the teacher's edition of Auténtico 3 for every lesson. Pair up below-level students with on-level or above-level students. Ask on-level and above-level students to guide and help below-level students as necessary.

Resources Provided:

- Projector
- Loud-speakers
- Computers
- Headphones
- Textbooks
- Subscription to Yabla.com



Lesson Plan 2 Template		
Content Area: Spanish 3	Lesson Title: La Quinceañera	Time Frame: 2 hours/2days
Lesson Components		
<u>21st Century Themes</u>		
X Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy X Civic Literacy ☐ Health Literacy		
<u>21st Century Skills</u>		
X Creativity and Innovation X Critical Thinking and Problem Solving X Information Literacy X Life and Career Skills X Communication and Collaboration X Media Literacy X ICT Literacy		
Interdisciplinary Connections: English, Technology, Geography, Art, Literature, Social Studies, History		
Integration of Technology: Students use the online edition of Auténtico 3 for reading and listening & comprehension • Online textbook resources such as home tutor activities, audios, and videos • Conjuguemos.com for interactive grammar and vocabulary practice • Use of Yabla.com authentic videos to improve listening comprehension, vocabulary, and spelling skills		
Equipment Needed: Projector, computers, Internet, headphones, loudspeaker, copy machine		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Find cognate words and discuss differences in pronunciation • Learn about important traditions in Hispanic Culture • Develop new vocabulary to describe people, including their abilities and skills	Lesson Sequence 1. Listen to the description of different characters in the audio 2. Respond 3. Correct false statements according to the understanding of the audio 4. Read the description of the main and secondary characters in the program	• Listening, Speaking, Reading, and Writing Activities • Do Now/ Closing Activities • Call and Response • Think/Pair/Share (TPS) • Conjuguemos and Home Tutor Activities (homework) • Online Activities: complete multiple choice,



• Differentiate between adjectives and their corresponding nouns • Practice using specific vocabulary in different contexts • Practice conversational skills by asking and answering questions related to La Quinceañera • Use prior knowledge of grammar (SER vs. ESTAR)	5. Complete activity # 4 & 5 on p 216 6. Discuss when SER/ESTAR is used and compare it to the use of the verb TO BE in English. 7. Describe a Quinceañera celebration 8. Write invitations to a Quinceañera 9. Have a dialogue with a partner about a Quinceañera they have been to, or they will go to in the future.	fill in the blank, and True/False questions • Respond to questions about the characteristics of people acting in the reality show • Initiate, maintain, and end conversations related to the main and secondary characters in the show • Write responses to specific questions
Differentiation: Students' discussions, conversation and writing activities reflect different learning styles, background, prior knowledge and interests. Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level. Additionally, activity techniques for Inclusion, Multiple Intelligences, Slower-paced Learners, English Learners, and Heritage Language Learners are provided in the teacher's edition of Auténtico 3 for every lesson. Pair up below-level students with on-level or above-level students. Ask on-level and above-level students to guide and help below-level students as necessary.		
Resources Provided: • Projector • Loud-speakers • Computers • Headphones • Textbooks • Subscription to Yabla.com		



Lesson Plan 3 Template

Content Area: Spanish 3	Lesson Title: Unidos por una Causa	Time Frame: 2 hours/2 days
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Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: English, Technology, Geography, Art, Literature, Social Studies, History

Integration of Technology: Students use the online edition of Auténtico 3 for reading and listening & comprehension

- Online textbook resources such as home tutor activities, audios, and videos
- Conjuguemos.com for interactive grammar and vocabulary practice
- Use of Yabla.com authentic videos to improve listening comprehension, vocabulary, and spelling skills

Equipment Needed: Projector, headphones, loudspeakers, computers, Internet, copy machine

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: ● Learn how to use the subjunctive with verbs of influence ● Practice using specific verbs by discussing actions and behaviors that are suggested, allowed, or prohibited ● Listen and read LA FAMILIA EN VIVO on p 180	Lesson Sequence 1. Discuss to compare and contrast how we use verbs in English to influence the actions of others 2. Identify verbs of influence (aconsejar/insistir/mandar/pedir, etc) 3. Analyze examples in the textbook Write 5	● Listening, Speaking, Reading, and Writing Activities using the subjunctive + verbs of influence ● Do Now/ Closing Activities ● Call and Response ● Think/Pair/Share (TPS) ● Conjuguemos and Home Tutor Activities (homework)



- Practice conversational skills by asking and answering questions using the subjunctive mode with specific verbs related to the listening - Discuss and practice the formation of the subjunctive with regular and irregular verbs	sentences using verbs of influence - Identify - Complete activity # 22 on p 181	- Respond to questions using the subjunctive + verbs of influence - Ask questions using verbs of influence - Initiate, maintain and end conversations related to the topics in class - Online Activities: complete multiple choice, fill in the blank, and True/False questions
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Differentiation:

Students' discussion, conversation and writing activities reflect different learning styles, background, prior knowledge and interests. Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level. Additionally, activity techniques for Inclusion, Multiple Intelligences, Slower-paced Learners, English Learners, and Heritage Language Learners are provided in the teacher's edition of Auténtico 3 for every lesson. Pair up below-level students with on-level or above-level students. Ask on-level and above-level students to guide and help below-level students as necessary.

Resources Provided:

- Projector
- Loud-speakers
- Computers
- Headphones
- Textbooks
- Subscription to Yabla



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging and require higher order thinking and problem solving skills	x		
Allow for student choice		x	
Provide scaffolding for acquiring targeted knowledge/skills	x		
Integrate global perspectives	x		
Integrate 21st century skills	x		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	x		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	x		
Are varied to address different student learning styles and preferences	x		
Are differentiated based on student needs	x		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	x		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	x		
Provide opportunities for student reflection and self- assessment	x		
Provide data to inform and adjust instruction to better meet the varying needs of learners	x		

Curriculum Design Template

Content Area: Spanish 3	Grade Level: 10th-11th	Unit Title: Trabajo Y Comunidad
Created: Sandra Diez	Board Approved on:	



Unit 6 Overview

Content Area:	Spanish 3	Grade Level:	10th-11th	Unit Title:	Trabajo y Comunidad
Unit Summary: In this unit, students will learn and use vocabulary related to job skills, interviewing techniques, and volunteer work. They will discuss the importance of finding a job or profession that is meaningful to us, and that is beneficial to our society. Students will practice using the Present Subjunctive and Present Perfect Subjunctive, as well as prior knowledge of grammar and vocabulary.					
Primary Interdisciplinary Connections: 21st Century Themes X Creativity and Innovation X Critical Thinking and Problem Solving X ICT Literacy X Information Literacy X Life and Career Skills X Communication and Collaboration X Media Literacy					
Unit Rationale: Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives					
Career Readiness (Standard 9): Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and successfully meet the challenges and opportunities in an interconnected global economy.					

Learning Targets

Standards:	7.1 World Languages: World language education provides learners with the essential language skills and cultural understandings in languages other than English that are necessary to live and work in a global, culturally diverse world. Strands: Interpretive Mode, Interpersonal Mode, and Presentational Mode
Content Statements:	Interpretive Mode: Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts. Interpersonal Mode: Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions



related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.

Presentational Mode: Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions, and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining the learned language, which allows them to express personal ideas.

Intercultural Statements: Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society. Learners recognize and identify a few typical practices of the target culture.

CPI#:	Cumulative Progress Indicator (CPI):
7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language to express original ideas
7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences using simple sentences.
7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).



9.4.8.TL. 5	Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.
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Unit Essential Questions:

- How do you get ready for an interview?
- How is an interview conducted?
- How do you talk about jobs and professions?
- What strategies can I use to read and comprehend a target-language text or hear and comprehend a target-language audio?

Unit Enduring Understandings:

- Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives
- The study of another language and culture deepens understanding of where and how people live and why events occur
- The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes.

Unit Learning Targets:

- Introduce lesson theme:
- Culture:
- Present and practice vocabulary: jobs and professions
- Students will develop and practice vocabulary related to professions and jobs

Evidence of Learning

Summative Assessment: Three days

- Students' pronunciation, intonation, and pacing make spoken language entirely understandable
- Students use appropriate register according to the situation
- Students participate in simulated conversations and engage in oral exchange of information, opinions and ideas in a variety of topics
- Students use a variety of vocabulary, including idiomatic and culturally appropriate expressions on a variety of topics
- Students have general control of grammar, syntax, and usage of the language
- Students use complex sentence structure and a variety of simple and compound sentences

Equipment Needed: computers, copy machine, projector, loudspeaker, headphones

Teacher Resources: Copy machine, computer, textbook, workbook, loudspeakers, headphones

Formative Assessments:

- Answers to questions using appropriate vocabulary and grammar related to communication between friends, in formal situations, and between countries



- Use intonation and pronunciation patterns when speaking
- Use of prior knowledge of vocabulary and grammar
- Listening and comprehension skills
- Conversational skills
- Use of Yabla.com authentic videos to improve listening comprehension, vocabulary, and spelling skills

Lesson Plans

Lesson	Time Frame
Lesson 1 Buscando Trabajo	2 hours/ 2 days
Lesson La Entrevista de Trabajo	2 hours/2 days
Lesson 3 Un Anuncio Clasificado	2 hours/2 days

Teacher Notes: These lessons build upon previously learned vocabulary and grammatical structures. The teacher must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts. In addition, time frames are estimated and will depend on the class's understanding of the concepts. Students' progress should be monitored through formative assessments and time frames should be adjusted accordingly. Supplemental materials should be provided to students when deemed necessary.

****Do Nows and Closing Activities are part of every lesson****

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<http://www.nj.gov/education/modelcurriculum/wl/>

<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-WL.pdf>

<https://www.savvas.com/solutions/world-languages/spanish/autentico-spanish>



Lesson Plan 1 Template			
Content Area:	Spanish 3	Lesson Title:	Buscando Trabajo Time Frame: 2 hours/2 days
Lesson Components			
<u>21st Century Themes</u>			
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☒ Civic Literacy ☐ Health Literacy			
<u>21st Century Skills</u>			
☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy			
Interdisciplinary Connections: English, Technology, Geography, Art, Literature, Social Studies, History			
Integration of Technology: Students use the online edition of Auténtico 3 for reading and listening & comprehension • Online textbook resources such as home tutor activities, audios, and videos • Conjuguemos.com for interactive grammar and vocabulary practice • Use of Yabla.com authentic videos to improve listening comprehension, vocabulary, and spelling skills			
Equipment Needed: Projector, headphones, loudspeakers, computers, Internet, copy machine			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Be introduced to lesson theme: Why it is important to find a good job • Develop and practice vocabulary related to types of jobs • Practice conversational skills talking jobs in the community • Practice listening and comprehension skills	Lesson Sequence 1. Show the illustration and have students predict which topics might be included in the lesson. 2. Warm Up 3. Presentación de vocabulario 4. Have students work in pairs to complete the activities	• Listening, Speaking, Reading, and Writing Activities • Call and Response • Think/Pair/Share (TPS) • Conjuguemos and Home Tutor Activities • Respond to questions about new information • Ask questions • Initiate, maintain and end conversations related to the topics in class



- Write responses to specific questions

Differentiation:

Students' discussions, conversation and writing activities reflect different learning styles, background, prior knowledge and interests. Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level. Additionally, activity techniques for Inclusion, Multiple Intelligences, Slower-paced Learners, English Learners, and Heritage Language Learners are provided in the teacher's edition of Autentico 3 for every lesson. Pair up below-level students with on-level or above-level students. Ask on-level and above-level students to guide and help below-level students as necessary.

Resources Provided:

- Projector
- Loud-speakers
- Computers
- Headphones
- Textbooks
- Subscription to Yabla.com



Lesson Plan 2 Template			
Content Area:	Spanish 3	Lesson Title:	La entrevista de Trabajo
		Time Frame:	2 hours/2 days
Lesson Components			
<u>21st Century Themes</u>			
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☒ Civic Literacy ☐ Health Literacy			
<u>21st Century Skills</u>			
☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy			
Interdisciplinary Connections: English, Technology, Geography, Art, Literature, Social Studies, History			
Integration of Technology: Students use the online edition of Auténtico 3 for reading and listening & comprehension • Online textbook resources such as home tutor activities and videos • Conjuguemos.com for interactive grammar practice • Use of Yabla.com authentic videos to improve listening comprehension, vocabulary, and spelling skills			
Equipment Needed: Projector, headphones, loudspeakers, computers, Internet, copy machine			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Watch the video on p 217 • Take notes on the history presented in the story to practice spelling and listening and comprehension skills • Practice conversational and paraphrasing skills • Learn about how to respond questions in a job interview	Lesson Sequence 1. Identify cognate words and new words in the reading 2. Use cognate words in a different context 3. Paraphrase information trying to use different expressions without altering the main idea 4. Practice a job interview with a partner	• Listening, Speaking, Reading, and Writing Activities • Call and Response • Think/Pair/Share (TPS) • Conjuguemos and Home Tutor Activities • Respond to questions about new information • Ask questions • Initiate, maintain and end conversations related to the story read in class



- Write responses to specific questions

Differentiation:

Students' discussions, conversation and writing activities reflect different learning styles, background, prior knowledge and interests. Use flexible grouping; deliberately pair students homogeneously or Heterogeneously by proficiency level. Additionally, activity techniques for Inclusion, Multiple Intelligences, Slower-paced Learners, English Learners, and Heritage Language Learners are provided in the teacher's edition of Auténtico 3 for every lesson. At the end of each page, ask students to explain what happened in their own words. Encourage the rest of the class to ask heritage speakers questions to help clarify the story. Pair up below-level students with on-level or above-level students. Ask on-level and above-level students to guide and help below-level students as necessary.

Resources Provided:

- Projector
- Loud-speakers
- Computers
- Headphones
- Textbooks
- Subscription to Yabla.com



Lesson Plan 3 Template			
Content Area:	Spanish 3	Lesson Title:	Anuncios Clasificados
		Time Frame:	2 hours/2 days
Lesson Components			
<u>21st Century Themes</u>			
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☒ Civic Literacy ☐ Health Literacy			
<u>21st Century Skills</u>			
☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy			
Interdisciplinary Connections: English, Technology, Geography, Art, Literature, Social Studies, History			
Integration of Technology: Students use the online edition of Auténtico 3 for reading and listening & comprehension • Online textbook resources such as home tutor activities and videos • Conjuguemos.com for interactive grammar practice • Use of Yabla.com authentic videos to improve listening comprehension, vocabulary, and spelling skills			
Equipment Needed: Projector, headphones, loudspeakers, computers, Internet, copy machine			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Review and practice using the vocabulary related to jobs • Discuss the endings for regular and irregular verbs and the use of stress marks in all endings • Learn about jobs in the community • Practice conversational skills by discussing the best job	Lesson Sequence 1. Complete activities on p 221 2. Work with a partner to practice discussing the job offered in the add 3. Activity #13 on p 221 4. Read and write: activity p 222	• Listening, Speaking, Reading, and Writing Activities • Do Now/ Closing Activities • Call and Response • Think/Pair/Share (TPS) • Conjuguemos and Home Tutor Activities • Ask questions to classmates about their preferences in terms of technology and social media



Practice writing skills using new vocabulary		- Initiate, maintain and end conversations related the use of technology to communicate with friends - Write responses to specific questions using the conditional tense
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Differentiation:

Students' discussions, conversations, and writing activities reflect different learning styles, backgrounds, prior knowledge, and interests. Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level. Additionally, activity techniques for Inclusion, Multiple Intelligences, Slower-paced Learners, English Learners, and Heritage Language Learners are provided in the teacher's edition of Auténtico 3 for every lesson. Pair up below-level students with on-level or above-level students. Ask on-level and above-level students to guide and help below-level students Communicate.

Resources Provided:

- Projector
- Loud-speakers
- Computers
- Headphones
- Textbooks
- Subscription to Yabla.com

Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging and require higher order thinking and problem solving skills	x		
Allow for student choice		x	
Provide scaffolding for acquiring targeted knowledge/skills	x		
Integrate global perspectives	x		
Integrate 21st century skills	x		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	x		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	x		



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Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Spanish 3	Grade Level: 10th-11th	Unit Title:	Nuestro Pasado y Nuestro Futuro
Created: Sandra Diez	Board Approved on:		



Unit Overview Template

Content Area: Spanish 3 **Grade Level:** 10th-11th **Unit Title:** Nuestro Pasado y Nuestro Futuro

Unit Summary: In this Unit students will learn how to talk about predictions and future events, as well as talk about past, present and future events.

21st Century Themes **X** Creativity and Innovation **X** Critical Thinking and Problem Solving **X** ICT Literacy
X Information Literacy **X** Life and Career Skills **X** Communication and Collaboration **X** Media Literacy

Unit Rationale: Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives and places where people live.

Career Readiness (Standard 9): Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.

Learning Targets

Standards: 7.1 World Languages: World language education provides learners with the essential language skills and cultural understandings in languages other than English that are necessary to live and work in a global, culturally diverse world.
 Strands: Interpretive Mode, Interpersonal Mode, and Presentational Mode

Content Statements:

Interpretive Mode: Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.

Interpersonal Mode: Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about



personally relevant and familiar topics, such as family, home, school, and friends.

Presentational Mode: Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.

Intercultural Statements: Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society. Learners recognize and identify a few typical practices of the target culture.

CPI#:	Cumulative Progress Indicator (CPI):
7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas
7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).
9.4. 8.TL.5	Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.

Unit Essential Questions:

- How do culture, history, and geography influence how and where we live?



- How do you compare and contrast living in a city or living in a rural area or suburb?
- Which are the most famous places, attractions and cities in Spain?
- What strategies can I use to read and comprehend a target-language text or hear and comprehend a target-language audio?

Unit Enduring Understandings:

- The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.)
- Spain is a country with unique features and cultural variations between regions
- Life in the city, suburbs or rural areas differ and offer different advantages and disadvantages

Unit Learning Targets:

Students will develop vocabulary related to _____ practice conversational skills, reading and comprehension and listening and comprehension through dialogues and fragments related to societies and how they interact.

Evidence of Learning

Summative Assessment: 3 days

Equipment Needed: Projector, computers, Internet, headphones, loud-speakers

Teacher Resources: Projector, Internet, loudspeaker, computer, Auténtico 3 Teacher's edition

Formative Assessments:

- Respond to questions
- Compare and contrast
- Express preferences regarding
- Initiate, maintain and end conversations related to the topics in class
- Write responses to specific questions
- Write dialogues
- Translate fragments into English
- Write creatively about the topics in class
- Use of Yabla.com authentic videos to improve listening comprehension, vocabulary, and spelling skills

Lesson Plans

Lesson	Time Frame
Lesson 1 Arqueología en España	2 hours/2 days
Lesson 2 La Arquitectura del Futuro	2 hours/2 days
Lesson 3 Cuidando nuestro Medio Ambiente	2 hours/2 days
Teacher Notes: These lessons build upon previously learned vocabulary and grammatical structures. Teachers must reactivate the needed vocabulary and structures prior to teaching these lessons or	



must pre-teach these concepts. In addition, time frames are estimated and will depend on the class's understanding of the concepts. Students' progress should be monitored through formative assessments and time frames should be adjusted accordingly. Supplemental materials should be provided to students when deemed necessary.

****Do Nows and Closing Activities are part of every lesson****

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<http://www.nj.gov/education/modelcurriculum/wl/>

<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-WL.pdf>

<https://www.savvas.com/solutions/world-languages/spanish/autentico-spanish>



Lesson Plan 1 Template		
Content Area: Spanish 3	Lesson Title: Arqueología en España	Time Frame: 2 hours/2 days
Lesson Components		
<u>21st Century Themes</u>		
X Global Awareness X Financial, Economic, Business and Entrepreneurial Literacy X Civic Literacy ☐ Health Literacy		
<u>21st Century Skills</u>		
X Creativity and Innovation X Critical Thinking and Problem Solving X Information Literacy X Life and Career Skills X Communication and Collaboration X Media Literacy X ICT Literacy		
Interdisciplinary Connections: English, Technology, Geography, Art, Literature, Social Studies, History		
Integration of Technology: - Students use the online edition of Auténtico 3 for reading and listening & comprehension - Online textbook resources such as home tutor activities, audios, and videos - Conjuguemos.com for interactive grammar and vocabulary practice - Use of Yabla.com authentic videos to improve listening comprehension, vocabulary, and spelling skills		
Equipment Needed: Projector, loud-speakers, headphones, computers, Internet, copy machine		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Practice and produce vocabulary in context - Learn vocabulary to describe archaeology - Practice reading and listening comprehension - Check comprehension of the reading. - Learn about some important archaeological site in Spain and South America - Identify cognate words related to archaeological site	Lesson Sequence - Read and discuss - Students will ask questions for a given answer about the reading to review question words - Create a dialogue discussing the reading and using new vocabulary - Read about Mexico archeological sites on p 310 - Complete activities on p 311	- Listening, Speaking, Reading, and Writing Activities - Call and Response - Think/Pair/Share (TPS) - Conjuguemos and Home Tutor Activities - Respond to questions about new information - Ask questions - Initiate, maintain and end conversations related to the topics in class



• Compare cultural products by listening to an authentic audio recording about Machu Picchu • Learn the difference between myths, legends and reality	6. Write a dialogue with a partner pretending to be archaeologists 7. Complete activity Viaje arqueológico on p 314	• Write responses to specific questions • Online activities with true/false, multiple choice and fill in the blank
Differentiation: Students' discussions, conversation and writing activities reflect different learning styles, background, prior knowledge and interests. Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level. Additionally, activity techniques for Inclusion, Multiple Intelligences, Slower-paced Learners, English Learners, and Heritage Language Learners are provided in the teacher's edition of Auténtico 3 for every lesson. Pair up below-level students with on-level or above-level students. Ask on-level and above-level students to guide and help below-level students as necessary.		
Resources Provided: • Projector • Loud-speakers • Computers • Headphones • Textbooks • Subscription to Yabla.com		



Lesson Plan 2 Template			
Content Area:	Spanish 3	Lesson Title:	La Arquitectura del Futuro
		Time Frame:	2 hours/2 days
Lesson Components			
<u>21st Century Themes</u>			
X Global Awareness X Financial, Economic, Business and Entrepreneurial Literacy X Civic Literacy X Health Literacy			
<u>21st Century Skills</u>			
X Creativity and Innovation X Critical Thinking and Problem Solving X Information Literacy X Life and Career Skills X Communication and Collaboration X Media Literacy X ICT Literacy			
Interdisciplinary Connections: English, Technology, Geography, Art, Literature, Social Studies, History			
Integration of Technology: • Students use the online edition of Auténtico 3 for reading and listening & comprehension • Online textbook resources such as home tutor activities, audio, and videos • Conjuguemos.com for interactive grammar and vocabulary practice • Use of Yabla.com authentic videos to improve listening comprehension, vocabulary, and spelling skills			
Equipment Needed: projector, loud-speakers, copy machine, headphones, computers			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Develop new vocabulary related to the description of cities and urban activities • Culture: Important architectural sites in the Hispanic world • Find cognate words and discuss differences in pronunciation • Practice using specific vocabulary in different contexts • Practice conversational skills by asking and	Lesson Sequence 1. Practice using architectural terms 2. Recognize cognate words related to architecture 3. Complete activities on 360 4. Read and write: Complete activity on p 381	• Listening, Speaking, Reading, and Writing Activities using specific vocabulary related to cities, neighborhoods and urban activities • Compare and contrast Think/Pair/Share (TPS) • Respond to questions Ask questions to classmates Paraphrase what someone said using indirect speech



answering questions
related to the topic

Differentiation:

Students' discussions, conversations, and writing activities reflect different learning styles, backgrounds, prior knowledge, and interests. Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level. Additionally, activity techniques for Inclusion, Multiple Intelligences, Slower-paced Learners, English Learners, and Heritage Language Learners are provided in the teacher's edition of Auténtico 3 for every lesson. Pair up below-level students with on-level or above-level students. Ask on-level and above-level students to guide and help below-level students as necessary.



Lesson Plan 3 Template			
Content Area:	Spanish 3	Lesson Title:	Cuidando Nuestro Medio Ambiente
		Time Frame:	2 hours/2 days
Lesson Components			
<u>21st Century Themes</u>			
X Global Awareness X Financial, Economic, Business and Entrepreneurial Literacy X Civic Literacy X Health Literacy			
<u>21st Century Skills</u>			
X Creativity and Innovation X Critical Thinking and Problem Solving X Information Literacy X Life and Career Skills X Communication and Collaboration X Media Literacy X ICT Literacy			
Interdisciplinary Connections: English, Technology, Geography, Art, Literature, Social Studies, History			
Integration of Technology: - Students use the online edition of Auténtico 3 for reading and listening & comprehension - Online textbook resources such as home tutor activities, audio, and videos - Conjuguemos.com for interactive grammar and vocabulary practice - Use of Yabla.com authentic videos to improve listening comprehension, vocabulary, and spelling skills.			
Equipment Needed: Projector, headphones, loudspeakers, computers, Internet, copy machine			

1. Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Be introduced to lesson theme: Environmental issues - Learn past perfect and future perfect tenses - Compare environmental problems in U.S.A and America - Develop vocabulary related to the environment - Practice and recognize vocabulary: talk about different ways to take care of our planet	Lesson Sequence - Presentación de vocabulario, read the script with the students and pause to assess comprehension. - Read and listen Nuestro Mundo on p 406 & 407 - Complete activities on p 407 - Listen to the audio on p409 - Discuss what you do to protect the environment with a friend	- Listening, Speaking, Reading, and Writing Activities - Call and Response - Think/Pair/Share (TPS) - Respond to questions about countryside activities and characteristics - Ask questions - Initiate, maintain, and end conversations related to the topics in class - Write responses to specific questions



- Find cognate words and discuss differences in pronunciation
- Practice using specific vocabulary in different contexts
- Practice conversational skills

Differentiation:

Students' discussions, conversations, and writing activities reflect different learning styles, backgrounds, prior knowledge, and interests. Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level. Additionally, activity techniques for Inclusion, Multiple Intelligences, Slower-paced Learners, English Learners, and Heritage Language Learners are provided in the teacher's edition of Auténtico 3 for every lesson.

Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging and require higher order thinking and problem solving skills	x		
Allow for student choice		x	
Provide scaffolding for acquiring targeted knowledge/skills	x		
Integrate global perspectives	x		
Integrate 21st century skills	x		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	x		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	x		
Are varied to address different student learning styles and preferences	x		
Are differentiated based on student needs	x		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	x		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	x		



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Provide opportunities for student reflection and self- assessment	x		
Provide data to inform and adjust instruction to better meet the varying needs of learners	x		

Curriculum Design Template				
Content Area:	Spanish 3	Grade Level:	10th-11th	Unit Title:
Created:	Sandra Diez	Board Approved on:		



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GLOBAL SKILLS

IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
Review of directions
Use of mnemonics
Have student restate information
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Use of a study carrel
Assistance in maintaining uncluttered space
Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Use of manipulatives
No penalty for spelling errors or sloppy handwriting
Follow a routine/schedule
Alternate quiet and active time
Teach time management skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Adjusted assignment timelines
Visual daily schedule



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Untimed tests
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book tests
Read test and directions to student
Provide study outline prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator and/or number line for math tests
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



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GLOBAL SKILLS**

Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Have parent sign behavior chart
Set and post class rules
Chart progress and maintain data



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GLOBAL SKILLS

IEP AND 504 ACCOMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
A locker with adapted lock
Review of directions
Review sessions
Use of mnemonics
Have student restate information
Provision of notes or outlines
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Weekly or bi-weekly home-school communication
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Lab and math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of tape recorder for lectures
Use of Interactive notebook
Use of a scribe
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Ability to type all assignments
Follow a routine/schedule
Teach time management and organizational skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Daily check-in with case manager or special education teacher
Adjusted assignment timelines
Visual daily schedule



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book or open-note tests
Read test and directions to student
Provide study guides prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Pace long-term projects
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Allow outlining, instead of writing for an essay or major project
Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator for math tests
Film or video supplements in place of reading text
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Pass/no pass option

Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Have contingency plans
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework
- Set and post class rules
- Chart progress and maintain data



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

Accommodations and Modifications for ESL Students

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a peer tutor, same language or English speaking
- Allow use of bilingual/translation dictionary
- Provide summaries of text or study guides of particular chapters
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language
- Highlight key vocabulary
- Reduce amount of work required
- Assess comprehension through demonstration or other alternative means (gestures, drawings)
- Rephrase questions, directions, and explanations
- Reduce multiple choices on assessments
- Provide study guides and/ or outlines
- Shorten reading assignments
- Allow extended time for test/project completion
- Use of audio books
- Use of graphic organizers
- Use reduced text, so that print is not dense
- Use visuals/pictures throughout lesson/unit/assignment
- Adapt homework to reflect language proficiency/home support
- Adapt homework to reflect home support
- Provide hands-on activities and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Use of translation dictionaries to locate words in the native language
- Use anecdotal records and portfolio of work as forms of assessment
- Use story retellings to assess comprehension

What Does the Gifted and Talented Experience Look Like? *Springfield Public Schools*

Mission Statement

The Gifted and Talented Program of the Springfield Public Schools aims to provide a meaningful and rigorous education that instills the value of lifelong learning and empowers all students to reach their full potential and become self-fulfilled creative leaders in accordance with the comprehensive standards of our state. We accomplish this by offering challenging, real-world experiences in a student-centered environment.

We recognize that students come from diverse socioeconomic, cultural, and ethnic backgrounds, and the mission of the gifted and talented program is to provide opportunities for students to explore their intellectual, creative, and artistic gifts and talents within the classroom and with beyond-the-classroom experiences. It is essential to provide diverse, appropriate, and ongoing learning experiences and environments that incorporate students' academic, psychological, and social needs. Our responsibility is to provide students with educational alternatives that teach, challenge, and expand their knowledge, while simultaneously stressing the development of independent and self-directed learners who continuously generate questions, analyze, synthesize, and evaluate information and ideas.

New Jersey Administrative Code 6A:8-3.1 defines students who are gifted and talented as those students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the local district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

Goals:

To support our mission, we have established the following goals to guide our work:

- To infuse into the general education program a broad range of activities for high-level learning that will challenge all students to perform at advanced levels, and provide extended opportunities, resources, and support in particular areas where student interest or talent is demonstrated.
- To provide a continuum of gifted education services that will strengthen the total school program, offer enriching and challenging learning opportunities for all students, and provide specialized learning experiences
- To promote achievement of students' best potentials and increased ability.

Through a productive and collaborative relationship among the building principals, classroom teachers, and the Gifted and Talented teacher, our schools can create programming that will enhance the learning experience for every student and serve the unique and specialized needs of students currently demonstrating gifted behaviors.

Elements of the Schoolwide Enrichment Model, W.I.N (What I Need), differentiated instruction, advanced classes, or individual programs into a student's regular instruction program are integral to this overarching framework for gifted education in the Springfield School District.

Reference Board Policy and Regulation 2464 – Gifted and Talented Pupils (M)

Early Childhood Center **Edward V. Walton**

Schoolwide Virtual Enrichment

All first and second grade students have access to the [Gifted and Talented Virtual Classroom](#). This virtual classroom is a space for students to complete various challenges and enrichment opportunities at their own pace. Students can receive feedback and additional adaptable resources to meet their individual learning needs. The virtual classroom design expands accessibility to enrichment resources and allows students to choose learning activities according to their unique interests and abilities. The purpose of the activities is to encourage problem-solving, develop critical thinking

skills, and expand curiosity and imagination. Activities are aligned to the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

The Gifted and Talented teacher serves as a resource to all teachers within Edward V. Walton School. Teachers seeking resources for their high-ability learners will receive additional support from the Gifted and Talented teacher in various ways. This support may include additional units of study, challenging resources, and student projects.

Elementary Schools **James Caldwell** **Thelma L. Sandmeier**

The goal is to engage small groups of students in intensive learning experiences through standards-based, rigorous, and relevant units of study that supplement, not supplant, the grade-level curriculum and support students' unique learning needs.

Enrichment Experience Grade 3

Beginning in third grade, the G&T teacher will cycle through all classrooms to work on problem-solving and enrichment tasks with students. Driven by assessment data, academic performance, student interest, and teacher observation, small groups of students will meet with the G&T teacher during W.I.N. (What I Need) periods throughout the week that the teacher is assigned to their classroom teacher. Groupings will be flexible and monitored to best meet each student's needs throughout the school year. Activities will include brain teasers, puzzles, strategic thinking, problem-solving, and STEM challenges.

Targeted Gifted and Talented Programing Grades 4-5

Students may become identified as Gifted and Talented in fourth grade. Students that are identified may receive support from the G&T Teacher for up to five periods (200 minutes) a week during W.I.N. (What I Need) periods. Identified students will meet to explore grade-level content while incorporating depth and complexity in a student-centered, problem-based environment. The Gifted and Talented Program aims to provide students with various advanced and challenging learning experiences across content areas to promote independent thinking skills, refine critical thinking and communication skills, cultivate joy in learning, and expand student interests through problem-solving. The instruction that students receive incorporates 21st Century Skills and advanced content that is challenging, hands-on, and relevant to the real world.

Strategies and Practices that Support Gifted and Talented Students

- Adjusted Pace of Lessons
- Inquiry-Based Instruction
- Higher-Order Thinking Activities
- Interest-Based Content
- Real World Problem Solving/Problem Based Learning
- Independent Study/Passion Projects
- Units of Study with Like-Minded Peers

Schoolwide Virtual Enrichment

All JCS and TLS students have access to grade level-specific [Gifted and Talented Virtual Classrooms](#). These virtual classrooms are a space for students to complete various challenges and enrichment opportunities at their own pace. Students are able to receive feedback and additional opportunities based on their needs. The virtual classrooms have expanded the accessibility of enrichment resources directly to the students and allows for students to choose opportunities according to their interests and abilities. The purpose of the activities is to encourage problem solving, develop critical thinking skills, and expand curiosity and imagination in conjunction with the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

In addition to classroom support, the Gifted and Talented teacher also serves as a resource to all teachers in the building. Teachers that are seeking resources for their high ability learners will receive additional support from the Gifted and Talented teacher in various ways. This may include additional units of study, challenging resources, student projects, and meeting with the G&T teacher as needed.

Additional Enrichment Opportunities

Across all grade levels 3-5, as recommended by the classroom teacher, students exhibiting a need for additional enrichment may have the opportunity to meet with the G&T teacher as the schedule allows. Groupings will be flexible and monitored to best meet the students' needs throughout the school year. Activities will include, brain teasers, puzzles, strategic thinking activities, problem-solving challenges, and STEM challenges. Students engage in an extended process of asking questions, using resources, and developing answers that lead to thinking about what and how they are learning. Students are held accountable for how they work and use their time by demonstrating their learning through products or presentations.

Students self-select to participate in individual and/or group projects based on interest and commitment. The classroom teacher and/or the enrichment teacher will help guide and monitor student exploration of chosen topics, facilitating their learning with resources and teaching of needed skills.

Secondary Schools
Florence M. Gaudineer Middle School
Jonathan Dayton High School

Grades 6-12: Access to specific content programs with higher levels of academic challenges (i.e. Pre-Algebra, Accelerated Communication Arts, and Advanced Placement Classes)

Dual Credit Courses provide students the opportunity to obtain high school credit, and college credit, simultaneously through partnerships with several institutions.

Project Lead the Way (PLTW) students become builders of technology by engaging in real world activities. Students are empowered as design thinkers collaborating on real world projects.

Gifted and Talented Identification Criteria

The Springfield Schools Gifted and Talented Program recognizes that students require differentiated learning experiences beyond the core curriculum being taught because of their advanced abilities in one or more content areas. These students may also have other cognitive qualities such as curiosity, creativity, motivation, leadership, and passion that require modifications to their academic experience.

Multiple Measures of Eligibility

Kindergarten through grade twelve identification process for gifted and talented students includes multiple measures. Multiple measures may include but are not limited to: achievement test scores; grades; student performance or products; intelligence testing; parent, student, and/or teacher recommendation; and other appropriate measures. The identification methodology is developmentally appropriate, non-discriminatory, and related to the programs and services offered by the Springfield School District. The identification procedures are reviewed annually.

According to N.J.A.C. 6A:8-3.1, all public school districts must have a board-approved gifted and talented identification process and provide services for identified students enrolled in the grades of that school district. The regulations require that identification and services be made available to students in grades K-12.

When students are recommended for the Gifted and Talented Program there are multiple measures that are considered to determine if services are necessary and appropriate. The assessments used are as follows:

- Cognitive Abilities Test (CogAT)
- Classroom Performance/Student Portfolios
- DRA2 Level
- iReady Diagnostic Scores
- Gifted Indicators Checklist
- Start Strong/NJSLA Assessment Data

The N.J.A.C. requires that students be compared to their chronological peers in the local school district. The New Jersey Department of Education has not established state-level criteria for identifying students who are gifted, such as mandated tests or assessments, grade point averages, or IQ scores. Local school districts must use multiple measures to identify students.

Procedures

<https://www.straussesmay.com/seportal/Public/DistrictPolicy.aspx?policyid=2464&id=b8a33a9f505e4998a6db3fb8e1de778b>

Gifted and Talented Program Identification Matrix

Minimum Score Required for Consideration: 14 Points

1 Point	2 Points	3 Points
Cogat Assessment Overall Stanine Score of a 7	Cogat Assessment Overall Stanine Score of an 8	Cogat Assessment Overall Stanine Score of a 9
iReady Math Assessment Just Below Current Grade Level	iReady Math Assessment On Grade Level	iReady Math Assessment ½ Year + Above Current Level
iReady ELA On Grade Level	iReady ELA ½ Year Above Current Level	iReady ELA One Full Grade Level + Above Current Level
NJSLA Math Approaching Expectations	NJSLA Math Met Expectations	NJSLA Math Exceed Expectations
NJSLA ELA Approaching Expectations	NJSLA ELA Met Expectations	NJSLA ELA Exceed Expectations
HOPE Teacher Rating Scale Raw Score: 11 - 29	HOPE Teacher Rating Scale Raw Score: 30 - 49	HOPE Teacher Rating Scale Raw Score: 50-66

Team meetings present the opportunity to review data and assess the educational needs of all students. Teacher provides examples of student work exhibiting above and beyond grade level expectations, creativity, leadership, critical and abstract thinking. Programs for gifted and talented students will be periodically evaluated for their continuing efficacy and adjusted accordingly. The parent of any student identified as gifted or talented shall be consulted regarding any program designed to address the student's particular needs.

Resource Links

https://riversideinsights.com/cognitive_abilities_test

<https://www.curriculumassociates.com/programs/i-ready-learning>

<https://www.nj.gov/education/assessment/resources/>

<https://www.routledge.com/HOPE-Teacher-Rating-Scale-Involving-Teachers-in-Equitable-Identification/Gentry-Pereira-Peters-McIntosh-Fugate/p/book/9781618214522#:~:text=The%20HOPE%20Teacher%20Rating%20Scale,making%20it%20easy%20to%20use.>

Gifted and talented student: The “*[Strengthening Gifted and Talented Education Act](#)*” defines a gifted and talented student as a “student who possesses or demonstrates a high level of ability in one or more content areas when compared to their chronological peers in the school district and who require modifications of their educational program if they are to achieve in accordance with their capabilities.”

Twice-exceptional (2E) students: A twice-exceptional (2E) student is defined as “a student who is both gifted and a student with a disability. These students may also be referred to as having dual exceptionalities or as being gifted with learning disabilities (GT/LD). This also applies to students who are gifted with ADHD or gifted with autism” (New Jersey Association for Gifted Children, www.nagc.org).

Instructional adaptation: An adjustment or modification to instruction enabling a student who is gifted and talented to participate in, benefit from, and demonstrate knowledge and application of the New Jersey Student Learning Standards in one or more content areas at the instructional level of the student, not just the student's grade level.

Identifying gifted and talented students: The focus of identification is to provide programming and services in which students' specific learning needs and potential are appropriately addressed and met. In every New Jersey school district, there are students who require modifications to the general education curriculum if they are to achieve in accordance with their abilities. By identifying a student's general intellectual ability, creativity, or specific academic area aptitudes, we are acknowledging that they need programming and services outside of the general education/grade level curriculum to advance their learning.

NJDOE Fast Facts

<https://www.nj.gov/education/standards/gifted/>

<https://www.nj.gov/education/standards/gifted/legislation.shtml>

Supplemental Resources/Programming for Gifted Students

Edward V. Walton

- PETS Program – Primary Education Thinking Skills
- Group Solutions/Group Solutions 2 – Cooperative Logic Activities
- Lollipop Logic
- Beginning Thinking Skills
- AIMS Education Programming

James Caldwell and Thelma L. Sandmeier

Math/ELA

- Project M3: Mentoring Mathematical Minds
- Junior Great Books
- AIMS Education Programming
- Borenson Hands on Equations
- BizWorld
- Perplexors
- Advanced Math Explorations grade 3-5
- Challenging Units for Gifted Learners (ELA and Math)
- Creative Curriculum Extenders
- Differentiated Lessons & Projects
- Challenge Math Grades 4+
- Differentiating Instruction with Menus (All Content Areas)
- Jacob's Ladder
- Genius Hour/Passion Project
- Spatial Reasoning
- Logic Puzzles, Brain Games, Analogies

STEM

- Engineering is Elementary
- Engineer Throughout the Year
- PBS Design Squad
- DefinedSTEM
- Project Lead the Way (PLTW)

Enrichment Events

Experience for all students to be enriched through events related to the curricular or extracurricular activities. Examples include after school clubs, PTA-sponsored events, leadership opportunities, visual and performing arts, and community service opportunities.