

**Department of World Languages SPANISH 4 HONORS**  
**Course Content and Standards ([NJSLS 2020](#)):**

**Unit 1.A: Review / Hispanic Heritage Unit:**

**Proficiency target:** [Intermediate Low](#)

**Learning Targets:**

Students will use Spanish to:

- investigate the different cultures and experiences that make up the term “Hispanic”
- describe the differences between the terms Spanish, Hispanic and Latinx
- Compare housing in different countries to their own
- Compare schooling norms of their life with people in the target culture
- Compare the balance of their home/school life with people in the target culture
- Discuss vacations that they have taken in the past
- Discuss friends and familiar relationships in regard to their own lives as well as others
- Comprehend and respond to a variety of authentic texts
- Create an original piece of writing which mirrors an analyzed work. (i.e. Oda al tomate by Pablo Neruda)
- Familiarize themselves with notable authors from the target culture
- Present information about an object of personal significance
- Comprehend brief messages and descriptions given by heritage speakers about high-frequency subjects about everyday life

**NJSLS standards:**

WL.IL.7.1.IL.IPERS.2, WL.IL.7.1.IL.IPERS.5, WL.IL.7.1.IL.IPRET.1, WL.IL.7.1.IL.IPRET.4, WL.IL.7.1.IL.IPRET.5,  
 WL.IL.7.1.IL.PRSNT.1, WL.IL.7.1.IL.PRSNT.3, WL.IL.7.1.IL.PRSNT.4

**Unit 1.B: Los Medios/ Media**

**Proficiency target:** [Intermediate Low](#)

**Learning Targets:**

Students will use Spanish to:

- identify main ideas of plot and characters
- describe plot events in present and past
- analyzes character decisions and social climates of texts and movies.
- create alternative endings to well known stories
- compare their own character attributions to those of main characters in stories of the choice
- Comprehend brief messages and descriptions given by heritage speakers about high-frequency subjects about everyday life
- Express the past progressive when narrating what was happening

**NJSLS standards:**

WL.IL.7.1.IL.IPERS.2, WL.IL.7.1.IL.IPERS.5, WL.IL.7.1.IL.IPRET.1, WL.IL.7.1.IL.IPRET.4, WL.IL.7.1.IL.IPRET.5,  
 WL.IL.7.1.IL.PRSNT.1, WL.IL.7.1.IL.PRSNT.3, WL.IL.7.1.IL.PRSNT.4

**Unit 2: El Medio Ambiente/ The Environment**

**Proficiency target:** [Intermediate Low](#)

**Learning Targets:**

Students will use Spanish to:

- identify environmental issues
- indicate ways that they personally can protect the environment
- examine the UN 17 Sustainable Development Goals
- describe relationships between humans and the environment
- rate / rank environmental issues by importance in their opinion

- *interpret current events about our environment*
- *Comprehend brief messages and descriptions given by heritage speakers about high-frequency subjects about everyday life*

**NJSLS standards:**

WL.IL.7.1.IL.IPERS.2, WL.IL.7.1.IL.IPERS.5, WL.IL.7.1.IL.IPRET.1, WL.IL.7.1.IL.IPRET.4, WL.IL.7.1.IL.IPRET.5, WL.IL.7.1.IL.PRSNT.1, WL.IL.7.1.IL.PRSNT.3, WL.IL.7.1.IL.PRSNT.4

**Unit 3.A: ¡Cuidate Bien / Take care!**

**Proficiency target:** [Intermediate Mid](#)

**Learning Targets:**

*Students will use Spanish to:*

- *discuss one's daily routine*
- *describe one's health symptoms in order to obtain healthcare/receive treatment*
- *ask, or give advice about a health condition or minor accident they or someone else may have encountered*
- *give opinions on health, exercise, nutrition and other related topics*
- *Discuss healthcare in different countries*
- *compare and contrast one's diet and/or eating habits with someone else's*
- *Comprehend brief messages and descriptions given by heritage speakers about high-frequency subjects about everyday life*

**NJSLS standards:**

WL.IL.7.1.IL.IPERS.2, WL.IL.7.1.IL.IPERS.3, WL.IL.7.1.IL.IPERS.5, WL.IL.7.1.IL.IPRET.4, WL.IL.7.1.IL.PRSNT.1, WL.IL.7.1.IL.PRSNT.3, WL.IL.7.1.IL.PRSNT.4

**Unit 3.B: Afro Latino Mini Unit**

**Proficiency target:** [Intermediate Mid](#)

**Learning Targets:**

*Students will use Spanish to:*

- *define the term Afro Latino*
- *identify with the Afro Latino culture*
- *compare and contrast different perspectives within the Afro Latino community*
- *investigate and synthesize information about the life of a famous Afro Latino*
- *analyze different aspects of the Afro Latino culture through music, art and literature*
- *Comprehend brief messages and descriptions given by heritage speakers about high-frequency subjects about everyday life*

**NJSLS standards:**

WL.IL.7.1.IL.IPERS.2, WL.IL.7.1.IL.IPERS.5, WL.IL.7.1.IL.IPRET.1, WL.IL.7.1.IL.IPRET.4, WL.IL.7.1.IL.IPRET.5, WL.IL.7.1.IL.PRSNT.1, WL.IL.7.1.IL.PRSNT.3, WL.IL.7.1.IL.PRSNT.4

**Unit 4: El Relato Digital / Digital Storytelling**

**Proficiency target:** [Intermediate Mid](#)

**Learning Targets:**

*Students will use Spanish to:*

- *narrate a significant event or experience in their life*
- *clearly define a cause, effect and solution in their narration*
- *peer-edit the narrations of other students in the class*
- *outline and storyboard their narrations with appropriate images that uphold or reinforce their message*
- *create a digital multimedia presentation of their narration to share in class*
- *peer-edit presentations*
- *ask and answer spontaneous questions from peers based on the presentations*

- *Comprehend brief messages and descriptions given by heritage speakers about high-frequency subjects about everyday life*

**NJSLS standards:**

WL.IL.7.1.IL.IPERS.2, WL.IL.7.1.IL.IPERS.5, WL.IL.7.1.IL.IPRET.4, WL.IL.7.1.IL.PRSNT.1, WL.IL.7.1.IL.PRSNT.3,  
WL.IL.7.1.IL.PRSNT.4

# Black Horse Pike Regional School District

Spanish 4 Honors

Unit 1.A - Review / Hispanic Heritage Month Observance

Summer 2023

## Unit Overview

***Estimated Duration: 4 weeks***

This unit is designed as an appropriate opener for this year's studies. The focus of this unit will be to discuss Hispanic Heritage Week to increase global-minded thinking, gain a better understanding of the people who identify as "Hispanic" and or "Latinx", and to provide a context and a respect for the culture and heritage of the language we are learning. Students will hear voices of the Hispanic and Latinx community to better understand the Hispanic Heritage month aims to embrace many different traditions, and that people who identify as "Hispanic" often have extremely varied experiences that are all valid.

In addition to the ongoing discussion of Hispanic Heritage, students will also be reviewing previously learned material, to discuss high frequency topics in order to increase communicative proficiency. Topics will include house, family, school life and vacations. The review of these highly familiar topics will be at the intermediate low proficiency, in order to scaffold students to begin to acquire new information at the intermediate low level during Marking periods 1 and 2, and then at the Intermediate Mid levels for marking periods 3 and 4. Students will be employing all three modes of communication: the interpretive, interpersonal and presentational activities to increase their Spanish proficiency level.

**The lessons and assessments in this unit expose students to authentic Spanish Speaking real life experiences which facilitates students overall fluency and increase in interpersonal, presentational and interpretive proficiencies .**

## Essential Questions:

***These questions establish WHY students are learning about the particular content;***

- *How are my daily activities different from or similar to those in target cultures?*
- *How does housing in my culture compare to housing in target cultures?*
- *How is my school day similar to or different from the school day in target cultures?*
- *How balanced is my life (school, activities, work)?*
- *How does travel change one's life or perspectives?*

## Learning Targets & Standards

**This section establishes WHAT skills will be developed, WHAT content will be understood, applied, analyzed, evaluated, and created.**

**Proficiency target:** Intermediate Low

**Learning Targets:**

*Students will use Spanish to:*

- *investigate the different cultures and experiences that make up the term "Hispanic"*
- *describe the differences between the terms Spanish, Hispanic and Latinx*
- *Compare housing in different countries to their own*
- *Compare schooling norms of their life with people in the target culture*
- *Compare the balance of their life with people in the target culture*

- Discuss vacations that they have taken in the past
- Discuss friends and familiar relationships in regard to their own lives as well as others
- Compare foods and meal time customs with people in the target culture
- Comprehend and respond to a variety of authentic texts
- Create an original piece of writing which mirrors an analyzed work. (i.e. Oda al tomate by Pablo Neruda)
- Familiarize themselves with notable authors from the target culture
- Present information about an object of personal significance
- Comprehend brief messages and descriptions given by heritage speakers about high-frequency subjects about everyday life

**NJSLS standards:**

WL.IL.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.

WL.IL.7.1.IL.IPERS.5 - Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

WL.IL.7.1.IL.IPRET.4 - Infer the meaning of some unfamiliar words and ideas in some new contexts.

WL.IL.7.1.IL.PRSNT.1 - Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.

WL.IL.7.1.IL.PRSNT.3 - Use language creatively to respond in writing to a variety of oral or visual prompts.

WL.IL.7.1.IL.PRSNT.4 - Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.

Tell a simple story about a family or vacation photo, answering who, what, where, when and why questions.

**Assessments:****Minor Assessment #1: Mostrar y contar (Show and Tell)**

WL.IL.7.1.IL.PRSNT.1 - Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.

WL.IL.7.1.IL.PRSNT.3 - Use language creatively to respond in writing to a variety of oral or visual prompts.

WL.IL.7.1.IL.PRSNT.1 - Tell a simple story answering who, what, where, when and why questions.

**Major Assessment #1: Oda Al Tomate - Personal Poem Planning paper Google Slides**

WL.IL.7.1.IL.PRSNT.3 - Use language creatively to respond in writing to a variety of oral or visual prompts.

WL.IL.7.1.IL.IPRET.4 - Infer the meaning of some unfamiliar words and ideas in some new contexts.

WL.IL.7.1.IL.IPRET.5 - Compare and contrast some unique linguistic elements in English and the target language.

Use [Intermediate Low Proficiency Rubric](#)

**Instructional Strategies & Unit Resources:****Technology Programs Used:**

- Quizlet
- EdPuzzle
- Blooket

- Gimkit
- Google Applications
- Quizizz
- Kahoot
- This is Language
- Peardeck
- Conjuguemos
- Spanishlistening.org

**Texts /Materials Used:**

- Quizlet Lesson: *Disrupting Stereotypes Lesson Plan Slides*
- *El Grito de Dolores - Mexican Independence Day Reading*
- *Oda al Tomate by Pablo Neruda*
- *House and School Vocabulary and present review formative assessment*
- *Hispanic Heritage Month Activities*
- *Verb Clock Communicative Activity:*
- *Favorite Beaches of Mexico EdPuzzle*
- *AAPPL presentational task - Email to a pen pal about schedules*
- *Dinner Party / Interpersonal Conversation Activity*

**Activities and Assignments:**

- *Students will respond to the texts above in activities that encompass the interpersonal, presentational and interpretive modes at the Intermediate Mid Level*
- *Students will make connections to the content by comparing the information with their own experiences, and sharing with peers.*
- *Students will consider multiple perspectives as they engage with critical thinking questions in regards to the text.*
- *Routines for learning include warm up, think-pair-share style activities, small group activities, leveled group activities, 1:1 conferencing with the instructor, student-led exploratory assignments, among other learning strategies.*

**Student Feedback:**

*Students will receive feedback on proficiency through the use of the Novice High and Intermediate Low Proficiency guidelines rubric*

**Vocabulary**

- *Quizlet-Repaso A La Escuela & La Casa*
- *Quizlet-Repaso B - Rutina Diaria*
- *Quizlet-Repaso C -De Vacaciones*
- *Quizlet-Preterite*

**Accommodations & Modifications**

*Outline strategies for accommodating needs and modifying per varied levels of learners, including tiered instructional options & assessments for Special Education, ELL, Gifted and Talented.*

[Special Education Modifications](#)

**Interdisciplinary Connections & 21st Century Themes & Skills**

- *Language Arts Skills Addressed:*
  - *LA.L.11-12.4.C Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.*
  - *LA.W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)*
  - *LA.W.11-12.1.C: Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.*
  - *LA.W.11-12.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.*
  - *LA.RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.*
- *Technology Skills Addressed:*
  - *TECH.8.1.12.B.CS2: Create original works as a means of personal or group expression.*
- [Career Readiness Standards Addressed](#)

### Unit Overview

This unit is designed to review key principles of communication in the present and past, with the goal of our students gaining more confidence to speak about familiar high frequency topics in realist settings, and to scaffold them as they begin to receive topics at the intermediate low and intermediate high levels of communicative proficiency this year.

Students engage with authentic texts, poems, videos, non-fiction excerpts and more. Students will use the language creatively in meaningful ways as they write their own poetry in Spanish, partake in verbal conversations about high frequency topics, and share ideas and opinions both verbally and in writing.

This review will include high frequency language as it pertains to house, school, family, vacations,

guide students' **understanding of narrating past events**, to describe movies, talk about books, and discuss what happened throughout the works. Students will be encouraged to interact with, describe and discuss authentic Latino texts and media, as well as texts and media that reflect their personal interests **and experiences that are relevant to the culture of learners in the classroom**.

Students will also share opinions and discuss with peers various movies clips, short stories and text excerpts. Students will compare and contrast works. Instructional design and discussion seeks to guide students in their consideration of a variety of genres of media which take place in different settings and require the reader to consider the works from multiple perspectives.

... and uses inquiry to engage students in **learning processes that develop critical thinking about** different perspectives in regards to plot and characters.

Students will **analyze and evaluate** plot scenarios. Students will also evaluate and analyze peer writing samples in order to strengthen their overall capacity to narrate in the target language.

.... as they consider **real-world connections to real world high frequency language that makes communication with Spanish speakers possible**. ....  
**Students will have agency to create alternative plot endings, complete character analyses, and hold literary debates and conversations with peers.**  
**Assessment will engage students in their ability to discuss, recall, analyze, compare and evaluate a variety of movies and books.**  
**These assessments will be used to help them improve their narration about their personal experiences, and increase their overall fluidity and interpersonal, presentational and interpretive proficiencies .**

### Essential Questions:

- *What is the relationship between decisions and consequences?*
- *How does conflict influence an individual's decisions and actions?*
- *How do we form and shape our identities?*
- *What is the relevance of studying multicultural texts?*
- *How is literature like life?*
- *How do you express what was happening in a narration*

### Learning Targets & Standards

**Proficiency target:** [Intermediate Low](#)

**Learning Targets:**



*Students will use Spanish to:*

- *identify main ideas of plot and characters*
- *describe plot events in present and past*
- *analyze character decisions and social climates of texts and movies*
- *create alternative endings to well known stories*
- *compare their own character attributions to those of main characters in stories of the choice*
- *Comprehend brief messages and descriptions given by heritage speakers about high-frequency subjects about everyday life*
- *comprehend and respond to classic stories*
- *express what was happening in a narration by forming the past progressive tense*

***NJSLS standards:***

*WL.IL.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.*

*WL.IL.7.1.IL.IPERS.5 - Engage in short conversations about personal experiences or events and/or topics studied in other content areas.*

*WL.IL.7.1.IL.IPRET.1 - Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).*

*WL.IL.7.1.IL.IPRET.4 - Infer the meaning of some unfamiliar words and ideas in some new contexts.*

*WL.IL.7.1.IL.IPRET.5 - Compare and contrast some unique linguistic elements in English and the target language.*

*WL.IL.7.1.IL.PRSNT.1 - Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.*

*WL.IL.7.1.IL.PRSNT.3 - Use language creatively to respond in writing to a variety of oral or visual prompts.*

*WL.IL.7.1.IL.PRSNT.4 - Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.*

**Assessments:**

**Major Assessment #1: *Interpersonal* Interviews about favorites**

*Students create and conduct peer interviews verbally and then summarize their partner's answers*

*WL.IL.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.*

*WL.IL.7.1.IL.IPERS.5 - Engage in short conversations about personal experiences or events and/or topics studied in other content areas.*

*WL.IL.7.1.IL.IPRET.1 - Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).*

**Major Assessment #2: Presentational Change Essay** Students will write about how a character underwent a change in either a book or movie

WL.IL.7.1.IL.PRSNT.1 - Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.

WL.IL.7.1.IL.PRSNT.3 - Use language creatively to respond in writing to a variety of oral or visual prompts.

**Minor Interpretive Assessment #1: Text Comprehension Quiz #1 TEXT / Google Form**

WL.IL.7.1.IL.IPRET.1 - Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).

WL.IL.7.1.IL.IPRET.4 - Infer the meaning of some unfamiliar words and ideas in some new contexts.

WL.IL.7.1.IL.IPRET.5 - Compare and contrast some unique linguistic elements in English and the target language.

**Minor Presentational Assessment #2: Presentational: Summary of Book or Movie**

WL.IL.7.1.IL.IPRET.5 - Compare and contrast some unique linguistic elements in English and the target language.

WL.IL.7.1.IL.PRSNT.4 - Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.

**Minor Interpersonal Assessment #3: Create an alternate ending**

Students will create a new ending to a well known story.

WL.IL.7.1.IL.IPRET.5 - Compare and contrast some unique linguistic elements in English and the target language.

WL.IL.7.1.IL.PRSNT.4 - Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.

Use [Intermediate Low Proficiency Rubric](#)

**Instructional Strategies & Unit Resources:**

**Technology Programs Used:**

- Quizlet
- EdPuzzle
- Blooket
- Gimkit
- Google Applications
- Quizizz
- Kahoot
- Conjuguemos
- This is Language
- Spanishlistening.org

**Texts / Materials Used:**

- Describe Movies (LINKS)

- *Caperucita Roja EdPuzzle Little Red Riding Hood Narration*
- *Ricitos de Oro - Goldilocks Reading / Key*
- *La misma luna Movie narration guide Pret/Imperfect (Under the Same Moon)*
- *Narrate a past event Directions Graphic organizer Directions sheet*
- *Narration Paper #2*
- *Partner Guess the movie*
- *Practice interpretive reading - TEST PRACTICE TEXT*
- *Me dediqué a perderte - Alejandro Sans / Cloze activity*
- *Donde Viven los Monstruos / Where the Wild Things are trailer EdPuzzle*
- *This Is Language- Imperfect Continuous -Past Progressive-Test Out*

**Activities and Assignments:**

- *Students will respond to the texts above in activities that encompass the interpersonal, presentational and interpretive modes at the Intermediate Low Level*
- *Students will make connections to the content by comparing the information with their own experiences, and sharing with peers.*
- *Students will consider multiple perspectives as they engage with critical thinking questions in regards to the text.*
- *Routines for learning include warm up, think-pair-share style activities, small group activities, leveled group activities, 1:1 conferencing with the instructor, student-led exploratory assignments, among other learning strategies.*

**Student Feedback:**

- *Students will receive feedback on proficiency through the use of the Intermediate Low Proficiency guidelines [rubric](#)*

**Vocabulary**

Organize Vocabulary Lists here.

- Tier 2: Time Marker Trigger Words
- Tier 3: Quizlet Unit 1 Sp 4 Los Medios
- Tier 2: El Pasado Progresivo

**Accommodations & Modifications**

Outline strategies for accommodating needs and modifying per varied levels of learners, including tiered instructional options & assessments for Special Education, ELL, Gifted and Talented.

[Special Education Modifications](#)

**Interdisciplinary Connections & 21st Century Themes & Skills**

- *Language Arts Skills Addressed:*
  - *LA.L.11-12.4.C Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.*
  - *LA.W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)*
  - *LA.W.11-12.1.C: Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.*
  - *LA.W.11-12.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.*
  - *LA.RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.*
- *Technology Skills Addressed:*
  - *TECH.8.1.12.B.CS2: Create original works as a means of personal or group expression.*
- [Career Readiness Standards Addressed](#)

# Black Horse Pike Regional School District

Spanish 4 Honors

Unit #2 El Medio Ambiente/ The Environment

Summer 2023

## Unit Overview

This unit is designed to guide students' understanding of *the impact that human behavior has on our environment. They will use Spanish as they examine cause and effect relationships between factories and disruptions to our ecosystem., evaluate their own energy consumption and explore ways to be more energy conscious in their daily lives. Students will later analyze the United Nations' 17 Sustainable Development Goals.*

Instructional design and discussion seeks to guide students in their consideration of experiences which take place in different settings and require the reader to consider environmental factors from multiple perspectives.

**Students will have agency to use Spanish as they brainstorm a plan of action to an environmental issue, discuss the benefits and drawbacks of an eco-friendly lifestyle, and interpret environmental current events in Spanish Speaking countries.**

**Assessment will engage students in their ability to discuss, recall, analyze, compare and evaluate information related to our environment.**

**These assessments will be used to guide them in their ability to discuss topics beyond themselves, and increase their overall fluidity and interpersonal, presentational and interpretive proficiencies .**

## Essential Questions:

- *What are the responsibilities of the individual / society / superpowers in regard to the health of the environment?*
- *What global issues are important to me?*
- *Do humans have an obligation to protect nature? Why?*
- *How do I personally protect the environment?*
- *How does geography impact economy and quality of life?*
- *How are societal inequities exacerbated by environmental issues?*
- *What are sustainable development strategies and how are they established and enforced?*
- *What environmental issues challenge societies across cultures? What are possible solutions?*
- *How does one talk about experiences or changes that have taken place in the environment?*

## Learning Targets & Standards

**Proficiency target:** Intermediate Low

### **Learning Targets:**

*Students will use Spanish to:*

- *identify environmental issues*
- *indicate ways that they personally can protect the environment*
- *examine the UN 17 Sustainable Development Goals*
- *describe relationships between humans and the environment*
- *rate / rank environmental issues by importance in their opinion*
- *interpret current events about our environment*
- *express the present perfect tense*

**NJSLS standards:**

*WL.IL.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.*

*WL.IL.7.1.IL.IPERS.5 - Engage in short conversations about personal experiences or events and/or topics studied in other content areas.*

*WL.IL.7.1.IL.IPRET.1 - Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).*

*WL.IL.7.1.IL.IPRET.4 - Infer the meaning of some unfamiliar words and ideas in some new contexts.*

*WL.IL.7.1.IL.IPRET.5 - Compare and contrast some unique linguistic elements in English and the target language.*

*WL.IL.7.1.IL.PRSNT.1 - Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.*

*WL.IL.7.1.IL.PRSNT.3 - Use language creatively to respond in writing to a variety of oral or visual prompts.*

*WL.IL.7.1.IL.PRSNT.4 - Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.*

**Assessments:****Major Assessment #1: Interpretive: Medio Ambiente Interpretive Test Unit 2      TEST - forms version**

*WL.IL.7.1.IL.IPERS.2 - Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics.*

*WL.IL.7.1.IL.PRSNT.3 - Use language creatively to respond in writing to a variety of oral or visual prompts.*

**Major Assessment #2: Interpersonal Conversation Assessment      RUBRIC**

*WL.IL.7.1.IL.IPERS.5 - Engage in short conversations about personal experiences or events and/or topics studied in other content areas.*

**Minor Interpretive Assessment #1: Presentation about one of the [UN 17 Sustainability Goals](#) via CANVA.Com**

*WL.IL.7.1.IL.PRSNT.1 - Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.*

*WL.IL.7.1.IL.PRSNT.4 - Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.*

**Minor Interpretive Assessment #2: Vocabulary Forms Quiz #1**

*WL.IL.7.1.IL.IPRET.1 - Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).*

*WL.IL.7.1.IL.IPRET.4 - Infer the meaning of some unfamiliar words and ideas in some new contexts.*

Use [Intermediate Low Proficiency Rubric](#)

**Instructional Strategies & Unit Resources:****Technology Programs Used:**

- Quizlet
- EdPuzzle
- Blooket
- Gimkit
- Google Applications
- Quizizz
- Kahoot
- This is Language
- Peardeck
- Conjuguemos
- Spanishlistening.org

**Texts /Materials Used:**

- Costa Rica Environment Integrated Performance Assessment (IPA)
- United Nations Sustainability Goal WebQuest
- Brazilian Oil Spill Interpretive Reading
- This is Language Videos 10882 and 10899 about the environment
- Presentational Practice - Environmental Picture Prompts
- Edpuzzle: Cuidar el Medio Ambiente - Caring for the Environment
- EdPuzzle: Ahorrar Energia en casa - Conserving Energy at home
- El guía de los vagos para salvar el mundo - The Lazy Man's Guide to saving the world, United Nations
- Peardeck Vocab Practice
- Edpuzzle Ahorrar Energía
- "Hugo" from "El baile de octavo y otros recuerdos" by Ada de Jesus.
- This is Language -Present Perfect-Test Out

**Activities and Assignments:**

- Students will respond to the texts above in activities that encompass the interpersonal, presentational and interpretive modes at the Intermediate Mid Level
- Students will make connections to the content by comparing the information with their own experiences, and sharing with peers.
- Students will consider multiple perspectives as they engage with critical thinking questions in regards to the text.
- Routines for learning include warm up, think-pair-share style activities, small group activities, leveled group activities, 1:1 conferencing

*with the instructor, student-led exploratory assignments, among other learning strategies.*

**Student Feedback:**

*Students will receive feedback on proficiency through the use of the Novice High and Intermediate Low Proficiency guidelines rubric*

**Vocabulary**

*Organize Vocabulary Lists here.*

- Quizlet Unit 2 Sp 4 El Medio Ambiente
- El Presente Perfecto

**Accommodations & Modifications**

*Outline strategies for accommodating needs and modifying per varied levels of learners, including tiered instructional options & assessments for Special Education, ELL, Gifted and Talented.*

[Special Education Modifications](#)

**Interdisciplinary Connections & 21st Century Themes & Skills**

- *Language Arts Skills Addressed:*
  - LA.L.11-12.4.C Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its
  - LA.W.11-12.1.C: Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- *Technology Skills Addressed:*
  - TECH.8.1.12.B.CS2: Create original works as a means of personal or group expression.
- *Science Skills Addressed:*
  - SCI.9-12.5.4.12.G.e [Content Statement] - Human activities have changed Earth's land, oceans, and atmosphere, as well as its populations of plant and animal species.
  - SCI.9-12.5.4.12.F.2 [Cumulative Progress Indicator] - Explain how the climate in regions throughout the world is affected by seasonal weather patterns, as well as other factors, such as the addition of greenhouse gasses to the atmosphere and proximity to mountain ranges and to the ocean.
- *Physical Education and Health skills Assessed*
  - HPE.2.2.12.D.1 [Cumulative Progress Indicator] - Plan and implement an advocacy strategy to stimulate action on a state, national, or global health issue.
- [Career Readiness Standards Addressed](#)



### Unit Overview

This unit is designed to help students reflect on their **understanding of good eating habits, exercise, seeking medical attention when needed etc.**, to enhance their daily routine in terms of one's overall health. Students will be encouraged to use the subjunctive mood in Spanish to express what they or someone else hopes, feels, expects or advises in general but especially in the field of nutrition, fitness and health.

Students will also share opinions and discuss with peers various YouTube videos and text excerpts. Students will compare and contrast their eating habits with that of their peers. They will analyze the new My Plate guidelines that replaced the old food pyramid guidelines for nutritional eating. They will use this information to make suggestions or adjustments on one's well being.

Students will do info gap activities where they will do role play scenarios asking and answering questions in the target language about health conditions or minor accidents. Students will also evaluate and analyze peer answers to questions and reflect in writing to strengthen their overall capacity to use the subjunctive mood in the target language when necessary.

**The lessons and assessments in this unit exposes students to authentic Spanish Speaking real life experiences which facilitates students overall fluency and increase in interpersonal, presentational and interpretive proficiencies .**

### Essential Questions:

- *How is a good diet and exercise important for healthy living?*
- *What is the relationship between choices and consequences?*
- *How can a person's decisions and actions change his/her life?*
- *How does family and your environment play a role in your food choices?*
- *What can you do to change obesity, eating disorders and other self-image issues that are a major concern in our Country today?*
- *How can I describe my ideal daily routine?*
- *How can early changes in my daily routines and eating habits impact my life?*
- *How can I get help if I'm injured or involved in an accident?*

### Learning Targets & Standards

**Proficiency target:** Intermediate Mid

#### **Learning Targets:**

*Students will use Spanish to:*

- *discuss one's daily routine*
- *describe one's health symptoms in order to obtain healthcare/receive treatment*
- *ask, or give advice about a health condition or minor accident they or someone else may have encountered*
- *give opinions on health, exercise, nutrition and other related topics*
- *compare and contrast healthcare in different countries*
- *compare and contrast one's diet and/or eating habits with someone else's*

- *Comprehend brief messages and descriptions given by heritage speakers about high-frequency subjects about everyday life*

**NJSLS standards:**

*WL.IL.7.1.IL.IPERS.2 - Exchange information to make simple comparisons between everyday cultural products and practices to help understand perspectives in native and other cultures, such as: o Daily routines, leisure activities, value of free time.*

*WL.IL.7.1.IL.IPERS.3 - Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.*

*WL.IL.7.1.IL.IPERS.5 - Engage in short conversations about personal experiences or events and/or topics studied in other content areas.*

*WL.IL.7.1.IL.IPRET.4 - Infer the meaning of some unfamiliar words and ideas in some new contexts.*

*WL.IL.7.1.IL.PRSNT.1 - Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.*

*WL.IL.7.1.IL.PRSNT.3 - Use language creatively to respond in writing to a variety of oral or visual prompts.*

*WL.IL.7.1.IL.PRSNT.4 - Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.*

**Assessments:****Major Assessment #1: Interpretive Reading and Listening Comer Saludable**

*WL.IL.7.1.IL.IPRET.4 - Infer the meaning of some unfamiliar words and ideas in some new contexts.*

*WL.IL.7.1.IL.IPRET.5 - Compare and contrast some unique linguistic elements in English and the target language.*

**Major Assessment #2: Presentational Unos Consejos de Salud PSA**

*WL.IL.7.1.IL.PRSNT.1 - Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.*

*WL.IL.7.1.IL.PRSNT.3 - Use language creatively to respond in writing to a variety of oral or visual prompts.*

**Minor Assessment #1: Forms Quiz 3.1 Vocabulary Cuidate bien vocab 1**

*WL.IL.7.1.IL.IPRET.4 - Infer the meaning of some unfamiliar words and ideas in some new contexts.*

*WL.IL.7.1.IL.IPRET.5 - Compare and contrast some unique linguistic elements in English and the target language.*

*WL.IL.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.*

**Minor Assessment #2: Interpersonal Speaking Dieta/Alimentos Sanos**

*WL.IL.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.*

WL.IL.7.1.IL.IPRET.4 - Infer the meaning of some unfamiliar words and ideas in some new contexts.

WL.IL.7.1.IL.IPRET.5 - Compare and contrast some unique linguistic elements in English and the target language.

WL.IL.7.1.IL.PRSNT.3 - Use language creatively to respond in writing to a variety of oral or visual prompts.

**Minor Assessment #3: Google Forms Accident Vocabulary**

WL.IL.7.1.IL.IPRET.4 - Infer the meaning of some unfamiliar words and ideas in some new contexts.

WL.IL.7.1.IL.IPRET.5 - Compare and contrast some unique linguistic elements in English and the target language.

**Minor Assessment #4: Interpersonal Writing Accident Vocab Cartoon**

WL.IL.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.

WL.IL.7.1.IL.IPRET.4 - Infer the meaning of some unfamiliar words and ideas in some new contexts.

WL.IL.7.1.IL.IPRET.5 - Compare and contrast some unique linguistic elements in English and the target language.

Use [Intermediate Mid Proficiency Rubric](#)

**Instructional Strategies & Unit Resources:**

**Technology Programs Used:**

- Quizlet
- EdPuzzle
- Blooket
- Gimkit
- Google Applications
- Quizizz
- Kahoot
- This Is Language
- Peardeck

**Texts/ Materials Used:**

- **Proficiency Activities:** Healthy Eating Habits -Proficiency Learning
- **Reading Comprehension:** Disaster/Emergency Vocab
- **Info Gap Activities:** Emergency Vocab
- **Peardeck:** Impersonal Expressions-Subjunctive

- **Subjunctive Review:** Impersonal Expressions Practice
- **Sentence Builder:** Emergency Vocab
- **Extensive Practice:** Exercise & Injury Vocab

**Activities and Assignments:**

- Students will respond to the texts above in activities that encompass the interpersonal, presentational and interpretive modes at the Intermediate Mid Level
- Students will make connections to the content by comparing the information with their own experiences, and sharing with peers.
- Students will consider multiple perspectives as they engage with critical thinking questions in regards to the text.
- Routines for learning include warm up, think-pair-share style activities, small group activities, leveled group activities, 1:1 conferencing with the instructor, student-led exploratory assignments, among other learning strategies.

**Student Feedback:**

- Students will receive feedback on proficiency through the use of the Intermediate Mid Proficiency guidelines rubric

**Vocabulary**

- Quizlet 1: Daily Routine / fitness / nutrition vocab
- Quizlet 2: Emergency Room vocab
- Present subjunctive
- Subjunctive with impersonal expressions
- Subjunctive with hopes and wishes

**Accommodations & Modifications**

Outline strategies for accommodating needs and modifying per varied levels of learners, including tiered instructional options & assessments for Special Education, ELL, Gifted and Talented.

[Special Education Modifications](#)

**Interdisciplinary Connections & 21st Century Themes & Skills**

- Language Arts Skills Addressed:
  - LA.L.11-12.4.C Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and

*digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.*

- *LA.W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)*
- *LA.W.11-12.1.C: Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.*
- *LA.W.11-12.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.*
- *LA.RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.*
- *Technology Skills Addressed:*
  - *TECH.8.1.12.B.CS2: Create original works as a means of personal or group expression.*
- *Health & Physical Education Skills Addressed:*
  - *HE.K-12.2.1.1 - Discuss safe responsible health behaviors such as using a tissue, eating nutritionally, and washing hands when appropriate*
  - *HE.K-12.2.1.2: - Identify potentially dangerous or threatening activities or situations.*
  - *HE.K-12.2.1.3 - Identify and use emergency procedures when appropriate.*
- [Career Readiness Standards Addressed](#)

# Black Horse Pike Regional School District

Spanish 4 Honors

Unit 3.B: Afro Latino Mini Unit

Summer 2023

## Unit Overview

This mini unit is designed to be used during Black History month to expose students to the rich Afro Latino culture. Students will be immersed in the Afro Latino culture through music, literature, fun facts, scavenger hunt etc.,

Students will be encouraged to share opinions and discuss with peers various video clips about the significance of being an Afro Latino. They will view different perspectives of Afro Latino culture from all over the world.

Students will create a presentation of a famous Afro Latino and present to the class. They will use critical thinking skills to communicate to their audience why the person of their choosing and how their own experiences connect to that individual.

## Essential Questions:

- *In a culture where we are bombarded with ideas and images of what we 'should' be, how does one form an identity that remains true and authentic for her/himself?*
- *What is the relevance of studying multicultural texts?*
- *How do decisions, actions, and consequences vary depending on the different perspectives of the people involved?*
- *How do we form and shape our identities?*
- *How are belief systems represented and reproduced through history, literature, art, and music?*
- *How does the media shape our view of the world and ourselves?*
- *Why is it important for people and cultures to construct narratives about their experience?*

## Learning Targets & Standards

**Proficiency target:** [Intermediate Mid](#)

**Learning Targets:**

*Students will use Spanish to:*

- *define the term Afro Latino*
- *identify with the Afro Latino culture*
- *compare and contrast different perspectives within the Afro Latino community*
- *investigate and synthesize information about the life of a famous Afro Latino*
- *analyze different aspects of the Afro Latino culture through music, art and literature*

**NJSLS standards:**

WL.IL.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.

*WL.IL.7.1.IL.IPERS.5 - Engage in short conversations about personal experiences or events and/or topics studied in other content areas.*

*WL.IL.7.1.IL.IPRET.1 - Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).*

*WL.IL.7.1.IL.IPRET.4 - Infer the meaning of some unfamiliar words and ideas in some new contexts.*

*WL.IL.7.1.IL.IPRET.5 - Compare and contrast some unique linguistic elements in English and the target language.*

*WL.IL.7.1.IL.PRSNT.1 - Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.*

*WL.IL.7.1.IL.PRSNT.3 - Use language creatively to respond in writing to a variety of oral or visual prompts.*

*WL.IL.7.1.IL.PRSNT.4 - Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.*

### **Assessments:**

#### **Major Assessment #1: Presentational Un Afro Latino Famoso / Proficiency Project Rubric**

*WL.IL.7.1.IL.PRSNT.1 - Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.*

*WL.IL.7.1.IL.PRSNT.3 - Use language creatively to respond to a variety of oral or visual prompts.*

#### **Minor Interpretive Assessment #1: Escape Room Comprehension Quiz #1**

*WL.IL.7.1.IL.IPRET.1 - Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).*

*WL.IL.7.1.IL.IPRET.4 - Infer the meaning of some unfamiliar words and ideas in some new contexts.*

*WL.IL.7.1.IL.IPRET.5 - Compare and contrast some unique linguistic elements in English and the target language.*

Use [Intermediate Mid Proficiency Rubric](#)

### **Instructional Strategies & Unit Resources:**

#### **Technology Programs Used:**

- Quizlet
- EdPuzzle
- Blooket
- Gimkit
- Google Applications
- Quizizz
- Kahoot

#### **Texts Used:**

- *Mary Glasgow Reading - Sebastian Sinesterra*
- *Afro Latino Reading comprehension activities*
- *EdPuzzle: Who are the Black Latinos*
- *Edpuzzle: Elizabeth Acevedo Afro Latino Poem*
- *Afro Latinos Famosos Edpuzzle*
- *The Motorcycle Diaries Movie Guide*
- *Link to videos*
- *Project Template*
- *Afro-latino music guide*
- *Afro-latino Black History Unit*

**Activities and Assignments:**

- *The Students will watch The Motorcycle Diaries to discuss in Spanish themes of classism, inequities, hope and revolution, which gives a good understanding of many themes that underlie in the Afro Latino experience*
- *Students will respond to the texts above in activities that encompass the interpersonal, presentational and interpretive modes at the Intermediate Mid Level*
- *Students will make connections to the content by comparing the information with their own experiences, and sharing with peers.*
- *Students will consider multiple perspectives as they engage with critical thinking questions in regards to the text.*
- *Routines for learning include warm up, think-pair-share style activities, small group activities, leveled group activities, 1:1 conferencing with the instructor, student-led exploratory assignments, among other learning strategies.*

**Student Feedback:**

- *Students will receive feedback on proficiency through the use of the Intermediate Mid Proficiency guidelines rubric*

**Vocabulary**

- *Afro-Latino vocab*
- *Afro-Latino History*

**Accommodations & Modifications**

*Outline strategies for accommodating needs and modifying per varied levels of learners, including tiered instructional options & assessments for Special Education, ELL, Gifted and Talented.*

[Special Education Modifications](#)



**Interdisciplinary Connections & 21st Century Themes & Skills**

- *Language Arts Skills Addressed:*
  - *LA.L.11-12.4.C Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.*
  - *LA.W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)*
  - *LA.W.11-12.1.C: Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.*
  - *LA.W.11-12.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.*
  - *LA.RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.*
- *Technology Skills Addressed:*
  - *TECH.8.1.12.B.CS2: Create original works as a means of personal or group expression.*
- *Social Studies Skills Addressed:*
  - *SOC.6.1.12.GeoPP.2.a [Performance Expectation] - Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.*
  - *SOC.6.2.12.HistoryCC.5.d [Performance Expectation] - Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.*
- [Career Readiness Standards Addressed](#)

### Unit Overview

This unit is designed to show students the power of stories to make an emotional and personal connection. Students will make meaningful connections with one another through the use of digital tools, to allow them to share from their personal experience in a sincere, authentic way. Students will follow a specific drafting process to enable them to complete a finished product that exemplifies their use of Spanish in a polished and attractive presentation. Students will partake in a sociocultural drafting process, in which students will rely on one another for specific feedback.

**This unit aims to improve overall fluency and proficiency, as well as increase story-telling abilities.**

### Essential Questions:

- *How does conflict lead to change?*
- *How do we form and shape our identities?*
- *How can I use my language and behaviors to interact appropriately with cultural groups in my community?*

### Learning Targets & Standards

**Proficiency target:** [Intermediate Mid](#)

#### **Learning Targets:**

*Students will use Spanish to:*

- *narrate a significant event or experience in their life*
- *clearly define a cause, effect and solution in their narration*
- *peer-edit the narrations of other students in the class*
- *outline and storyboard their narrations with appropriate images that uphold or reinforce their message*
- *create a digital multimedia presentation of their narration to share in class*
- *peer-edit presentations*
- *ask and answer spontaneous questions from peers based on the presentations*

#### **NJSLS standards:**

*WL.IL.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.*

*WL.IL.7.1.IL.IPERS.5 - Engage in short conversations about personal experiences or events and/or topics studied in other content areas.*

*WL.IL.7.1.IL.IPRET.4 - Infer the meaning of some unfamiliar words and ideas in some new contexts.*

*WL.IL.7.1.IL.PRSNT.1 - Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.*

*WL.IL.7.1.IL.PRSNT.3 - Use language creatively to respond in writing to a variety of oral or visual prompts.*

*WL.IL.7.1.IL.PRSNT.4 - Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.*

**Assessments:****Minor Assessment #1: Rough Draft of Relato Digital / Self-Assessment Guide**

*WL.IL.7.1.IL.IPRET.5 - Compare and contrast some unique linguistic elements in English and the target language.*

*WL.IL.7.1.IL.PRSNT.1 - Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.*

**Minor Assessment #2: Rough Draft of Relato Digital Completed Project Self Assessment Guide**

*WL.IL.7.1.IL.IPRET.5 - Compare and contrast some unique linguistic elements in English and the target language.*

*WL.IL.7.1.IL.PRSNT.1 - Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.*

**Major Assessment #1: El Relato Digital Final Rubric / Google Classroom Rubric**

*WL.IL.7.1.IL.IPRET.5 - Compare and contrast some unique linguistic elements in English and the target language.*

*WL.IL.7.1.IL.PRSNT.1 - Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.*

Use [Intermediate Mid Proficiency Rubric](#)

**Instructional Strategies & Unit Resources:****Technology Programs Used:**

- Quizlet
- EdPuzzle
- Blooket
- Gimkit
- Google Applications
- Quizizz
- Kahoot

**Texts Used:**

- [What is Digital Story-telling?](#)
- [University of Navarra Examples](#)
- [7 Canons of Storytelling](#)

**Activities and Assignments:**

- Students will respond to the texts above in activities that encompass the interpersonal, presentational and interpretive modes at the Intermediate Mid Level

- *Students will make connections to the content by comparing the information with their own experiences, and sharing with peers.*
- *Students will consider multiple perspectives as they engage with critical thinking questions in regards to the text.*
- *Routines for learning include warm up, think-pair-share style activities, small group activities, leveled group activities, 1:1 conferencing with the instructor, student-led exploratory assignments, among other learning strategies.*

**Student Feedback:**

- *Students will receive feedback on proficiency through the use of the Intermediate Mid Proficiency guidelines rubric*
- *Students will receive peer feedback throughout the draft process on content and language usage*

**Vocabulary**

- *Support for vocabulary will be provided on an individual basis.*

**Accommodations & Modifications**

*Outline strategies for accommodating needs and modifying per varied levels of learners, including tiered instructional options & assessments for Special Education, ELL, Gifted and Talented.*

[Special Education Modifications](#)

**Interdisciplinary Connections & 21st Century Themes & Skills**

- *Language Arts Skills Addressed:*
  - *LA.L.11-12.4.C Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.*
  - *LA.W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)*
  - *LA.W.11-12.1.C: Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.*
  - *LA.W.11-12.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.*
- *Technology Skills Addressed:*
  - *TECH.8.1.12.B.CS2: Create original works as a means of personal or group expression.*

- [Career Readiness Standards Addressed](#)