

Lakewood Township School District Curriculum Guide

Grade: 9-12

Content Area:

World Language (Heritage Spanish II Honors)

Original Adoption: 2023 NJSLs English Language Arts and English as a Second Language (8-21-24); Math NJSLs Mathematics (8-21-24); 2020 NJSLs Science, Social Studies, Career Readiness, Life Literacies & Key Skills, Computer Design & Thinking, Visual & Performing Arts, World Language, Comprehensive Health and Physical Education (5-11-22)

Created By: World Language Curriculum Team

Proficiency Level: Intermediate-High

Recommended Pacing Guide

Unit 1: ¿Quiénes Somos?	25 days
Unit 2: Las Relaciones Sociales	25 days
Unit 3: Nuestros Sentimientos	25 days
Unit 4: Las Artes	25 days
Unit 5: Los Medios de Comunicación	25 days
Unit 6: La Familia	25 days
Unit 7: Repaso general	30 days

Alignment with State Mandates

The following colors are used throughout this document to indicate areas in which the curriculum is aligned with the following NJSA requirements:

- Holocaust and genocides ([N.J.S.A. 18A:35-28](#))
- History and contributions of African-Americans (Amistad Law) ([N.J.S.A. 18A:35-4.43](#))
- Highlight and promote diversity and inclusion (Diversity & Inclusion Law) ([N.J.S.A. 18A:35-4.36a](#))
- History of disabled and LGBT persons included in middle and high school curriculum ([Section 18A:35-4.35](#))
- Climate Change - to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways. Please [click here](#) for specific examples (by subject).

Introduction

The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate manners with people from

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diverse cultures. All students will be able to utilize a foreign language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in local and global communities while bridging the target language gap as they cultivate bilingualism, biliteracy, and biculturalism.

Unit 1: ¿Quiénes Somos?

Duration: 25 days

Unit Rationale

Examine identities during adolescence, discuss identities from a global perspective, explore the United States and its culture, delve into bicultural identity, and use the target language to convey main ideas.

Suggested Accommodations

Multi Language Learners:

- Flexible/Cooperative Grouping
- Visuals (Board and handouts)
- Flashcards (Digital and paper)
- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Native Language Support and Resources
- Modified Instructions/Assessments/Assignments
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology

Special Education/Students with Disabilities:

- Shorten or simplify directions
- Alternative assessment
- Modified classwork and homework assignments
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications
- Parent-teacher communication
- Chunking
- Build background knowledge
- Define Key words

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- Use visual and audio supports
- Address all four language domains
- Incorporate technology
- Graphic organizers

504 Plans:

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction-guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

Gifted and Talented:

- Alternative assessment
- Flexible/cooperative grouping
- Independent research assignments
- Modified classwork and homework assignments
- Integrate a variety of activities to meet all types of multiple intelligences
- Challenging reading materials
- Self-directed activities
- Pretest to determine mastery

Students at Risk of Failure:

- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Parent-teacher communication
- Integrate a variety of activities to meet all types of multiple intelligences
- Modified classwork and homework assignments
- Reward system
- Refer to outside counseling or similar resources if necessary
- Help parents become familiar with available services and resources

Economically Disadvantaged:

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

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Culturally Diverse:

- Embrace diversity in teaching styles
- Provide an interpreter if needed
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

Disciplinary Concepts and Core Ideas

Interpretive Mode of Communication	In the Interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of one-way reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines.”
Interpersonal Mode of Communication	In the Interpersonal mode of communication, students engage in direct oral and/or written communication with others. Examples of this “two-way” communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages.
Presentational Mode of Communication	In the Presentational mode of communication, students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this one-to-many mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

Focus Standards

Interpretive Mode of Communication

- 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
- 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one’s own culture.
- 7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics.
- 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
- 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.

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Interpersonal Mode of Communication

- 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.
- 7.1.IH.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.

Presentational Mode of Communication

- 7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.
- 7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.
- 7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.
- 7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes.
- 7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.

Supporting Standards

- 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.
- 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).
- 7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change.
- 7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.
- 7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)
- 7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.

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Interdisciplinary Connections

Language

- L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

Reading

- RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
- RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
- RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
- RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Speaking and Listening

- SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Writing

- W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.RW.11–12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

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Social Studies

- 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
- 6.1.12.CivicsHR.8.a: Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.

Comprehensive Health and Physical Education

- 2.1.12.SSH.1: Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.

Computer Science & Design Thinking

- 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
- 8.2.12.ED.2: Create scaled engineering drawings for a new product or system and make modifications to increase optimization based on feedback.
- 8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
- 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

Career Readiness, Life Literacies & Key Skills

- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions
- 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12.acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12.prof.CR3.a).
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media and data.

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Career Readiness, Life Literacies, and Key Skills Practices	
Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career

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aligned to personal goals.	interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Social Emotional Learning Standards
<p>Self-Awareness</p> <ul style="list-style-type: none"> ● Recognize one’s feelings and thoughts ● Recognize the impact of one’s feelings and thoughts on one’s own behavior ● Recognize one’s personal traits, strengths, and limitations ● Recognize the importance of self-confidence in handling daily tasks and challenges <p>Self-Management</p> <ul style="list-style-type: none"> ● Understand and practice strategies for managing one’s own emotions, thoughts and behaviors ● Recognize the skills needed to establish and achieve personal and educational goals ● Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals <p>Social Awareness</p> <ul style="list-style-type: none"> ● Recognize and identify the thoughts, feelings and perspectives of others ● Demonstrate an awareness of the differences among individuals ● Demonstrate an understanding of the need for mutual respect when viewpoints differ ● Demonstrate an awareness of the expectations for social interactions in a variety of settings <p>Responsible Decision-Making</p> <ul style="list-style-type: none"> ● Develop, implement and model effective problem solving and critical thinking skills ● Identify the consequences associated with one’s actions in order to make constructive choices ● Evaluate personal, ethical, safety and civic impact of decisions

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Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

Evidence of Student Learning

Formative Tasks:

- Teacher Observations
- Role play/skits
- Peer Assessments
- Quizzes
- Student participation
- One-on-one assessment
- Group assessment
- Peer assessment
- Self-assessment
- Project-Based Assessments
- Listening Comprehension
- Oral presentations
- Questions and answers
- Do-Now
- Thumbs up/down
- White boards
- Open-ended questions
- Group/pair activities
- Exit cards
- Total Physical Response
- Four Corners
- Use free music sites to listen to and learn authentic songs from a Spanish-speaking country.

Alternative Assessments:

- Checklist
- Exit tickets
- Journals and reflections
- Think, pair and share
- Listen and draw what you hear
- Listen and translate
- ChatterPix
- Flipgrid

Student Assessment

Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:

Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting

Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.

Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.

Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.

Summative Assessments:

Benchmark Assessments:

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<ul style="list-style-type: none"> ● Rubrics ● Student Growth Objective ● Role play/skits ● End of unit assessments 	<ul style="list-style-type: none"> ● Assessments on Kahoot ● Chapter assessment
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Knowledge & Skills

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Everyone has multiple identities. It is important to see and respect our identities as well as the identities of others in the world around us. ● Cultural identity is dynamic and complex; heritage speakers often navigate a "hybrid identity" influenced by both their familial Hispanic/Latino background and the mainstream American culture ● The Spanish-speaking population in the U.S. comes from a wide variety of national, ethnic, and racial backgrounds (Indigenous, African, European, Asian ancestries), speaking different dialects and having diverse histories and experiences of migration and settlement. ● Language and culture are inextricably linked; the Spanish language is a critical component of cultural heritage and identity for many bicultural adolescents. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What key elements form the identity of a person? ● What elements contribute to a bicultural identity, and how do individuals choose to identify within the diverse Latino community? ● How do stereotypes and generalizations affect the bicultural experience in the U.S., and how can they be overcome? ● ¿Quién soy yo? / Who am I? and how is my identity shaped by the two cultures I live in? ● How do stereotypes within the U.S. and within the Latino community itself affect bicultural adolescents? ● How do different situations (e.g., home, school, community) influence the expression of one's identity?
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<p>Content: Students will know:</p> <ul style="list-style-type: none"> ● navigating two or more cultures and languages provides unique cognitive, social, and professional advantages ● Spanish-specific punctuation, such as using opening punctuation marks (¿, ¡) and utilizing dashes (—) rather than quotation marks for dialogue or parenthetical asides in narrative essays ● How to correctly apply the following when speaking and writing: <ul style="list-style-type: none"> ➤ pronouns ➤ definite articles 	<p>Skills: Students will be able to:</p> <ul style="list-style-type: none"> ● research one's own linguistic, cultural, and ethnic roots, using primary sources or family interviews to create a comprehensive heritage profile ● examine the diverse cultural landscape of the U.S., focusing specifically on the influence of Hispanic and Latino communities on American music, food, and politics ● apply advanced grammar (such as the subjunctive to express feelings about identity or the preterite/imperfect for heritage stories) within the specific framework of personal narratives
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Core Instructional & Supplemental Materials

Suggested Activities/Resources:

Incorporating a variety of activities to accommodate different students' learning styles is an essential requirement.

- Role play
- Skits
- Open-ended questions
- Group/pair activities
- Guess Who
- Do-Now
- Thumbs up/down
- Four Corners
- Think-Pair-Share
- Jigsaw
- Stop and Go
- Two Roses and A Thorn
- 3-2-1
- One Minute Papers

Varied Levels of Text:

- Galeria B Student and Teacher Editions
- Google Classroom/ Google Docs / Google Slides
- WordReference
- Linguee
- SpanishDict
- Quiz Generator
- Youtube
- OnlinefreeSpanish
- Quizlet
- Kahoot!
- Lyricstraining.com
- Rockalingua
- Newsela

Unit 2: Las Relaciones Sociales

Duration: 25 days

Unit Rationale

Students will discuss "Bullying" behaviors and how to prevent them, study social relations within the community, recognize social norms and how social status affects quality of life, and identify countries in South America and explore its culture.

Suggested Accommodations

Multi Language Learners:

- Flexible/Cooperative Grouping
- Visuals (Board and handouts)
- Flashcards (Digital and paper)
- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Native Language Support and Resources

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- Modified Instructions/Assessments/Assignments
- Chunking
- Build background knowledge
- Define Key words
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- Incorporate technology

Special Education/Students with Disabilities:

- Shorten or simplify directions
- Alternative assessment
- Modified classwork and homework assignments
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications
- Parent-teacher communication
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- Incorporate technology
- Graphic organizers

504 Plans:

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction-guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

Gifted and Talented:

- Alternative assessment
- Flexible/cooperative grouping
- Independent research assignments
- Modified classwork and homework assignments
- Integrate a variety of activities to meet all types of multiple intelligences
- Challenging reading materials
- Self-directed activities
- Pretest to determine mastery

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Students at Risk of Failure:

- Alternative assessment
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- Parent-teacher communication
- Integrate a variety of activities to meet all types of multiple intelligences
- Modified classwork and homework assignments
- Reward system
- Refer to outside counseling or similar resources if necessary
- Help parents become familiar with available services and resources

Economically Disadvantaged:

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

Culturally Diverse:

- Embrace diversity in teaching styles
- Provide an interpreter if needed
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

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Interpretive Mode of Communication	In the Interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of one-way reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines.”
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Presentational
Mode
of
Communication

In the Presentational mode of communication, students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this one-to-many mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

Focus Standards

Interpretive Mode of Communication

- 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
- 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.
- 7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics.
- 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
- 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.

Interpersonal Mode of Communication

- 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.
- 7.1.IH.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.

Presentational Mode of Communication

- 7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.
- 7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.

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Grade: 9-12

Content Area:
World Language (Heritage Spanish II Honors)

- 7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.
- 7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes.
- 7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.

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- 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.
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- L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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Grade: 9-12

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- 6.1.12.CivicsHR.8.a: Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.

Comprehensive Health and Physical Education

- 2.1.12.SSH.1: Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.

Computer Science & Design Thinking

- 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

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Grade: 9-12

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World Language (Heritage Spanish II Honors)

- 8.2.12.ED.2: Create scaled engineering drawings for a new product or system and make modifications to increase optimization based on feedback.
- 8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
- 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made..

Career Readiness, Life Literacies & Key Skills

- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions
- 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media and data.

Career Readiness, Life Literacies, and Key Skills Practices

Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies,

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economic impacts of decisions.	understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive

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cultural/global competence.	interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
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Social Emotional Learning Standards
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Self-Awareness

- Recognize one’s feelings and thoughts
- Recognize the impact of one’s feelings and thoughts on one’s own behavior
- Recognize one’s personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one’s own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one’s actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

Evidence of Student Learning

Formative Tasks:

- Teacher Observations
- Role play/skits
- Peer Assessments
- Quizzes
- Student participation
- One-on-one assessment
- Group assessment
- Peer assessment

Alternative Assessments:

- Checklist
- Exit tickets
- Journals and reflections
- Think, pair and share
- Listen and draw what you hear
- Listen and translate
- ChatterPix
- Flipgrid

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<ul style="list-style-type: none"> ● Self-assessment ● Project-Based Assessments ● Listening Comprehension ● Oral presentations ● Questions and answers ● Do-Now ● Thumbs up/down ● White boards ● Open-ended questions ● Group/pair activities ● Exit cards ● Total Physical Response ● Four Corners ● Use photo-editing or dress-up apps for dressing people up in different clothing items. ● Use a coloring program to create and decorate a house with different rooms. 	<p>Student Assessment</p> <p>Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:</p> <p>Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting</p> <p>Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.</p> <p>Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.</p> <p>Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p>
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Rubrics ● Student Growth Objective ● Role play/skits ● End of unit assessments 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Assessments on Kahoot ● Chapter assessment

Knowledge & Skills	
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Social relations and norms give us roadmaps for all kinds of social situations, and provide a common foundation for members of a given culture or society upon which to base their interactions. ● South America is not a single, uniform entity; it comprises diverse cultures, ethnic distinctions, and regional variations (e.g., in accent, vocabulary, and social norms) that 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What behaviors are considered bullying? ● How can we prevent & tackle such behaviors? ● How has history, geography, and the economy influenced social relations? ● What are some social norms in our society? ● How can social status affect people’s quality of life?

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<p>reflect its varied indigenous, European, and African heritage.</p>	
<p>Content: Students will know:</p> <ul style="list-style-type: none"> ● forms of address (formal usted vs. informal tú/vos) are not merely grammatical rules but reflect social status, power dynamics, age differences, and the nature of relationships. ● how social norms and relations in Spanish-speaking cultures similar to and different from our own ● South America is a continent of 12 sovereign countries and several territories, known for extreme geographic diversity, including the world's longest mountain range (the Andes) and largest rainforest (the Amazon) 	<p>Skills: Students will be able to:</p> <ul style="list-style-type: none"> ● identify and locate the countries of South America ● apply proper vocabulary, verb tenses, and grammatical structures when discussing unit topics ● research and write an essay in the target language about a key geographic feature of South America

Core Instructional & Supplemental Materials	
<p>Suggested Activities/Resources: Incorporating a variety of activities to accommodate different students' learning styles is an essential requirement.</p> <ul style="list-style-type: none"> ● Total Physical Response https://spanishmama.com/what-is-tpr-total-physical-response/ ● Four Corners http://www.creativelanguageclass.com/four-corners/ ● Think-Pair-Share https://www.readingrockets.org/strategies/think-pair-share ● Jigsaw https://www.fluentu.com/blog/educator-spanish/spanish-teaching-methods/ ● Stop and Go Cards https://www.teacherspayteachers.com/Product/Checking-for-Understanding-Quick-Formative-Assessments-333139 ● Two Roses and A Thorn https://images.app.goo.gl/Gpr2einCNtMkCWjm8 ● 3-2-1 https://images.app.goo.gl/GfgzvRWcw6AJnx999 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● Galeria B Student and Teacher Editions ● Rockalingua ● Quia ● Newsela ● Flipgrid ● Discovery Education ● Read Conmigo ● Univision

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- One Minute Papers

<https://oncourseworkshop.com/self-awareness/one-minute-paper/#:~:text=INTRODUCTION%3A%20A%20%E2%80%9Cone%2Dminute,the%20instructor%20with%20useful%20feedback.>

Unit 3: Nuestros Sentimientos

Duration: 25 days

Unit Rationale

Students will analyze the Romantic era and its characteristics, examine personal feelings and emotions, recognize how emotions impact decisions, study how people express emotions and feelings, and explore Spain and its culture.

Suggested Accommodations

Multi Language Learners:

- Flexible/Cooperative Grouping
- Visuals (Board and handouts)
- Flashcards (Digital and paper)
- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Native Language Support and Resources
- Modified Instructions/Assessments/Assignments
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology

Special Education/Students with Disabilities:

- Shorten or simplify directions
- Alternative assessment
- Modified classwork and homework assignments
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications
- Parent-teacher communication

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- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology
- Graphic organizers

504 Plans:

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction-guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

Gifted and Talented:

- Alternative assessment
- Flexible/cooperative grouping
- Independent research assignments
- Modified classwork and homework assignments
- Integrate a variety of activities to meet all types of multiple intelligences
- Challenging reading materials
- Self-directed activities
- Pretest to determine mastery

Students at Risk of Failure:

- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Parent-teacher communication
- Integrate a variety of activities to meet all types of multiple intelligences
- Modified classwork and homework assignments
- Reward system
- Refer to outside counseling or similar resources if necessary
- Help parents become familiar with available services and resources

Economically Disadvantaged:

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented

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- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

Culturally Diverse:

- Embrace diversity in teaching styles
- Provide an interpreter if needed
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

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- 6.2.12.HistoryCC.3.a: Debate if the role of geography or enlightened ideals had the greater influence on the independence movements in Latin America.
- 6.1.12.HistoryCA.3.b: Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration.
- 6.2.12.EconGE.6.c: Relate the rise of the Internet and social media to the global economy.

Comprehensive Health and Physical Education

- 2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).

Computer Science & Design Thinking

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Grade: 9-12	Content Area: World Language (Heritage Spanish II Honors)
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- 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
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- 8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
- 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

Career Readiness, Life Literacies & Key Skills

- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions
- 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media and data.

Career Readiness, Life Literacies, and Key Skills Practices

Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

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<p>Consider the environmental, social and economic impacts of decisions.</p>	<p>Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.</p>
<p>Demonstrate creativity and innovation.</p>	<p>Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.</p>
<p>Utilize critical thinking to make sense of problems and persevere in solving them.</p>	<p>Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.</p>
<p>Model integrity, ethical leadership and effective management.</p>	<p>Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.</p>
<p>Plan education and career paths aligned to personal goals.</p>	<p>Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.</p>
<p>Use technology to enhance productivity, increase collaboration and communicate effectively.</p>	<p>Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.</p>

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Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
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Social Emotional Learning Standards

Self-Awareness

- Recognize one’s feelings and thoughts
- Recognize the impact of one’s feelings and thoughts on one’s own behavior
- Recognize one’s personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one’s own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one’s actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

Evidence of Student Learning

<p>Formative Tasks:</p> <ul style="list-style-type: none"> ● Teacher Observations ● Role play/skits ● Peer Assessments ● Quizzes ● Student participation 	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● Checklist ● Exit tickets ● Journals and reflections ● Think, pair and share ● Listen and draw what you hear
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<ul style="list-style-type: none"> ● One-on-one assessment ● Group assessment ● Peer assessment ● Self-assessment ● Project-Based Assessments ● Listening Comprehension ● Oral presentations ● Questions and answers ● Do-Now ● Thumbs up/down ● White boards ● Open-ended questions ● Group/pair activities ● Exit cards ● Total Physical Response ● Four Corners 	<ul style="list-style-type: none"> ● Listen and translate ● ChatterPix ● Flipgrid <p>Student Assessment Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:</p> <p>Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting</p> <p>Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.</p> <p>Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example. Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p>
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Rubrics ● Student Growth Objective ● Role play/skits ● End of unit assessments 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Assessments on Kahoot ● Chapter assessment

Knowledge & Skills

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<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● The Spanish Romantic movement emerged as a reaction to Neoclassicism and the turbulent political context of the early 19th century ● Spain's diverse physical features—such as the central Meseta plateau, coastal plains, the Pyrenees and Sierra Nevada mountains, and islands (Balearic and Canary)—have led to distinct regional cultures, economies, cuisines, and traditions. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What are the characteristics of the Romantic era? ● What are some emotions or feelings that people experience most often? ● How do people’s emotions impact the decisions of a country/region? ● How do Spanish Romantic writers express or explore concepts of honor, love, sorrow, and passion in their works? ● How does culture shape how we talk about our feelings and emotions? ● In what ways do Spain's various physical features (mountains, coastlines, plateau, islands) create regional identities and distinctions?
<p>Content: <u>Students will know:</u></p> <ul style="list-style-type: none"> ● the difference between ser and estar when describing temporary feelings versus inherent traits ● idiomatic expressions that are frequently used in Spanish to describe feelings ● that word choice, such as using diminutives, can make emotions sound less intense or more affectionate in Spanish-speaking contexts 	<p>Skills: <u>Students will be able to:</u></p> <ul style="list-style-type: none"> ● connect the themes of the Spanish Romantic Era (e.g., intense love, nature, the supernatural, social justice, death) to contemporary music, film, and literature, recognizing the lasting influence of Romantic ideals in today's world. ● compare a Romantic poem with a Romantic painting (e.g., Goya's works) and explain how different art forms convey similar themes and ideals ● Identify and describe key locations and major tourist destinations in Spain

Core Instructional & Supplemental Materials
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<p>Suggested Activities/Resources: Incorporating a variety of activities to accommodate different students’ learning styles is an essential requirement.</p> <ul style="list-style-type: none"> ● Total Physical Response https://spanishmama.com/what-is-tpr-total-physical-r esponse/ ● Four Corners http://www.creativelanguageclass.com/four-corners/ ● Think-Pair-Share 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● Galeria B Teacher and Student Edition ● Rockalingua ● Quia ● Newsela ● Flipgrid ● Discovery Education ● Read Conmigo ● Univision
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<https://www.readingrockets.org/strategies/think-pair-share>

- Jigsaw

<https://www.fluentu.com/blog/educator-spanish/spanish-teaching-methods/>

- Stop and Go Cards

<https://www.teacherspayteachers.com/Product/Checking-for-Understanding-Quick-Formative-Assessments-333139>

- Two Roses and A Thorn

<https://images.app.goo.gl/Gpr2einCNtMkCWjm8>

- 3-2-1

<https://images.app.goo.gl/GfgzvRWcw6AJnx999>

- One Minute Papers

<https://oncourseworkshop.com/self-awareness/one-minute-paper/#:~:text=INTRODUCTION%3A%20A%20%E2%80%9Cone%2Dminute,the%20instructor%20with%20useful%20feedback>

Unit 4: Las Artes

Duration: 25 days

Unit Rationale

Students will interpret artistic expressions, research how the arts foster imagination and creativity, compare and contrast important artists and their work, and explore the history and culture of South America.

Suggested Accommodations

Multi Language Learners:

- Flexible/Cooperative Grouping
- Visuals (Board and handouts)
- Flashcards (Digital and paper)
- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers

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- Native Language Support and Resources
- Modified Instructions/Assessments/Assignments
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology

Special Education/Students with Disabilities:

- Shorten or simplify directions
- Alternative assessment
- Modified classwork and homework assignments
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications
- Parent-teacher communication
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology
- Graphic organizers

504 Plans:

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction-guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

Gifted and Talented:

- Alternative assessment
- Flexible/cooperative grouping
- Independent research assignments
- Modified classwork and homework assignments
- Integrate a variety of activities to meet all types of multiple intelligences
- Challenging reading materials
- Self-directed activities

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- Pretest to determine mastery

Students at Risk of Failure:

- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Parent-teacher communication
- Integrate a variety of activities to meet all types of multiple intelligences
- Modified classwork and homework assignments
- Reward system
- Refer to outside counseling or similar resources if necessary
- Help parents become familiar with available services and resources

Economically Disadvantaged:

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

Culturally Diverse:

- Embrace diversity in teaching styles
- Provide an interpreter if needed
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

Focus Standards

Interpretive Mode of Communication

- 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
- 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.
- 7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics.
- 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
- 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.

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Interpersonal Mode of Communication

- 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.
- 7.1.IH.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.

Presentational Mode of Communication

- 7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.
- 7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.
- 7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.
- 7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes.
- 7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.

Supporting Standards

- 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.
- 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).
- 7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change.
- 7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.
- 7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)
- 7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.

Interdisciplinary Connections

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Language

- L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

Reading

- RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
- RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
- RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
- RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Speaking and Listening

- SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Writing

- W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.RW.11–12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

Social Studies

- 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

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- 6.2.12.HistoryCC.3.a: Debate if the role of geography or enlightened ideals had the greater influence on the independence movements in Latin America.
- 6.1.12.HistoryCA.3.b: Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration.
- 6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
- 6.1.12.HistoryUP.5.a: Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.

Computer Science & Design Thinking

- 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
- 8.2.12.ED.2: Create scaled engineering drawings for a new product or system and make modifications to increase optimization based on feedback.
- 8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
- 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

Career Readiness, Life Literacies & Key Skills

- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
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Career Readiness, Life Literacies, and Key Skills Practices

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Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
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	pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Social Emotional Learning Standards
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Self-Awareness

- Recognize one’s feelings and thoughts
- Recognize the impact of one’s feelings and thoughts on one’s own behavior
- Recognize one’s personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one’s own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one’s actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others

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- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

Evidence of Student Learning

Formative Tasks:

- Teacher Observations
- Role play/skits
- Peer Assessments
- Quizzes
- Student participation
- One-on-one assessment
- Group assessment
- Peer assessment
- Self-assessment
- Project-Based Assessments
- Listening Comprehension
- Oral presentations
- Questions and answers
- Do-Now
- Thumbs up/down
- White boards
- Open-ended questions
- Group/pair activities
- Exit cards
- Total Physical Response
- Four Corners
- Live cams

Alternative Assessments:

- Checklist
- Exit tickets
- Journals and reflections
- Think, pair and share
- Listen and draw what you hear
- Listen and translate
- ChatterPix
- Flipgrid

Student Assessment

Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:

Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting

Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.

Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.

Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.

Summative Assessments:

- Rubrics
- Student Growth Objective
- Role play/skits
- End of unit assessments

Benchmark Assessments:

- Assessments on Kahoot
- Chapter assessment

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Knowledge & Skills

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Through artistic expression, individuals and groups explore and affirm their personal and collective identities. ● Engaging with art helps students develop empathy and understand diverse points of view. ● South American culture is a vibrant blend of its ancestral roots, with major influences from Indigenous, European, and African traditions. 	<p>Essential Questions:</p> <p>How does an artist's environment influence his/her work?</p> <p>How has the history of South America influenced the art of its people?</p> <p>In what manners can art promote creativity?</p> <p>How does art reflect the lived experiences of a society?</p> <p>How do Indigenous, African, and European influences create unique South American cultures?</p>
<p>Content: Students will know:</p> <ul style="list-style-type: none"> ● the countries and regions that make up South America ● major landmarks and tourist destinations in South America ● common characteristics of latino artists, including cultural syncretism, storytelling, symbolism, and identity 	<p>Skills: Students will be able to:</p> <ul style="list-style-type: none"> ● research and present information about famous Spanish and Latino artists ● use proper grammar and vocabulary when participating in collaborative class discussions ● read and understand cultural narratives in the target language ● analyze and compare the African American and Latinx histories of slavery, oppression, and emancipation

Core Instructional & Supplemental Materials
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<p>Suggested Activities/Resources: Incorporating a variety of activities to accommodate different students' learning styles is an essential requirement.</p> <ul style="list-style-type: none"> ● Total Physical Response https://spanishmama.com/what-is-tpr-total-physical-r esponse/ ● Four Corners http://www.creativelanguageclass.com/four-corners/ ● Think-Pair-Share https://www.readingrockets.org/strategies/think-pair-s hare ● Jigsaw https://www.fluentu.com/blog/educator-spanish/spani sh-teaching-methods/ 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● Galeria B Teacher and Student Edition ● Rockalingua ● Quia ● Newsela ● Flipgrid ● Discovery Education ● Read Conmigo ● Univision
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- Stop and Go Cards

<https://www.teacherspayteachers.com/Product/Checking-for-Understanding-Quick-Formative-Assessments-333139>

- Two Roses and A Thorn

<https://images.app.goo.gl/Gpr2einCNtMkCWjm8>

- 3-2-1

<https://images.app.goo.gl/GfgzvRWcw6AJnx999>

- One Minute Papers

<https://oncourseworkshop.com/self-awareness/one-minute-paper/#:~:text=INTRODUCTION%3A%20A%20%E2%80%9Cone%2Dminute,the%20instructor%20with%20useful%20feedback>

Unit 5: Los Medios de Comunicación

Duration: 25 days

Unit Rationale

Students will read about “Los Memes,” describe the proper use of social media, analyze the relationships between the government and society, reflect on the use of media, and explore Mexican culture.

Suggested Accommodations

Multi Language Learners:

- Flexible/Cooperative Grouping
- Visuals (Board and handouts)
- Flashcards (Digital and paper)
- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Native Language Support and Resources
- Modified Instructions/Assessments/Assignments
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology

Special Education/Students with Disabilities:

- Shorten or simplify directions
- Alternative assessment

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- Modified classwork and homework assignments
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications
- Parent-teacher communication
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology
- Graphic organizers

504 Plans:

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction-guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

Gifted and Talented:

- Alternative assessment
- Flexible/cooperative grouping
- Independent research assignments
- Modified classwork and homework assignments
- Integrate a variety of activities to meet all types of multiple intelligences
- Challenging reading materials
- Self-directed activities
- Pretest to determine mastery

Students at Risk of Failure:

- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Parent-teacher communication
- Integrate a variety of activities to meet all types of multiple intelligences
- Modified classwork and homework assignments
- Reward system
- Refer to outside counseling or similar resources if necessary
- Help parents become familiar with available services and resources

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Economically Disadvantaged:

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

Culturally Diverse:

- Embrace diversity in teaching styles
- Provide an interpreter if needed
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

Focus Standards

Interpretive Mode of Communication

- 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
- 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.
- 7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics.
- 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
- 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.

Interpersonal Mode of Communication

- 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.
- 7.1.IH.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate

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change and its impact on the target language regions of the world and the people who live in those areas.

Presentational Mode of Communication

- 7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.
- 7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.
- 7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.
- 7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes.
- 7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.

Supporting Standards

- 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.
- 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).
- 7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change.
- 7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.
- 7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)
- 7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.

Interdisciplinary Connections

Reading

- RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
- RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

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- RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
- RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Speaking and Listening

- SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Writing

- W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.RW.11–12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

Social Studies

- 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
- 6.2.12.HistoryCC.3.a: Debate if the role of geography or enlightened ideals had the greater influence on the independence movements in Latin America.
- 6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
- 6.1.12.CivicsHR.8.a: Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.

Computer Science & Design Thinking

- 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
- 8.2.12.ED.2: Create scaled engineering drawings for a new product or system and make modifications to increase optimization based on feedback.
- 8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.

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- 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

Career Readiness, Life Literacies & Key Skills

- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions
- 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media and data.

Career Readiness, Life Literacies, and Key Skills Practices

Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

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Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

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Social Emotional Learning Standards

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

Evidence of Student Learning

Formative Tasks:

- Teacher Observations
- Role play/skits
- Peer Assessments
- Quizzes
- Student participation
- One-on-one assessment
- Group assessment
- Peer assessment
- Self-assessment
- Project-Based Assessments
- Listening Comprehension
- Oral presentations

Alternative Assessments:

- Checklist
- Exit tickets
- Journals and reflections
- Think, pair and share
- Listen and draw what you hear
- Listen and translate
- ChatterPix
- Flipgrid

Student Assessment

Assessment in second-language learning needs to operate at a number of different levels because of

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<ul style="list-style-type: none"> ● Questions and answers ● Do-Now ● Thumbs up/down ● White boards ● Open-ended questions ● Group/pair activities ● Exit cards ● Total Physical Response ● Four Corners ● Live cams 	<p>the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:</p> <p>Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting</p> <p>Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.</p> <p>Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.</p> <p>Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p>
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Rubrics ● Student Growth Objective ● Role play/skits ● End of unit assessments 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Assessments on Kahoot ● Chapter assessment

Knowledge & Skills

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● The media acts as a powerful medium for the expression of public opinion and the functioning of a democratic society. ● Engaging with authentic Spanish-language content (influencers, news outlets, community groups) on social media provides immersive language practice and exposure to real-life vocabulary, idiomatic expressions, slang, etiquette, and social norms. ● Understanding Mexican culture provides a basis for comparing and contrasting one's own culture, fostering global citizenship and effective communication in a diverse world. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How is the media important? ● What is the role the general media plays in society and politics? ● How can movies give voice to different groups of people in a society? ● What relationship exists between Mexico, the media, the government, and society? ● What movies critique our current society? ● How does the study of Mexican culture help us understand our own language and culture better?
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Content:

Students will know:

- key differences between Mexico and the United States regarding the following:
 - Legal system
 - Presidential terms and elections
 - Voting
 - State autonomy
 - Political parties
- common/popular Mexican traditions and celebrations

Skills:

Students will be able to:

- explore Mexico and its culture
- discuss the importance of social media
- differentiate media sources
- use proper grammar when discussing and summarizing ideas from a text
- compare social media use in Spanish-speaking media and the US
- analyze differences in platform popularity, content style and purpose, and cultural communication norms

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

Incorporating a variety of activities to accommodate different students' learning styles is an essential requirement.

- Total Physical Response
<https://spanishmama.com/what-is-tpr-total-physical-response/>
- Four Corners
<http://www.creativelanguageclass.com/four-corners/>
- Think-Pair-Share
<https://www.readingrockets.org/strategies/think-pair-share>
- Jigsaw
<https://www.fluentu.com/blog/educator-spanish/spanish-teaching-methods/>
- Stop and Go Cards
<https://www.teacherspayteachers.com/Product/Checking-for-Understanding-Quick-Formative-Assessments-333139>
- Two Roses and A Thorn
<https://images.app.goo.gl/Gpr2einCNtMkCWjm8>
- 3-2-1
<https://images.app.goo.gl/GfgzvRWcw6AJnx999>
- One Minute Papers
<https://oncourseworkshop.com/self-awareness/one-minute-paper/#:~:text=INTRODUCTION%3A%20A%>

Varied Levels of Text:

- Galeria B Teacher and Student Edition
- Rockalingua
- Quia
- Newsela
- Flipgrid
- Discovery Education
- Read Conmigo
- Univision

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[20%E2%80%9Cone%2Dminute.the%20instructor%20with%20useful%20feedback.](#)

Unit 6: La Familia

Duration: 25 days

Unit Rationale

Students will discuss and reflect on the importance of the family unit and the challenges immigrant families face. Students will summarize, analyze, and interpret literature and culture through narratives, art, and music.

Suggested Accommodations

Multi Language Learners:

- Flexible/Cooperative Grouping
- Visuals (Board and handouts)
- Flashcards (Digital and paper)
- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Native Language Support and Resources
- Modified Instructions/Assessments/Assignments
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology

Special Education/Students with Disabilities:

- Shorten or simplify directions
- Alternative assessment
- Modified classwork and homework assignments
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications
- Parent-teacher communication
- Chunking
- Build background knowledge

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- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology
- Graphic organizers

504 Plans:

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction-guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

Gifted and Talented:

- Alternative assessment
- Flexible/cooperative grouping
- Independent research assignments
- Modified classwork and homework assignments
- Integrate a variety of activities to meet all types of multiple intelligences
- Challenging reading materials
- Self-directed activities
- Pretest to determine mastery

Students at Risk of Failure:

- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Parent-teacher communication
- Integrate a variety of activities to meet all types of multiple intelligences
- Modified classwork and homework assignments
- Reward system
- Refer to outside counseling or similar resources if necessary
- Help parents become familiar with available services and resources

Economically Disadvantaged:

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary

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- Differentiate learning pace using curriculum acceleration

Culturally Diverse:

- Embrace diversity in teaching styles
- Provide an interpreter if needed
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

Focus Standards

Interpretive Mode of Communication

- 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
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- 7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics.
- 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
- 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.

Interpersonal Mode of Communication

- 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.
- 7.1.IH.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.

Presentational Mode of Communication

- 7.1.IH.PRSENT.1: Present detailed information orally and in writing on information gathered from

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culturally authentic resources, using short paragraphs and often using major time frames.

- 7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.
- 7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.
- 7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes.
- 7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.

Supporting Standards

- 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.
- 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).
- 7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change.
- 7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.
- 7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)
- 7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.

Interdisciplinary Connections

Reading

- RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
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Speaking and Listening

- SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
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- 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

Career Readiness, Life Literacies & Key Skills

- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in

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<p>community development and quality of life in a variety of cultures.</p> <ul style="list-style-type: none"> ● 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions ● 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs. ● 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth. ● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). ● 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1). ● 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). ● 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). ● 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media and data.
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Career Readiness, Life Literacies, and Key Skills Practices	
Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

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Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Social Emotional Learning Standards
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Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

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Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

Evidence of Student Learning

Formative Tasks:

- Teacher Observations
- Role play/skits
- Peer Assessments
- Quizzes
- Student participation
- One-on-one assessment
- Group assessment
- Peer assessment
- Self-assessment
- Project-Based Assessments
- Listening Comprehension
- Oral presentations
- Questions and answers
- Do-Now
- Thumbs up/down
- White boards
- Open-ended questions
- Group/pair activities
- Exit cards
- Total Physical Response

Alternative Assessments:

- Checklist
- Exit tickets
- Journals and reflections
- Think, pair and share
- Listen and draw what you hear
- Listen and translate
- ChatterPix
- Flipgrid

Student Assessment

Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:

Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting

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<ul style="list-style-type: none"> ● Four Corners ● Live cams 	<p>Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.</p> <p>Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.</p> <p>Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p>
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Rubrics ● Student Growth Objective ● Role play/skits ● End of unit assessments 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Assessments on Kahoot ● Chapter assessment

Knowledge & Skills

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Families are a vital part of society. Families play an important role in shaping who we are as individuals and communities. Families have different structures and compositions and those unique differences make for a richer community. ● People immigrate for a multitude of reasons, including the search for work opportunities, safety, family reunification, and a better future, often leaving behind their homes, cultures, and extended families. ● Immigrant families must navigate a new society while often facing language barriers, the delicate task of preserving their heritage, and the pressure to integrate into mainstream culture. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What is a family? ● What makes some families different from others and in what ways is your own family unique? ● How does having different kinds of families make the world and our classroom community a richer place? ● How do immigration issues, such as fear of deportation or lack of documentation, impact students' academic trajectory and overall well-being?
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<p>Content: Students will know:</p> <ul style="list-style-type: none"> ● positive and negative impact that immigration 	<p>Skills: Students will be able to:</p> <ul style="list-style-type: none"> ● analyze personal narratives, real-life stories,
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<p>has on the economy</p> <ul style="list-style-type: none"> ● the difference between immigrants, emigrants, and migrants ● the difference between refugees and asylum seekers 	<p>and oral histories about the immigrant experience</p> <ul style="list-style-type: none"> ● discuss the importance of families in the target language by engaging in collaborative classroom discussions
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Core Instructional & Supplemental Materials
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<p>Suggested Activities/Resources: Incorporating a variety of activities to accommodate different students' learning styles is an essential requirement.</p> <ul style="list-style-type: none"> ● Total Physical Response https://spanishmama.com/what-is-tpr-total-physical-response/ ● Four Corners http://www.creativelanguageclass.com/four-corners/ ● Think-Pair-Share https://www.readingrockets.org/strategies/think-pair-share ● Jigsaw https://www.fluentu.com/blog/educator-spanish/spanish-teaching-methods/ ● Stop and Go Cards https://www.teacherspayteachers.com/Product/Checking-for-Understanding-Quick-Formative-Assessments-333139 ● Two Roses and A Thorn https://images.app.goo.gl/Gpr2einCNtMkCWjm8 ● 3-2-1 https://images.app.goo.gl/GfgzvRWcw6AJnx999 ● One Minute Papers https://oncourseworkshop.com/self-awareness/one-minute-paper/#:~:text=INTRODUCTION%3A%20A%20%E2%80%9Cone%2Dminute,the%20instructor%20with%20useful%20feedback 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● Galeria B Teacher and Student Edition ● Rockalingua ● Quia ● Newsela ● Flipgrid ● Discovery Education ● Read Conmigo ● Univision
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Unit 7: Repaso general	Duration: 30 days
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Unit Rationale

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For Unit 7, each module in the textbook will be reviewed in preparation for the final exams. The method of general review is left to the teacher's discretion.

Suggested Accommodations

Multi Language Learners:

- Flexible/Cooperative Grouping
- Visuals (Board and handouts)
- Flashcards (Digital and paper)
- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Native Language Support and Resources
- Modified Instructions/Assessments/Assignments
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology

Special Education/Students with Disabilities:

- Shorten or simplify directions
- Alternative assessment
- Modified classwork and homework assignments
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications
- Parent-teacher communication
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology
- Graphic organizers

504 Plans:

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words

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- small group instruction-guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

Gifted and Talented:

- Alternative assessment
- Flexible/cooperative grouping
- Independent research assignments
- Modified classwork and homework assignments
- Integrate a variety of activities to meet all types of multiple intelligences
- Challenging reading materials
- Self-directed activities
- Pretest to determine mastery

Students at Risk of Failure:

- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Parent-teacher communication
- Integrate a variety of activities to meet all types of multiple intelligences
- Modified classwork and homework assignments
- Reward system
- Refer to outside counseling or similar resources if necessary
- Help parents become familiar with available services and resources

Economically Disadvantaged:

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

Culturally Diverse:

- Embrace diversity in teaching styles
- Provide an interpreter if needed
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

Focus Standards

Interpretive Mode of Communication

- 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
- 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.
- 7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics.
- 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
- 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.

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Comprehensive Health and Physical Education

- 2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.
- 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood
- 2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.
- 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).
- 2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).

Science

- HS-LS2-7: Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
- HS-ESS3-1: Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity.

Computer Science & Design Thinking

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- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media and data.

Career Readiness, Life Literacies, and Key Skills Practices
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Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add

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	greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Social Emotional Learning Standards
Self-Awareness

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- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

Evidence of Student Learning

Formative Tasks:

- Teacher Observations
- Role play/skits
- Peer Assessments
- Quizzes
- Student participation
- One-on-one assessment
- Group assessment
- Peer assessment
- Self-assessment
- Project-Based Assessments
- Listening Comprehension
- Oral presentations
- Questions and answers
- Do-Now
- Thumbs up/down

Alternative Assessments:

- Checklist
- Exit tickets
- Journals and reflections
- Think, pair and share
- Listen and draw what you hear
- Listen and translate
- ChatterPix
- Flipgrid

Student Assessment

Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed

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<ul style="list-style-type: none"> ● White boards ● Open-ended questions ● Group/pair activities ● Exit cards ● Total Physical Response ● Four Corners ● Live cams 	<p>and evaluated. The types of assessment fall into three major categories:</p> <p>Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting</p> <p>Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.</p> <p>Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example. Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p>
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Rubrics ● Student Growth Objective ● Role play/skits ● End of unit assessments 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Assessments on Kahoot ● Chapter assessment

Knowledge & Skills	
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● True language use is not organized in Units; it is a combination of grammar, vocabulary, and cultural understanding to be able to communicate ideas effectively. ● By comparing their own culture, linguistic structures, and daily life to those of Spanish-speaking communities, students gain a deeper understanding of both the target culture and their own. ● Learning Spanish opens doors to new professional and personal opportunities and helps students become more aware and productive members of a global society. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How are the elements learned this school year/semester combined to create a holistic understanding of the effective use of the target language? ● What are the values, traditions, and daily lives like in different Spanish-speaking regions? ● How do climate, history, and geography shape culture? ● In what ways have the impact and influence of Latinos shaped American society and culture?

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Content:

Students will know:

- how to correctly apply the following when speaking and writing:
 - Present subjunctive
 - Imperfect vs. preterite
 - Ser vs. estar
 - Passive voice
 - Impersonal "se"
 - Past participles
 - Reflexive pronouns and verbs
 - Appropriate vocabulary
- being bilingual/biliterate positively impacts students' professional and personal opportunities and helps them become more productive members of a global society

Skills:

Students will be able to:

- describe themselves and others
- talk about the contributions of inventors and innovators from different countries
- discuss science and technology topics in the target language
- talk about cultural differences within communities
- talk about future plans and opportunities
- discuss literature
- talk about the environment
- display a cultural understanding of Spanish-speaking communities

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

Incorporating a variety of activities to accommodate different students' learning styles is an essential requirement.

- Total Physical Response
<https://spanishmama.com/what-is-tpr-total-physical-response/>
- Four Corners
<http://www.creativelanguageclass.com/four-corners/>
- Think-Pair-Share
<https://www.readingrockets.org/strategies/think-pair-share>
- Jigsaw
<https://www.fluentu.com/blog/educator-spanish/spanish-teaching-methods/>
- Stop and Go Cards
<https://www.teacherspayteachers.com/Product/Checking-for-Understanding-Quick-Formative-Assessments-333139>
- Two Roses and A Thorn
<https://images.app.goo.gl/Gpr2einCNtMkCWjm8>
- 3-2-1
<https://images.app.goo.gl/GfgzvRWcw6AJnx999>
- One Minute Papers
<https://oncourseworkshop.com/self-awareness/one-minute-papers/>

Varied Levels of Text:

- Galeria B Teacher and Student Edition
- Rockalingua
- Quia
- Newsela
- Flipgrid
- Discovery Education
- Read Conmigo
- Univision

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