

Vermilion Local School District

Course of Study

K-12 World Language



Adopted July, 2023

VLSD Board of Education

Courses of study are created and adopted in accordance with VLSD policies listed below:

PO 2141-Assessment of Educational Resources

PO 2210-Curriculum Development

PO 2220-Adoption of Courses of Study

PO 2510-Adoption of Textbooks

PO 2520-Selection of Instructional Materials and Equipment

PO 2623-Student Assessment and Academic Intervention Services

This course of study is current as of the date above and is subject to change due to varying policy, law or curriculum material availability. Instructional unit sequence and length within classes is approximate and subject to change.

World Language - French 1

Vermilion Local School District

UNITS (8/8 SELECTED)		SUGGESTED DURATION
	Unit 1: August/September	5 lessons
	Unit 2: October	2 lessons
	Unit 3: November	1 lessons
	Unit 4: December	1 lessons
	Unit 5: January/February	1 lessons
	Unit 6: March	1 lessons
	Unit 7: April	1 lessons
	Unit 8: May/June	1 lessons

Unit 1: August/September

World Language - French 1 - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Greetings
Pronunciation
Numbers
Gender & Plurality of nouns
Linguistic comparisons

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Modeling
Vocabulary study
Individual, small group practice exercises
Presentation/exploration of authentic resources

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- *Greet each other with culturally appropriate language and gestures
- *Count to 100
- *Recognize gender and plurality in French

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- *Vocabulary quizzes
- *Student reflection
- *Oral comprehension
- *Formal and informal presentation of language skills/cultural practices

STANDARDS

Ohio - Grade 9-12 - World Languages
c.
Analyze, explain and create replicas of important objects, images and symbols.
d.
Use authentic digital and print media.
g.
Use appropriate levels of formality or informality when interacting with members of the target culture(s).
h.
Analyze and explain why people in different cultures might have differing viewpoints on a variety of issues.
j.

Unit 1: August/September

World Language - French 1 - Last Updated on June 28, 2023

Explain or demonstrate how having global competency skills enables people to build collaborative relationships with others.

Unit 2: October

World Language - French 1 - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Regular -er verbs
Subject/Verb agreement
School Culture

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Modeling
Vocabulary study
Individual, small group practice exercises
Presentation/exploration of authentic resources

- *Construct simple sentences using regular -er verbs and nouns
- * Compare and contrast American and French school systems

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- *Vocabulary quizzes
- *Student reflection
- *Oral comprehension
- *Formal and informal presentation of language skills/cultural practices
- *Test over Major Concepts

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- *Vocabulary quizzes
- *Student reflection
- *Oral comprehension
- *Formal and informal presentation of language skills/cultural practices
- *Test over Major Concepts

STANDARDS

Ohio - Grade 9-12 - World Languages

2.

Experience the target language and culture(s) and share information and personal reactions with others.

a.

Attend, view or participate in a wide variety of cross-cultural activities and target culture events.

b.

Experience and react to a wide variety of expressive products.

Unit 2: October

World Language - French 1 - Last Updated on June 28, 2023

c.
Analyze, explain and create replicas of important objects, images and symbols.
d.
Use authentic digital and print media.
g.
Use appropriate levels of formality or informality when interacting with members of the target culture(s).
h.
Analyze and explain why people in different cultures might have differing viewpoints on a variety of issues.
i.
Solve complex problems and complete elaborate tasks while taking into consideration diverse cultural perspectives.
j.
Explain or demonstrate how having global competency skills enables people to build collaborative relationships with others.

Unit 3: November

World Language - French 1 - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Regular -ir & -re verbs
to/from places
French language influence on English
La belle et la bête
Irregular Verbs: avoir and être

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Modeling
Vocabulary study
Individual, small group practice exercises
Presentation/exploration of authentic resources

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- *Construct simple sentences using regular and irregular verbs and nouns
- *Communicate the difference between to/from places
- *Identify Francophone influence on the English language

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- *Vocabulary quizzes
- *Student reflection
- *Oral comprehension
- *Formal and informal presentation of language skills/cultural practices

STANDARDS

Ohio - Grade 9-12 - World Languages

1.

Analyze and explain relationships among products, practices and perspectives and compare them across cultures.

2.

Experience the target language and culture(s) and share information and personal reactions with others.

a.

Attend, view or participate in a wide variety of cross-cultural activities and target culture events.

Unit 3: November

World Language - French 1 - Last Updated on June 28, 2023

b.
Experience and react to a wide variety of expressive products.
c.
Analyze, explain and create replicas of important objects, images and symbols.
d.
Use authentic digital and print media.
e.
Investigate and experience target community organizations and their resources.
f.
Interact and collaborate with a variety of target language speakers around a wide range of interests.
g.
Use appropriate levels of formality or informality when interacting with members of the target culture(s).
h.
Analyze and explain why people in different cultures might have differing viewpoints on a variety of issues.
j.
Explain or demonstrate how having global competency skills enables people to build collaborative relationships with others.

Unit 4: December

World Language - French 1 - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Saint Nicolas
La Fête des Lumières
Noël in France and Francophone countries

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Modeling
Vocabulary study
Individual, small group practice exercises
Presentation/exploration of authentic resources

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

*Explain the cultural celebrations of the holiday season in Francophone countries

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

*Vocabulary quizzes
*Student reflection
*Oral comprehension
*Formal and informal presentation of language skills/cultural practices

STANDARDS

Ohio - Grade 9-12 - World Languages
1.
Analyze and explain relationships among products, practices and perspectives and compare them across cultures.
2.
Experience the target language and culture(s) and share information and personal reactions with others.
3.
Present a range of literary, creative and artistic endeavors to audiences near or far.
4.
Comprehend and interpret more detailed information about the main idea and relevant details in authentic literary texts.
a.

Unit 4: December

World Language - French 1 - Last Updated on June 28, 2023

Attend, view or participate in a wide variety of cross-cultural activities and target culture events.
b.
Experience and react to a wide variety of expressive products.
c.
Analyze, explain and create replicas of important objects, images and symbols.
d.
Use authentic digital and print media.
e.
Investigate and experience target community organizations and their resources.
f.
Interact and collaborate with a variety of target language speakers around a wide range of interests.
g.
Use appropriate levels of formality or informality when interacting with members of the target culture(s).
h.
Analyze and explain why people in different cultures might have differing viewpoints on a variety of issues.

Unit 5: January/February

World Language - French 1 - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

French movies - cultural influence
Review of Major Concepts covered in the first semester
French in the United States
Mardi Gras (date dependent)
Adjectives - placement and agreement

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Modeling
Vocabulary study
Individual, small group practice exercises
Presentation/exploration of authentic resources

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- *Acknowledge the similarities and differences in the cultural influence of French media
- *Create themed floats
- *Explain the history of Mardi Gras in New Orleans
- *Build descriptive sentences

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- *Vocabulary quizzes
- *Student reflection
- *Oral comprehension
- *Formal and informal presentation of language skills/cultural practice

STANDARDS

Unit 6: March

World Language - French 1 - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Body parts
Weather
Irregular Verbs

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Modeling
Vocabulary study
Individual, small group practice exercises
Presentation/exploration of authentic resource

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- *Describe the weather around the world
- *Create and present a weekend weather report

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- *Vocabulary quizzes
- *Student reflection
- *Oral comprehension
- *Formal and informal presentation of language skills/cultural practices

STANDARDS

Ohio - Grade 9-12 - World Languages
1.
Analyze and explain relationships among products, practices and perspectives and compare them across cultures.
2.
Experience the target language and culture(s) and share information and personal reactions with others.
3.
Present a range of literary, creative and artistic endeavors to audiences near or far.
4.
Comprehend and interpret more detailed information about the main idea and relevant details in authentic literary texts.
c.
Analyze, explain and create replicas of important objects, images and symbols.
d.

Unit 6: March

World Language - French 1 - Last Updated on June 28, 2023

Use authentic digital and print media.
e.
Investigate and experience target community organizations and their resources.
f.
Interact and collaborate with a variety of target language speakers around a wide range of interests.
g.
Use appropriate levels of formality or informality when interacting with members of the target culture(s).
h.
Analyze and explain why people in different cultures might have differing viewpoints on a variety of issues.
j.
Explain or demonstrate how having global competency skills enables people to build collaborative relationships with others.
k.
Hone global competency skills for use in college, career and beyond by engaging in collaborative activities online and/or in person with members of diverse communities at home and in the target culture(s).
l.
Synthesize detailed interdisciplinary information and content to create and present more extensive reports, presentations and/or projects.

Unit 7: April

World Language - French 1 - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Irregular Verbs - recognizing patterns
Review of numbers
Time

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Modeling
Vocabulary study
Individual, small group practice exercises
Presentation/exploration of authentic resources

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

*Construct more complex sentences
*Tell time

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

*Vocabulary quizzes
*Student reflection
*Oral comprehension
*Formal and informal presentation of language skills/cultural practices

STANDARDS

Unit 8: May/June

World Language - French 1 - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Review of numbers

Telling time

Culture: Paris

Review of Major Concepts through vocabulary

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Modeling

Vocabulary study

Individual, small group practice exercises

Presentation/exploration of authentic resources

*Construct more complex sentences

*Tell time

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

*Vocabulary quizzes

*Student reflection

*Oral comprehension

*Formal and informal presentation of language skills/cultural practices

Identify the major monuments and cultural centers of Paris.

Create a multi-day itinerary that identifies the main cultural centers of Paris.

STANDARDS

Ohio - Grade 9-12 - World Languages
2.
Experience the target language and culture(s) and share information and personal reactions with others.
d.
Use authentic digital and print media.
g.
Use appropriate levels of formality or informality when interacting with members of the target culture(s).
i.
Solve complex problems and complete elaborate tasks while taking into consideration diverse cultural perspectives.
j.

Unit 8: May/June

World Language - French 1 - *Last Updated on June 28, 2023*

Explain or demonstrate how having global competency skills enables people to build collaborative relationships with others.

World Language - French 2

Vermilion Local School District

UNITS (8/8 SELECTED)		SUGGESTED DURATION
	Unit 1: August/September	5 lessons
	Unit 2: September/October	1 lessons
	Unit 3: November/December	1 lessons
	Unit 4: December/January	1 lessons
	Unit 5: February	1 lessons
	Unit 6: March	1 lessons
	Unit 7: April	1 lessons
	Unit 8: May/June	1 lessons

Unit 1: August/September

World Language - French 2 - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Review of French I major concepts using new vocabulary
Possessive/demonstrative adjectives

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Modeling
Vocabulary study
Individual, small group practice exercises
Presentation/exploration of authentic resources

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

*Assess understanding of French I major concepts using the new vocabulary

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

*Vocabulary quizzes
*Student reflection
*Oral comprehension
*Formal and informal presentation of language skills/cultural practices

STANDARDS

Ohio - Grade 9-12 - World Languages
2.
Experience the target language and culture(s) and share information and personal reactions with others.
b.
Experience and react to a wide variety of expressive products.
c.
Analyze, explain and create replicas of important objects, images and symbols.
d.
Use authentic digital and print media.
g.
Use appropriate levels of formality or informality when interacting with members of the target culture(s).
j.
Explain or demonstrate how having global competency skills enables people to build collaborative relationships with others.

Unit 1: August/September

World Language - French 2 - Last Updated on June 28, 2023

k.

Hone global competency skills for use in college, career and beyond by engaging in collaborative activities online and/or in person with members of diverse communities at home and in the target culture(s).

Unit 2: September/October

World Language - French 2 - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Irregular adjectives - placement and agreement through listening exercises

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Modeling

Vocabulary study

Individual, small group practice exercises

Presentation/exploration of authentic resources

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

*Describe objects and situations using a variety of new and old vocabulary

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

*Vocabulary quizzes

*Student reflection

*Oral comprehension

*Formal and informal presentation of language skills/cultural practices

STANDARDS

Ohio - Grade 9-12 - World Languages

1.

Analyze and explain relationships among products, practices and perspectives and compare them across cultures.

2.

Experience the target language and culture(s) and share information and personal reactions with others.

3.

Present a range of literary, creative and artistic endeavors to audiences near or far.

b.

Experience and react to a wide variety of expressive products.

c.

Analyze, explain and create replicas of important objects, images and symbols.

d.

Use authentic digital and print media.

g.

Unit 2: September/October

World Language - French 2 - Last Updated on June 28, 2023

Use appropriate levels of formality or informality when interacting with members of the target culture(s).

h.

Analyze and explain why people in different cultures might have differing viewpoints on a variety of issues.

j.

Explain or demonstrate how having global competency skills enables people to build collaborative relationships with others.

Unit 3: November/December

World Language - French 2 - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Irregular Verbs - recognizing patterns
Le passé composé - le verbe auxiliaire et le participe passé

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Modeling
Vocabulary study
Individual, small group practice exercises
Presentation/exploration of authentic resources

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

*Communicate in both the present and past tenses

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

*Vocabulary quizzes
*Student reflection
*Oral comprehension
*Formal and informal presentation of language skills/cultural practices

STANDARDS

Ohio - Grade 9-12 - World Languages
1.
Analyze and explain relationships among products, practices and perspectives and compare them across cultures.
2.
Experience the target language and culture(s) and share information and personal reactions with others.
3.
Present a range of literary, creative and artistic endeavors to audiences near or far.
4.
Comprehend and interpret more detailed information about the main idea and relevant details in authentic literary texts.
a.
Attend, view or participate in a wide variety of cross-cultural activities and target culture events.
b.
Experience and react to a wide variety of expressive products.

Unit 3: November/December

World Language - French 2 - Last Updated on June 28, 2023

c.
Analyze, explain and create replicas of important objects, images and symbols.
d.
Use authentic digital and print media.
g.
Use appropriate levels of formality or informality when interacting with members of the target culture(s).
h.
Analyze and explain why people in different cultures might have differing viewpoints on a variety of issues.
i.
Solve complex problems and complete elaborate tasks while taking into consideration diverse cultural perspectives.
j.
Explain or demonstrate how having global competency skills enables people to build collaborative relationships with others.

Unit 4: December/January

World Language - French 2 - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Francophone holidays around the world

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Modeling
Vocabulary study
Individual, small group practice exercises
Presentation/exploration of authentic resources

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

*Explain the cultural celebrations of the holiday season in Francophone countries

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

*Vocabulary quizzes
*Student reflection
*Oral comprehension
*Formal and informal presentation of language skills/cultural practices

STANDARDS

Ohio - Grade 9-12 - World Languages
1. Analyze and explain relationships among products, practices and perspectives and compare them across cultures.
2. Experience the target language and culture(s) and share information and personal reactions with others.
3. Present a range of literary, creative and artistic endeavors to audiences near or far.
4. Comprehend and interpret more detailed information about the main idea and relevant details in authentic literary texts.
a. Attend, view or participate in a wide variety of cross-cultural activities and target culture events.
c. Analyze, explain and create replicas of important objects, images and symbols.
d.

Unit 4: December/January

World Language - French 2 - Last Updated on June 28, 2023

Use authentic digital and print media.
e.
Investigate and experience target community organizations and their resources.
f.
Interact and collaborate with a variety of target language speakers around a wide range of interests.
g.
Use appropriate levels of formality or informality when interacting with members of the target culture(s).
h.
Analyze and explain why people in different cultures might have differing viewpoints on a variety of issues.
i.
Solve complex problems and complete elaborate tasks while taking into consideration diverse cultural perspectives.
j.
Explain or demonstrate how having global competency skills enables people to build collaborative relationships with others.
k.
Hone global competency skills for use in college, career and beyond by engaging in collaborative activities online and/or in person with members of diverse communities at home and in the target culture(s).

Unit 5: February

World Language - French 2 - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

French in the United States
Mardi Gras (date dependent)
History of New Orleans and its French influence

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Modeling
Vocabulary study
Individual, small group practice exercises
Presentation/exploration of authentic resources

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- *Create themed floats
- *Explain the history of Mardi Gras in New Orleans

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- *Vocabulary quizzes
- *Student reflection
- *Oral comprehension
- *Formal and informal presentation of language skills/cultural practices

STANDARDS

Ohio - Grade 9-12 - World Languages

1.

Analyze and explain relationships among products, practices and perspectives and compare them across cultures.

2.

Experience the target language and culture(s) and share information and personal reactions with others.

3.

Present a range of literary, creative and artistic endeavors to audiences near or far.

4.

Comprehend and interpret more detailed information about the main idea and relevant details in authentic literary texts.

a.

Attend, view or participate in a wide variety of cross-cultural activities and target culture events.

Unit 5: February

World Language - French 2 - Last Updated on June 28, 2023

b.
Experience and react to a wide variety of expressive products.
c.
Analyze, explain and create replicas of important objects, images and symbols.
d.
Use authentic digital and print media.
e.
Investigate and experience target community organizations and their resources.
f.
Interact and collaborate with a variety of target language speakers around a wide range of interests.
g.
Use appropriate levels of formality or informality when interacting with members of the target culture(s).
h.
Analyze and explain why people in different cultures might have differing viewpoints on a variety of issues.
i.
Solve complex problems and complete elaborate tasks while taking into consideration diverse cultural perspectives.
j.
Explain or demonstrate how having global competency skills enables people to build collaborative relationships with others.
k.
Hone global competency skills for use in college, career and beyond by engaging in collaborative activities online and/or in person with members of diverse communities at home and in the target culture(s).
l.
Synthesize detailed interdisciplinary information and content to create and present more extensive reports, presentations and/or projects.

Unit 6: March

World Language - French 2 - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Jeanne d'Arc - 14th-15th century French history and its cultural connection and continued influence on modern day France

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Modeling
Vocabulary study
Individual, small group practice exercises
Presentation/exploration of authentic resources

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

*Explain the cultural influence and significance of 15th century France on the world

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

*Creative Representation of the story of Jeanne d'Arc

STANDARDS

Ohio - Grade 9-12 - World Languages
1.
Analyze and explain relationships among products, practices and perspectives and compare them across cultures.
2.
Experience the target language and culture(s) and share information and personal reactions with others.
3.
Present a range of literary, creative and artistic endeavors to audiences near or far.
4.
Comprehend and interpret more detailed information about the main idea and relevant details in authentic literary texts.
c.
Analyze, explain and create replicas of important objects, images and symbols.
d.
Use authentic digital and print media.
h.

Unit 6: March

World Language - French 2 - Last Updated on June 28, 2023

Analyze and explain why people in different cultures might have differing viewpoints on a variety of issues.
i.
Solve complex problems and complete elaborate tasks while taking into consideration diverse cultural perspectives.
j.
Explain or demonstrate how having global competency skills enables people to build collaborative relationships with others.
k.
Hone global competency skills for use in college, career and beyond by engaging in collaborative activities online and/or in person with members of diverse communities at home and in the target culture(s).
l.
Synthesize detailed interdisciplinary information and content to create and present more extensive reports, presentations and/or projects.

Unit 7: April

World Language - French 2 - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Circle back to grammatical concepts - verb tenses
Reflexive Verbs

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Modeling
Vocabulary study
Individual, small group practice exercises
Presentation/exploration of authentic resources

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- *Construct more complex sentences
- *Describe "a day in the life of..." using the grammatical concepts from French I and II

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- *Vocabulary quizzes
- *Student reflection
- *Oral comprehension
- *Formal and informal presentation of language skills/cultural practices

STANDARDS

Ohio - Grade 9-12 - World Languages
1.
Analyze and explain relationships among products, practices and perspectives and compare them across cultures.
2.
Experience the target language and culture(s) and share information and personal reactions with others.
3.
Present a range of literary, creative and artistic endeavors to audiences near or far.
b.
Experience and react to a wide variety of expressive products.
c.
Analyze, explain and create replicas of important objects, images and symbols.
d.
Use authentic digital and print media.

Unit 7: April

World Language - French 2 - Last Updated on June 28, 2023

g.
Use appropriate levels of formality or informality when interacting with members of the target culture(s).
j.
Explain or demonstrate how having global competency skills enables people to build collaborative relationships with others.
i.
Synthesize detailed interdisciplinary information and content to create and present more extensive reports, presentations and/or projects.

Unit 8: May/June

World Language - French 2 - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

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METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Modeling

Vocabulary study

Individual, small group practice exercises

Presentation/exploration of authentic resources

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

*Communicate in different tenses using the grammatical concepts from French I and II

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

*Vocabulary quizzes

*Student reflection

*Oral comprehension

*Formal and informal presentation of language skills/cultural practices

STANDARDS

Ohio - Grade 9-12 - World Languages
2.
Experience the target language and culture(s) and share information and personal reactions with others.
c.
Analyze, explain and create replicas of important objects, images and symbols.
d.
Use authentic digital and print media.
g.
Use appropriate levels of formality or informality when interacting with members of the target culture(s).
h.
Analyze and explain why people in different cultures might have differing viewpoints on a variety of issues.
i.
Solve complex problems and complete elaborate tasks while taking into consideration diverse cultural perspectives.

Unit 8: May/June

World Language - French 2 - Last Updated on June 28, 2023

j.

Explain or demonstrate how having global competency skills enables people to build collaborative relationships with others.

World Language - French 3

Vermilion Local School District

UNITS (6/6 SELECTED)		SUGGESTED DURATION
	Unit 1: August/September	5 lessons
	Unit 2: October	1 lessons
	Unit 3: November	1 lessons
	Unit 4: December/January	1 lessons
	Unit 5: January/February	1 lessons
	Unit 6: March/April/May/June	1 lessons

Unit 1: August/September

World Language - French 3 - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Review of vocabulary and verb tenses

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Modeling

Vocabulary study

Individual, small group practice exercises

Presentation/exploration of authentic resources

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Communicate in different tenses

Decipher the linguistic similarities and differences between French and English

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Vocabulary quizzes

Student reflection

Oral comprehension

Formal and informal presentation of language skills/cultural practices

STANDARDS

Unit 2: October

World Language - French 3 - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Le passé composé et l'imparfait

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Modeling

Vocabulary study

Individual, small group practice exercises

Presentation/exploration of authentic resources

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Communicate in different tenses

Decipher the linguistic similarities and differences between French and English

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Vocabulary quizzes

Student reflection

Oral comprehension

Formal and informal presentation of language skills/cultural practices

STANDARDS

Unit 3: November

World Language - French 3 - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Le conditionnel et le participe présent

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Modeling

Vocabulary study

Individual, small group practice exercises

Presentation/exploration of authentic resources

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Communicate in different tenses

Decipher the linguistic similarities and differences between French and English

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Vocabulary quizzes

Student reflection

Oral comprehension

Formal and informal presentation of language skills/cultural practices

STANDARDS

Unit 4: December/January

World Language - French 3 - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Le plus-que-parfait et le conditionnel passé

Si clauses

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Modeling

Vocabulary study

Individual, small group practice exercises

Presentation/exploration of authentic resources

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Communicate in different tenses

Decipher the linguistic similarities and differences between French and English

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Vocabulary quizzes

Student reflection

Oral comprehension

Formal and informal presentation of language skills/cultural practices

STANDARDS

Unit 5: January/February

World Language - French 3 - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Les Misérables

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Webquest

Video notes

Discussion

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Explain the cultural influence and significance of the story Les Misérables

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Questions

Journaling

Creative Representations

STANDARDS

Unit 6: March/April/May/June

World Language - French 3 - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Text(s) depend on year and possibility of combined advanced classes:

Petits contes sympathiques: a graded reader for beginning students

Selected Fables by Jean de La Fontaine

Candide by Voltaire

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Authentic texts

Vocabulary study

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Read, write, speak in French

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Questions

Journaling

Creative Representations

STANDARDS

World Language - French 4

Vermilion Local School District

UNITS (5/5 SELECTED)		SUGGESTED DURATION
	Unit 1: August/September	1 lessons
	Unit 2: October/November	1 lessons
	Unit 3: December/January	1 lessons
	Unit 4: February/March	1 lessons
	Unit 5: April/May/June	1 lessons

Unit 1: August/September

World Language - French 4 - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Qui suis-je?

Les directions

Montrer et raconter

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Vocabulary study

Questionnaires that help script the p

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Read, write, speak in French

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Questions

Journaling

Creative Representations

STANDARDS

Unit 2: October/November

World Language - French 4 - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Les Histoires Courtes

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Authentic texts: Short story selection based on the combination of different levels in the class and what they read in French 3.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Read, write, speak in French

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Questions

Journaling

Creative Representations

STANDARDS

Unit 3: December/January

World Language - French 4 - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Dependent upon the combination of levels and what they read in French 3:

Les philosophes de la révolution française

or

Utilisant les contes pour les enfants pour enseigner le français.

or

L'existentialisme

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Authentic texts

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Read, write, speak in French

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Questions

Journaling

Creative Representations

STANDARDS

Unit 4: February/March

World Language - French 4 - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Candide par Voltaire

or

Le petit prince par Saint-Exupéry

or

L'étranger par Camus

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Authentic texts

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Read, write, speak in French

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Questions

Journaling

Creative Representation

STANDARDS

Unit 5: April/May/June

World Language - French 4 - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

La révolution française, Les lettres de Marie Antoinette, Les droits de l'home et du citoyen

or

Les leçons du petit prince

or

La philosophie du vingtième siècle

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Authentic texts

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Read, write, speak in French

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Questions

Journaling

Creative Representations

STANDARDS

World Language - Spanish 1

Vermilion Local School District

UNITS (10/10 SELECTED)

SUGGESTED DURATION

	Unit 1: Introduction Unit Para Empezar September 2022	20 lessons
	Unit 1: 1A Theme/Topic: ¿Qué te Gusta Hacer?/What do you like to do?	10 lessons
	Unit 1: 1B. Theme/Topic: Y tú ¿Cómo eres?/What are you like?	10 lessons
	Unit 2: 2A. Theme/Topic: Tu Día en la Escuela/ Your School Day	10 lessons
	Unit 2: 2B. Theme/Topic Tu Sala de clases/ Your Classroom	9 lessons
	Unit 3: 3A. Theme: ¿Desayuno o Almuerzo?/Breakfast or Lunch?	10 lessons
	Unit 3: 3B. Theme/Topic: Para Mantener la Salud Food groups Healthy activities Ways to describe foods Plural of adjectives The verb “ser” Culture focus	10 lessons
	Unit 4: 4A. Theme/Topic: ¿Adónde vas?	10 lessons
	Unit 4: 4B. Theme/Topic: ¿Quieres ir conmigo?/Do you want to go with me?	10 lessons
	Unit 5: 5A. Theme/Topic: Una Fiesta de Cumpleaños/A Birthday Party	10 lessons

Unit 1: Introduction Unit Para Empezar September 2022

World Language - Spanish 1 - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Theme/Topic: Para Empezar “To Start”

At School: Greetings and Farewells, numbers, time, body parts

In the Classroom: classroom, dates, asking for help

Weather: Weather and seasons

The Alphabet

Cultural focus

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Enroll and test the technology tools that are going to be used to learn the language (Schoology, Clever-ETEXT, Google Classroom)

Vocabulary list, Interactive Textbook with Audio and video lessons, VideoCultura, GramActiva, Grammar Tutorials

Online TextBook Flashcards Computered grammar and exercises guided practice-workbook, brief introductory lesson given by me, video lessons from the book and YouTube, small group discussion, songs related to the theme/topic learned

Core workbook End-of- Chapter Crossword Puzzle and Organizer

Activites: songs: numbers and body parts

BINGO: numbers

Choosing their own Spanish names

Practicing introducing themselves

Drawing one symbol of the Atec calendar

Unit 1: Introduction Unit Para Empezar September 2022

World Language - Spanish 1 - Last Updated on June 28, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to:

Greet and say good-bye in more than one way (example: ¡Hola! buenos días; Adiós, ¡Hasta pronto!)

Greet people at different times of the day

Respond to classroom directions

Identify body parts

Learn to count from 1-100 and understand the need of learning numbers to be able to tell time, date, birthday.
In other words, the importance of learning numbers

Identify the seasons and Compare weather in the Northern and Southern Hemispheres

Cultural Focus: Appropriate behavior when greeting someone

Unit 1: Introduction Unit Para Empezar September 2022

World Language - Spanish 1 - Last Updated on June 28, 2023

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Vocabulary quizzes Oral quizzes
Group Discussions Mini Projects

Unit Tests

ATTACHMENTS



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Unit 1: Introduction Unit Para Empezar September 2022

World Language - Spanish 1 - Last Updated on June 28, 2023

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STANDARDS

Florida - Spanish Beginning

WL.K12.NH.3.2

Exchange information about familiar tasks, topics and activities, including personal information.

WL.K12.NH.3.4

Ask and answer a variety of questions about personal information.

WL.K12.NH.5.1

Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.

WL.K12.NH.6.1

Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.

WL.K12.NH.6.2

Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.

WL.K12.NH.7.1

Use vocabulary acquired in the target language to access new knowledge from other disciplines.

WL.K12.NH.8.1

Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.

WL.K12.NH.9.1

Use key target language vocabulary to communicate with others within and beyond the school setting.

WL.K12.NM.1.1

Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.

WL.K12.NM.1.2

Unit 1: Introduction Unit Para Empezar September 2022

World Language - Spanish 1 - Last Updated on June 28, 2023

Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
WL.K12.NM.1.3
Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
WL.K12.NM.1.4
Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5
Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6
Follow short, simple directions.
WL.K12.NM.2.1
Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.4
Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1
Introduce self and others using basic, culturally-appropriate greetings.
WL.K12.NM.3.2
Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3
Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.5
Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.7
Understand and respond appropriately to simple directions.

Unit 1: Introduction Unit Para Empezar September 2022

World Language - Spanish 1 - Last Updated on June 28, 2023

WL.K12.NM.3.8
Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.1
Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.5
Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.5.1
Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2
Fill out a simple form with basic information.
WL.K12.NM.5.3
Write simple sentences about self and/or others.
WL.K12.NM.5.4
Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.6
Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.6.2
Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3
Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
WL.K12.NM.8.1
Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
WL.K12.NM.8.2

Unit 1: Introduction Unit Para Empezar September 2022

World Language - Spanish 1 - Last Updated on June 28, 2023

Recognize true and false cognates in the target language and compare them to own language.

WL.K12.NM.8.3

Identify celebrations typical of the target culture and ones own.

WL.K12.NM.9.1

Use key words and phrases in the target language to participate in different activities in the school and community settings.

LAFS.68.WHST.1.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style and objective tone. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Unit 1: 1A Theme/Topic: ¿Qué te Gusta Hacer?/What do you like to do?

World Language - Spanish 1 - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

1A. Theme/Topic: ¿Qué te Gusta Hacer?/What do you like to do?

Vocabulario en Contexto: Activities people like and don't like to do

Infinitives

Negatives

Expressing agreement or disagreement

Culture Focus

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Vocabulary list, Interactive Textbook with Audio and video lessons, VideoCultura, GramActiva, Grammar Tutorials

Online TextBook Flashcards Computered grammar and exercises guided practice-workbook, brief introductory lesson given by me, video lessons from the book and YouTube, small group discussion, songs related to the theme/topic learned

Core workbook End-of- Chapter Crossword Puzzle and Organizer

Activities:

Pablo Picasso: Cubism and painting like Picasso

Video: How to make a Güiro and rhythms instruments

Music and dances of different Spanish-speaking countries (Dance class in the Spring)

Any new meaningful activity related to the theme found can also be included

Unit 1: 1A Theme/Topic: ¿Qué te Gusta Hacer?/What do you like to do?

World Language - Spanish 1 - Last Updated on June 28, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to:

Listen to and read about activities people like and don't like to do (verbs)

Talk and write about what you and others like and don't like to do

Describe your favorite activities and ask others about theirs

Identify cultural practices in an authentic video about after school music program

Describe dances and music from the Spanish-speaking world and compare them to dances you know

Compare favorite activities of Spanish-Speaking teens to those of teens in the United States

Unit 1: 1A Theme/Topic: ¿Qué te Gusta Hacer?/What do you like to do?

World Language - Spanish 1 - Last Updated on June 28, 2023

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Vocabulary quizzes Oral quizzes

Group Discussions Mini Projects

Unit Tests

ATTACHMENTS

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STANDARDS

Unit 1: 1A Theme/Topic: ¿Qué te Gusta Hacer?/What do you like to do?

World Language - Spanish 1 - Last Updated on June 28, 2023

Florida - Spanish Beginning
WL.K12.NH.1.1
Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
WL.K12.NH.1.2
Demonstrate understanding of short conversations in familiar contexts.
WL.K12.NH.2.1
Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.2.2
Identify the elements of story such as setting, theme and characters.
WL.K12.NH.3.1
Engage in short social interactions using phrases and simple sentences.
WL.K12.NH.3.2
Exchange information about familiar tasks, topics and activities, including personal information.
WL.K12.NH.3.3
Exchange information using simple language about personal preferences, needs, and feelings.
WL.K12.NH.3.4
Ask and answer a variety of questions about personal information.
WL.K12.NH.4.1
Provide basic information on familiar topics using phrases and simple sentences.
WL.K12.NH.4.2
Describe aspects of daily life using complete sentences.
WL.K12.NH.5.1
Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
WL.K12.NH.5.2

Unit 1: 1A Theme/Topic: ¿Qué te Gusta Hacer?/What do you like to do?

World Language - Spanish 1 - Last Updated on June 28, 2023

Write simple statements to describe aspects of daily life.
WL.K12.NH.6.1
Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
WL.K12.NH.6.2
Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
WL.K12.NH.7.1
Use vocabulary acquired in the target language to access new knowledge from other disciplines.
WL.K12.NH.8.1
Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2
Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3
Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1
Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NM.1.1
Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.2
Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
WL.K12.NM.1.3
Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.

Unit 1: 1A Theme/Topic: ¿Qué te Gusta Hacer?/What do you like to do?

World Language - Spanish 1 - Last Updated on June 28, 2023

WL.K12.NM.1.4
Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5
Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6
Follow short, simple directions.
WL.K12.NM.2.1
Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2
Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3
Demonstrate understanding of simple written announcements with prompting and support.
WL.K12.NM.2.4
Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1
Introduce self and others using basic, culturally-appropriate greetings.
WL.K12.NM.3.2
Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3
Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4
Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5
Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.

Unit 1: 1A Theme/Topic: ¿Qué te Gusta Hacer?/What do you like to do?

World Language - Spanish 1 - Last Updated on June 28, 2023

WL.K12.NM.3.6
Use appropriate gestures, body language, and intonation to clarify a message.
WL.K12.NM.3.7
Understand and respond appropriately to simple directions.
WL.K12.NM.3.8
Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.1
Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.2
Present personal information about self and others.
WL.K12.NM.4.3
Express likes and dislikes.
WL.K12.NM.4.4
Provide an account of daily activities.
WL.K12.NM.4.5
Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6
Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1
Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2
Fill out a simple form with basic information.
WL.K12.NM.5.3
Write simple sentences about self and/or others.

Unit 1: 1A Theme/Topic: ¿Qué te Gusta Hacer?/What do you like to do?

World Language - Spanish 1 - Last Updated on June 28, 2023

WL.K12.NM.5.4
Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.5
Write about previously acquired knowledge and experiences.
WL.K12.NM.5.6
Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7
Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1
Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2
Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3
Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
WL.K12.NM.6.4
Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1
Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
WL.K12.NM.7.2
Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8.1
Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.

Unit 1: 1A Theme/Topic: ¿Qué te Gusta Hacer?/What do you like to do?

World Language - Spanish 1 - Last Updated on June 28, 2023

WL.K12.NM.8.2
Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3
Identify celebrations typical of the target culture and ones own.
WL.K12.NM.9.1
Use key words and phrases in the target language to participate in different activities in the school and community settings.
WL.K12.NM.9.2
Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
LAFS.6.SL.1.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LAFS.6.SL.1.3
Delineate a speakers argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4
Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RH.1.2
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LAFS.68.WHST.1.2
Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and

Unit 1: 1A Theme/Topic: ¿Qué te Gusta Hacer?/What do you like to do?

World Language - Spanish 1 - Last Updated on June 28, 2023

information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style and objective tone. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Unit 1: 1B. Theme/Topic: Y tú ¿Cómo eres?/What are you like?

World Language - Spanish 1 - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

1B. Theme/Topic: Y tú ¿Cómo eres?/What are you like?

Personality

Expressing likes and dislike (continuation)

Adjectives

Definite and Indefinite articles

Word order: placement of adjectives

Cultural Focus: Guatemala and Mexico

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Vocabulary list, Interactive Textbook with Audio and video lessons, VideoCultura, GramActiva, Grammar Tutorials

Online TextBook Flashcards Computered grammar and exercises guided practice-workbook, brief introductory lesson given by me, video lessons from the book and YouTube, small group discussion, songs related to the theme/topic learned

Core workbook End-of- Chapter Crossword Puzzle and Organizer

Activities:

Students will create a poem to describe themselves

Learned how Huipil is made

Unit 1: 1B. Theme/Topic: Y tú ¿Cómo eres?/What are you like?

World Language - Spanish 1 - Last Updated on June 28, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to:

Listen to and read descriptions of others

Talk and write about your personality traits

Describe your personality to others

Identify cultural practices in an authentic video about personality traits

Compare cultural perspectives on Friendship

Unit 1: 1B. Theme/Topic: Y tú ¿Cómo eres?/What are you like?

World Language - Spanish 1 - Last Updated on June 28, 2023

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Vocabulary quizzes Oral quizzes

Group Discussions Mini Projects

Unit Tests

ATTACHMENTS

 Rubric_Para_Empezar_Tema_1_y_Tema_2.png

 Rubric_Tema_4_Writing_and_Speaking.png

 Rubric_Additional_Rubric_to_edit.png

 Rubric_Tema_1_continuación_Tema_2_Speaking_and_writing_.png

 Rubric_Tema_5_Writing_and_Speaking.png

 Rubric_Tema_6_Writing_and_Speaking.png

 Rubric_Tema_8_continuation_9_Writing_and_Speaking.png

 Rubric_Tema_3_Speaking_and_writing.png

 Rubric_Examen_Cumulativo_and_Additional_Rubric_.png

 Rubric_Tema_9_continuation_Speaking_and_Exam.png

 Rubric_Temas_9_Presentación_Oral_y_Escrita_Tema_1__2_y_3.png

 Rubric_Tema_7__8_y_9_Presentación_Escrita_y_oral.png

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 Rubric_Tema_7_continuation_and_Tema_8_writing_and_speaking.png

STANDARDS

Unit 1: 1B. Theme/Topic: Y tú ¿Cómo eres?/What are you like?

World Language - Spanish 1 - Last Updated on June 28, 2023

Florida - Spanish Beginning
WL.K12.NH.1.1
Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
WL.K12.NH.1.2
Demonstrate understanding of short conversations in familiar contexts.
WL.K12.NH.2.1
Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.2.2
Identify the elements of story such as setting, theme and characters.
WL.K12.NH.3.1
Engage in short social interactions using phrases and simple sentences.
WL.K12.NH.3.2
Exchange information about familiar tasks, topics and activities, including personal information.
WL.K12.NH.3.3
Exchange information using simple language about personal preferences, needs, and feelings.
WL.K12.NH.3.4
Ask and answer a variety of questions about personal information.
WL.K12.NH.4.1
Provide basic information on familiar topics using phrases and simple sentences.
WL.K12.NH.4.2
Describe aspects of daily life using complete sentences.
WL.K12.NH.5.1
Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
WL.K12.NH.5.2

Unit 1: 1B. Theme/Topic: Y tú ¿Cómo eres?/What are you like?

World Language - Spanish 1 - Last Updated on June 28, 2023

Write simple statements to describe aspects of daily life.
WL.K12.NH.6.1
Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
WL.K12.NH.6.2
Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
WL.K12.NH.7.1
Use vocabulary acquired in the target language to access new knowledge from other disciplines.
WL.K12.NH.8.1
Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2
Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3
Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1
Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NM.1.1
Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.2
Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
WL.K12.NM.1.3
Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.

Unit 1: 1B. Theme/Topic: Y tú ¿Cómo eres?/What are you like?

World Language - Spanish 1 - Last Updated on June 28, 2023

WL.K12.NM.1.4
Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5
Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6
Follow short, simple directions.
WL.K12.NM.2.1
Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2
Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3
Demonstrate understanding of simple written announcements with prompting and support.
WL.K12.NM.2.4
Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1
Introduce self and others using basic, culturally-appropriate greetings.
WL.K12.NM.3.2
Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3
Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4
Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5
Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.

Unit 1: 1B. Theme/Topic: Y tú ¿Cómo eres?/What are you like?

World Language - Spanish 1 - Last Updated on June 28, 2023

WL.K12.NM.3.6
Use appropriate gestures, body language, and intonation to clarify a message.
WL.K12.NM.3.7
Understand and respond appropriately to simple directions.
WL.K12.NM.3.8
Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.1
Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.2
Present personal information about self and others.
WL.K12.NM.4.3
Express likes and dislikes.
WL.K12.NM.4.4
Provide an account of daily activities.
WL.K12.NM.4.5
Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6
Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1
Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2
Fill out a simple form with basic information.
WL.K12.NM.5.3
Write simple sentences about self and/or others.

Unit 1: 1B. Theme/Topic: Y tú ¿Cómo eres?/What are you like?

World Language - Spanish 1 - Last Updated on June 28, 2023

WL.K12.NM.5.4
Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.5
Write about previously acquired knowledge and experiences.
WL.K12.NM.5.6
Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7
Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1
Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2
Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3
Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
WL.K12.NM.6.4
Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1
Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
WL.K12.NM.7.2
Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8.1
Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.

Unit 1: 1B. Theme/Topic: Y tú ¿Cómo eres?/What are you like?

World Language - Spanish 1 - Last Updated on June 28, 2023

WL.K12.NM.8.2
Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3
Identify celebrations typical of the target culture and ones own.
WL.K12.NM.9.1
Use key words and phrases in the target language to participate in different activities in the school and community settings.
WL.K12.NM.9.2
Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
LAFS.6.SL.1.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LAFS.6.SL.1.3
Delineate a speakers argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4
Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RH.1.2
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LAFS.68.WHST.1.1
Write arguments focused on discipline-specific content. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

Unit 1: 1B. Theme/Topic: Y tú ¿Cómo eres?/What are you like?

World Language - Spanish 1 - Last Updated on June 28, 2023

Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.

LAFS.68.WHST.1.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style and objective tone. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Unit 2: 2A. Theme/Topic: Tu Día en la Escuela/ Your School Day

World Language - Spanish 1 - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

2A. Theme/Topic: Tu Día en la Escuela/ Your School Day

School, school supplies and schedules

Classes, school activities, likes and dislikes (continuation)

Subject Pronouns

Present Tense of -ar verbs

Classes and activities in common with friends

Culture Focus

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Online TextBook Flashcards Computered grammar and exercises guided practice-workbook, brief introductory lesson given by me, video lessons from the book and YouTube, small group discussion, songs related to the theme/topic learned

Core workbook End-of- Chapter Crossword Puzzle and Organizer

Activities: Los números mayas

Learn a Latin-American chant to support their school teams

Unit 2: 2A. Theme/Topic: Tu Día en la Escuela/ Your School Day

World Language - Spanish 1 - Last Updated on June 28, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Listen to and read descriptions of school subjects and schedules

Exchange information about different classes

Unit 2: 2A. Theme/Topic: Tu Día en la Escuela/ Your School Day

World Language - Spanish 1 - Last Updated on June 28, 2023

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Vocabulary quizzes Oral quizzes
Group Discussions Mini Projects

Unit Tests

ATTACHMENTS

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Unit 2: 2A. Theme/Topic: Tu Día en la Escuela/ Your School Day

World Language - Spanish 1 - Last Updated on June 28, 2023

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STANDARDS

Florida - Spanish Beginning
WL.K12.NH.1.1
Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
WL.K12.NH.1.2
Demonstrate understanding of short conversations in familiar contexts.
WL.K12.NH.2.1
Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.2.2
Identify the elements of story such as setting, theme and characters.
WL.K12.NH.3.1
Engage in short social interactions using phrases and simple sentences.
WL.K12.NH.3.2
Exchange information about familiar tasks, topics and activities, including personal information.
WL.K12.NH.3.3
Exchange information using simple language about personal preferences, needs, and feelings.
WL.K12.NH.3.4
Ask and answer a variety of questions about personal information.
WL.K12.NH.4.1
Provide basic information on familiar topics using phrases and simple sentences.
WL.K12.NH.4.2
Describe aspects of daily life using complete sentences.
WL.K12.NH.5.1

Unit 2: 2A. Theme/Topic: Tu Día en la Escuela/ Your School Day

World Language - Spanish 1 - Last Updated on June 28, 2023

Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.

WL.K12.NH.5.2

Write simple statements to describe aspects of daily life.

WL.K12.NH.6.1

Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.

WL.K12.NH.6.2

Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.

WL.K12.NH.7.1

Use vocabulary acquired in the target language to access new knowledge from other disciplines.

WL.K12.NH.8.1

Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.

WL.K12.NH.8.2

Compare basic sound patterns and grammatical structures between the target language and own language.

WL.K12.NH.8.3

Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)

WL.K12.NH.9.1

Use key target language vocabulary to communicate with others within and beyond the school setting.

WL.K12.NM.1.1

Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.

WL.K12.NM.1.2

Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.

Unit 2: 2A. Theme/Topic: Tu Día en la Escuela/ Your School Day

World Language - Spanish 1 - Last Updated on June 28, 2023

WL.K12.NM.1.3
Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
WL.K12.NM.1.4
Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5
Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6
Follow short, simple directions.
WL.K12.NM.2.1
Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2
Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3
Demonstrate understanding of simple written announcements with prompting and support.
WL.K12.NM.2.4
Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1
Introduce self and others using basic, culturally-appropriate greetings.
WL.K12.NM.3.2
Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3
Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4
Exchange essential information about self, family, and familiar topics.

Unit 2: 2A. Theme/Topic: Tu Día en la Escuela/ Your School Day

World Language - Spanish 1 - Last Updated on June 28, 2023

WL.K12.NM.3.5
Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.6
Use appropriate gestures, body language, and intonation to clarify a message.
WL.K12.NM.3.7
Understand and respond appropriately to simple directions.
WL.K12.NM.3.8
Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.1
Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.2
Present personal information about self and others.
WL.K12.NM.4.3
Express likes and dislikes.
WL.K12.NM.4.4
Provide an account of daily activities.
WL.K12.NM.4.5
Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6
Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1
Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2
Fill out a simple form with basic information.

Unit 2: 2A. Theme/Topic: Tu Día en la Escuela/ Your School Day

World Language - Spanish 1 - Last Updated on June 28, 2023

WL.K12.NM.5.3
Write simple sentences about self and/or others.
WL.K12.NM.5.4
Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.5
Write about previously acquired knowledge and experiences.
WL.K12.NM.5.6
Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7
Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1
Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2
Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3
Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
WL.K12.NM.6.4
Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1
Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
WL.K12.NM.7.2
Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.

Unit 2: 2A. Theme/Topic: Tu Día en la Escuela/ Your School Day

World Language - Spanish 1 - Last Updated on June 28, 2023

WL.K12.NM.8.1
Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
WL.K12.NM.8.2
Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3
Identify celebrations typical of the target culture and ones own.
WL.K12.NM.9.1
Use key words and phrases in the target language to participate in different activities in the school and community settings.
WL.K12.NM.9.2
Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
LAFS.6.SL.1.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LAFS.6.SL.1.3
Delineate a speakers argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4
Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RH.1.2
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Unit 2: 2A. Theme/Topic: Tu Día en la Escuela/ Your School Day

World Language - Spanish 1 - Last Updated on June 28, 2023

LAFS.68.WHST.1.1

Write arguments focused on discipline-specific content. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.

LAFS.68.WHST.1.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style and objective tone. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Unit 2: 2B. Theme/Topic Tu Sala de clases/ Your Classroom

World Language - Spanish 1 - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Classroom items and furniture

Computers

Words to describe location The verb “estar”

Plurals of nouns and articles Cultural Focus

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Vocabulary list, Interactive Textbook with Audio and video lessons, VideoCultura, GramActiva, Grammar Tutorials

Online TextBook Flashcards Computered grammar and exercises guided practice-workbook, brief introductory lesson given by me, video lessons from the book and YouTube, small group discussion, songs related to the theme/topic learned

Core workbook End-of- Chapter Crossword Puzzle and Organizer

Activities:

Create a description of your classroom making a drawing and labeling the items and their location

Song: Location of school items

Unit 2: 2B. Theme/Topic Tu Sala de clases/ Your Classroom

World Language - Spanish 1 - Last Updated on June 28, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to:

Listen to and read conversations and notes about school

Talk and write about classe, classrooms and where things are located

Culture: El Mundo Hispano: school sport teams in the Spanish Speaking World

Unit 2: 2B. Theme/Topic Tu Sala de clases/ Your Classroom

World Language - Spanish 1 - Last Updated on June 28, 2023

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Vocabulary quizzes Oral quizzes
Group Discussions Mini Projects
Unit Tests

ATTACHMENTS

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Unit 2: 2B. Theme/Topic Tu Sala de clases/ Your Classroom

World Language - Spanish 1 - Last Updated on June 28, 2023

STANDARDS

Florida - Spanish Beginning

WL.K12.NH.1.1

Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.

WL.K12.NH.1.2

Demonstrate understanding of short conversations in familiar contexts.

WL.K12.NH.2.1

Determine main idea from simple texts that contain familiar vocabulary used in context.

WL.K12.NH.2.2

Identify the elements of story such as setting, theme and characters.

WL.K12.NH.3.1

Engage in short social interactions using phrases and simple sentences.

WL.K12.NH.3.2

Exchange information about familiar tasks, topics and activities, including personal information.

WL.K12.NH.3.3

Exchange information using simple language about personal preferences, needs, and feelings.

WL.K12.NH.3.4

Ask and answer a variety of questions about personal information.

WL.K12.NH.4.1

Provide basic information on familiar topics using phrases and simple sentences.

WL.K12.NH.4.2

Describe aspects of daily life using complete sentences.

WL.K12.NH.5.1

Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.

Unit 2: 2B. Theme/Topic Tu Sala de clases/ Your Classroom

World Language - Spanish 1 - Last Updated on June 28, 2023

WL.K12.NH.5.2
Write simple statements to describe aspects of daily life.
WL.K12.NH.6.1
Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
WL.K12.NH.6.2
Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
WL.K12.NH.7.1
Use vocabulary acquired in the target language to access new knowledge from other disciplines.
WL.K12.NH.8.1
Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2
Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3
Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1
Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NM.1.1
Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.2
Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
WL.K12.NM.1.3
Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar

Unit 2: 2B. Theme/Topic Tu Sala de clases/ Your Classroom

World Language - Spanish 1 - Last Updated on June 28, 2023

settings.
WL.K12.NM.1.4
Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5
Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6
Follow short, simple directions.
WL.K12.NM.2.1
Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2
Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3
Demonstrate understanding of simple written announcements with prompting and support.
WL.K12.NM.2.4
Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1
Introduce self and others using basic, culturally-appropriate greetings.
WL.K12.NM.3.2
Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3
Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4
Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5

Unit 2: 2B. Theme/Topic Tu Sala de clases/ Your Classroom

World Language - Spanish 1 - Last Updated on June 28, 2023

Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.6
Use appropriate gestures, body language, and intonation to clarify a message.
WL.K12.NM.3.7
Understand and respond appropriately to simple directions.
WL.K12.NM.3.8
Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.1
Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.2
Present personal information about self and others.
WL.K12.NM.4.3
Express likes and dislikes.
WL.K12.NM.4.4
Provide an account of daily activities.
WL.K12.NM.4.5
Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6
Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1
Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2
Fill out a simple form with basic information.
WL.K12.NM.5.3

Unit 2: 2B. Theme/Topic Tu Sala de clases/ Your Classroom

World Language - Spanish 1 - Last Updated on June 28, 2023

Write simple sentences about self and/or others.
WL.K12.NM.5.4
Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.5
Write about previously acquired knowledge and experiences.
WL.K12.NM.5.6
Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7
Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1
Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2
Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3
Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
WL.K12.NM.6.4
Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1
Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
WL.K12.NM.7.2
Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8.1

Unit 2: 2B. Theme/Topic Tu Sala de clases/ Your Classroom

World Language - Spanish 1 - Last Updated on June 28, 2023

Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
WL.K12.NM.8.2
Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3
Identify celebrations typical of the target culture and ones own.
WL.K12.NM.9.1
Use key words and phrases in the target language to participate in different activities in the school and community settings.
WL.K12.NM.9.2
Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
LAFS.6.SL.1.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LAFS.6.SL.1.3
Delineate a speakers argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4
Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RH.1.2
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LAFS.68.WHST.1.1

Unit 2: 2B. Theme/Topic Tu Sala de clases/ Your Classroom

World Language - Spanish 1 - Last Updated on June 28, 2023

Write arguments focused on discipline-specific content. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.

LAFS.68.WHST.1.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style and objective tone. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Unit 3: 3A. Theme: ¿Desayuno o Almuerzo?/Breakfast or Lunch?

World Language - Spanish 1 - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

3A. ¿Desayuno o Almuerzo?/Breakfast or Lunch?

Meals and menus

Foods, beverages you and other like and dislike

Food preferences Culture Focus

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Vocabulary list, Interactive Textbook with Audio and video lessons, VideoCultura, GramActiva, Grammar Tutorials

Online TextBook Flashcards Computered grammar and exercises guided practice-workbook, brief introductory lesson given by me, video lessons from the book and YouTube, small group discussion, songs related to the theme/topic learned

Core workbook End-of Chapter Crossword Puzzle and Organizer

Activities:

Create your own menu

Learn and make Spanish speaking countries food (churros y chocolate)

Unit 3: 3A. Theme: ¿Desayuno o Almuerzo?/Breakfast or Lunch?

World Language - Spanish 1 - Last Updated on June 28, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to

Listen to and read descriptions of meals and menus

Talk and write about foods you and others like and dislike

Exchange information about food preferences

Cultura: Analyze the exchange of native foods between the Americas and Europe

Unit 3: 3A. Theme: ¿Desayuno o Almuerzo?/Breakfast or Lunch?

World Language - Spanish 1 - Last Updated on June 28, 2023

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Vocabulary quizzes Oral quizzes

Group Discussions Mini Projects

Unit Tests

ATTACHMENTS

 Rubric_Para_Empezar_Tema_1_y_Tema_2.png

 Rubric_Tema_5_Writing_and_Speaking.png

 Rubric_Tema_4_Writing_and_Speaking.png

 Rubric_Tema_3_Speaking_and_writing.png

 Rubric_Tema_9_continuation_Speaking_and_Exam.png

 Rubric_Tema_8_continuation_9_Writing_and_Speaking.png

 Rubric_Examen_Cumulativo_and_Additional_Rubric.png

 Rubric_Tema_6_Writing_and_Speaking.png

 Rubric_Tema_4__5_y_6_Presentación_Escrita.png

 Rubric_Tema_7__8_y_9_Presentación_Escrita_y_oral.png

 Rubric_Tema_7_continuation_and_Tema_8_writing_and_speaking.png

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 Rubric_Temas_9_Presentación_Oral_y_Escrita_Tema_1__2_y_3.png

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Unit 3: 3A. Theme: ¿Desayuno o Almuerzo?/Breakfast or Lunch?

World Language - Spanish 1 - Last Updated on June 28, 2023

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STANDARDS

Florida - Spanish Beginning

WL.K12.NH.1.1

Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.

WL.K12.NH.1.2

Demonstrate understanding of short conversations in familiar contexts.

WL.K12.NH.2.1

Determine main idea from simple texts that contain familiar vocabulary used in context.

WL.K12.NH.2.2

Identify the elements of story such as setting, theme and characters.

WL.K12.NH.3.1

Engage in short social interactions using phrases and simple sentences.

WL.K12.NH.3.2

Exchange information about familiar tasks, topics and activities, including personal information.

WL.K12.NH.3.3

Exchange information using simple language about personal preferences, needs, and feelings.

WL.K12.NH.3.4

Ask and answer a variety of questions about personal information.

WL.K12.NH.4.1

Provide basic information on familiar topics using phrases and simple sentences.

WL.K12.NH.4.2

Describe aspects of daily life using complete sentences.

WL.K12.NH.5.1

Unit 3: 3A. Theme: ¿Desayuno o Almuerzo?/Breakfast or Lunch?

World Language - Spanish 1 - Last Updated on June 28, 2023

Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.

WL.K12.NH.5.2

Write simple statements to describe aspects of daily life.

WL.K12.NH.6.1

Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.

WL.K12.NH.6.2

Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.

WL.K12.NH.7.1

Use vocabulary acquired in the target language to access new knowledge from other disciplines.

WL.K12.NH.8.1

Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.

WL.K12.NH.8.2

Compare basic sound patterns and grammatical structures between the target language and own language.

WL.K12.NH.8.3

Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)

WL.K12.NH.9.1

Use key target language vocabulary to communicate with others within and beyond the school setting.

WL.K12.NM.1.1

Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.

WL.K12.NM.1.2

Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.

Unit 3: 3A. Theme: ¿Desayuno o Almuerzo?/Breakfast or Lunch?

World Language - Spanish 1 - Last Updated on June 28, 2023

WL.K12.NM.1.3
Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
WL.K12.NM.1.4
Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5
Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6
Follow short, simple directions.
WL.K12.NM.2.1
Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2
Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3
Demonstrate understanding of simple written announcements with prompting and support.
WL.K12.NM.2.4
Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1
Introduce self and others using basic, culturally-appropriate greetings.
WL.K12.NM.3.2
Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3
Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4
Exchange essential information about self, family, and familiar topics.

Unit 3: 3A. Theme: ¿Desayuno o Almuerzo?/Breakfast or Lunch?

World Language - Spanish 1 - Last Updated on June 28, 2023

WL.K12.NM.3.5
Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.6
Use appropriate gestures, body language, and intonation to clarify a message.
WL.K12.NM.3.7
Understand and respond appropriately to simple directions.
WL.K12.NM.3.8
Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.1
Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.2
Present personal information about self and others.
WL.K12.NM.4.3
Express likes and dislikes.
WL.K12.NM.4.4
Provide an account of daily activities.
WL.K12.NM.4.5
Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6
Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1
Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2
Fill out a simple form with basic information.

Unit 3: 3A. Theme: ¿Desayuno o Almuerzo?/Breakfast or Lunch?

World Language - Spanish 1 - Last Updated on June 28, 2023

WL.K12.NM.5.3
Write simple sentences about self and/or others.
WL.K12.NM.5.4
Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.5
Write about previously acquired knowledge and experiences.
WL.K12.NM.5.6
Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7
Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1
Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2
Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3
Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
WL.K12.NM.6.4
Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1
Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
WL.K12.NM.7.2
Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.

Unit 3: 3A. Theme: ¿Desayuno o Almuerzo?/Breakfast or Lunch?

World Language - Spanish 1 - Last Updated on June 28, 2023

WL.K12.NM.8.1
Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
WL.K12.NM.8.2
Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3
Identify celebrations typical of the target culture and ones own.
WL.K12.NM.9.1
Use key words and phrases in the target language to participate in different activities in the school and community settings.
WL.K12.NM.9.2
Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
LAFS.6.SL.1.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LAFS.6.SL.1.3
Delineate a speakers argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4
Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RH.1.2
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Unit 3: 3A. Theme: ¿Desayuno o Almuerzo?/Breakfast or Lunch?

World Language - Spanish 1 - Last Updated on June 28, 2023

LAFS.68.WHST.1.1

Write arguments focused on discipline-specific content. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.

LAFS.68.WHST.1.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style and objective tone. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Unit 3: 3B. Theme/Topic: Para Mantener la Salud Food groups Healthy activities

Ways to describe foods Plural of adjectives The verb “ser” Culture focus

World Language - Spanish 1 - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

3B. Para Mantener la Salud

Food groups

Healthy activities

Ways to describe foods Plural of adjectives The verb “ser”

Culture focus

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Vocabulary list, Interactive Textbook with Audio and video lessons, VideoCultura, GramActiva, Grammar Tutorials

Online TextBook Flashcards Computered grammar and exercises guided practice-workbook, brief introductory lesson given by me, video lessons from the book and YouTube, small group discussion, songs related to the theme/topic learned

Core workbook End-of- Chapter Crossword Puzzle and Organizer

Activities:

Exercising

Eating healthy food to share in the classroom

Drink “Mate”

Unit 3: 3B. Theme/Topic: Para Mantener la Salud Food groups Healthy activities

Ways to describe foods Plural of adjectives The verb “ser” Culture focus

World Language - Spanish 1 - Last Updated on June 28, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to

Listen to and read about healthy and unhealthy foods

Talk and write about food, health and exercise choices

Unit 3: 3B. Theme/Topic: Para Mantener la Salud Food groups Healthy activities

Ways to describe foods Plural of adjectives The verb “ser” Culture focus

World Language - Spanish 1 - Last Updated on June 28, 2023

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Vocabulary quizzes Oral quizzes

Group Discussions Mini Projects

Unit Tests

ATTACHMENTS

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 Rubric_Tema_8_continuation_9_Writing_and_Speaking.png

 Rubric_Tema_1_Writing_and_Speaking_for_Examen_del_capítulo.png

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 Rubric_Tema_7__8_y_9_Presentación_Escrita_y_oral.png

 Rubric_Tema_9_continuation_Speaking_and_Exam.png

STANDARDS

Unit 3: 3B. Theme/Topic: Para Mantener la Salud Food groups Healthy activities

Ways to describe foods Plural of adjectives The verb “ser” Culture focus

World Language - Spanish 1 - Last Updated on June 28, 2023

Florida - Spanish Beginning
WL.K12.NH.1.1
Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
WL.K12.NH.1.2
Demonstrate understanding of short conversations in familiar contexts.
WL.K12.NH.2.1
Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.2.2
Identify the elements of story such as setting, theme and characters.
WL.K12.NH.3.1
Engage in short social interactions using phrases and simple sentences.
WL.K12.NH.3.2
Exchange information about familiar tasks, topics and activities, including personal information.
WL.K12.NH.3.3
Exchange information using simple language about personal preferences, needs, and feelings.
WL.K12.NH.3.4
Ask and answer a variety of questions about personal information.
WL.K12.NH.4.1
Provide basic information on familiar topics using phrases and simple sentences.
WL.K12.NH.4.2
Describe aspects of daily life using complete sentences.
WL.K12.NH.5.1
Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
WL.K12.NH.5.2

Unit 3: 3B. Theme/Topic: Para Mantener la Salud Food groups Healthy activities

Ways to describe foods Plural of adjectives The verb “ser” Culture focus

World Language - Spanish 1 - Last Updated on June 28, 2023

Write simple statements to describe aspects of daily life.
WL.K12.NH.6.1
Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
WL.K12.NH.6.2
Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
WL.K12.NH.7.1
Use vocabulary acquired in the target language to access new knowledge from other disciplines.
WL.K12.NH.8.1
Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2
Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3
Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1
Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NM.1.1
Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.2
Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
WL.K12.NM.1.3
Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.

Unit 3: 3B. Theme/Topic: Para Mantener la Salud Food groups Healthy activities

Ways to describe foods Plural of adjectives The verb “ser” Culture focus

World Language - Spanish 1 - Last Updated on June 28, 2023

WL.K12.NM.1.4
Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5
Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6
Follow short, simple directions.
WL.K12.NM.2.1
Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2
Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3
Demonstrate understanding of simple written announcements with prompting and support.
WL.K12.NM.2.4
Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1
Introduce self and others using basic, culturally-appropriate greetings.
WL.K12.NM.3.2
Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3
Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4
Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5
Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.

Unit 3: 3B. Theme/Topic: Para Mantener la Salud Food groups Healthy activities

Ways to describe foods Plural of adjectives The verb “ser” Culture focus

World Language - Spanish 1 - Last Updated on June 28, 2023

WL.K12.NM.3.6
Use appropriate gestures, body language, and intonation to clarify a message.
WL.K12.NM.3.7
Understand and respond appropriately to simple directions.
WL.K12.NM.3.8
Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.1
Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.2
Present personal information about self and others.
WL.K12.NM.4.3
Express likes and dislikes.
WL.K12.NM.4.4
Provide an account of daily activities.
WL.K12.NM.4.5
Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6
Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1
Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2
Fill out a simple form with basic information.
WL.K12.NM.5.3
Write simple sentences about self and/or others.

Unit 3: 3B. Theme/Topic: Para Mantener la Salud Food groups Healthy activities

Ways to describe foods Plural of adjectives The verb “ser” Culture focus

World Language - Spanish 1 - Last Updated on June 28, 2023

WL.K12.NM.5.4
Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.5
Write about previously acquired knowledge and experiences.
WL.K12.NM.5.6
Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7
Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1
Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2
Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3
Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
WL.K12.NM.6.4
Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1
Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
WL.K12.NM.7.2
Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8.1
Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.

Unit 3: 3B. Theme/Topic: Para Mantener la Salud Food groups Healthy activities

Ways to describe foods Plural of adjectives The verb “ser” Culture focus

World Language - Spanish 1 - Last Updated on June 28, 2023

WL.K12.NM.8.2
Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3
Identify celebrations typical of the target culture and ones own.
WL.K12.NM.9.1
Use key words and phrases in the target language to participate in different activities in the school and community settings.
WL.K12.NM.9.2
Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
LAFS.6.SL.1.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LAFS.6.SL.1.3
Delineate a speakers argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4
Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RH.1.2
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LAFS.68.WHST.1.1
Write arguments focused on discipline-specific content. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

Unit 3: 3B. Theme/Topic: Para Mantener la Salud Food groups Healthy activities

Ways to describe foods Plural of adjectives The verb “ser” Culture focus

World Language - Spanish 1 - Last Updated on June 28, 2023

Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.

LAFS.68.WHST.1.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style and objective tone. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Unit 4: 4A. Theme/Topic: ¿Adónde vas?

World Language - Spanish 1 - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

4A. Theme/Topic: ¿Adónde vas?

Leisure activities

Places in the community The verb ir

Asking questions

Culture Focus

Unit 4: 4A. Theme/Topic: ¿Adónde vas?

World Language - Spanish 1 - Last Updated on June 28, 2023

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Tutorials

Online TextBook Flashcards Computered grammar and exercises guided practice-workbook, brief introductory lesson given by me, video lessons from the book and YouTube, small group discussion, songs related to the theme/topic learned

Core workbook End-of- Chapter Crossword Puzzle and Organizer

Activities: Make a keynote using instant mask with students in different places in the city

Unit 4: 4A. Theme/Topic: ¿Adónde vas?

World Language - Spanish 1 - Last Updated on June 28, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to:

Listen and read about leisure activities

Talk and write about places to go and activities to do during free time

Cultura: La Plaza Mayor

ATTACHMENTS

 Rubric_Para_Empezar_Tema_1_y_Tema_2.png

 Rubric_Tema_6_Writing_and_Speaking.png

 Rubric_Tema_4_Writing_and_Speaking.png

 Rubric_Temas_3_4_5_6_7_y_8.png

 Rubric_Tema_5_Writing_and_Speaking.png

 Rubric_Tema_7_8_y_9_Presentación_Escrita_y_oral.png

 Rubric_Examen_Cumulativo_and_Additional_Rubric.png

 Rubric_Additional_Rubric_to_edit.png

 Rubric_Tema_3_Speaking_and_writing.png

 Rubric_Tema_1_continuación_Tema_2_Speaking_and_writing.png

Unit 4: 4A. Theme/Topic: ¿Adónde vas?

World Language - Spanish 1 - Last Updated on June 28, 2023

 Rubric_Tema_8_continuation_9_Writing_and_Speaking.png

 Rubric_Tema_1_Writing_and_Speaking_for_Examen_del_capítulo.png

 Rubric_Tema_4__5_y_6_Presentación_Escrita.png

 Rubric_Tema_7_continuation_and_Tema_8_writing_and_speaking.png

 Rubric_Temas_9_Presentación_Oral_y_Escrita_Tema_1__2_y_3.png

 Rubric_Tema_9_continuation_Speaking_and_Exam.png

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Vocabulary quizzes Oral quizzes

Group Discussions Mini Projects

Unit Tests

STANDARDS

Florida - Spanish Beginning

WL.K12.NH.1.1

Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.

WL.K12.NH.1.2

Demonstrate understanding of short conversations in familiar contexts.

WL.K12.NH.2.1

Determine main idea from simple texts that contain familiar vocabulary used in context.

WL.K12.NH.2.2

Identify the elements of story such as setting, theme and characters.

WL.K12.NH.3.1

Engage in short social interactions using phrases and simple sentences.

WL.K12.NH.3.2

Unit 4: 4A. Theme/Topic: ¿Adónde vas?

World Language - Spanish 1 - Last Updated on June 28, 2023

Exchange information about familiar tasks, topics and activities, including personal information.
WL.K12.NH.3.3
Exchange information using simple language about personal preferences, needs, and feelings.
WL.K12.NH.3.4
Ask and answer a variety of questions about personal information.
WL.K12.NH.4.1
Provide basic information on familiar topics using phrases and simple sentences.
WL.K12.NH.4.2
Describe aspects of daily life using complete sentences.
WL.K12.NH.5.1
Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
WL.K12.NH.5.2
Write simple statements to describe aspects of daily life.
WL.K12.NH.6.1
Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
WL.K12.NH.6.2
Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
WL.K12.NH.7.1
Use vocabulary acquired in the target language to access new knowledge from other disciplines.
WL.K12.NH.8.1
Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2
Compare basic sound patterns and grammatical structures between the target language and own language.

Unit 4: 4A. Theme/Topic: ¿Adónde vas?

World Language - Spanish 1 - Last Updated on June 28, 2023

WL.K12.NH.8.3
Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1
Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NM.1.1
Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.2
Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
WL.K12.NM.1.3
Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
WL.K12.NM.1.4
Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5
Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6
Follow short, simple directions.
WL.K12.NM.2.1
Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2
Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3
Demonstrate understanding of simple written announcements with prompting and support.

Unit 4: 4A. Theme/Topic: ¿Adónde vas?

World Language - Spanish 1 - Last Updated on June 28, 2023

WL.K12.NM.2.4
Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1
Introduce self and others using basic, culturally-appropriate greetings.
WL.K12.NM.3.2
Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3
Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4
Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5
Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.6
Use appropriate gestures, body language, and intonation to clarify a message.
WL.K12.NM.3.7
Understand and respond appropriately to simple directions.
WL.K12.NM.3.8
Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.1
Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.2
Present personal information about self and others.
WL.K12.NM.4.3
Express likes and dislikes.

Unit 4: 4A. Theme/Topic: ¿Adónde vas?

World Language - Spanish 1 - Last Updated on June 28, 2023

WL.K12.NM.4.4
Provide an account of daily activities.
WL.K12.NM.4.5
Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6
Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1
Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2
Fill out a simple form with basic information.
WL.K12.NM.5.3
Write simple sentences about self and/or others.
WL.K12.NM.5.4
Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.5
Write about previously acquired knowledge and experiences.
WL.K12.NM.5.6
Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7
Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1
Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2
Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or

Unit 4: 4A. Theme/Topic: ¿Adónde vas?

World Language - Spanish 1 - Last Updated on June 28, 2023

traditions associated with the target culture(s).
WL.K12.NM.6.3
Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
WL.K12.NM.6.4
Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1
Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
WL.K12.NM.7.2
Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8.1
Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
WL.K12.NM.8.2
Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3
Identify celebrations typical of the target culture and ones own.
WL.K12.NM.9.1
Use key words and phrases in the target language to participate in different activities in the school and community settings.
WL.K12.NM.9.2
Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
LAFS.6.SL.1.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to

Unit 4: 4A. Theme/Topic: ¿Adónde vas?

World Language - Spanish 1 - Last Updated on June 28, 2023

evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

LAFS.6.SL.1.3

Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

LAFS.6.SL.2.4

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

LAFS.68.RH.1.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

LAFS.68.WHST.1.1

Write arguments focused on discipline-specific content. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.

LAFS.68.WHST.1.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style and objective tone. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Unit 4: 4B. Theme/Topic: ¿Quieres ir conmigo?/Do you want to go with me?

World Language - Spanish 1 - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

4B. ¿Quieres ir conmigo?/Do you want to go with me?

Sports and activities outside of school

Telling time

Ir + a+ infinitive The verb jugar Culture Focus

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Vocabulary list, Interactive Textbook with Audio and video lessons, VideoCultura, GramActiva, Grammar Tutorials

Online TextBook Flashcards Computered grammar and exercises guided practice-workbook, brief introductory lesson given by me, video lessons from the book and YouTube, small group discussion, songs related to the theme/topic learned

Core workbook End-of- Chapter Crossword Puzzle and Organizer

Activity:

The Ola Ball

Unit 4: 4B. Theme/Topic: ¿Quieres ir conmigo?/Do you want to go with me?

World Language - Spanish 1 - Last Updated on June 28, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to: Listen to and read invitations

Discuss and write invitation and activity plan

Cultura: Paralympic Games

Sergio y Paola: Dos deportistas dotados

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Vocabulary quizzes Oral quizzes

Group Discussions Mini Projects

Unit Tests

ATTACHMENTS

 Rubric_Para_Empezar_Tema_1_y_Tema_2.png

 Rubric_Tema_9_continuation_Speaking_and_Exam.png

 Rubric_Tema_5_Writing_and_Speaking.png

 Rubric_Temas_3__4__5__6__7_y_8.png

 Rubric_Tema_4_Writing_and_Speaking.png

 Rubric_Tema_1_Writing_and_Speaking_for_Examen_del_capítulo.png

 Rubric_Temas_9_Presentación_Oral_y_Escrita_Tema_1__2_y_3.png

 Rubric_Tema_7__8_y_9_Presentación_Escrita_y_oral.png

Unit 4: 4B. Theme/Topic: ¿Quieres ir conmigo?/Do you want to go with me?

World Language - Spanish 1 - Last Updated on June 28, 2023

STANDARDS

Florida - Spanish Beginning

WL.K12.NH.1.1

Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.

WL.K12.NH.1.2

Demonstrate understanding of short conversations in familiar contexts.

WL.K12.NH.2.1

Determine main idea from simple texts that contain familiar vocabulary used in context.

WL.K12.NH.2.2

Identify the elements of story such as setting, theme and characters.

WL.K12.NH.3.1

Engage in short social interactions using phrases and simple sentences.

WL.K12.NH.3.2

Exchange information about familiar tasks, topics and activities, including personal information.

WL.K12.NH.3.3

Exchange information using simple language about personal preferences, needs, and feelings.

WL.K12.NH.3.4

Ask and answer a variety of questions about personal information.

WL.K12.NH.4.1

Provide basic information on familiar topics using phrases and simple sentences.

WL.K12.NH.4.2

Describe aspects of daily life using complete sentences.

WL.K12.NH.5.1

Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.

Unit 4: 4B. Theme/Topic: ¿Quieres ir conmigo?/Do you want to go with me?

World Language - Spanish 1 - Last Updated on June 28, 2023

WL.K12.NH.5.2
Write simple statements to describe aspects of daily life.
WL.K12.NH.6.1
Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
WL.K12.NH.6.2
Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
WL.K12.NH.7.1
Use vocabulary acquired in the target language to access new knowledge from other disciplines.
WL.K12.NH.8.1
Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2
Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3
Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1
Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NM.1.1
Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.2
Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
WL.K12.NM.1.3
Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar

Unit 4: 4B. Theme/Topic: ¿Quieres ir conmigo?/Do you want to go with me?

World Language - Spanish 1 - Last Updated on June 28, 2023

settings.
WL.K12.NM.1.4
Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5
Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6
Follow short, simple directions.
WL.K12.NM.2.1
Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2
Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3
Demonstrate understanding of simple written announcements with prompting and support.
WL.K12.NM.2.4
Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1
Introduce self and others using basic, culturally-appropriate greetings.
WL.K12.NM.3.2
Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3
Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4
Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5

Unit 4: 4B. Theme/Topic: ¿Quieres ir conmigo?/Do you want to go with me?

World Language - Spanish 1 - Last Updated on June 28, 2023

Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.6
Use appropriate gestures, body language, and intonation to clarify a message.
WL.K12.NM.3.7
Understand and respond appropriately to simple directions.
WL.K12.NM.3.8
Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.1
Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.2
Present personal information about self and others.
WL.K12.NM.4.3
Express likes and dislikes.
WL.K12.NM.4.4
Provide an account of daily activities.
WL.K12.NM.4.5
Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6
Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1
Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2
Fill out a simple form with basic information.
WL.K12.NM.5.3

Unit 4: 4B. Theme/Topic: ¿Quieres ir conmigo?/Do you want to go with me?

World Language - Spanish 1 - Last Updated on June 28, 2023

Write simple sentences about self and/or others.
WL.K12.NM.5.4
Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.5
Write about previously acquired knowledge and experiences.
WL.K12.NM.5.6
Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7
Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1
Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2
Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3
Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
WL.K12.NM.6.4
Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1
Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
WL.K12.NM.7.2
Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8.1

Unit 4: 4B. Theme/Topic: ¿Quieres ir conmigo?/Do you want to go with me?

World Language - Spanish 1 - Last Updated on June 28, 2023

Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
WL.K12.NM.8.2
Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3
Identify celebrations typical of the target culture and ones own.
WL.K12.NM.9.1
Use key words and phrases in the target language to participate in different activities in the school and community settings.
WL.K12.NM.9.2
Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
LAFS.6.SL.1.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LAFS.6.SL.1.3
Delineate a speakers argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4
Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RH.1.2
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LAFS.68.WHST.1.1

Unit 4: 4B. Theme/Topic: ¿Quieres ir conmigo?/Do you want to go with me?

World Language - Spanish 1 - Last Updated on June 28, 2023

Write arguments focused on discipline-specific content. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.

LAFS.68.WHST.1.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style and objective tone. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Unit 5: 5A. Theme/Topic: Una Fiesta de Cumpleaños/A Birthday Party

World Language - Spanish 1 - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

5A. Una Fiesta de Cumpleaños

Family members and pets Telling ages

Party Decorations

The verb “tener” Possessive Adjectives

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Vocabulary list, Interactive Textbook with Audio and video lessons, VideoCultura, GramActiva, Grammar Tutorials

Online TextBook Flashcards Computered grammar and exercises guided practice-workbook, brief introductory lesson given by me, video lessons from the book and YouTube, small group discussion, songs related to the theme/topic learned

Core workbook End-of- Chapter Crossword Puzzle and Organizer

Activity: Fiesta

Unit 5: 5A. Theme/Topic: Una Fiesta de Cumpleaños/A Birthday Party

World Language - Spanish 1 - Last Updated on June 28, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to:

Listen to and read descriptions of family members and relationships

Talk about family, friends, and celebrations

Exchange information while describing your family.

Cultura: Papel Picado to decorate fiestas in Mexico

Unit 5: 5A. Theme/Topic: Una Fiesta de Cumpleaños/A Birthday Party

World Language - Spanish 1 - Last Updated on June 28, 2023

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Vocabulary quizzes Oral quizzes

Group Discussions Mini Projects

Unit Tests

ATTACHMENTS

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Unit 5: 5A. Theme/Topic: Una Fiesta de Cumpleaños/A Birthday Party

World Language - Spanish 1 - Last Updated on June 28, 2023

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STANDARDS

Florida - Spanish Beginning

WL.K12.NH.1.1

Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.

WL.K12.NH.1.2

Demonstrate understanding of short conversations in familiar contexts.

WL.K12.NH.2.1

Determine main idea from simple texts that contain familiar vocabulary used in context.

WL.K12.NH.2.2

Identify the elements of story such as setting, theme and characters.

WL.K12.NH.3.1

Engage in short social interactions using phrases and simple sentences.

WL.K12.NH.3.2

Exchange information about familiar tasks, topics and activities, including personal information.

WL.K12.NH.3.3

Exchange information using simple language about personal preferences, needs, and feelings.

WL.K12.NH.3.4

Ask and answer a variety of questions about personal information.

WL.K12.NH.4.1

Provide basic information on familiar topics using phrases and simple sentences.

WL.K12.NH.4.2

Describe aspects of daily life using complete sentences.

WL.K12.NH.5.1

Unit 5: 5A. Theme/Topic: Una Fiesta de Cumpleaños/A Birthday Party

World Language - Spanish 1 - Last Updated on June 28, 2023

Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.

WL.K12.NH.5.2

Write simple statements to describe aspects of daily life.

WL.K12.NH.6.1

Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.

WL.K12.NH.6.2

Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.

WL.K12.NH.7.1

Use vocabulary acquired in the target language to access new knowledge from other disciplines.

WL.K12.NH.8.1

Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.

WL.K12.NH.8.2

Compare basic sound patterns and grammatical structures between the target language and own language.

WL.K12.NH.8.3

Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)

WL.K12.NH.9.1

Use key target language vocabulary to communicate with others within and beyond the school setting.

WL.K12.NM.1.1

Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.

WL.K12.NM.1.2

Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.

Unit 5: 5A. Theme/Topic: Una Fiesta de Cumpleaños/A Birthday Party

World Language - Spanish 1 - Last Updated on June 28, 2023

WL.K12.NM.1.3
Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
WL.K12.NM.1.4
Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5
Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6
Follow short, simple directions.
WL.K12.NM.2.1
Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2
Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3
Demonstrate understanding of simple written announcements with prompting and support.
WL.K12.NM.2.4
Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1
Introduce self and others using basic, culturally-appropriate greetings.
WL.K12.NM.3.2
Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3
Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4
Exchange essential information about self, family, and familiar topics.

Unit 5: 5A. Theme/Topic: Una Fiesta de Cumpleaños/A Birthday Party

World Language - Spanish 1 - Last Updated on June 28, 2023

WL.K12.NM.3.5
Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.6
Use appropriate gestures, body language, and intonation to clarify a message.
WL.K12.NM.3.7
Understand and respond appropriately to simple directions.
WL.K12.NM.3.8
Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.1
Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.2
Present personal information about self and others.
WL.K12.NM.4.3
Express likes and dislikes.
WL.K12.NM.4.4
Provide an account of daily activities.
WL.K12.NM.4.5
Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6
Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1
Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2
Fill out a simple form with basic information.

Unit 5: 5A. Theme/Topic: Una Fiesta de Cumpleaños/A Birthday Party

World Language - Spanish 1 - Last Updated on June 28, 2023

WL.K12.NM.5.3
Write simple sentences about self and/or others.
WL.K12.NM.5.4
Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.5
Write about previously acquired knowledge and experiences.
WL.K12.NM.5.6
Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7
Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1
Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2
Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3
Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
WL.K12.NM.6.4
Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1
Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
WL.K12.NM.7.2
Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.

Unit 5: 5A. Theme/Topic: Una Fiesta de Cumpleaños/A Birthday Party

World Language - Spanish 1 - Last Updated on June 28, 2023

WL.K12.NM.8.1
Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
WL.K12.NM.8.2
Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3
Identify celebrations typical of the target culture and ones own.
WL.K12.NM.9.1
Use key words and phrases in the target language to participate in different activities in the school and community settings.
WL.K12.NM.9.2
Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
LAFS.6.SL.1.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LAFS.6.SL.1.3
Delineate a speakers argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4
Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.68.RH.1.2
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Unit 5: 5A. Theme/Topic: Una Fiesta de Cumpleaños/A Birthday Party

World Language - Spanish 1 - Last Updated on June 28, 2023

LAFS.68.WHST.1.1

Write arguments focused on discipline-specific content. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.

LAFS.68.WHST.1.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style and objective tone. Provide a concluding statement or section that follows from and supports the information or explanation presented.

World Language - Spanish 2

Vermilion Local School District

UNITS (9/9 SELECTED)

SUGGESTED DURATION

	Unit 1: 5A (review and continuation) Theme/Topic: Una Fiesta de Cumpleaños.	<i>10 lessons</i>
	Unit 1: 5B. Theme/Topic: ¡Vamos a un Restaurante!/Let's go to a restaurant!	<i>10 lessons</i>
	Unit 2: 6A. En Mi Dormitorio/In my room	<i>10 lessons</i>
	Unit 2: 6B. Theme/Topic: ¿Cómo es tu casa?/What is your house like?	<i>10 lessons</i>
	Unit 3: 7A. Theme/Topic: ¿Cuánto Cuesta?/How much is it?	<i>10 lessons</i>
	Unit 3: 7B. Theme/Topic: ¡Qué regalo!/What a gift!/What a Gift!	<i>10 lessons</i>
	Unit 4: 8A. Theme/Topic: De vacaciones/On vacation	<i>10 lessons</i>
	Unit 4: 8B. Theme/Topic Ayudando en la Comunidad/Helping in the Community	<i>10 lessons</i>
	Unit 5: 9A. El Cine y la Televisión	<i>10 lessons</i>

Unit 1: 5A (review and continuation) Theme/Topic: Una Fiesta de Cumpleaños.

World Language - Spanish 2 - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Theme/Topic: Una Fiesta de Cumpleaños. “A Birthday Party” (Here is where we stopped last school year. Not all of the material got covered)

Family relationships, pets and celebrations

Grammar: the verb tener; possessive adjectives

Cultural Perspective: the “quinceañera” tradition, famous painter Goya and the Royal Family

Party decoration used in México

Unit 1: 5A (review and continuation) Theme/Topic: Una Fiesta de Cumpleaños.

World Language - Spanish 2 - Last Updated on June 28, 2023

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Listen to and read description of family members and family relationships

Talk about and write about family and friends, and celebrations

Understand cultural perspectives on family celebrations in the Spanish-speaking world

Learn to make “papel picado”

Telling ages

The importance of the Royal Family in Spain and one of his famous painters Francisco de Goya

Enroll and test the technology tools that are going to be used to learn the language (Schoology, Clever-ETEXT, Google Classroom)

Quick review of Spanish 1 lessons with videos, notes and quick practices

Vocabulary list, Interactive Textbook with Audio and video lessons, VideoCultura, GramActiva, Grammar Tutorials Online TextBook Online Flashcards

Grammar and exercises guided practice-workbook,

Brief introductory lesson given by me, video lessons from the book and YouTube, small group discussion, songs, Core workbook End-ofChapter Crossword Puzzle and Organizer

Activities: Make a card with their birthday information and age

Spanish (Mexican) Party decoration

Unit 1: 5A (review and continuation) Theme/Topic: Una Fiesta de Cumpleaños.

World Language - Spanish 2 - Last Updated on June 28, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Listen to and read description of family members and family relationships

Talk about and write about family and friends, and celebrations

Understand cultural perspectives on family celebrations in the Spanish-speaking world

Learn to make “papel picado”

Telling ages

The importance of the Royal Family in Spain and one of his famous painters Francisco de Goya

Unit 1: 5A (review and continuation) Theme/Topic: Una Fiesta de Cumpleaños.

World Language - Spanish 2 - Last Updated on June 28, 2023

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Vocabulary quizzes Oral quizzes
Group Discussions Mini Projects

Unit Tests

ATTACHMENTS

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 Rubric_Temas_9_Presentación_Oral_y_Escrita_Tema_1__2_y_3.png

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STANDARDS

Florida - Spanish Intermediate

WL.K12.IL.1.1

Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.

Unit 1: 5A (review and continuation) Theme/Topic: Una Fiesta de Cumpleaños.

World Language - Spanish 2 - Last Updated on June 28, 2023

WL.K12.IL.1.2
Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
WL.K12.IL.2.1
Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
WL.K12.IL.2.2
Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3
Determine the meaning of a message and identify the authors purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4
Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1
Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2
Interact with others in everyday situations.
WL.K12.IL.3.3
Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4
Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5
Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.4.1
Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2

Unit 1: 5A (review and continuation) Theme/Topic: Una Fiesta de Cumpleaños.

World Language - Spanish 2 - Last Updated on June 28, 2023

Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3
Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4
Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.5.1
Write on familiar topics and experiences using main ideas and supporting details.
WL.K12.IL.5.2
Describe a familiar event or situation using a variety of sentences and with supporting details
WL.K12.IL.5.3
Express and support opinions on familiar topics using a series of sentences.
WL.K12.IL.5.4
Compare and contrast information, concepts, and ideas.
WL.K12.IL.6.1
Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand ones own and others ways of thinking.
WL.K12.IL.6.2
Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
WL.K12.IL.6.3
Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
WL.K12.IL.6.4
Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
WL.K12.IL.7.1
Access information in the target language to reinforce previously acquired content area knowledge.

Unit 1: 5A (review and continuation) Theme/Topic: Una Fiesta de Cumpleaños.

World Language - Spanish 2 - Last Updated on June 28, 2023

WL.K12.IL.7.2
Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1
Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
WL.K12.IL.8.2
Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
WL.K12.IL.8.3
Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1
Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.NH.1.3
Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4
Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5
Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6
Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.3
Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4
Identify key detailed information needed to fill out forms.

Unit 1: 5A (review and continuation) Theme/Topic: Una Fiesta de Cumpleaños.

World Language - Spanish 2 - Last Updated on June 28, 2023

WL.K12.NH.3.5
Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6
Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7
Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8
Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.3
Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4
Present personal information about ones self and others.
WL.K12.NH.4.5
Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6
Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.5.3
Write a description of a familiar experience or event.
WL.K12.NH.5.4
Write short personal notes using a variety of media.
WL.K12.NH.5.5
Request information in writing to obtain something needed.
WL.K12.NH.5.6
Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).

Unit 1: 5A (review and continuation) Theme/Topic: Una Fiesta de Cumpleaños.

World Language - Spanish 2 - Last Updated on June 28, 2023

WL.K12.NH.5.7
Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
WL.K12.NH.6.3
Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
WL.K12.NH.6.4
Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.2
Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
WL.K12.NH.8.1
Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2
Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3
Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1
Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2
Use communication tools to establish a connection with a peer from a country where the target language is spoken.
LAFS.68.RH.1.2
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LAFS.68.WHST.1.1

Unit 1: 5A (review and continuation) Theme/Topic: Una Fiesta de Cumpleaños.

World Language - Spanish 2 - Last Updated on June 28, 2023

Write arguments focused on discipline-specific content. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.

LAFS.68.WHST.1.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style and objective tone. Provide a concluding statement or section that follows from and supports the information or explanation presented.

LAFS.7.SL.1.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Acknowledge new information expressed by others and, when warranted, modify their own views.

LAFS.7.SL.1.3

Delineate a speakers argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

LAFS.7.SL.2.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Unit 1: 5B. Theme/Topic: ¡Vamos a un Restaurante!/Let's go to a restaurant!

World Language - Spanish 2 - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

5B. ¡Vamos a un Restaurante!/Let's go to a restaurant!

Describing people and things

Foods and table settings Eating out

Expressing needs Cultura: Spanish food

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Vocabulary list, Interactive Textbook with Audio and video lessons, VideoCultura, GramActiva, Grammar Tutorials Online TextBook Online Flashcards

Grammar and exercises guided practice-workbook,

Brief introductory lesson given by me, video lessons from the book and YouTube, small group discussion, songs, Core workbook End-ofChapter Crossword Puzzle and Organizer

Actividad: Eating flan and/or tres leches

Making Spanish speaking food

Unit 1: 5B. Theme/Topic: ¡Vamos a un Restaurante!/Let's go to a restaurant!

World Language - Spanish 2 - Last Updated on June 28, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Listen to, read and write about restaurant meals and service

Write about plans for celebration

Describe physical features of family members

Unit 1: 5B. Theme/Topic: ¡Vamos a un Restaurante!/Let's go to a restaurant!

World Language - Spanish 2 - Last Updated on June 28, 2023

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Vocabulary quizzes Oral quizzes
Group Discussions Mini Projects

Unit Tests

ATTACHMENTS

 Rubric_Tema_7__8_y_9_Presentación_Escrita_y_oral.png

 Rubric_Para_Empezar_Tema_1_y_Tema_2.png

 Rubric_Temas_9_Presentación_Oral_y_Escrita_Tema_1__2_y_3.png

 Rubric_Tema_9_continuation_Speaking_and_Exam.png

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 Rubric_Tema_3_Speaking_and_writing.png

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 Rubric_Tema_8_continuation_9_Writing_and_Speaking.png

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Unit 1: 5B. Theme/Topic: ¡Vamos a un Restaurante!/Let's go to a restaurant!

World Language - Spanish 2 - Last Updated on June 28, 2023

 Rubric_Tema_7_continuation_and_Tema_8_writing_and_speaking.png

STANDARDS

Florida - Spanish Intermediate

WL.K12.IL.1.1

Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.

WL.K12.IL.1.2

Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.

WL.K12.IL.2.1

Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.

WL.K12.IL.2.2

Interpret written literary text in which the writer tells or asks about familiar topics.

WL.K12.IL.2.3

Determine the meaning of a message and identify the authors purpose through authentic written texts such as advertisements and public announcements.

WL.K12.IL.2.4

Demonstrate understanding of vocabulary used in context when following written directions.

WL.K12.IL.3.1

Initiate and engage in a conversation on familiar topics.

WL.K12.IL.3.2

Interact with others in everyday situations.

WL.K12.IL.3.3

Express and react to feelings and emotions in real life situations.

WL.K12.IL.3.4

Unit 1: 5B. Theme/Topic: ¡Vamos a un Restaurante!/Let's go to a restaurant!

World Language - Spanish 2 - Last Updated on June 28, 2023

Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5
Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.4.1
Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2
Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3
Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4
Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.5.1
Write on familiar topics and experiences using main ideas and supporting details.
WL.K12.IL.5.2
Describe a familiar event or situation using a variety of sentences and with supporting details
WL.K12.IL.5.3
Express and support opinions on familiar topics using a series of sentences.
WL.K12.IL.5.4
Compare and contrast information, concepts, and ideas.
WL.K12.IL.6.1
Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand ones own and others ways of thinking.
WL.K12.IL.6.2
Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
WL.K12.IL.6.3

Unit 1: 5B. Theme/Topic: ¡Vamos a un Restaurante!/Let's go to a restaurant!

World Language - Spanish 2 - Last Updated on June 28, 2023

Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
WL.K12.IL.6.4
Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
WL.K12.IL.7.1
Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2
Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1
Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
WL.K12.IL.8.2
Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
WL.K12.IL.8.3
Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1
Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.NH.1.3
Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4
Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5
Demonstrate understanding of simple stories or narratives.

Unit 1: 5B. Theme/Topic: ¡Vamos a un Restaurante!/Let's go to a restaurant!

World Language - Spanish 2 - Last Updated on June 28, 2023

WL.K12.NH.1.6
Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.3
Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4
Identify key detailed information needed to fill out forms.
WL.K12.NH.3.5
Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6
Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7
Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8
Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.3
Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4
Present personal information about ones self and others.
WL.K12.NH.4.5
Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6
Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.5.3
Write a description of a familiar experience or event.

Unit 1: 5B. Theme/Topic: ¡Vamos a un Restaurante!/Let's go to a restaurant!

World Language - Spanish 2 - Last Updated on June 28, 2023

WL.K12.NH.5.4
Write short personal notes using a variety of media.
WL.K12.NH.5.5
Request information in writing to obtain something needed.
WL.K12.NH.5.6
Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
WL.K12.NH.5.7
Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
WL.K12.NH.6.3
Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
WL.K12.NH.6.4
Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.2
Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
WL.K12.NH.8.1
Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2
Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3
Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1
Use key target language vocabulary to communicate with others within and beyond the school setting.

Unit 1: 5B. Theme/Topic: ¡Vamos a un Restaurante!/Let's go to a restaurant!

World Language - Spanish 2 - Last Updated on June 28, 2023

WL.K12.NH.9.2

Use communication tools to establish a connection with a peer from a country where the target language is spoken.

LAFS.68.RH.1.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

LAFS.68.WHST.1.1

Write arguments focused on discipline-specific content. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.

LAFS.68.WHST.1.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style and objective tone. Provide a concluding statement or section that follows from and supports the information or explanation presented.

LAFS.7.SL.1.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Acknowledge new information expressed by others and, when warranted, modify their own views.

LAFS.7.SL.1.3

Delineate a speakers argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Unit 1: 5B. Theme/Topic: ¡Vamos a un Restaurante!/Let's go to a restaurant!

World Language - Spanish 2 - Last Updated on June 28, 2023

LAFS.7.SL.2.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Unit 2: 6A. En Mi Dormitorio/In my room

World Language - Spanish 2 - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

6A. En Mi Dormitorio/In my room

Bedroom items Electronic equipment Colors

Stem-changing verbs: poder and dormir

Cultura: Homes and home decor in Spanish speaking countries

Salvador Dalí

Unit 2: 6A. En Mi Dormitorio/In my room

World Language - Spanish 2 - Last Updated on June 28, 2023

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Vocabulary list, Interactive Textbook with Audio and video lessons, VideoCultura, GramActiva, Grammar Tutorials Online TextBook Online Flashcards

Grammar and exercises guided practice-workbook,

Brief introductory lesson given by me, video lessons from the book and YouTube, small group discussion, songs, Core workbook End-ofChapter Crossword Puzzle and Organizer

Activity:

Make your own room and describe them in Spanish

Luminaria

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Listen to and read descriptions of bedrooms

Talk and write about your room (imaginary)

Unit 2: 6A. En Mi Dormitorio/In my room

World Language - Spanish 2 - Last Updated on June 28, 2023

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Vocabulary quizzes Oral quizzes

Group Discussions Mini Projects

Unit Tests

ATTACHMENTS

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 Rubric_Tema_4_Writing_and_Speaking.png

 Rubric_Tema_1_continuación_Tema_2_Speaking_and_writing_.png

 Rubric_Examen_Cumulativo_and_Additional_Rubric_.png

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 Rubric_Tema_1_Writing_and_Speaking_for_Examen_del_capítulo.png

 Rubric_Tema_7_continuation_and_Tema_8_writing_and_speaking.png

STANDARDS

Unit 2: 6A. En Mi Dormitorio/In my room

World Language - Spanish 2 - Last Updated on June 28, 2023

Florida - Spanish Intermediate
WL.K12.IL.1.1
Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.
WL.K12.IL.1.2
Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
WL.K12.IL.2.1
Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
WL.K12.IL.2.2
Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3
Determine the meaning of a message and identify the authors purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4
Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1
Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2
Interact with others in everyday situations.
WL.K12.IL.3.3
Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4
Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5
Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.

Unit 2: 6A. En Mi Dormitorio/In my room

World Language - Spanish 2 - Last Updated on June 28, 2023

WL.K12.IL.4.1
Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2
Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3
Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4
Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.5.1
Write on familiar topics and experiences using main ideas and supporting details.
WL.K12.IL.5.2
Describe a familiar event or situation using a variety of sentences and with supporting details
WL.K12.IL.5.3
Express and support opinions on familiar topics using a series of sentences.
WL.K12.IL.5.4
Compare and contrast information, concepts, and ideas.
WL.K12.IL.6.1
Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand ones own and others ways of thinking.
WL.K12.IL.6.2
Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
WL.K12.IL.6.3
Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
WL.K12.IL.6.4

Unit 2: 6A. En Mi Dormitorio/In my room

World Language - Spanish 2 - Last Updated on June 28, 2023

Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
WL.K12.IL.7.1
Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2
Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1
Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
WL.K12.IL.8.2
Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
WL.K12.IL.8.3
Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1
Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.NH.1.3
Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4
Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5
Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6
Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.3

Unit 2: 6A. En Mi Dormitorio/In my room

World Language - Spanish 2 - Last Updated on June 28, 2023

Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4
Identify key detailed information needed to fill out forms.
WL.K12.NH.3.5
Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6
Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7
Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8
Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.3
Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4
Present personal information about ones self and others.
WL.K12.NH.4.5
Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6
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WL.K12.NH.5.3
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WL.K12.NH.5.4
Write short personal notes using a variety of media.
WL.K12.NH.5.5

Unit 2: 6A. En Mi Dormitorio/In my room

World Language - Spanish 2 - Last Updated on June 28, 2023

Request information in writing to obtain something needed.
WL.K12.NH.5.6
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WL.K12.NH.5.7
Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
WL.K12.NH.6.3
Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
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WL.K12.NH.8.3
Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1
Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2
Use communication tools to establish a connection with a peer from a country where the target language is spoken.

Unit 2: 6A. En Mi Dormitorio/In my room

World Language - Spanish 2 - Last Updated on June 28, 2023

LAFS.68.RH.1.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

LAFS.68.WHST.1.1

Write arguments focused on discipline-specific content. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.

LAFS.68.WHST.1.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style and objective tone. Provide a concluding statement or section that follows from and supports the information or explanation presented.

LAFS.7.SL.1.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Acknowledge new information expressed by others and, when warranted, modify their own views.

LAFS.7.SL.1.3

Delineate a speakers argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

LAFS.7.SL.2.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Unit 2: 6B. Theme/Topic: ¿Cómo es tu casa?/What is your house like?

World Language - Spanish 2 - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

6B. ¿Cómo es tu casa?/What is your house like?

House and apartments Rooms

Household chores Affirmative tú commands

Present Progressive Tense

Cultura: Chile

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Vocabulary list, Interactive Textbook with Audio and video lessons, VideoCultura, GramActiva, Grammar Tutorials Online TextBook Online Flashcards

Grammar and exercises guided practice-workbook,

Brief introductory lesson given by me, video lessons from the book and YouTube, small group discussion, songs, Core workbook End-ofChapter Crossword Puzzle and Organizer

Activity:

Make a flier selling a house or an apartment

La Arpillera: story of daily life in Chile

Unit 2: 6B. Theme/Topic: ¿Cómo es tu casa?/What is your house like?

World Language - Spanish 2 - Last Updated on June 28, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Listen to conversations about chores

Talk about household chores Describe a house or an apartment

Unit 2: 6B. Theme/Topic: ¿Cómo es tu casa?/What is your house like?

World Language - Spanish 2 - Last Updated on June 28, 2023

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Vocabulary quizzes Oral quizzes

Group Discussions Mini Projects

Unit Tests

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Unit 2: 6B. Theme/Topic: ¿Cómo es tu casa?/What is your house like?

World Language - Spanish 2 - Last Updated on June 28, 2023

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STANDARDS

Florida - Spanish Intermediate

WL.K12.IL.1.1

Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.

WL.K12.IL.1.2

Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.

WL.K12.IL.2.1

Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.

WL.K12.IL.2.2

Interpret written literary text in which the writer tells or asks about familiar topics.

WL.K12.IL.2.3

Determine the meaning of a message and identify the authors purpose through authentic written texts such as advertisements and public announcements.

WL.K12.IL.2.4

Demonstrate understanding of vocabulary used in context when following written directions.

WL.K12.IL.3.1

Initiate and engage in a conversation on familiar topics.

WL.K12.IL.3.2

Interact with others in everyday situations.

WL.K12.IL.3.3

Express and react to feelings and emotions in real life situations.

WL.K12.IL.3.4

Unit 2: 6B. Theme/Topic: ¿Cómo es tu casa?/What is your house like?

World Language - Spanish 2 - Last Updated on June 28, 2023

Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5
Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
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Present information on familiar topics using a series of sentences with sufficient details.
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Describe people, objects, and situations using a series of sequenced sentences.
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Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4
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WL.K12.IL.5.1
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WL.K12.IL.5.2
Describe a familiar event or situation using a variety of sentences and with supporting details
WL.K12.IL.5.3
Express and support opinions on familiar topics using a series of sentences.
WL.K12.IL.5.4
Compare and contrast information, concepts, and ideas.
WL.K12.IL.6.1
Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand ones own and others ways of thinking.
WL.K12.IL.6.2
Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
WL.K12.IL.6.3

Unit 2: 6B. Theme/Topic: ¿Cómo es tu casa?/What is your house like?

World Language - Spanish 2 - Last Updated on June 28, 2023

Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
WL.K12.IL.6.4
Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
WL.K12.IL.7.1
Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2
Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1
Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
WL.K12.IL.8.2
Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
WL.K12.IL.8.3
Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1
Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.NH.1.3
Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4
Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5
Demonstrate understanding of simple stories or narratives.

Unit 2: 6B. Theme/Topic: ¿Cómo es tu casa?/What is your house like?

World Language - Spanish 2 - Last Updated on June 28, 2023

WL.K12.NH.1.6
Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.3
Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4
Identify key detailed information needed to fill out forms.
WL.K12.NH.3.5
Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6
Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7
Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8
Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.3
Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4
Present personal information about ones self and others.
WL.K12.NH.4.5
Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6
Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.5.3
Write a description of a familiar experience or event.

Unit 2: 6B. Theme/Topic: ¿Cómo es tu casa?/What is your house like?

World Language - Spanish 2 - Last Updated on June 28, 2023

WL.K12.NH.5.4
Write short personal notes using a variety of media.
WL.K12.NH.5.5
Request information in writing to obtain something needed.
WL.K12.NH.5.6
Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
WL.K12.NH.5.7
Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
WL.K12.NH.6.3
Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
WL.K12.NH.6.4
Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.2
Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
WL.K12.NH.8.1
Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2
Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3
Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1
Use key target language vocabulary to communicate with others within and beyond the school setting.

Unit 2: 6B. Theme/Topic: ¿Cómo es tu casa?/What is your house like?

World Language - Spanish 2 - Last Updated on June 28, 2023

WL.K12.NH.9.2

Use communication tools to establish a connection with a peer from a country where the target language is spoken.

LAFS.68.RH.1.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

LAFS.68.WHST.1.1

Write arguments focused on discipline-specific content. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.

LAFS.68.WHST.1.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style and objective tone. Provide a concluding statement or section that follows from and supports the information or explanation presented.

LAFS.7.SL.1.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Acknowledge new information expressed by others and, when warranted, modify their own views.

LAFS.7.SL.1.3

Delineate a speakers argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Unit 2: 6B. Theme/Topic: ¿Cómo es tu casa?/What is your house like?

World Language - Spanish 2 - Last Updated on June 28, 2023

LAFS.7.SL.2.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Unit 3: 7A. Theme/Topic: ¿Cuánto Cuesta?/How much is it?

World Language - Spanish 2 - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

7A.¿Cuánto Cuesta?/How much is it?

First part of:

Shopping

Clothing

Prices and numbers Stem changing verbs:pensar Demonstrative adjectives

Cultura: Joan Miró

Bolivia, Costa Rica y Perú: currency

End-ofChapter Crossword Puzzle and Organizer

Activity: Painting like Joan Miró

Unit 3: 7A. Theme/Topic: ¿Cuánto Cuesta?/How much is it?

World Language - Spanish 2 - Last Updated on June 28, 2023

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Vocabulary list, Interactive Textbook with Audio and video lessons, VideoCultura, GramActiva, Grammar Tutorials Online TextBook Online Flashcards

Grammar and exercises guided practice-workbook,

Brief introductory lesson given by me, video lessons from the book and YouTube, small group discussion, songs, Core workbook

End-ofChapter Crossword Puzzle and Organizer

Activity: Painting like Joan Miró

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Listen to conversations and read about clothes and shopping

Talking and write about shopping plans and gifts

Unit 3: 7A. Theme/Topic: ¿Cuánto Cuesta?/How much is it?

World Language - Spanish 2 - Last Updated on June 28, 2023

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Vocabulary quizzes Oral quizzes

Group Discussions Mini Projects

Unit Tests

ATTACHMENTS

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 Rubric_Tema_1_Writing_and_Speaking_for_Examen_del_capítulo.png

 Rubric_Tema_3_Speaking_and_writing.png

 Rubric_Tema_7__8_y_9_Presentación_Escrita_y_oral.png

 Rubric_Tema_6_Writing_and_Speaking.png

 Rubric_Tema_7_continuation_and_Tema_8_writing_and_speaking.png

 Rubric_Tema_4__5_y_6_Presentación_Escrita.png

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Unit 3: 7A. Theme/Topic: ¿Cuánto Cuesta?/How much is it?

World Language - Spanish 2 - Last Updated on June 28, 2023

 Rubric_Temas_9_Presentación_Oral_y_Escrita_Tema_1__2_y_3.png

STANDARDS

Florida - Spanish Intermediate

WL.K12.IL.1.1

Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.

WL.K12.IL.1.2

Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.

WL.K12.IL.2.1

Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.

WL.K12.IL.2.2

Interpret written literary text in which the writer tells or asks about familiar topics.

WL.K12.IL.2.3

Determine the meaning of a message and identify the authors purpose through authentic written texts such as advertisements and public announcements.

WL.K12.IL.2.4

Demonstrate understanding of vocabulary used in context when following written directions.

WL.K12.IL.3.1

Initiate and engage in a conversation on familiar topics.

WL.K12.IL.3.2

Interact with others in everyday situations.

WL.K12.IL.3.3

Express and react to feelings and emotions in real life situations.

WL.K12.IL.3.4

Unit 3: 7A. Theme/Topic: ¿Cuánto Cuesta?/How much is it?

World Language - Spanish 2 - Last Updated on June 28, 2023

Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5
Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.4.1
Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2
Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3
Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4
Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.5.1
Write on familiar topics and experiences using main ideas and supporting details.
WL.K12.IL.5.2
Describe a familiar event or situation using a variety of sentences and with supporting details
WL.K12.IL.5.3
Express and support opinions on familiar topics using a series of sentences.
WL.K12.IL.5.4
Compare and contrast information, concepts, and ideas.
WL.K12.IL.6.1
Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand ones own and others ways of thinking.
WL.K12.IL.6.2
Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
WL.K12.IL.6.3

Unit 3: 7A. Theme/Topic: ¿Cuánto Cuesta?/How much is it?

World Language - Spanish 2 - Last Updated on June 28, 2023

Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
WL.K12.IL.6.4
Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
WL.K12.IL.7.1
Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2
Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1
Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
WL.K12.IL.8.2
Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
WL.K12.IL.8.3
Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1
Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.NH.1.3
Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4
Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5
Demonstrate understanding of simple stories or narratives.

Unit 3: 7A. Theme/Topic: ¿Cuánto Cuesta?/How much is it?

World Language - Spanish 2 - Last Updated on June 28, 2023

WL.K12.NH.1.6
Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.3
Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4
Identify key detailed information needed to fill out forms.
WL.K12.NH.3.5
Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6
Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7
Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8
Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.3
Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4
Present personal information about ones self and others.
WL.K12.NH.4.5
Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6
Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.5.3
Write a description of a familiar experience or event.

Unit 3: 7A. Theme/Topic: ¿Cuánto Cuesta?/How much is it?

World Language - Spanish 2 - Last Updated on June 28, 2023

WL.K12.NH.5.4
Write short personal notes using a variety of media.
WL.K12.NH.5.5
Request information in writing to obtain something needed.
WL.K12.NH.5.6
Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
WL.K12.NH.5.7
Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
WL.K12.NH.6.3
Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
WL.K12.NH.6.4
Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.2
Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
WL.K12.NH.8.1
Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2
Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3
Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1
Use key target language vocabulary to communicate with others within and beyond the school setting.

Unit 3: 7A. Theme/Topic: ¿Cuánto Cuesta?/How much is it?

World Language - Spanish 2 - Last Updated on June 28, 2023

WL.K12.NH.9.2

Use communication tools to establish a connection with a peer from a country where the target language is spoken.

LAFS.68.RH.1.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

LAFS.68.WHST.1.1

Write arguments focused on discipline-specific content. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.

LAFS.68.WHST.1.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style and objective tone. Provide a concluding statement or section that follows from and supports the information or explanation presented.

LAFS.7.SL.1.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Acknowledge new information expressed by others and, when warranted, modify their own views.

LAFS.7.SL.1.3

Delineate a speakers argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Unit 3: 7A. Theme/Topic: ¿Cuánto Cuesta?/How much is it?

World Language - Spanish 2 - Last Updated on June 28, 2023

LAFS.7.SL.2.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Unit 3: 7B. Theme/Topic: ¡Qué regalo!/What a gift!/What a Gift!

World Language - Spanish 2 - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

7B. ¡Qué regalo!/What a gift!

Store and online shopping Gifts and clothing accessories

Expressions to describe past tense

Preterite of -ar verbs, -car, -gar, and -zar

Direct Object Pronouns

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Vocabulary list, Interactive Textbook with Audio and video lessons, VideoCultura, GramActiva, Grammar Tutorials Online TextBook Online Flashcards

Grammar and exercises guided practice-workbook,

Brief introductory lesson given by me, video lessons from the book and YouTube, small group discussion, songs, Core workbook End-ofChapter Crossword Puzzle and Organizer

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Listen to and read descriptions of gifts and gift stores

Talk and write about items you bought

Information about prices and currencies

Unit 3: 7B. Theme/Topic: ¡Qué regalo!/What a gift!/What a Gift!

World Language - Spanish 2 - Last Updated on June 28, 2023

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Vocabulary quizzes Oral quizzes

Group Discussions Mini Projects

Unit Tests

ATTACHMENTS

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 Rubric_Tema_4_Writing_and_Speaking.png

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 Rubric_Tema_7_8_y_9_Presentación_Escrita_y_oral.png

 Rubric_Tema_7_continuation_and_Tema_8_writing_and_speaking.png

 Rubric_Tema_1_continuación_Tema_2_Speaking_and_writing.png

 Rubric_Tema_1_Writing_and_Speaking_for_Examen_del_capítulo.png

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 Rubric_Tema_9_continuation_Speaking_and_Exam.png

 Rubric_Tema_3_Speaking_and_writing.png

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Unit 3: 7B. Theme/Topic: ¡Qué regalo!/What a gift!/What a Gift!

World Language - Spanish 2 - Last Updated on June 28, 2023

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STANDARDS

Florida - Spanish Intermediate

WL.K12.IL.1.1

Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.

WL.K12.IL.1.2

Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.

WL.K12.IL.2.1

Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.

WL.K12.IL.2.2

Interpret written literary text in which the writer tells or asks about familiar topics.

WL.K12.IL.2.3

Determine the meaning of a message and identify the authors purpose through authentic written texts such as advertisements and public announcements.

WL.K12.IL.2.4

Demonstrate understanding of vocabulary used in context when following written directions.

WL.K12.IL.3.1

Initiate and engage in a conversation on familiar topics.

WL.K12.IL.3.2

Interact with others in everyday situations.

WL.K12.IL.3.3

Express and react to feelings and emotions in real life situations.

WL.K12.IL.3.4

Unit 3: 7B. Theme/Topic: ¡Qué regalo!/What a gift!/What a Gift!

World Language - Spanish 2 - Last Updated on June 28, 2023

Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5
Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.4.1
Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2
Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3
Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4
Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.5.1
Write on familiar topics and experiences using main ideas and supporting details.
WL.K12.IL.5.2
Describe a familiar event or situation using a variety of sentences and with supporting details
WL.K12.IL.5.3
Express and support opinions on familiar topics using a series of sentences.
WL.K12.IL.5.4
Compare and contrast information, concepts, and ideas.
WL.K12.IL.6.1
Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand ones own and others ways of thinking.
WL.K12.IL.6.2
Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
WL.K12.IL.6.3

Unit 3: 7B. Theme/Topic: ¡Qué regalo!/What a gift!/What a Gift!

World Language - Spanish 2 - Last Updated on June 28, 2023

Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
WL.K12.IL.6.4
Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
WL.K12.IL.7.1
Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2
Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1
Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
WL.K12.IL.8.2
Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
WL.K12.IL.8.3
Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1
Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.NH.1.3
Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4
Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5
Demonstrate understanding of simple stories or narratives.

Unit 3: 7B. Theme/Topic: ¡Qué regalo!/What a gift!/What a Gift!

World Language - Spanish 2 - Last Updated on June 28, 2023

WL.K12.NH.1.6
Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.3
Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4
Identify key detailed information needed to fill out forms.
WL.K12.NH.3.5
Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6
Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7
Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8
Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.3
Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4
Present personal information about ones self and others.
WL.K12.NH.4.5
Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6
Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.5.3
Write a description of a familiar experience or event.

Unit 3: 7B. Theme/Topic: ¡Qué regalo!/What a gift!/What a Gift!

World Language - Spanish 2 - Last Updated on June 28, 2023

WL.K12.NH.5.4
Write short personal notes using a variety of media.
WL.K12.NH.5.5
Request information in writing to obtain something needed.
WL.K12.NH.5.6
Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
WL.K12.NH.5.7
Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
WL.K12.NH.6.3
Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
WL.K12.NH.6.4
Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.2
Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
WL.K12.NH.8.1
Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2
Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3
Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1
Use key target language vocabulary to communicate with others within and beyond the school setting.

Unit 3: 7B. Theme/Topic: ¡Qué regalo!/What a gift!/What a Gift!

World Language - Spanish 2 - Last Updated on June 28, 2023

WL.K12.NH.9.2

Use communication tools to establish a connection with a peer from a country where the target language is spoken.

LAFS.68.RH.1.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

LAFS.68.WHST.1.1

Write arguments focused on discipline-specific content. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.

LAFS.68.WHST.1.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style and objective tone. Provide a concluding statement or section that follows from and supports the information or explanation presented.

LAFS.7.SL.1.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Acknowledge new information expressed by others and, when warranted, modify their own views.

LAFS.7.SL.1.3

Delineate a speakers argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Unit 3: 7B. Theme/Topic: ¡Qué regalo!/What a gift!/What a Gift!

World Language - Spanish 2 - Last Updated on June 28, 2023

LAFS.7.SL.2.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Unit 4: 8A.Theme/Topic: De vacaciones/On vacation

World Language - Spanish 2 - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

8A. De vacaciones/On vacation

Vacation and destination and activities

Modes of transportation

Attractions, parks and animals

Preterite of -er and -ir verbs, ir/to go

Personal “a”

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Vocabulary list, Interactive Textbook with Audio and video lessons, VideoCultura, GramActiva, Grammar Tutorials Online TextBook Online Flashcards

Grammar and exercises guided practice-workbook,

Brief introductory lesson given by me, video lessons from the book and YouTube, small group discussion, songs, Core workbook End-ofChapter Crossword Puzzle and Organizer

Activity:

Write, talk about and illustrate your trip or imaginary trip

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Listen to and read about description of trips and vacations

Talk and write about favorite and imaginary trips

Unit 4: 8A.Theme/Topic: De vacaciones/On vacation

World Language - Spanish 2 - Last Updated on June 28, 2023

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Vocabulary quizzes Oral quizzes

Group Discussions Mini Projects

Unit Tests

ATTACHMENTS

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 Rubric_Tema_4_Writing_and_Speaking.png

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Unit 4: 8A.Theme/Topic: De vacaciones/On vacation

World Language - Spanish 2 - Last Updated on June 28, 2023

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STANDARDS

Florida - Spanish Intermediate

WL.K12.IL.1.1

Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.

WL.K12.IL.1.2

Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.

WL.K12.IL.2.1

Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.

WL.K12.IL.2.2

Interpret written literary text in which the writer tells or asks about familiar topics.

WL.K12.IL.2.3

Determine the meaning of a message and identify the authors purpose through authentic written texts such as advertisements and public announcements.

WL.K12.IL.2.4

Demonstrate understanding of vocabulary used in context when following written directions.

WL.K12.IL.3.1

Initiate and engage in a conversation on familiar topics.

WL.K12.IL.3.2

Interact with others in everyday situations.

WL.K12.IL.3.3

Express and react to feelings and emotions in real life situations.

WL.K12.IL.3.4

Unit 4: 8A.Theme/Topic: De vacaciones/On vacation

World Language - Spanish 2 - Last Updated on June 28, 2023

Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5
Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.4.1
Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2
Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3
Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4
Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.5.1
Write on familiar topics and experiences using main ideas and supporting details.
WL.K12.IL.5.2
Describe a familiar event or situation using a variety of sentences and with supporting details
WL.K12.IL.5.3
Express and support opinions on familiar topics using a series of sentences.
WL.K12.IL.5.4
Compare and contrast information, concepts, and ideas.
WL.K12.IL.6.1
Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand ones own and others ways of thinking.
WL.K12.IL.6.2
Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
WL.K12.IL.6.3

Unit 4: 8A.Theme/Topic: De vacaciones/On vacation

World Language - Spanish 2 - Last Updated on June 28, 2023

Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
WL.K12.IL.6.4
Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
WL.K12.IL.7.1
Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2
Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1
Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
WL.K12.IL.8.2
Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
WL.K12.IL.8.3
Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1
Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.NH.1.3
Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4
Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5
Demonstrate understanding of simple stories or narratives.

Unit 4: 8A.Theme/Topic: De vacaciones/On vacation

World Language - Spanish 2 - Last Updated on June 28, 2023

WL.K12.NH.1.6
Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.3
Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4
Identify key detailed information needed to fill out forms.
WL.K12.NH.3.5
Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6
Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7
Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8
Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.3
Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4
Present personal information about ones self and others.
WL.K12.NH.4.5
Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6
Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.5.3
Write a description of a familiar experience or event.

Unit 4: 8A.Theme/Topic: De vacaciones/On vacation

World Language - Spanish 2 - Last Updated on June 28, 2023

WL.K12.NH.5.4
Write short personal notes using a variety of media.
WL.K12.NH.5.5
Request information in writing to obtain something needed.
WL.K12.NH.5.6
Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
WL.K12.NH.5.7
Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
WL.K12.NH.6.3
Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
WL.K12.NH.6.4
Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.2
Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
WL.K12.NH.8.1
Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2
Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3
Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1
Use key target language vocabulary to communicate with others within and beyond the school setting.

Unit 4: 8A.Theme/Topic: De vacaciones/On vacation

World Language - Spanish 2 - Last Updated on June 28, 2023

WL.K12.NH.9.2

Use communication tools to establish a connection with a peer from a country where the target language is spoken.

LAFS.68.RH.1.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

LAFS.68.WHST.1.1

Write arguments focused on discipline-specific content. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.

LAFS.68.WHST.1.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style and objective tone. Provide a concluding statement or section that follows from and supports the information or explanation presented.

LAFS.7.SL.1.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Acknowledge new information expressed by others and, when warranted, modify their own views.

LAFS.7.SL.1.3

Delineate a speakers argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Unit 4: 8A.Theme/Topic: De vacaciones/On vacation

World Language - Spanish 2 - Last Updated on June 28, 2023

LAFS.7.SL.2.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Unit 4: 8B. Theme/Topic Ayudando en la Comunidad/Helping in the Community

World Language - Spanish 2 - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

8B. Ayudando en la Comunidad/Helping in the Community

Recycling

Places in the community (continuation)

Volunteer work

Present tense of decir Indirect Object Pronouns The Preterite of hacer and dar

Cultura: Recycling in Spain

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Vocabulary list, Interactive Textbook with Audio and video lessons, VideoCultura, GramActiva, Grammar Tutorials Online TextBook Online Flashcards

Grammar and exercises guided practice-workbook,

Brief introductory lesson given by me, video lessons from the book and YouTube, small group discussion, songs, Core workbook End-ofChapter Crossword Puzzle and Organizer

Activity: Craft with recycling items

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Listen to and read about community service

Talk and write about volunteer activities and recycling

Information about volunteering

Unit 4: 8B. Theme/Topic Ayudando en la Comunidad/Helping in the Community

World Language - Spanish 2 - Last Updated on June 28, 2023

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Vocabulary quizzes Oral quizzes

Group Discussions Mini Projects

Unit Tests

ATTACHMENTS

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STANDARDS

Florida - Spanish Intermediate

WL.K12.IL.1.1

Use context cues to identify the main idea and essential details on familiar topics expressed in short

Unit 4: 8B. Theme/Topic Ayudando en la Comunidad/Helping in the Community

World Language - Spanish 2 - Last Updated on June 28, 2023

conversations, presentations, and messages.
WL.K12.IL.1.2
Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
WL.K12.IL.2.1
Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
WL.K12.IL.2.2
Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3
Determine the meaning of a message and identify the authors purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4
Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1
Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2
Interact with others in everyday situations.
WL.K12.IL.3.3
Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4
Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5
Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.4.1
Present information on familiar topics using a series of sentences with sufficient details.

Unit 4: 8B. Theme/Topic Ayudando en la Comunidad/Helping in the Community

World Language - Spanish 2 - Last Updated on June 28, 2023

WL.K12.IL.4.2
Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3
Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4
Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.5.1
Write on familiar topics and experiences using main ideas and supporting details.
WL.K12.IL.5.2
Describe a familiar event or situation using a variety of sentences and with supporting details
WL.K12.IL.5.3
Express and support opinions on familiar topics using a series of sentences.
WL.K12.IL.5.4
Compare and contrast information, concepts, and ideas.
WL.K12.IL.6.1
Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand ones own and others ways of thinking.
WL.K12.IL.6.2
Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
WL.K12.IL.6.3
Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
WL.K12.IL.6.4
Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
WL.K12.IL.7.1

Unit 4: 8B. Theme/Topic Ayudando en la Comunidad/Helping in the Community

World Language - Spanish 2 - Last Updated on June 28, 2023

Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2
Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1
Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
WL.K12.IL.8.2
Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
WL.K12.IL.8.3
Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1
Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.NH.1.3
Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4
Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5
Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6
Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.3
Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4

Unit 4: 8B. Theme/Topic Ayudando en la Comunidad/Helping in the Community

World Language - Spanish 2 - Last Updated on June 28, 2023

Identify key detailed information needed to fill out forms.
WL.K12.NH.3.5
Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6
Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7
Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8
Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.3
Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4
Present personal information about ones self and others.
WL.K12.NH.4.5
Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6
Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.5.3
Write a description of a familiar experience or event.
WL.K12.NH.5.4
Write short personal notes using a variety of media.
WL.K12.NH.5.5
Request information in writing to obtain something needed.
WL.K12.NH.5.6

Unit 4: 8B. Theme/Topic Ayudando en la Comunidad/Helping in the Community

World Language - Spanish 2 - Last Updated on June 28, 2023

Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
WL.K12.NH.5.7
Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
WL.K12.NH.6.3
Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
WL.K12.NH.6.4
Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.2
Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
WL.K12.NH.8.1
Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2
Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3
Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1
Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2
Use communication tools to establish a connection with a peer from a country where the target language is spoken.
LAFS.68.RH.1.2
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the

Unit 4: 8B. Theme/Topic Ayudando en la Comunidad/Helping in the Community

World Language - Spanish 2 - Last Updated on June 28, 2023

source distinct from prior knowledge or opinions.

LAFS.68.WHST.1.1

Write arguments focused on discipline-specific content. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.

LAFS.68.WHST.1.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style and objective tone. Provide a concluding statement or section that follows from and supports the information or explanation presented.

LAFS.7.SL.1.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Acknowledge new information expressed by others and, when warranted, modify their own views.

LAFS.7.SL.1.3

Delineate a speakers argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

LAFS.7.SL.2.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Unit 5: 9A. El Cine y la Televisión

World Language - Spanish 2 - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Television Programs in the Spanish speaking world

Movies

Words and expressions to give opinions

Acabar de + infinitive Gustar and similar verbs

Cultura: Spanish Speaking

movie awards, shows

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Vocabulary list, Interactive Textbook with Audio and video lessons, VideoCultura, GramActiva, Grammar Tutorials Online TextBook Online Flashcards

Grammar and exercises guided practice-workbook,

Brief introductory lesson given by me, video lessons from the book and YouTube, small group discussion, songs, Core workbook End-ofChapter Crossword Puzzle and Organizer

Activity: Watch authentic movie and television show from the spanish speaking world

Unit 5: 9A. El Cine y la Televisión

World Language - Spanish 2 - Last Updated on June 28, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Listen to and read different opinions about television

Talk and write about television programs and movies

Unit 5: 9A. El Cine y la Televisión

World Language - Spanish 2 - Last Updated on June 28, 2023

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Vocabulary quizzes Oral quizzes

Group Discussions Mini Projects

Unit Tests

ATTACHMENTS

 Rubric_Tema_9_continuation_Speaking_and_Exam.png

 Rubric_Tema_8_continuation_9_Writing_and_Speaking.png

 Rubric_Para_Empezar_Tema_1_y_Tema_2.png

 Rubric_Temas_9_Presentación_Oral_y_Escrita_Tema_1__2_y_3.png

 Rubric_Tema_7__8_y_9_Presentación_Escrita_y_oral.png

 Rubric_Tema_4_Writing_and_Speaking.png

 Rubric_Tema_1_continuación_Tema_2_Speaking_and_writing_.png

 Rubric_Tema_3_Speaking_and_writing.png

 Rubric_Additional_Rubric_to_edit.png

 Rubric_Tema_1_Writing_and_Speaking_for_Examen_del_capítulo.png

 Rubric_Tema_5_Writing_and_Speaking.png

 Rubric_Tema_4__5_y_6_Presentación_Escrita.png

 Rubric_Examen_Cumulativo_and_Additional_Rubric_.png

 Rubric_Tema_7_continuation_and_Tema_8_writing_and_speaking.png

 Rubric_Tema_6_Writing_and_Speaking.png

 Rubric_Temas_3__4__5__6__7_y_8.png

STANDARDS

Unit 5: 9A. El Cine y la Televisión

World Language - Spanish 2 - Last Updated on June 28, 2023

Florida - Spanish Intermediate
WL.K12.IL.1.1
Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.
WL.K12.IL.1.2
Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
WL.K12.IL.2.1
Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
WL.K12.IL.2.2
Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3
Determine the meaning of a message and identify the authors purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4
Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1
Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2
Interact with others in everyday situations.
WL.K12.IL.3.3
Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4
Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5
Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.

Unit 5: 9A. El Cine y la Televisión

World Language - Spanish 2 - Last Updated on June 28, 2023

WL.K12.IL.4.1
Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2
Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3
Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4
Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.5.1
Write on familiar topics and experiences using main ideas and supporting details.
WL.K12.IL.5.2
Describe a familiar event or situation using a variety of sentences and with supporting details
WL.K12.IL.5.3
Express and support opinions on familiar topics using a series of sentences.
WL.K12.IL.5.4
Compare and contrast information, concepts, and ideas.
WL.K12.IL.6.1
Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand ones own and others ways of thinking.
WL.K12.IL.6.2
Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
WL.K12.IL.6.3
Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
WL.K12.IL.6.4

Unit 5: 9A. El Cine y la Televisión

World Language - Spanish 2 - Last Updated on June 28, 2023

Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
WL.K12.IL.7.1
Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2
Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1
Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
WL.K12.IL.8.2
Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
WL.K12.IL.8.3
Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1
Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.NH.1.3
Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4
Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5
Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6
Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.3

Unit 5: 9A. El Cine y la Televisión

World Language - Spanish 2 - Last Updated on June 28, 2023

Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4
Identify key detailed information needed to fill out forms.
WL.K12.NH.3.5
Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6
Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7
Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8
Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.3
Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4
Present personal information about ones self and others.
WL.K12.NH.4.5
Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6
Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.5.3
Write a description of a familiar experience or event.
WL.K12.NH.5.4
Write short personal notes using a variety of media.
WL.K12.NH.5.5

Unit 5: 9A. El Cine y la Televisión

World Language - Spanish 2 - Last Updated on June 28, 2023

Request information in writing to obtain something needed.
WL.K12.NH.5.6
Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
WL.K12.NH.5.7
Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
WL.K12.NH.6.3
Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
WL.K12.NH.6.4
Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.2
Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
WL.K12.NH.8.1
Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2
Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3
Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1
Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2
Use communication tools to establish a connection with a peer from a country where the target language is spoken.

Unit 5: 9A. El Cine y la Televisión

World Language - Spanish 2 - Last Updated on June 28, 2023

LAFS.68.RH.1.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

LAFS.68.WHST.1.1

Write arguments focused on discipline-specific content. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.

LAFS.68.WHST.1.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style and objective tone. Provide a concluding statement or section that follows from and supports the information or explanation presented.

LAFS.7.SL.1.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Acknowledge new information expressed by others and, when warranted, modify their own views.

LAFS.7.SL.1.3

Delineate a speakers argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

LAFS.7.SL.2.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

World Language - Spanish 3

Vermilion Local School District

UNITS (9/9 SELECTED)

SUGGESTED DURATION

	Unit 1: 1A. Theme/Topic: ¿Qué Haces Después de Clases?/What do you do after school?	10 lessons
	Unit 1: 1B. Theme/Topic: ¿Qué haces después de Clases?	10 lessons
	Unit 2: 2A. Theme/Topic: ¿Cómo te preparas?/How do you get ready?	10 lessons
	Unit 2: 2B. Theme/Topic: ¿Qué ropa compraste?/What type of clothing did you buy?	10 lessons
	Unit 3: 3A. Theme/Topic: ¿Qué hiciste ayer?/ What did you do yesterday?	10 lessons
	Unit 3: 3B. Theme/Topic: ¿Cómo se va ...?/How do you go to...?	10 lessons
	Unit 4: 4B. Theme/Topic: Celebrando los Días Festivos/Celebrating Holidays	10 lessons
	Unit 4: 4A. Theme/Topic: Cuando éramos niños/When we were children	10 lessons
	Unit 5: 5A. Theme/Topic: Un Acto Heróico/An Heroic Act	10 lessons

Unit 1: 1A. Theme/Topic: ¿Qué Haces Después de Clases?/What do you do after school?

World Language - Spanish 3 - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Theme/Topic: BOOK 2:

1A. ¿Qué Haces Después de Clases?/What do you do after school?

After school activities (extracurricular activities)

Schools in Spain and in the USA

The verb “ir”/”to go”

Activities, sports, and dance in the USA and Latin America

Making comparisons

The verbs “saber” and “conocer”

Hace + time expression (how long something has been going on)

Cultural Perspective:

Dance

Schools in Spain vs. schools in the USA

Unit 1: 1A. Theme/Topic: ¿Qué Haces Después de Clases?/What do you do after school?

World Language - Spanish 3 - Last Updated on June 28, 2023

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Enroll and test the technology tools that are going to be used to learn the language (Schoology, Clever-ETEXT, Google Classroom)

Quick review of Spanish 2 lessons with videos, notes and quick practices

Vocabulary list, Interactive Textbook with Audio and video lessons, VideoCultura, GramActiva, Grammar Tutorials Online TextBook Online Flashcards

Grammar and exercises guided practice-workbook,

Brief introductory lesson given by me, video lessons from the book and YouTube, small group discussion, songs, Core workbook End-ofChapter Crossword Puzzle and Organizer

Activities: How to dance Salsa and Merengue

*Field Trip: Hispanic-Flamenco Ballet

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Listen and read about student's after-schools activities

Understand the difference between schools in the United States and Spain

Compare extracurricular activities, sports, and dance in the United States and Latin America

Express where you and others go and what you do there

Unit 1: 1A. Theme/Topic: ¿Qué Haces Después de Clases?/What do you do after school?

World Language - Spanish 3 - Last Updated on June 28, 2023

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Vocabulary quizzes Oral quizzes
Group Discussions Mini Projects

Unit Tests

ATTACHMENTS



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STANDARDS

Florida - Spanish Intermediate

WL.K12.IL.1.1

Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.

WL.K12.IL.1.2

Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.

WL.K12.IL.2.1

Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.

WL.K12.IL.2.2

Interpret written literary text in which the writer tells or asks about familiar topics.

WL.K12.IL.2.3

Determine the meaning of a message and identify the authors purpose through authentic written texts such as advertisements and public announcements.

WL.K12.IL.2.4

Demonstrate understanding of vocabulary used in context when following written directions.

Unit 1: 1A. Theme/Topic: ¿Qué Haces Después de Clases?/What do you do after school?

World Language - Spanish 3 - Last Updated on June 28, 2023

WL.K12.IL.3.1
Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2
Interact with others in everyday situations.
WL.K12.IL.3.3
Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4
Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5
Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.4.1
Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2
Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3
Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4
Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.5.1
Write on familiar topics and experiences using main ideas and supporting details.
WL.K12.IL.5.2
Describe a familiar event or situation using a variety of sentences and with supporting details
WL.K12.IL.5.3
Express and support opinions on familiar topics using a series of sentences.

Unit 1: 1A. Theme/Topic: ¿Qué Haces Después de Clases?/What do you do after school?

World Language - Spanish 3 - Last Updated on June 28, 2023

WL.K12.IL.5.4
Compare and contrast information, concepts, and ideas.
WL.K12.IL.6.1
Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand ones own and others ways of thinking.
WL.K12.IL.6.2
Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
WL.K12.IL.6.3
Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
WL.K12.IL.6.4
Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
WL.K12.IL.7.1
Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2
Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1
Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
WL.K12.IL.8.2
Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
WL.K12.IL.8.3
Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.

Unit 1: 1A. Theme/Topic: ¿Qué Haces Después de Clases?/What do you do after school?

World Language - Spanish 3 - Last Updated on June 28, 2023

WL.K12.IL.9.1
Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.NH.1.3
Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4
Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5
Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6
Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.3
Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4
Identify key detailed information needed to fill out forms.
WL.K12.NH.3.5
Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6
Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7
Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8
Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.3
Describe familiar experiences or events using both general and specific language.

Unit 1: 1A. Theme/Topic: ¿Qué Haces Después de Clases?/What do you do after school?

World Language - Spanish 3 - Last Updated on June 28, 2023

WL.K12.NH.4.4
Present personal information about ones self and others.
WL.K12.NH.4.5
Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6
Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.5.3
Write a description of a familiar experience or event.
WL.K12.NH.5.4
Write short personal notes using a variety of media.
WL.K12.NH.5.5
Request information in writing to obtain something needed.
WL.K12.NH.5.6
Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
WL.K12.NH.5.7
Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
WL.K12.NH.6.3
Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
WL.K12.NH.6.4
Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.2
Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
WL.K12.NH.8.1

Unit 1: 1A. Theme/Topic: ¿Qué Haces Después de Clases?/What do you do after school?

World Language - Spanish 3 - Last Updated on June 28, 2023

Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.

WL.K12.NH.8.2

Compare basic sound patterns and grammatical structures between the target language and own language.

WL.K12.NH.8.3

Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)

WL.K12.NH.9.1

Use key target language vocabulary to communicate with others within and beyond the school setting.

WL.K12.NH.9.2

Use communication tools to establish a connection with a peer from a country where the target language is spoken.

LAFS.68.RH.1.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

LAFS.68.WHST.1.1

Write arguments focused on discipline-specific content. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.

LAFS.68.WHST.1.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style and objective tone. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Unit 1: 1A. Theme/Topic: ¿Qué Haces Después de Clases?/What do you do after school?

World Language - Spanish 3 - Last Updated on June 28, 2023

LAFS.7.SL.1.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Acknowledge new information expressed by others and, when warranted, modify their own views.

LAFS.7.SL.1.3

Delineate a speakers argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

LAFS.7.SL.2.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Unit 1: 1B.Theme/Topic: ¿Qué haces después de Clases?

World Language - Spanish 3 - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

1B. ¿Qué haces después de Clases?

Extracurricular activities Sports

Music and Drama Making Comparisons The verb “saber and conocer”

Cultura: Schools in the USA and Spain

Dance schools in the Spanish speaking world

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Vocabulary list, Interactive Textbook with Audio and video lessons, VideoCultura, GramActiva, Grammar Tutorials Online TextBook Online Flashcards

Grammar and exercises guided practice-workbook,

Brief introductory lesson given by me, video lessons from the book and YouTube, small group discussion, songs, Core workbook End-ofChapter Crossword Puzzle and Organizer

Activity: Dance

Unit 1: 1B.Theme/Topic: ¿Qué haces después de Clases?

World Language - Spanish 3 - Last Updated on June 28, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Listen and read about student’s after school activities

Talk and write about your extracurricular activities

What do you do after school?

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Vocabulary quizzes Oral quizzes

Group Discussions Mini Projects

Unit Tests

ATTACHMENTS

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STANDARDS

Florida - Spanish Intermediate
WL.K12.IL.1.1
Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.
WL.K12.IL.1.2
Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
WL.K12.IL.2.1
Use context clues and background knowledge to demonstrate understanding of the main idea and essential

Unit 1: 1B.Theme/Topic: ¿Qué haces después de Clases?

World Language - Spanish 3 - Last Updated on June 28, 2023

details in texts that contain familiar themes.
WL.K12.IL.2.2
Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3
Determine the meaning of a message and identify the authors purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4
Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1
Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2
Interact with others in everyday situations.
WL.K12.IL.3.3
Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4
Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5
Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.4.1
Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2
Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3
Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4

Unit 1: 1B.Theme/Topic: ¿Qué haces después de Clases?

World Language - Spanish 3 - Last Updated on June 28, 2023

Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.5.1
Write on familiar topics and experiences using main ideas and supporting details.
WL.K12.IL.5.2
Describe a familiar event or situation using a variety of sentences and with supporting details
WL.K12.IL.5.3
Express and support opinions on familiar topics using a series of sentences.
WL.K12.IL.5.4
Compare and contrast information, concepts, and ideas.
WL.K12.IL.6.1
Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand ones own and others ways of thinking.
WL.K12.IL.6.2
Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
WL.K12.IL.6.3
Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
WL.K12.IL.6.4
Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
WL.K12.IL.7.1
Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2
Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1

Unit 1: 1B.Theme/Topic: ¿Qué haces después de Clases?

World Language - Spanish 3 - Last Updated on June 28, 2023

Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
WL.K12.IL.8.2
Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
WL.K12.IL.8.3
Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1
Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.NH.1.3
Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4
Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5
Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6
Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.3
Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4
Identify key detailed information needed to fill out forms.
WL.K12.NH.3.5
Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6
Use basic language skills supported by body language and gestures to express agreement and disagreement.

Unit 1: 1B.Theme/Topic: ¿Qué haces después de Clases?

World Language - Spanish 3 - Last Updated on June 28, 2023

WL.K12.NH.3.7
Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8
Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.3
Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4
Present personal information about ones self and others.
WL.K12.NH.4.5
Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6
Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.5.3
Write a description of a familiar experience or event.
WL.K12.NH.5.4
Write short personal notes using a variety of media.
WL.K12.NH.5.5
Request information in writing to obtain something needed.
WL.K12.NH.5.6
Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
WL.K12.NH.5.7
Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
WL.K12.NH.6.3
Recognize different contributions from countries where the target language is spoken and how these contributions

Unit 1: 1B.Theme/Topic: ¿Qué haces después de Clases?

World Language - Spanish 3 - Last Updated on June 28, 2023

impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
WL.K12.NH.6.4
Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.2
Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
WL.K12.NH.8.1
Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2
Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3
Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1
Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2
Use communication tools to establish a connection with a peer from a country where the target language is spoken.
LAFS.68.RH.1.2
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LAFS.68.WHST.1.1
Write arguments focused on discipline-specific content. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.

Unit 1: 1B.Theme/Topic: ¿Qué haces después de Clases?

World Language - Spanish 3 - Last Updated on June 28, 2023

LAFS.68.WHST.1.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style and objective tone. Provide a concluding statement or section that follows from and supports the information or explanation presented.

LAFS.7.SL.1.3

Delineate a speakers argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

LAFS.7.SL.2.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Unit 2: 2A. Theme/Topic: ¿Cómo te preparas?/How do you get ready?

World Language - Spanish 3 - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

2A. ¿Cómo te preparas?/How do you get ready

Daily routines Reflexive verbs

Ser and Estar Possessive Adjectives

Cultura: special celebrations in the spanish speaking world

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Vocabulary list, Interactive Textbook with Audio and video lessons, VideoCultura, GramActiva, Grammar Tutorials Online TextBook Online Flashcards

Grammar and exercises guided practice-workbook,

Brief introductory lesson given by me, video lessons from the book and YouTube, small group discussion, songs, Core workbook End-ofChapter Crossword Puzzle and Organizer

Activy: Quinceañera Poster: Daily routines

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Listen to and read about daily routines

Talk and write about your daily routines

Unit 2: 2A. Theme/Topic: ¿Cómo te preparas?/How do you get ready?

World Language - Spanish 3 - Last Updated on June 28, 2023

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Vocabulary quizzes Oral quizzes
Group Discussions Mini Projects

Unit Tests

ATTACHMENTS

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STANDARDS

Florida - Spanish Intermediate
WL.K12.IL.1.1
Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.
WL.K12.IL.1.2
Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
WL.K12.IL.2.1
Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
WL.K12.IL.2.2
Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3
Determine the meaning of a message and identify the authors purpose through authentic written texts such as advertisements and public announcements.

Unit 2: 2A. Theme/Topic: ¿Cómo te preparas?/How do you get ready?

World Language - Spanish 3 - Last Updated on June 28, 2023

WL.K12.IL.2.4
Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1
Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2
Interact with others in everyday situations.
WL.K12.IL.3.3
Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4
Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5
Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.4.1
Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2
Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3
Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4
Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.5.1
Write on familiar topics and experiences using main ideas and supporting details.
WL.K12.IL.5.2
Describe a familiar event or situation using a variety of sentences and with supporting details

Unit 2: 2A. Theme/Topic: ¿Cómo te preparas?/How do you get ready?

World Language - Spanish 3 - Last Updated on June 28, 2023

WL.K12.IL.5.3
Express and support opinions on familiar topics using a series of sentences.
WL.K12.IL.5.4
Compare and contrast information, concepts, and ideas.
WL.K12.IL.6.1
Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand ones own and others ways of thinking.
WL.K12.IL.6.2
Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
WL.K12.IL.6.3
Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
WL.K12.IL.6.4
Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
WL.K12.IL.7.1
Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2
Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1
Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
WL.K12.IL.8.2
Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
WL.K12.IL.8.3

Unit 2: 2A. Theme/Topic: ¿Cómo te preparas?/How do you get ready?

World Language - Spanish 3 - Last Updated on June 28, 2023

Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1
Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.NH.1.3
Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4
Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5
Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6
Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.3
Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4
Identify key detailed information needed to fill out forms.
WL.K12.NH.3.5
Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6
Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7
Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8
Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.3

Unit 2: 2A. Theme/Topic: ¿Cómo te preparas?/How do you get ready?

World Language - Spanish 3 - Last Updated on June 28, 2023

Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4
Present personal information about ones self and others.
WL.K12.NH.4.5
Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6
Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.5.3
Write a description of a familiar experience or event.
WL.K12.NH.5.4
Write short personal notes using a variety of media.
WL.K12.NH.5.5
Request information in writing to obtain something needed.
WL.K12.NH.5.6
Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
WL.K12.NH.5.7
Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
WL.K12.NH.6.3
Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
WL.K12.NH.6.4
Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.2
Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.

Unit 2: 2A. Theme/Topic: ¿Cómo te preparas?/How do you get ready?

World Language - Spanish 3 - Last Updated on June 28, 2023

WL.K12.NH.8.1
Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2
Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3
Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1
Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2
Use communication tools to establish a connection with a peer from a country where the target language is spoken.
LAFS.68.RH.1.2
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LAFS.68.WHST.1.1
Write arguments focused on discipline-specific content. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.68.WHST.1.2
Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style and objective tone. Provide a concluding statement or section that follows from and supports the

Unit 2: 2A. Theme/Topic: ¿Cómo te preparas?/How do you get ready?

World Language - Spanish 3 - Last Updated on June 28, 2023

information or explanation presented.

LAFS.7.SL.1.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Acknowledge new information expressed by others and, when warranted, modify their own views.

LAFS.7.SL.1.3

Delineate a speakers argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

LAFS.7.SL.2.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Unit 2: 2B. Theme/Topic: ¿Qué ropa compraste?/What type of clothing did you buy?

World Language - Spanish 3 - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Shopping

Clothing

Preterite of regular verbs Demonstrative Adjectives Using adjectives as nouns

Cultura: Moda. Carolina Herrera

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Vocabulary list, Interactive Textbook with Audio and video lessons, VideoCultura, GramActiva, Grammar Tutorials Online TextBook Online Flashcards

Grammar and exercises guided practice-workbook,

Brief introductory lesson given by me, video lessons from the book and YouTube, small group discussion, songs, Core workbook End-ofChapter Crossword Puzzle and Organizer

Activity: Fashion Show

Unit 2: 2B. Theme/Topic: ¿Qué ropa compraste?/What type of clothing did you buy?

World Language - Spanish 3 - Last Updated on June 28, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Talk and write about shopping trips

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Group Discussions Mini Projects

Unit Tests

STANDARDS

Florida - Spanish Intermediate
WL.K12.IL.1.1
Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.
WL.K12.IL.1.2
Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
WL.K12.IL.2.1
Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
WL.K12.IL.2.2
Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3
Determine the meaning of a message and identify the authors purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4

Unit 2: 2B. Theme/Topic: ¿Qué ropa compraste?/What type of clothing did you buy?

World Language - Spanish 3 - Last Updated on June 28, 2023

Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1
Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2
Interact with others in everyday situations.
WL.K12.IL.3.3
Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4
Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5
Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.4.1
Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2
Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3
Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4
Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.5.1
Write on familiar topics and experiences using main ideas and supporting details.
WL.K12.IL.5.2
Describe a familiar event or situation using a variety of sentences and with supporting details
WL.K12.IL.5.3

Unit 2: 2B. Theme/Topic: ¿Qué ropa compraste?/What type of clothing did you buy?

World Language - Spanish 3 - Last Updated on June 28, 2023

Express and support opinions on familiar topics using a series of sentences.
WL.K12.IL.5.4
Compare and contrast information, concepts, and ideas.
WL.K12.IL.6.1
Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand ones own and others ways of thinking.
WL.K12.IL.6.2
Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
WL.K12.IL.6.3
Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
WL.K12.IL.6.4
Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
WL.K12.IL.7.1
Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2
Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1
Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
WL.K12.IL.8.2
Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
WL.K12.IL.8.3
Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or

Unit 2: 2B. Theme/Topic: ¿Qué ropa compraste?/What type of clothing did you buy?

World Language - Spanish 3 - Last Updated on June 28, 2023

literature.
WL.K12.IL.9.1
Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.NH.1.3
Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4
Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5
Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6
Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.3
Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4
Identify key detailed information needed to fill out forms.
WL.K12.NH.3.5
Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6
Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7
Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8
Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.3

Unit 2: 2B. Theme/Topic: ¿Qué ropa compraste?/What type of clothing did you buy?

World Language - Spanish 3 - Last Updated on June 28, 2023

Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4
Present personal information about ones self and others.
WL.K12.NH.4.5
Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6
Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.5.3
Write a description of a familiar experience or event.
WL.K12.NH.5.4
Write short personal notes using a variety of media.
WL.K12.NH.5.5
Request information in writing to obtain something needed.
WL.K12.NH.5.6
Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
WL.K12.NH.5.7
Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
WL.K12.NH.6.3
Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
WL.K12.NH.6.4
Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.2
Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.

Unit 2: 2B. Theme/Topic: ¿Qué ropa compraste?/What type of clothing did you buy?

World Language - Spanish 3 - Last Updated on June 28, 2023

WL.K12.NH.8.1
Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2
Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3
Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1
Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2
Use communication tools to establish a connection with a peer from a country where the target language is spoken.
LAFS.68.RH.1.2
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LAFS.68.WHST.1.1
Write arguments focused on discipline-specific content. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.68.WHST.1.2
Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style and objective tone. Provide a concluding statement or section that follows from and supports the

Unit 2: 2B. Theme/Topic: ¿Qué ropa compraste?/What type of clothing did you buy?

World Language - Spanish 3 - Last Updated on June 28, 2023

information or explanation presented.

LAFS.7.SL.1.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Acknowledge new information expressed by others and, when warranted, modify their own views.

LAFS.7.SL.1.3

Delineate a speakers argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

LAFS.7.SL.2.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Unit 3: 3A. Theme/Topic: ¿Qué hiciste ayer?/ What did you do yesterday?

World Language - Spanish 3 - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

3A. ¿Qué hiciste ayer?/ What did you do yesterday?

Running errands around town

Where people go and what they buy

Direct Object Pronouns Irregular preterite: ser and ir, hacer, tener, estar and poder

Cultura: El Mercado Libre in Latin America and Spain

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Vocabulary list, Interactive Textbook with Audio and video lessons, VideoCultura, GramActiva, Grammar Tutorials Online TextBook Online Flashcards

Grammar and exercises guided practice-workbook,

Brief introductory lesson given by me, video lessons from the book and YouTube, small group discussion, songs, Core workbook End-ofChapter Crossword Puzzle and Organizer

Activity: song about the past Poster about places you went

Unit 3: 3A. Theme/Topic: ¿Qué hiciste ayer?/ What did you do yesterday?

World Language - Spanish 3 - Last Updated on June 28, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Listen and read about where people went

What you bought in the past

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Vocabulary quizzes Oral quizzes
Group Discussions Mini Projects

Unit Tests

ATTACHMENTS

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STANDARDS

Florida - Spanish Intermediate
WL.K12.IL.1.1
Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.
WL.K12.IL.1.2
Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.

Unit 3: 3A. Theme/Topic: ¿Qué hiciste ayer?/ What did you do yesterday?

World Language - Spanish 3 - Last Updated on June 28, 2023

WL.K12.IL.2.1
Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
WL.K12.IL.2.2
Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3
Determine the meaning of a message and identify the authors purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4
Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1
Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2
Interact with others in everyday situations.
WL.K12.IL.3.3
Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4
Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5
Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.4.1
Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2
Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3

Unit 3: 3A. Theme/Topic: ¿Qué hiciste ayer?/ What did you do yesterday?

World Language - Spanish 3 - Last Updated on June 28, 2023

Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4
Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.5.1
Write on familiar topics and experiences using main ideas and supporting details.
WL.K12.IL.5.2
Describe a familiar event or situation using a variety of sentences and with supporting details
WL.K12.IL.5.3
Express and support opinions on familiar topics using a series of sentences.
WL.K12.IL.5.4
Compare and contrast information, concepts, and ideas.
WL.K12.IL.6.1
Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand ones own and others ways of thinking.
WL.K12.IL.6.2
Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
WL.K12.IL.6.3
Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
WL.K12.IL.6.4
Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
WL.K12.IL.7.1
Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2
Access new information on historic and/or contemporary influences that underlie selected cultural practices from

Unit 3: 3A. Theme/Topic: ¿Qué hiciste ayer?/ What did you do yesterday?

World Language - Spanish 3 - Last Updated on June 28, 2023

the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1
Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
WL.K12.IL.8.2
Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
WL.K12.IL.8.3
Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1
Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.NH.1.3
Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4
Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5
Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6
Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.3
Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4
Identify key detailed information needed to fill out forms.
WL.K12.NH.3.5
Exchange information about meeting someone including where to go, how to get there, and what to do and why.

Unit 3: 3A. Theme/Topic: ¿Qué hiciste ayer?/ What did you do yesterday?

World Language - Spanish 3 - Last Updated on June 28, 2023

WL.K12.NH.3.6
Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7
Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8
Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.3
Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4
Present personal information about ones self and others.
WL.K12.NH.4.5
Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6
Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.5.3
Write a description of a familiar experience or event.
WL.K12.NH.5.4
Write short personal notes using a variety of media.
WL.K12.NH.5.5
Request information in writing to obtain something needed.
WL.K12.NH.5.6
Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
WL.K12.NH.5.7
Pre-write by generating ideas from multiple sources based upon teacher- directed topics.

Unit 3: 3A. Theme/Topic: ¿Qué hiciste ayer?/ What did you do yesterday?

World Language - Spanish 3 - Last Updated on June 28, 2023

WL.K12.NH.6.3
Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
WL.K12.NH.6.4
Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.2
Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
WL.K12.NH.8.1
Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2
Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3
Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1
Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2
Use communication tools to establish a connection with a peer from a country where the target language is spoken.
LAFS.68.RH.1.2
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LAFS.68.WHST.1.1
Write arguments focused on discipline-specific content. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an

Unit 3: 3A. Theme/Topic: ¿Qué hiciste ayer?/ What did you do yesterday?

World Language - Spanish 3 - Last Updated on June 28, 2023

understanding of the topic or text, using credible sources. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.

LAFS.68.WHST.1.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style and objective tone. Provide a concluding statement or section that follows from and supports the information or explanation presented.

LAFS.7.SL.1.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Acknowledge new information expressed by others and, when warranted, modify their own views.

LAFS.7.SL.1.3

Delineate a speakers argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

LAFS.7.SL.2.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Unit 3: 3B. Theme/Topic: ¿Cómo se va ...?/How do you go to...?

World Language - Spanish 3 - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Asking and giving directions Direct Object Pronouns Irregular “tú” commands

Present Progressive: irregular forms

Culture: Diego Rivera

Driving

Giving and receiving driving advice

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Vocabulary list, Interactive Textbook with Audio and video lessons, VideoCultura, GramActiva, Grammar Tutorials Online TextBook Online Flashcards

Grammar and exercises guided practice-workbook,

Brief introductory lesson given by me, video lessons from the book and YouTube, small group discussion, songs, Core workbook End-ofChapter Crossword Puzzle and Organizer

Activity: Painting like Diego Rivera

Sketching places near you and give directions

Unit 3: 3B. Theme/Topic: ¿Cómo se va ...?/How do you go to...?

World Language - Spanish 3 - Last Updated on June 28, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Listen and read about driving license

Talk about giving directions How to get places near your school

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Vocabulary quizzes Oral quizzes

Group Discussions Mini Projects

Unit Tests

ATTACHMENTS



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STANDARDS

Florida - Spanish Intermediate

WL.K12.IL.1.1

Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.

WL.K12.IL.1.2

Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.

WL.K12.IL.2.1

Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.

Unit 3: 3B. Theme/Topic: ¿Cómo se va ...?/How do you go to...?

World Language - Spanish 3 - Last Updated on June 28, 2023

WL.K12.IL.2.2
Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3
Determine the meaning of a message and identify the authors purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4
Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1
Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2
Interact with others in everyday situations.
WL.K12.IL.3.3
Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4
Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5
Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.4.1
Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2
Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3
Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4
Provide a logical sequence of instructions on how to make something or complete a task.

Unit 3: 3B. Theme/Topic: ¿Cómo se va ...?/How do you go to...?

World Language - Spanish 3 - Last Updated on June 28, 2023

WL.K12.IL.5.1
Write on familiar topics and experiences using main ideas and supporting details.
WL.K12.IL.5.2
Describe a familiar event or situation using a variety of sentences and with supporting details
WL.K12.IL.5.3
Express and support opinions on familiar topics using a series of sentences.
WL.K12.IL.5.4
Compare and contrast information, concepts, and ideas.
WL.K12.IL.6.1
Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand ones own and others ways of thinking.
WL.K12.IL.6.2
Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
WL.K12.IL.6.3
Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
WL.K12.IL.6.4
Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
WL.K12.IL.7.1
Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2
Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1
Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.

Unit 3: 3B. Theme/Topic: ¿Cómo se va ...?/How do you go to...?

World Language - Spanish 3 - Last Updated on June 28, 2023

WL.K12.IL.8.2
Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
WL.K12.IL.8.3
Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1
Use the target language to participate in different activities for personal enjoyment and enrichment.
WL.K12.NH.1.3
Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4
Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5
Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6
Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.3
Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4
Identify key detailed information needed to fill out forms.
WL.K12.NH.3.5
Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6
Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7

Unit 3: 3B. Theme/Topic: ¿Cómo se va ...?/How do you go to...?

World Language - Spanish 3 - Last Updated on June 28, 2023

Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8
Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.3
Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4
Present personal information about ones self and others.
WL.K12.NH.4.5
Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6
Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.5.3
Write a description of a familiar experience or event.
WL.K12.NH.5.4
Write short personal notes using a variety of media.
WL.K12.NH.5.5
Request information in writing to obtain something needed.
WL.K12.NH.5.6
Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
WL.K12.NH.5.7
Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
WL.K12.NH.6.3
Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)

Unit 3: 3B. Theme/Topic: ¿Cómo se va ...?/How do you go to...?

World Language - Spanish 3 - Last Updated on June 28, 2023

WL.K12.NH.6.4
Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.2
Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
WL.K12.NH.8.1
Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2
Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3
Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1
Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2
Use communication tools to establish a connection with a peer from a country where the target language is spoken.
LAFS.68.RH.1.2
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LAFS.68.WHST.1.1
Write arguments focused on discipline-specific content. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.68.WHST.1.2

Unit 3: 3B. Theme/Topic: ¿Cómo se va ...?/How do you go to...?

World Language - Spanish 3 - Last Updated on June 28, 2023

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style and objective tone. Provide a concluding statement or section that follows from and supports the information or explanation presented.

LAFS.7.SL.1.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Acknowledge new information expressed by others and, when warranted, modify their own views.

LAFS.7.SL.1.3

Delineate a speakers argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

LAFS.7.SL.2.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Unit 4: 4B. Theme/Topic: Celebrando los Días Festivos/Celebrating Holidays

World Language - Spanish 3 - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Holiday celebrations Preterite and Imperfect: describing a situation Reciprocal verbs

Cultura

Carnaval celebrations How some Hispanic families celebrate special days and Holidays

Compare holidays and celebrations in Mexico and the U.S.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Textbook with Audio and video lessons, VideoCultura, GramActiva, Grammar Tutorials Online TextBook Online
Flashcards

Grammar and exercises guided practice-workbook,

Brief introductory lesson given by me, video lessons from the book and YouTube, small group discussion,
songs, Core workbook End-ofChapter Crossword Puzzle and Organizer

Activities: Making Costumes for El Carnaval

Decoraciones para días festivos. Decorations

Tamalada

Las Fallas: papel maché

Unit 4: 4B. Theme/Topic: Celebrando los Días Festivos/Celebrating Holidays

World Language - Spanish 3 - Last Updated on June 28, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Listen and read about family celebrations (continuation from Book 1, new vocabulary and topics)

Talk and write about how your family used to celebrate holidays and your best birthday

Where, with whom, and how you used to celebrate holidays as a child

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Oral quizzes Group Discussions Mini Projects

Unit Tests

ATTACHMENTS



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STANDARDS

Florida - Spanish Intermediate
WL.K12.IL.1.1
Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.
WL.K12.IL.1.2
Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
WL.K12.IL.2.1
Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
WL.K12.IL.2.2

Unit 4: 4B. Theme/Topic: Celebrando los Días Festivos/Celebrating Holidays

World Language - Spanish 3 - Last Updated on June 28, 2023

Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3
Determine the meaning of a message and identify the authors purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4
Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1
Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2
Interact with others in everyday situations.
WL.K12.IL.3.3
Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4
Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5
Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.4.1
Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2
Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3
Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4
Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.5.1

Unit 4: 4B. Theme/Topic: Celebrando los Días Festivos/Celebrating Holidays

World Language - Spanish 3 - Last Updated on June 28, 2023

Write on familiar topics and experiences using main ideas and supporting details.
WL.K12.IL.5.2
Describe a familiar event or situation using a variety of sentences and with supporting details
WL.K12.IL.5.3
Express and support opinions on familiar topics using a series of sentences.
WL.K12.IL.5.4
Compare and contrast information, concepts, and ideas.
WL.K12.IL.6.1
Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand ones own and others ways of thinking.
WL.K12.IL.6.2
Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
WL.K12.IL.6.3
Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
WL.K12.IL.6.4
Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
WL.K12.IL.7.1
Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2
Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1
Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
WL.K12.IL.8.2

Unit 4: 4B. Theme/Topic: Celebrando los Días Festivos/Celebrating Holidays

World Language - Spanish 3 - Last Updated on June 28, 2023

Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.

WL.K12.IL.8.3

Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.

WL.K12.IL.9.1

Use the target language to participate in different activities for personal enjoyment and enrichment.

WL.K12.NH.1.3

Demonstrate understanding of short, simple messages and announcements on familiar topics.

WL.K12.NH.1.4

Demonstrate understanding of key points on familiar topics presented through a variety of media.

WL.K12.NH.1.5

Demonstrate understanding of simple stories or narratives.

WL.K12.NH.1.6

Follow directions or instructions to complete a task when expressed in short conversations.

WL.K12.NH.2.3

Demonstrate understanding of signs and notices in public places.

WL.K12.NH.2.4

Identify key detailed information needed to fill out forms.

WL.K12.NH.3.5

Exchange information about meeting someone including where to go, how to get there, and what to do and why.

WL.K12.NH.3.6

Use basic language skills supported by body language and gestures to express agreement and disagreement.

WL.K12.NH.3.7

Ask for and give simple directions to go somewhere or to complete a task.

Unit 4: 4B. Theme/Topic: Celebrando los Días Festivos/Celebrating Holidays

World Language - Spanish 3 - Last Updated on June 28, 2023

WL.K12.NH.3.8
Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.3
Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4
Present personal information about ones self and others.
WL.K12.NH.4.5
Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6
Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.5.3
Write a description of a familiar experience or event.
WL.K12.NH.5.4
Write short personal notes using a variety of media.
WL.K12.NH.5.5
Request information in writing to obtain something needed.
WL.K12.NH.5.6
Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
WL.K12.NH.5.7
Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
WL.K12.NH.6.3
Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
WL.K12.NH.6.4

Unit 4: 4B. Theme/Topic: Celebrando los Días Festivos/Celebrating Holidays

World Language - Spanish 3 - Last Updated on June 28, 2023

Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.2
Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
WL.K12.NH.8.1
Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2
Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3
Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1
Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2
Use communication tools to establish a connection with a peer from a country where the target language is spoken.
LAFS.68.RH.1.2
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LAFS.68.WHST.1.1
Write arguments focused on discipline-specific content. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.68.WHST.1.2
Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments,

Unit 4: 4B. Theme/Topic: Celebrando los Días Festivos/Celebrating Holidays

World Language - Spanish 3 - Last Updated on June 28, 2023

or technical processes. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style and objective tone. Provide a concluding statement or section that follows from and supports the information or explanation presented.

LAFS.7.SL.1.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Acknowledge new information expressed by others and, when warranted, modify their own views.

LAFS.7.SL.1.3

Delineate a speakers argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

LAFS.7.SL.2.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Unit 4: 4A. Theme/Topic: Cuando éramos niños/When we were children

World Language - Spanish 3 - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Toys

Playing with other children

The imperfect tense or regular and irregular verbs

Indirect Object Pronouns

Cultura: Lullabies in Spanish

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Vocabulary list, Interactive Textbook with Audio and video lessons, VideoCultura, GramActiva, Grammar Tutorials Online TextBook Online Flashcards

Grammar and exercises guided practice-workbook,

Brief introductory lesson given by me, video lessons from the book and YouTube, small group discussion, songs, Core workbook End-ofChapter Crossword Puzzle and Organizer

Actividad:

Keynote: Cuando era niño When I was a child

Lullabies in Spanish: El Columpio and Los Elefantes

Unit 4: 4A. Theme/Topic: Cuando éramos niños/When we were children

World Language - Spanish 3 - Last Updated on June 28, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Listen and read about favorite childhood toys and elementary school experiences

Talk and write about what you were like as a child

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Vocabulary quizzes Oral quizzes

Group Discussions Mini Projects

Unit Tests

ATTACHMENTS



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STANDARDS

Florida - Spanish Intermediate

WL.K12.IL.1.1

Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.

WL.K12.IL.1.2

Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.

WL.K12.IL.2.1

Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.

WL.K12.IL.2.2

Unit 4: 4A. Theme/Topic: Cuando éramos niños/When we were children

World Language - Spanish 3 - Last Updated on June 28, 2023

Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3
Determine the meaning of a message and identify the authors purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4
Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1
Initiate and engage in a conversation on familiar topics.
WL.K12.IL.3.2
Interact with others in everyday situations.
WL.K12.IL.3.3
Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4
Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5
Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.4.1
Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2
Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3
Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4
Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.5.1

Unit 4: 4A. Theme/Topic: Cuando éramos niños/When we were children

World Language - Spanish 3 - Last Updated on June 28, 2023

Write on familiar topics and experiences using main ideas and supporting details.
WL.K12.IL.5.2
Describe a familiar event or situation using a variety of sentences and with supporting details
WL.K12.IL.5.3
Express and support opinions on familiar topics using a series of sentences.
WL.K12.IL.5.4
Compare and contrast information, concepts, and ideas.
WL.K12.IL.6.1
Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand ones own and others ways of thinking.
WL.K12.IL.6.2
Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
WL.K12.IL.6.3
Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
WL.K12.IL.6.4
Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
WL.K12.IL.7.1
Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2
Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1
Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
WL.K12.IL.8.2

Unit 4: 4A. Theme/Topic: Cuando éramos niños/When we were children

World Language - Spanish 3 - Last Updated on June 28, 2023

Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.

WL.K12.IL.8.3

Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.

WL.K12.IL.9.1

Use the target language to participate in different activities for personal enjoyment and enrichment.

WL.K12.NH.1.3

Demonstrate understanding of short, simple messages and announcements on familiar topics.

WL.K12.NH.1.4

Demonstrate understanding of key points on familiar topics presented through a variety of media.

WL.K12.NH.1.5

Demonstrate understanding of simple stories or narratives.

WL.K12.NH.1.6

Follow directions or instructions to complete a task when expressed in short conversations.

WL.K12.NH.2.3

Demonstrate understanding of signs and notices in public places.

WL.K12.NH.2.4

Identify key detailed information needed to fill out forms.

WL.K12.NH.3.5

Exchange information about meeting someone including where to go, how to get there, and what to do and why.

WL.K12.NH.3.6

Use basic language skills supported by body language and gestures to express agreement and disagreement.

WL.K12.NH.3.7

Ask for and give simple directions to go somewhere or to complete a task.

Unit 4: 4A. Theme/Topic: Cuando éramos niños/When we were children

World Language - Spanish 3 - Last Updated on June 28, 2023

WL.K12.NH.3.8
Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.3
Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4
Present personal information about ones self and others.
WL.K12.NH.4.5
Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6
Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.5.3
Write a description of a familiar experience or event.
WL.K12.NH.5.4
Write short personal notes using a variety of media.
WL.K12.NH.5.5
Request information in writing to obtain something needed.
WL.K12.NH.5.6
Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
WL.K12.NH.5.7
Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
WL.K12.NH.6.3
Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
WL.K12.NH.6.4

Unit 4: 4A. Theme/Topic: Cuando éramos niños/When we were children

World Language - Spanish 3 - Last Updated on June 28, 2023

Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.2
Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
WL.K12.NH.8.1
Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2
Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3
Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1
Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2
Use communication tools to establish a connection with a peer from a country where the target language is spoken.
LAFS.68.RH.1.2
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LAFS.68.WHST.1.1
Write arguments focused on discipline-specific content. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.68.WHST.1.2
Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments,

Unit 4: 4A. Theme/Topic: Cuando éramos niños/When we were children

World Language - Spanish 3 - Last Updated on June 28, 2023

or technical processes. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style and objective tone. Provide a concluding statement or section that follows from and supports the information or explanation presented.

LAFS.7.SL.1.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Acknowledge new information expressed by others and, when warranted, modify their own views.

LAFS.7.SL.1.3

Delineate a speakers argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

LAFS.7.SL.2.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Unit 5: 5A. Theme/Topic: Un Acto Heróico/An Heroic Act

World Language - Spanish 3 - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

5A. Un Acto Heróico/An Heroic Act

Natural Disasters, weather extremes and fires

The News and Rescue

Preterite and Imperfect (other uses)

Preterite of oír, leer, creer, and destruir

Cultura: Chilean firefighters

Unit 5: 5A. Theme/Topic: Un Acto Heróico/An Heroic Act

World Language - Spanish 3 - Last Updated on June 28, 2023

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Vocabulary list, Interactive Textbook with Audio and video lessons, VideoCultura, GramActiva, Grammar Tutorials Online TextBook Online Flashcards

Grammar and exercises guided practice-workbook,

Brief introductory lesson given by me, video lessons from the book and YouTube, small group discussion, songs, Core workbook End-ofChapter Crossword Puzzle and Organizer

Activity: TV report of a disaster

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Listen to and read about disasters and rescues

Exchange information about newsworthy events

Unit 5: 5A. Theme/Topic: Un Acto Heróico/An Heroic Act

World Language - Spanish 3 - Last Updated on June 28, 2023

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Oral quizzes Group Discussions Mini Projects

Unit Tests

ATTACHMENTS



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STANDARDS

Florida - Spanish Intermediate
WL.K12.IL.1.1
Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.
WL.K12.IL.1.2
Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
WL.K12.IL.2.1
Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
WL.K12.IL.2.2
Interpret written literary text in which the writer tells or asks about familiar topics.
WL.K12.IL.2.3
Determine the meaning of a message and identify the authors purpose through authentic written texts such as advertisements and public announcements.
WL.K12.IL.2.4
Demonstrate understanding of vocabulary used in context when following written directions.
WL.K12.IL.3.1
Initiate and engage in a conversation on familiar topics.

Unit 5: 5A. Theme/Topic: Un Acto Heróico/An Heroic Act

World Language - Spanish 3 - Last Updated on June 28, 2023

WL.K12.IL.3.2
Interact with others in everyday situations.
WL.K12.IL.3.3
Express and react to feelings and emotions in real life situations.
WL.K12.IL.3.4
Exchange information about familiar academic and social topics including participation in an interview.
WL.K12.IL.3.5
Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
WL.K12.IL.4.1
Present information on familiar topics using a series of sentences with sufficient details.
WL.K12.IL.4.2
Describe people, objects, and situations using a series of sequenced sentences.
WL.K12.IL.4.3
Express needs, wants, and plans using a series of sentences that include essential details.
WL.K12.IL.4.4
Provide a logical sequence of instructions on how to make something or complete a task.
WL.K12.IL.5.1
Write on familiar topics and experiences using main ideas and supporting details.
WL.K12.IL.5.2
Describe a familiar event or situation using a variety of sentences and with supporting details
WL.K12.IL.5.3
Express and support opinions on familiar topics using a series of sentences.
WL.K12.IL.5.4
Compare and contrast information, concepts, and ideas.

Unit 5: 5A. Theme/Topic: Un Acto Heróico/An Heroic Act

World Language - Spanish 3 - Last Updated on June 28, 2023

WL.K12.IL.6.1
Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand ones own and others ways of thinking.
WL.K12.IL.6.2
Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
WL.K12.IL.6.3
Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
WL.K12.IL.6.4
Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
WL.K12.IL.7.1
Access information in the target language to reinforce previously acquired content area knowledge.
WL.K12.IL.7.2
Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
WL.K12.IL.8.1
Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
WL.K12.IL.8.2
Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
WL.K12.IL.8.3
Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9.1
Use the target language to participate in different activities for personal enjoyment and enrichment.

Unit 5: 5A. Theme/Topic: Un Acto Heróico/An Heroic Act

World Language - Spanish 3 - Last Updated on June 28, 2023

WL.K12.NH.1.3
Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4
Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5
Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6
Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.3
Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4
Identify key detailed information needed to fill out forms.
WL.K12.NH.3.5
Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6
Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7
Ask for and give simple directions to go somewhere or to complete a task.
WL.K12.NH.3.8
Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.3
Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4
Present personal information about ones self and others.

Unit 5: 5A. Theme/Topic: Un Acto Heróico/An Heroic Act

World Language - Spanish 3 - Last Updated on June 28, 2023

WL.K12.NH.4.5
Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6
Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.5.3
Write a description of a familiar experience or event.
WL.K12.NH.5.4
Write short personal notes using a variety of media.
WL.K12.NH.5.5
Request information in writing to obtain something needed.
WL.K12.NH.5.6
Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
WL.K12.NH.5.7
Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
WL.K12.NH.6.3
Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
WL.K12.NH.6.4
Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.2
Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
WL.K12.NH.8.1
Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.

Unit 5: 5A. Theme/Topic: Un Acto Heróico/An Heroic Act

World Language - Spanish 3 - Last Updated on June 28, 2023

WL.K12.NH.8.2
Compare basic sound patterns and grammatical structures between the target language and own language.
WL.K12.NH.8.3
Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1
Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2
Use communication tools to establish a connection with a peer from a country where the target language is spoken.
LAFS.68.RH.1.2
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LAFS.68.WHST.1.1
Write arguments focused on discipline-specific content. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.68.WHST.1.2
Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style and objective tone. Provide a concluding statement or section that follows from and supports the information or explanation presented.
LAFS.7.SL.1.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse

Unit 5: 5A. Theme/Topic: Un Acto Heróico/An Heroic Act

World Language - Spanish 3 - Last Updated on June 28, 2023

partners on grade 7 topics, texts, and issues, building on others ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Acknowledge new information expressed by others and, when warranted, modify their own views.

LAFS.7.SL.1.3

Delineate a speakers argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

LAFS.7.SL.2.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.