Summit Public Schools
Summit, New Jersey
Grade Level: 9th-12th
Content Area: Heritage Spanish Literacy II
Length of Course: Full year

Overview:
The Heritage Spanish Literacy 2 course is designed for Spanish speaking SLIFE students who have successfully completed the Heritage Spanish Literacy I class. The goals of this course are enhancing students' reading comprehension and writing abilities. Building on their foundational decoding skills, this course will focus on developing strategies to deepen understanding of text and foster critical thinking. Students will explore various genres and structures to improve their fluency, vocabulary and comprehension in their native language of Spanish.

In addition to reading comprehension, the course will emphasize strengthening writing skills by guiding students through the writing process. From organizing thoughts and drafting coherent paragraphs to revising and editing their work, students will gain valuable techniques to express their ideas clearly and confidently. By integrating these components, the overall course objective is to empower SLIFE students to become proficient readers and writers, ultimately supporting their general academic success and personal growth.

It is important to highlight that the benefit of this course expands beyond providing students with the needed support to acquire Spanish linguistic abilities. Identifying ways for a SLIFE to build or further develop their native language literacy skills can provide a foundation for other linguistic and academic skills in addition to being a powerful way to support the value of students' backgrounds.

Unit 1: ¡Cuéntame un cuento! Tell Me a Story
2020 New Jersey Student Learning Standards – World Languages
7.1 World Languages Novice High

Interpretive Mode of Communication
Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

Interpersonal Mode of Communication
Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a

limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.

Presentational Mode of Communication
Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.

Big Ideas: In this unit, students will learn that understanding the elements of a story helps deepen our comprehension of texts. Also, analyzing details within a text helps uncover layers of meaning and enhances the reader's connection to the story.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• What are the important elements of a story? • How do specific details contribute to our understanding of a text? • How do characters respond to challenges? • How does the setting affect the characters and events in a story? • What is the author's purpose in writing a text? • How do stories help us understand ourselves?	Students will understand that… • The elements of a story (characters, setting, plot, conflict, theme) work together to create meaning. • Analyzing characters' traits and evolution enhances comprehension and engagement with the text. • The setting shapes the characters and reveals important details about them. • The plot of a story is a sequence of events told in relation to one another. It is made up of three parts: a beginning, a middle, and an end. • Conflict arises when characters encounter challenges or difficulties and it is necessary to impact the reader's mind. • Identifying the theme of a story allows the reader to comprehend the message that the author wants to convey. • Punctuation and capitalization help to make a text meaningful and clear. • Adjectives function to add detail and nuance in stories.
Areas of Focus: Proficiencies **(New Jersey Student Learning Standards)**	**Lessons**
Student will:	**Instructional Focus:**

• 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. • 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. • 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. • 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s). • 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture. • 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s). • 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written. • 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change. • 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information. • 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects. • 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations. • 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities. • 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.	In the target language students will be able to: • Identify the main elements of a story. • Create a story map to visualize elements of a story. • Analyze the role of characters in a story. • Describe the setting of a story and its impact. • Recognize the structure of a plot (beginning, middle, end). • Understand how resolution ties the story together. • Make predictions as a valuable strategy to improve reading comprehension. • Learn vocabulary through their assigned readings in context. • Use punctuation marks and capitalization correctly in their reading and writing. • Apply adjectives to enhance the description of characters, settings, and events. **Instructional Strategies:** *Interpretive:* • Read short stories to identify the main elements of the story: setting, characters, plot, conflict and theme. • View the film: "Ferdinand" and read the short story "Ferdinando el toro" that inspired the film. • Read-alouds and guided reading sessions. • Read and draw activity • Respond to text dependent questions and cite evidence from the text to support answers. • Use prior knowledge and check reading comprehension by completing graphic organizer answering "what I know" and "what I learned" • Make predictions using prior knowledge and complete graphic organizer • Identify the beginning, middle, and end of the plot. *Interpersonal:* • Play "Entona la frase". Interactive spin the wheel game in which students read phrases using

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- 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.
- 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.
CRP2: Apply appropriate academic and technical skills.
CRP3: Attend to personal health and financial well-being.
CRP4: Communicate clearly and effectively and with reason.
CRP5: Consider the environmental, social and economic impacts of decisions.
CRP6: Demonstrate creativity and innovation.
CRP7: Employ valid and reliable research strategies.
CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
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different intonation according to the punctuation mark that they get.
- Discuss how characters' traits influence the story and relate to students' experiences.
- In pairs students will write sentences using different punctuation to change the meaning of the sentences..
- Role-play: interview two characters from a story.
- Revise, edit and provide feedback to classmate's story writing.

Presentational:

- Create a setting map based on a short story using StoryBoardThat.
- Based on the movie Ferdinand, students will analyze character's traits, influence on the settings in the characters, the conflict, theme and plot.
- Make a character trait chart to analyze the different characters.
- Write a fairy tale using a graphic organizer and a revision checklist.

Differentiation	**Assessments**

Interdisciplinary Connections:

- **English Language Arts:** The parts of a story are the same in English and Spanish.
- **Art:** Students create storyboards that visually represent the key elements of a story (plot, characters, setting, etc.). This helps them think about how these elements are interconnected.

Technology Integration

- Kahoot, Gimkit and Blooket games to identify proper use of capitalization and punctuation.
- StoryThat Platform to create setting and character maps.

Media Literacy Integration

- Identifying the purpose of videos seen in class and their impact on individuals and society.

Global Perspectives

- Students will be encouraged to collaborate with students from different backgrounds, share their experiences, engage in constructive discussions and work together towards common goals, fostering mutual understanding and respect in order to create a safe space for learning.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines &	Timelines	Structures

Formative Assessments:

- Exit tickets at the end of a lesson to gauge their understanding of the material.
- Interactive Quizzes and Games: Language learning apps, online quizzes, and interactive language games can be used as formative assessments to make learning engaging while providing immediate feedback on students' progress.
- Complete written practices and “cloze” exercises for vocabulary practice as “do-nows”.
- Turn and talk: Students work in pairs to explain or give examples of what they learned during class.
- Create a character trait chart using a short story.
- Complete a story plot diagram from a read-aloud story and highlight the conflict and resolution within the plot.

Summative Assessments, Projects, and Celebrations:

- End of unit assessment
- Reading comprehension assessments
- Project: Write and illustrate a fairy tale and read it out loud in class. After the presentation, students will complete an analysis of each other's stories and identify the 5 parts studied in class: setting, characters, plot, theme and conflict.

Newspapers		
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Unit 2: ¿Qué nos dicen las artes plásticas? - What Do Visual Arts Tell Us ?
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Big Ideas: Art serves as a universal language that allows people to express their feelings, ideas, and cultural identity. This unit will explore how different forms of visual art contribute to personal and collective expression, particularly in Hispanic and indigenous contexts. Also, it will reflect about the evolution of art and its relationship with social change.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• What makes something a work of art? • What are the different types of arts and how do they differ from each other? • Why is art a part of our cultural traditions? • How does art differ from around the world? • How has art changed throughout time and history? • Does society impact art or vice versa?	Students will understand that… • Art transcends linguistic and cultural barriers, enabling individuals to communicate their emotions, ideas, and cultural identities in a way that resonates across diverse audiences. • Art serves as a medium for personal expression, allowing artists to convey their unique perspectives and experiences. • The significant role of art in conveying and maintaining cultural identity. • Ancient indigenous traditions mixed with foreign influences have shaped Latin American art. • Society influences artistic expression by providing the themes and issues that artists explore, while art, in turn, can challenge, inspire, and transform societal values and perspectives.

	• Informational texts have a variety of structures and features to help readers easily find and understand information. • Adverbs are used to describe how, how often, when, and where an action takes place.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
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- 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.
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Career-Ready Practices

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

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CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

- Students will write an informative text based on each documentary.
- Compare and contrast "Arte y Artesanía" based on the following article using a compare and contrast chart.
- Write a short story inspired by an artwork that they created.
- Complete cloze reading comprehension activity about Fernando Botero.
- Read about Artesanía de Ilobasco. They will use the inspiration to create their own ceramic piece. They will create a brochure to promote the "artesanía".
- Students will watch a video that shows the process to obtain the clay to make the ceramics. After watching the video, they will write a step by step guide.

Interpersonal:

- Students will interview each other about artesanía in their native country. They will write a short "article" explaining what they learned from the interviews.
- Students will debate about "artesania" vs "arte"

Presentational:

- Students will choose one of their art creations and present it to the class. They will explain their inspiration, art medium and any connections with his cultural identity.

- Students will write an informative text about one Latin American artist.

CRP6: Demonstrate creativity and innovation.
CRP7: Employ valid and reliable research strategies.
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CRP9: Model integrity, ethical leadership and effective management.
CRP10: Plan education and career paths aligned to personal goals.
CRP11: Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.

Differentiation

Interdisciplinary Connections

- Art- Students will learn about different art movements and artists.
- History - Students will learn how different historical events have influenced art.

Technology Integration

- Quizizz, Quizlet, Blooket, Gimkit games to practice vocabulary.

Media Literacy Integration

- Students will explore, analyze and interpret information from authentic video, audio and print resources.

Global Perspectives

- Research Latin American indigenous forms of arts and the contribution of Latin American artists to the visual arts.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups

Assessments

Formative Assessments:

- Exit tickets at the end of a lesson to gauge their understanding of the material.
- Interactive Quizzes and Games: Language learning apps, online quizzes, and interactive language games can be used as formative assessments to make learning engaging while providing immediate feedback on students' progress.
- Quizzes/tests to check for acquisition of new vocabulary.

Summative Assessments, Projects, and Celebrations:

- **End of unit assessment**
- **Projects:**
  Students will write an informative essay about one form of indigenous art or craftsmanship.
- **Celebration:** Students will have an art exhibit showcasing their artwork.

Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

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Big Ideas: This unit explores the significance of exploration and its impact on human understanding, culture, and history. It encourages students to think critically about the reasons behind exploration, including space exploration and immigration. By analyzing texts and contextualizing their findings, students will enrich their vocabulary, summarize key ideas, and evaluate different points of view. Through discussions and media, students will discover the effects of exploration throughout history and the lessons learned from various voyages, fostering a deeper appreciation for cultural diversity and global interconnectedness.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• What motivated people to travel to foreign places? • What are the effects of exploration throughout history? • Why and how people immigrated to other places? • What have people done to expand their interactions with others around the world? • What can people learn from exploring space? • Are there any analogies between the internal journey of a character and a physical journey?	Students will understand that… • Exploration has shaped human history and individual perspectives. • Different points of view influence how we interpret historical events. • There are economic, social, political, or environmental motivations behind exploration and human migration. • Evidence-based reasoning is essential for making informed conclusions. • Exploration leads to both advancements and challenges in society. • A story can be narrated in first person from the point of view of a character in the story, or in third person from the point of view of an external narrator.

	• Being able to summarize a text will help the reader understand the purpose of the author. • A conjunction is a part of the speech that connects words, sentences and clauses. .
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• 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations. • 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities. • 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. • 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes. • 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing. • 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment. • 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. • 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words. • 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States. • 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change. **Career-Ready Practices** **CRP1**: Act as a responsible and contributing citizen and employee. **CRP2**: Apply appropriate academic and technical skills. **CRP3**: Attend to personal health and financial well-being. **CRP4**: Communicate clearly and effectively and with reason. **CRP5**: Consider the environmental, social and economic impacts of decisions.	*Interpersonal:* • After a guided discussion about migration and the difference between migration and exploration, students will create a Venn Diagram to compare and contrast migration and exploration. In pairs, they will discuss their answers. • Students will interview a family member or friend and ask them about their own migration stories. *Presentational:* • After watching the film "A million Miles Away", students will discuss the personal journey of astronaut Jose Hernandez from working in the fields to becoming an astronaut. Students will summarize the movie, and write 2 short stories. One from Jose's point of view (1st person) and another from the point of view of his parents or wife (3rd person) • Students will present one of the exploration trips that change history.

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Differentiation

Interdisciplinary Connections

- History - Students learned about different exploration trips that changed the world.
- Geography - Students learn exploration routes.

Technology Integration

- Quizizz, Quizlet, Blooket, Gimkit games to practice vocabulary.

Media Literacy Integration

- Students will explore, analyze and interpret information from authentic video, audio and print resources.

Global Perspectives

- Students research how the desire to travel and explore foreign places is a common denominator among cultures throughout history as well as its impact in our current world.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners

Assessments

Formative Assessments:

- Exit tickets at the end of a lesson to gauge their understanding of the material.
- Interactive Quizzes and Games: Language learning apps, online quizzes, and interactive language games can be used as formative assessments to make learning engaging while providing immediate feedback on students' progress.
- Quizzes/tests to check for acquisition of vocabulary.

Summative Assessments, Projects, and Celebrations:

- **End of unit assessment**
- **Project**: write a diary entry or letter, from the perspective of an explorer that we study in class.

Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Unit 4: Buenos ciudadanos (Good Citizens)
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Interpretive Mode of Communication
Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

Interpersonal Mode of Communication
Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.

Presentational Mode of Communication
Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.

Big Ideas: This unit focuses on the essential characteristics of good citizenship, emphasizing the importance of empathy, respect, and action in the face of injustice. Students will engage with diverse texts and audiovisual materials to explore themes of acceptance and compassion. Throughout the unit, students will learn to summarize texts, use transition words, and develop critical thinking skills that will empower them to take action as responsible citizens. The integration of cultural contexts will enhance students' understanding of community and individual roles in fostering a respectful society.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• What does it mean to be a good citizen? • How can we take action when others are mistreated? • How does cooperation help foster respect, acceptance and empathy? • What are the rights and duties of a good citizen? • What types of personal traits do successful people have?	Students will understand that… • Citizenship extends beyond legal status; it encompasses responsibilities, rights, and the ability to inspire change within their communities. • Essential characteristics of good citizenship, such as empathy and respect, are crucial for creating inclusive and supportive communities • Effective citizenship involves not only recognizing injustice but also taking meaningful action to address it

	• Recognizing different perspectives enhances their ability to foster a respectful and compassionate society. • There are specific features that identify a persuasive text, like arguments and evidence. • Transition words can be used to emphasize, contrast or show cause and effect. • Transition words create flow in writing. • Revising and editing a text is part of effective writing.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
Students will: • 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. • 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. • 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. • 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s). • 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture. • 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s). • 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written. • 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change. • 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and	**Instructional Focus:** In the target language students will be able to: • Identify the rights and duties of citizens. • Use transition words to improve writing. • Identify ways to take action when others are mistreated. • Enrich their vocabulary through their assigned readings in context. • Learn to proofread and edit their work to improve the quality of their writing. • Write a persuasive text. **Instructional Strategies:** *Interpretive:* • Read the texts "El hogar está aqui", "Ciudadana soldado", "viaje hacia los EE.UU" and "Servicio de jurado" and summarize them using the chart provided by the teacher. Answer comprehension questions. • Watch the film "Campeones" and write a synopsis of the movie. • Rewrite a disjointed paragraph using transitional phrases to improve flow and coherence. *Interpersonal:* • After reading different texts about the duties of American citizens, students discuss in pairs the following questions: a) similarities and differences

sentences on topics related to self and targeted themes to express original ideas and information.

- 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.
- 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.
- 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
- 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.
- 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.
- 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.
- 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.
- 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.
- 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.

Career-Ready Practices

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

CRP2: Apply appropriate academic and technical skills.

between the American duties and their countries' duties. b) Do you identify with the ideas in the text?

- Small Group Discussions regarding the film "campeones": Divide the class into small groups or pairs and assign discussion questions related to the film. Example discussion questions: a. What is the main theme of the film? b. Describe the main characters and their motivations. c. Identify the conflict in the story. d. Did the film challenge any stereotypes or misconceptions about people with disabilities? e. Share your favorite scene and explain its significance in the context of the story.

Presentational:

- Write a review of the movie and persuade people to watch it.
- After watching the film Campeones, write a persuasive text advocating for the rights of people with disabilities. Use transition words to improve their writing comprehensibility.
- Watch the commercial #Paraemojis. Los emojis del deporte paralímpico and write a persuasive email to support the Paraemojis cause.

CRP3: Attend to personal health and financial well-being.
CRP4: Communicate clearly and effectively and with reason.
CRP5: Consider the environmental, social and economic impacts of decisions.
CRP6: Demonstrate creativity and innovation.
CRP7: Employ valid and reliable research strategies.
CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9: Model integrity, ethical leadership and effective management.
CRP10: Plan education and career paths aligned to personal goals.
CRP11: Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.

Differentiation	Assessments

Interdisciplinary Connections

- Social Studies - Students will learn about the duties and rights of American citizens.

Technology Integration

- Quizizz, Quizlet, Blooket, Gimkit games for vocabulary and transition words.

Media Literacy Integration

- Finding messages in the video #ParaEmojis" and creating a short video supporting the cause of the campaign.
- Analyzing language in ads to advocate for rights of paralympic athletes.

Global Perspectives

- The discrimination against people with disabilities is a global issue. It is our responsibility as good citizens to support and advocate for the rights of others.

Supports for English Language Learners

Formative Assessments:

- Exit tickets at the end of a lesson to gauge their understanding of the material.
- Interactive Quizzes and Games: Language learning apps, online quizzes, and interactive language games can be used as formative assessments to make learning engaging while providing immediate feedback on students' progress.
- Quizzes/tests to check for acquisition of target vocabulary and transition words

Summative Assessments, Projects, and Celebrations:

- **End of unit assessment**
- **Projects**:
  - Create a campaign promoting empathy. As part of this campaign students will create a video as well as a poster.
  - Community service project. As a class students will plan a community service, and execute it. After participating in the project, they will write about the experience and how they felt about it.

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic	Modified assessment grading

	mapping	