

Shepard Preparatory Highschool Curriculum Overview Spanish III



Shepard Preparatory School
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Shepard Preparatory Mission Statement:

The Shepard Prep High School mission is the enhancement of educational and social functioning of each student with an eye toward the successful reintegration into public school. This is achieved through a persistent system of positive reinforcement, feedback, counseling intervention and individualized academic instruction. Consequently, communication among students, staff, parents and the sending districts is an integral part of achieving our mission. Shepard Prep High School strives to provide the best quality education to students by stimulating the growth and development of their moral, creative, intellectual and athletic skills. Our goal is improved academic performance and behavioral changes that will allow students to return to public school setting and/or achieve success in their post-secondary placements. We believe any child, despite their presenting behavior and social background, wants acceptance, achievement, knowledge and the ability to interact with others. We strive to find the key that unlocks the individual potential of each student by providing a warm, nurturing environment so that each student's self-esteem and potential may flourish.

Course Description:

This course will continue to encourage students to develop fluency in the language by maintaining their focus on the message being communicated utilizing the four skills of listening, speaking, reading and writing. Technology will be used to enhance the topics covered. Students will learn to perform a variety of language functions: Describe childhood experiences, narrate in the past, talk about present and past activities in progress, talk about daily routine, and to tell someone what to do. Students will be able to perform and apply all language skills tasks with an appropriate level of accuracy using interpersonal, interpretive and presentational modes. Writing continues to be presented as a process that develops writing skills along a competency continuum that moves them into a cohesive essay stage. The use of audiovisuals motivates students to use their critical thinking skills and to make cross-cultural comparisons.

Prerequisite(s): Spanish II

Standard 8: Technology Standards

<p>8.1: Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p>	<p>8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>
<p>A. Technology Operations and Concepts X B. Creativity and Innovation X C. Communication and Collaboration X D. Digital Citizenship X E. Research and Information Fluency X F. Critical thinking, problem solving, and decision making</p>	<p>A. The Nature of Technology: Creativity and Innovation X B. Technology and Society C. Design D. Abilities for a Technological World E. Computational Thinking: Programming</p>

SEL Competencies and Career Readiness, Life Literacies, and Key Skills Practices

The curricular expectation for the Standard 9: Career Readiness, Life Literacies, and Key Skills standards is infusion and integration throughout the curriculum. These are not intended to be standards for separate, stand alone lessons. The CLKS are to be incorporated into other disciplines and contexts as appropriate.

<p>Social and Emotional Learning Core Competencies: These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</p>	<p>Career Readiness, Life Literacies, and Key Skills Practices: Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.</p>
<p>Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.</p>	<p>CLKS6 Model integrity, ethical leadership, and effective management. CLKS7 Plan education and career paths aligned to personal goals.</p>
<p>Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.</p>	<p>CLKS2 Attend to financial well-being. X CLKS4 Demonstrate creativity and innovation. X CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them. X CLKS8 Use technology to enhance productivity, increase collaboration, and communicate effectively.</p>
<p>Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.</p>	<p>CLKS1 Act as a responsible and contributing community member and employee. CLKS6 Model integrity, ethical leadership, and effective management.</p>
<p>Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.</p>	<p>X CLKS6 Model integrity, ethical leadership, and effective management. CLKS9 Work productively in teams while using cultural global competence.</p>
<p>Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.</p>	<p>CLKS3 Consider the environmental, social, and economic impact of decisions. X CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them. CLKS6 Model integrity, ethical leadership, and effective management.</p>

Course Materials

<p>Core Instructional Materials: These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</p>	<p>Differentiated Resources: These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</p>
<ul style="list-style-type: none"> ● Asi se dice! By Glencoe- McGraw Hill 3 ● Asi se dice! Workbook by Glencoe McGraw Hill ● Duo Lingo software ● Teacher created materials 	<ul style="list-style-type: none"> ● Quizizz.com ● videoele.com ● QUIZLET: Web based vocabulary learning tool ● YOU TUBE: Online video learning tool ● BBC LANGUAGES: Web based interactive learning tool ● STUDYSTACK: Web based vocabulary learning tool ● Edpuzzle.com ● Vocaroo.com ● El Sol Scholastic magazine ● Lyricstraining.com ● Google Voice ● Kahoot.com ● https://www.profe-de-espanol.de/

Overall Course Goals: (at the Novice Mid proficiency level)

Interpretive:

The [Intermediate-Low](#) language learner understands and communicates at the sentence level and can use simple sentences [independently](#) to:

- Identify the main idea and some supporting details when reading.
- Understand the gist and some supporting details of conversations dealing with everyday life.
- Infer the meaning of some unfamiliar words when used in familiar contexts.

Interpersonal:

The [Intermediate-Low](#) language learner understands and communicates at the sentence level and can use simple sentences [independently](#) to:

- Ask and answer questions related to everyday life.
- Handle simple transactions related to everyday life:
 - Initiate, maintain, and end a conversation.
 - Ask for and give permission.
 - Express needs.
 - Give reasons.
 - Request, suggest, and make arrangements.
 - Extend, accept, and decline an invitation.
 - Express an opinion and preference.

Presentational:

The [Intermediate-Low](#) language learner understands and communicates at the sentence level and can use simple sentences [independently](#) to:

- Handle simple transactions related to everyday life
 - Express needs.
 - Give reasons.
 - Express an opinion and preference.
 - Request and suggest.

Cultural Content Statement(s):

The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.)

Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)

Unit 1: Nos divertimos al aire libre (We enjoy outdoor activities)	Unit Duration: 8 Weeks
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Stage 1: Desired Results

Established Subject Area Goals (NJSLs):

- 7.1.IL.A.1-Identify the main idea and most supporting details contained in [culturally authentic materials](#) using [electronic information](#) and other sources related to targeted themes.
- 7.1.IL.A.2- Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
- 7.1.IL.A.5-Demonstrate comprehension of conversations and written information on a variety of topics.
- 7.1.IL.B.1 Use [digital tools](#) to participate in short conversations and to exchange information related to targeted themes..
- 7.1.IL.B.4- Ask and respond to questions, make requests, and express preferences in various social situations.
- 7.1.IL.B.5- Converse on a variety of familiar topics and/or topics studied in other content areas.
- 7.1.IL.C.1-Use knowledge about cultural [products](#) and cultural [practices](#) to create a [multimedia-rich presentation](#) on targeted themes to be shared [virtually](#) with a target language audience.
- 7.1.IL.C.3-Use language creatively to respond in writing to a variety of oral or visual prompts. .
- 7.1.IL.C.5-Explain the cultural [perspective](#) associated with a few cultural [products](#) and cultural practices from the target culture (s) and one's own culture.

Interdisciplinary Standards (NJSLs):

- NJLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

Technology Integration (NJSLs 8):

- 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.
- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- 8.1.8.D.4 Assess the credibility and accuracy of digital content.

21st Century Skills Integration (NJSLs 9):

- CLKS4 Demonstrate creativity and innovation.
- CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them.
- CLKS6 Model integrity, ethical leadership and effective management.
- CLKS8 Use technology to enhance productivity, increase collaboration and communicate effectively.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
- 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society.
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

Transfer Goal:

Students will be able to independently use their learning information regarding activities at camping and beach destinations using the target language of Spanish.

Students will understand that:

- Knowing how to survive in nature is an essential skill
- The habits relating to outdoor activities in the Spanish-speaking world are similar and also different to that of the home culture.
- We can learn about a country's geography from studying its nature.

Essential Questions:

- How can I discuss outdoor summer activities that my friends and I do?
- How is nature enjoyed/explored in the target culture?
- How is a camping/beach trip different in the home and target culture?
- What can we learn about a culture from studying its nature?
- How can I articulate family relationships?

Students will know:

- Camping vocabulary
 - Activities done while camping; gear needed
 - Geography related vocabulary
 - Beach vocabulary
 - Activities done on the beach (Sports in Mexico)
 - Geography related vocabulary
 - Geography of Mexico (as it relates to camping and beach travel in Mexico)
 - Demographics of Mexico
 - Structures needed to:
 - Ask and answer questions related to camping
 - Ask and answer questions related to beach activities
 - Ask and answer questions related to gear/clothes needed for outdoor activities
 - Describe outdoor activities
 - Compare and contrast outdoor activities in the home and target culture
- The following items have been previously assessed and are being recycled in this unit:
- Irregular present tense verbs
 - Saber vs. Conocer
 - Family vocabulary
 - Structures needed to:
 - Express likes and dislikes
 - State preferences
 - Compare
 - Describe
- Key Grammar Concepts
- Regular preterite verbs
 - FUJI-Irregular preterite verbs
 - Car, Gar, Zar preterite verbs
 - Stem-changing preterite verbs (o to u, e to i)
 - Imperfect regular and irregular verbs
 - Preterite vs. Imperfect tenses
- Textbook Resources
- Avancemos Level Three:
 - Unit One: México

Students will be able to:

- Discuss outdoor summer activities and related topics such as location and weather needed for each one.
- Identify types of activities available in camping and beach locations in target culture as found in culturally authentic video/audio/written texts.
- Identify activities and conditions in each location in culturally authentic video/audio/written texts related to outdoor activities.
- Ask memorized questions related to outdoor activities.
- Answer simple questions related to outdoor activities.
- Ask memorized questions related to outdoor activities and natural features in the home and target cultures.
- Answer simple questions related to outdoor summer activities in the home and target cultures.
- Describe family relationships.
- Express likes, dislikes, and preferences related to outdoor activities
- Perform a culturally authentic song/poem /skit associated with a outdoor activities in the target culture.
- Create an itinerary for a camping or beach trip in the target culture.
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Transfer Task & Unit Assessments:

Write a blog entry or media article describing an outdoor vacation (camping or beach themed) to a nature preserve in the Spanish speaking world and use the preterite and imperfect tenses to describe the trip and the activities you did on the trip. Use imperfect to answer questions describing the trip; preterite to answer questions describing specific activities on the trip, and finally, use whichever tense seems appropriate to you to describe how you felt after the trip. Incorporate all concepts learned in the unit.

Learning Goal/SLO # 1 Skim and scan culturally authentic audio/video/written text, from a variety of sources to identify outdoor activities available in different natural locations.

- I can understand when someone describes their favorite outdoor activities.
- I can recognize the type of activities available in different geographic areas.
- I can understand nature that is specific to a region.
- I can compare and contrast outdoor activities in the United States and Spanish speaking countries.

Learning Goal/SLO # 2 -Ask and respond to simple questions related to camping and beach activities in the home and target cultures.

- I can ask memorized questions (yes/no, either/or, and short response) related to:
 - The type activities available in different outdoor settings
 - The gear needed for each activity
 - Comparing outdoor activities in the home and target culture
- I can answer simple questions (yes/no, either/or, and short response) related to:
 - The type activities available in different settings
 - The gear needed for each activity
 - Comparing outdoor activities in the home and target culture

Learning Goal/SLO # 3 - Copy and write simple sentences to create a multimedia rich presentation describing a camping or beach trip in the home or target culture in the past tense.

- I can use words, phrases and memorized sentences to create a multimedia presentation that provides basic details on an outdoor activity (e.g. when and where an activity takes place, what people do, what people will see).

Learning Goal/SLO # 4 - Write a letter or postcard, or magazine article, describing a camping or beach trip

- I can use simple sentence structures to describe activities in nature in the target language. .

Students use the target language in the three modes of communication to explore activities done on camping and beach trips. They compare the customs, trends and geographical features in the home and target culture. Students understand that the outdoor activities in some ways are similar to and different from that of students in the target culture.

Interpretive:

They interpret authentic written and video/audio texts related to outdoor summer activities (invitations, posters, radio/television/newspaper/advertisements).

Interpersonal:

They engage in short unrehearsed/unscripted conversations with classmates and teacher in which they ask and answer questions related to outdoor activities in the home and target cultures

Presentational:

They use simple sentence level discourse to compare activities in nature in the home and target culture.

Other Evidence:

Formal:

- Providing written/oral response to the EQs
- Quizzes
- Tests
- Formal Presentations

Informal

- Participation
- Speaking in Spanish in side conversations

Stage 3: Activities

Interpretive:

- They interpret authentic written and video/audio texts related to outdoor summer activities (invitations, posters, radio/television/newspaper/advertisements).
 - Watch a commercial for a tourist destination (camping or beach) and complete interpretive task (e.g. write a paragraph about what activities are available in a specific location, create a chart comparing the outdoor activities at home and in a Spanish-speaking country)
 - Listen to audio recordings about outdoor activities, and answer comprehension questions.
 - Read and interpret online articles about outdoor activities.

Interpersonal:

- They engage in short unrehearsed/unscripted conversations using simple sentence level discourse with classmates and teacher in which they ask and answer questions related to outdoor activities in the home and target cultures
 - Role-play with a partner-plan an outing to a camping or beach destination with activities
 - Engage in information gap activities about outdoor activities
 - Engage in memory games to describe outdoor activities

Presentational:

- They use lists, chunks of language, and memorized phrases to compare camping/beach activities in the home and target culture using simple sentence level discourse.
 - Present an itinerary for a camping and/or beach trip with activities and noted geographical features.
 - Create and present a PowerPoint to compare outdoor activities at home and in the target language using the unit vocabulary.
 - Present a geographic area in the target culture to explore.

Differentiation Strategies:

- Tiered Activities (leveled reading)
- Flexible grouping based on ability/interest level
- Interest-based options (product/process choice)
- Learning modalities (interpersonal, intrapersonal, audio, musical, linguistic, mathematical, visual-spatial, bodily-kinesthetic)
- Technology integration

Reference Materials

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| <ul style="list-style-type: none"> ● Asi se dice! By Glencoe- McGraw Hill 3 ● Asi se dice! Workbook by Glencoe McGraw Hill ● Duo Lingo software ● Teacher created materials | <ul style="list-style-type: none"> ● Quizizz.com ● videoele.com ● QUIZLET: Web based vocabulary learning tool ● YOU TUBE: Online video learning tool ● BBC LANGUAGES: Web based interactive learning tool ● STUDYSTACK: Web based vocabulary learning tool ● Edpuzzle.com ● Vocaroo.com ● El Sol Scholastic magazine ● Lyricstraining.com ● Google Voice ● Kahoot.com ● https://www.profe-de-espanol.de/ |
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Accommodations and Modifications

Differentiation for Students with IEPs, 504s, and/or Students at Risk of Failure (IEP/504/RF)

- Cooperative Groups: Groupings will be heterogenous to support struggling learners. Group assignments will be modified to include graphic organizers.
- Fish Bowl Discussions: Students will be supported in discussion with graphic organizers, completed note cards for reference, and pre-arranged order of speaking.
- Partner Analysis Activities: Partnerships will be pre-selected to support struggling learners. Activities will include exemplars and graphic organizers.
- Journals: Journal assignments will be shortened. Detailed exemplars will be shared. Key terms in the questions will be defined and explained in detail.
- Self-Assessment Quizzes: Quizzes will be shortened. After completion, students will share responses with their groups and identify which questions were the most difficult. (They will circle these and submit.) Their participation informs the teacher and themselves on the understanding of the text.

Differentiation for English Language Learners

- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)
- Substitute a hands-on activity or use of different media in projects for a written activity
- Provide word banks / word walls
- Prepare and distribute advance notes
- Provide model sentence frames and sentence starters for both oral responses and written responses
- Provide additional time to complete assessments and assignments
- Model and use gestures to aid in understanding
- Model tasks by giving one or two examples before releasing students to work independently
- Present instructions both verbally and visually
- Simplify written and verbal instructions
- Allow students to use eDictionaries
- Avoid slang and idiomatic expressions.
- Speak clearly and naturally, and try to enunciate words, especially their ending sounds.
- Provide Sensory Supports (Real-life objects, Manipulatives, Pictures & photographs, Illustrations, Diagrams, & drawings, Magazines & newspapers, Physical activities, Videos & films, Broadcasts, Models & figures)
- Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines)
- Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor)
- Simplify the language, format, and directions of the assessment
- Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling
- Allow editing and revision before grading
- Design projects and assessment for student that require reduced sentence or paragraph composition
- Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments
- Utilize alternate reading assignments/materials at the student's reading level.
- Allow for alternate seating for proximity to peer helper or teacher as necessary
- Assist student in building a picture file of key vocabulary ([Pics4Learning](#), [Webster's Visual Dictionary Online](#), [ClipArt Etc](#), [Shahi Visual Dictionary](#))
- When showing video use Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast.
- Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds
- Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples.
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Additional Resources:

- [20 strategies to Support EAL Children](#)
- [What English- Language Learners Wish Teachers Knew - Education Week](#)
- [A Starting Point: Tips and resources for working with ESL newcomers](#)

Differentiation for Enrichment:

- Cooperative Groups: Groupings will be homogenous to support enrichment. Challenge questions will be offered.
- Fish Bowl Discussions: Students will generate questions based on the essential questions and close reading insights.
- Partner Analysis Activities: Partnerships will be pre-selected to encourage enrichment. Challenge questions will be offered.
- Journals: Students will generate their own topics.
- Self-Assessment Quizzes: Challenge questions will be added. Students will be encouraged to create their own questions and pose them to the class at the close of the activity.
- Elevated vocabulary instruction.
- Elevated grammar instruction.
- Oral presentations on advanced/related topics.
- Analysis of scholarly articles.

Unit 2: Uno Para Todos y Todos Para Uno (One for All and All for One)	Unit Duration: 8 Weeks
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Stage 1: Desired Results

Established Subject Area Goals (NJSLS):

- 7.1.IL.A.2: Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
- 7.1.IL.A.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural [practices](#)) in the target culture(s) and in one's own culture.
- 7.1.IL.A.7: Infer the meaning of a few unfamiliar words in some new contexts.
- 7.1.IL.A.8: Compare and contrast unique linguistic elements in English and the target language.
- 7.1.IL.B.2: Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.
- 7.1.IL.C.1: Use knowledge about cultural [products](#) and cultural [practices](#) to create a [multimedia-rich presentation](#) on targeted themes to be shared [virtually](#) with a target language audience.
- 7.1.IL.C.3: Use language creatively to respond in writing to a variety of oral or visual prompts.
- 7.1.IL.C.5: Explain the cultural [perspective](#) associated with a few cultural [products](#) and cultural practices from the target culture (s) and one's own culture.

Interdisciplinary Standards (NJSLS):

- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

Technology Integration (NJSLS 8):

- 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.
- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- 8.1.8.D.4 Assess the credibility and accuracy of digital content.

21st Century Skills Integration (NJSLS 9):

- CLKS4 Demonstrate creativity and innovation.
- CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them.
- CLKS6 Model integrity, ethical leadership and effective management.
- CLKS8 Use technology to enhance productivity, increase collaboration and communicate effectively.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
- 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society.
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

Transfer Goal:

Students will be able to independently use their learning information regarding volunteer activities in the community using the target language of Spanish.

Students will understand that:

- Knowing about volunteer activities in the community is essential to become a productive member of society
- Volunteer activities in the Spanish-speaking world are similar and also different to that of the home culture.
- We can learn about a country's economical and social needs from studying its volunteer activities and organizations.

Essential Questions:

- How can I discuss volunteer activities that my friends and I can do in our community?
- What types of organizations and volunteer activities can benefit the target culture?
- How are volunteer activities different in the home and target culture?
- What can we learn about a culture from studying its volunteer activities and organizations?

Students will know:

- Volunteer activities vocabulary
 - Activities to volunteer in the community; places to volunteer
 - Gear needed to volunteer
- Vocabulary to persuade or influence others
 - Advertising related vocabulary
- Vocabulary relating to organizing people to do a project in the community
- Demographics of the united states (as it relates to Spanish-speaking communities)
- Structures needed to:
 - Ask and answer questions related to volunteer activities
 - Give and follow instructions related to organizing projects of social action in the community
 - Ask and answer questions related to gear/clothes needed for volunteering
 - Describe volunteer activities
 - Compare and contrast volunteer activities in the home and target culture
- The following items have been previously assessed and are being recycled in this unit:
- Family vocabulary
- Preterite tense (regular/irregular)
- Imperfect tense
- Preterite vs. imperfect (uses)
- Structures needed to:
 - Express likes and dislikes
 - State preferences
 - Compare
 - Describe
- Key Grammar Concepts**
- Regular informal commands (tú)
- Irregular informal commands (tener, venir, decir, ser, hacer, ir, poner, salir)
- Regular formal commands (Ud., Uds.)
- Irregular formal commands (ser, ir, dar, estar, saber)
- Double object pronouns
- Pronoun placement
- Impersonal expressions
- Textbook Resources**
- Avancemos Level Three:
 - Unit Two: Estados Unidos

Students will be able to:

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Transfer Task & Unit Assessments:

Create and design a flyer promoting a social action project in the community. Choose to support local animal shelters, nursing homes, hospitals, homeless shelters, etc. Include information about the organization you are supporting, and encourage members of the community to participate as volunteers. Incorporate all concepts learned in the unit.

Learning Goal/SLO # 1 Skim and scan culturally authentic audio/video/written text, from a variety of sources to identify volunteer activities available in the community and/or other Spanish-speaking locations.

- I can understand when someone talks about volunteer activities.
- I can recognize the type of activities available in my community and other areas of the world.
- I can compare and contrast volunteer activities in the United States and Spanish speaking countries.

Learning Goal/SLO # 2 -Ask and respond to questions related to volunteer activities in the home and target cultures.

- I can ask questions (yes/no, either/or, and short response) related to:
 - The type of activities available in different communities
 - The gear needed to volunteer
 - Comparing volunteer activities in the home and target culture
- I can give and follow simple directions related to:
 - Volunteer activities
 - Gear needed to volunteer
 - Organizing projects in the community

Learning Goal.SLO # 3 - Copy and write simple sentences to create a multimedia rich presentation describing ways to volunteer in the community or target culture.

- I can use words, phrases and memorized sentences to create a multimedia presentation that provides basic details on volunteer activities(e.g. when and where the activity takes place, what people do, what people will see).

Learning Goal/SLO # 4 - Write a letter or postcard, or magazine article, describing a social action project in the community

- I can use simple sentence structures to describe activities in the community in the target language. .

Students use the target language in the three modes of communication to explore volunteer activities that can be done in the community. They compare the customs and trends in the home and target culture.

Interpretive:

They interpret authentic written and video/audio texts related to volunteer activities (flyers, posters, radio/television/newspaper/advertisements).

Interpersonal:

They engage in short unrehearsed/unscripted conversations with classmates and teacher in which they ask and answer questions related to volunteer activities in the home and target cultures

Presentational:

They use simple sentence level discourse to compare activities in the community and target culture.

Other Evidence:

Formal:

- Providing written/oral response to the EQs
- Quizzes
- Tests
- Formal Presentations

Informal

- Participation
- Speaking in Spanish in side conversations

Stage 3: Activities

Interpretive:

- They interpret authentic written and video/audio texts related to volunteer activities (flyers, posters, radio/television/newspaper/advertisements).
 - Watch a infomercial for a non-profit organization (benefiting the community) and complete interpretive task (e.g. write a paragraph about what activities the organization does)
 - Listen to audio recordings about volunteer activities, and answer comprehension questions.
 - Read and interpret online articles about volunteer activities.

Interpersonal:

- They engage in short unrehearsed/unscripted conversations using simple sentence level discourse with classmates and teacher in which they ask and answer questions related to volunteer activities in the home and target cultures
 - Role-play with a partner-plan activities to help the community
 - Engage in information gap activities about volunteer activities
 - Engage in memory games to describe volunteer activities

Presentational:

- They use lists, chunks of language, and memorized phrases to compare volunteer activities in the home and target culture using simple sentence level discourse.
 - Present an informational pamphlet with various activities that benefit the community of Shepard.
 - Create and present a PowerPoint to compare volunteer activities and organizations at home and in the target language using the unit vocabulary.

Differentiation Strategies:

- Tiered Activities (leveled reading)
- Flexible grouping based on ability/interest level
- Interest-based options (product/process choice)
- Learning modalities (interpersonal, intrapersonal, audio, musical, linguistic, mathematical, visual-spatial, bodily-kinesthetic)
- Technology integration

Reference Materials

- Asi se dice! By Glencoe- McGraw Hill 3
- Asi se dice! Workbook by Glencoe McGraw Hill
- Duo Lingo software
- Teacher created materials
- Quizizz.com
- videoele.com
- QUIZLET: Web based vocabulary learning tool
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- BBC LANGUAGES: Web based interactive learning tool
- STUDYSTACK: Web based vocabulary learning tool
- Edpuzzle.com
- Vocaroo.com
- El Sol Scholastic magazine
- Lyricstraining.com
- Google Voice
- Kahoot.com
- <https://www.profe-de-espanol.de/>

Accommodations and Modifications

Differentiation for Students with IEPs, 504s, and/or Students at Risk of Failure (IEP/504/RF)

- Cooperative Groups: Groupings will be heterogenous to support struggling learners. Group assignments will be modified to include graphic organizers.
- Fish Bowl Discussions: Students will be supported in discussion with graphic organizers, completed note cards for reference, and pre-arranged order of speaking.
- Partner Analysis Activities: Partnerships will be pre-selected to support struggling learners. Activities will include exemplars and graphic organizers.
- Journals: Journal assignments will be shortened. Detailed exemplars will be shared. Key terms in the questions will be defined and explained in detail.
- Self-Assessment Quizzes: Quizzes will be shortened. After completion, students will share responses with their groups and identify which questions were the most difficult. (They will circle these and submit.) Their participation informs the teacher and themselves on the understanding of the text.

Differentiation for English Language Learners

- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)
- Substitute a hands-on activity or use of different media in projects for a written activity
- Provide word banks / word walls
- Prepare and distribute advance notes
- Provide model sentence frames and sentence starters for both oral responses and written responses
- Provide additional time to complete assessments and assignments
- Model and use gestures to aid in understanding
- Model tasks by giving one or two examples before releasing students to work independently
- Present instructions both verbally and visually
- Simplify written and verbal instructions
- Allow students to use eDictionaries
- Avoid slang and idiomatic expressions.
- Speak clearly and naturally, and try to enunciate words, especially their ending sounds.
- Provide Sensory Supports (Real-life objects, Manipulatives, Pictures & photographs, Illustrations, Diagrams, & drawings, Magazines & newspapers, Physical activities, Videos & films, Broadcasts, Models & figures)
- Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines)
- Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor)
- Simplify the language, format, and directions of the assessment
- Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling
- Allow editing and revision before grading
- Design projects and assessment for student that require reduced sentence or paragraph composition
- Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments
- Utilize alternate reading assignments/materials at the student's reading level.
- Allow for alternate seating for proximity to peer helper or teacher as necessary
- Assist student in building a picture file of key vocabulary ([Pics4Learning](#), [Webster's Visual Dictionary Online](#), [ClipArt Etc](#), [Shahi Visual Dictionary](#))
- When showing video use Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast.
- Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds
- Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples.
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Additional Resources:

- [20 strategies to Support EAL Children](#)
- [What English- Language Learners Wish Teachers Knew - Education Week](#)
- [A Starting Point: Tips and resources for working with ESL newcomers](#)

Differentiation for Enrichment:

- Cooperative Groups: Groupings will be homogenous to support enrichment. Challenge questions will be offered.
- Fish Bowl Discussions: Students will generate questions based on the essential questions and close reading insights.
- Partner Analysis Activities: Partnerships will be pre-selected to encourage enrichment. Challenge questions will be offered.
- Journals: Students will generate their own topics.
- Self-Assessment Quizzes: Challenge questions will be added. Students will be encouraged to create their own questions and pose them to the class at the close of the activity.
- Elevated vocabulary instruction.
- Elevated grammar instruction.
- Oral presentations on advanced/related topics.
- Analysis of scholarly articles.

Unit 3: El futuro de nuestro planeta (Our planet's future)	Unit Duration: 8 Weeks
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Stage 1: Desired Results

Established Subject Area Goals (NJSLs):

- 7.1.IL.A.1-Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.
- 7.1.IL.A.2-Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
- 7.1.IL.A.4- Identify people, places, objects, and activities in daily life based on oral or written descriptions.
- 7.1.IL.B.1- Use [digital tools](#) to participate in short conversations and to exchange information related to targeted themes.
- 7.1.IL.B.4-Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
- 7.1.IL.B.5- Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
- 7.1.IL.C.1-Use knowledge about cultural [products](#) and cultural [practices](#) to create a [multimedia-rich presentation](#) on targeted themes to be shared [virtually](#) with a target language audience.
- 7.1.IL.C.3-Use language creatively to respond in writing to a variety of oral or visual prompts.
- 7.1.IL.C.5-Explain the cultural [perspective](#) associated with a few cultural [products](#) and cultural practices from the target culture (s) and one's own culture.

Interdisciplinary Standards (NJSLs):

- NJLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

Technology Integration (NJSLs 8):

- 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.
- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- 8.1.8.D.4 Assess the credibility and accuracy of digital content.

21st Century Skills Integration (NJSLs 9):

- CLKS4 Demonstrate creativity and innovation.
- CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them.
- CLKS6 Model integrity, ethical leadership and effective management.
- CLKS8 Use technology to enhance productivity, increase collaboration and communicate effectively.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
- 9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
- 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society.
- 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others.
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Transfer Goal:

Students will be able to independently use their learning to acquire and exchange information with regard to the environment and its future using the target language of Spanish.

Students will understand that:

- Technology affects our environment.
- Environmental issues are global.
- Environmental efforts in the Spanish speaking world can be different yet similar to the habits in the United States.

Essential Questions:

- How can we articulate environmental issues in today's world?
- How can we address environmental issues?
- How are humans responsible for our environment?
- Can you make predictions about the future of the planet?
- How can I articulate cause and effect in relation to the environment?

Students will know:

- Vocabulary regarding Environmental issues
 - natural disasters
 - renewable resources
 - Evolution of Lake Nicaragua
 - Geography and climate of Central America
 - Demographics of Central America
 - Endangered species of Central America
 - Activities associated with environmental conservation
 - Structures needed to:
 - Ask and answer questions related to the environment
 - Ask and answer questions related to geography
 - Describe environmental conditions
- The following items have been previously assessed and are being recycled in this unit:
- Ustedes commands
 - Ir + a + infinitive
 - Media vocabulary
 - Structures needed to:
 - Express likes and dislikes
 - State preferences
 - Compare
 - Describe
- Key Grammar Concepts
- Future tense regular and irregular verbs
 - Conditional tense regular and irregular verbs (from Unit 5 Avancemos)
 - Por vs. Para
- Textbook Resources
- Avancemos Level Three:
 - Unit Three: America Central

Students will be able to:

- Discuss outdoor summer activities and related topics such as location and weather needed for each one.
- Identify types of activities available in camping and beach locations in target culture as found in culturally authentic video/audio/written texts.
- Identify activities and conditions in each location in culturally authentic video/audio/written texts related to outdoor activities.
- Ask memorized questions related to outdoor activities.
- Answer simple questions related to outdoor activities.
- Ask memorized questions related to outdoor activities and natural features in the home and target cultures.
- Answer simple questions related to outdoor summer activities in the home and target cultures.
- Describe family relationships.
- Express likes, dislikes, and preferences related to outdoor activities
- Perform a culturally authentic song/poem /skit associated with a outdoor activities in the target culture.
- Create an itinerary for a camping or beach trip in the target culture.

Transfer Task & Unit Assessments:

You must determine an environmental problem that VHS faces and create a poster featuring a campaign aimed at improving the problem. Completed projects will be posted online for voting. Projects must be in poster or video format and each project should: Identify one environmental problem VHS needs to address. Provide a solution that will in some way improve the impact of the chosen issue. Use Uds. command forms of verbs to instruct students on what they can do. Persuade VHS students to vote for your campaign.

Learning Goal/SLO # 1 Skim and scan culturally authentic audio/video/written text, from electronic information sources and other sources to identify issues affecting the environment.

- I can understand when someone describes environmental problems.
- I can state a preference for solving/improving the problem. .
- I can compare and contrast environmental issues in the United States and Spanish speaking countries

Learning Goal/SLO # 2 -Ask and respond to simple questions related to the environment in the home and target cultures.

- I can ask memorized questions (yes/no, either/or, and short response) related to:
 - Issues facing the environment
 - What actions can be taken to improve the issue
 - Personal obligations/responsibilities to help improve environmental conditions.
- I can answer simple questions (yes/no, either/or, and short response) related to:
 - Issues facing the environment
 - What actions can be taken to improve the issue
 - Personal obligations/responsibilities to help improve environmental conditions.

Learning Goal/SLO # 3 - Copy and write words and phrases to create a multimedia rich presentation describing issues facing the environment in the home or target culture.

- I can use words, phrases and memorized sentences to create a multimedia presentation that provides basic details (e.g. a specific issue facing a specific geographic area) about an environmental issue in my culture or the target culture.

Learning Goal/SLO # 4 - Create a campaign to help improve/resolve an environmental issue facing the community.

- I can create a campaign to help resolve some environmental concerns in my community.

Learning Goal/SLO # 5 - Present an opinion on an environmental issue and defend it.

- I can persuade my audience to support my views on this environmental issue in the target language.

Learning Goal/SLO # 6 -_Make predictions about the future and discuss cause and effect of environmental issues.

- I can make educated guesses and predict how environmental issues will play out using the future tense in the target language.

Students use the target language in the three modes of communication to explore the concerns and possible solutions for our environment, as well as issues of personal responsibility and obligation, in order to secure a better future for our planet. They compare global and local environmental concerns in the home and target culture. Students understand that the environmental issues are similar to and different from that of students in the target culture.

Interpretive:

They interpret authentic written and video/audio texts related to the environment (invitations, posters, radio/television/newspaper/advertisements).

Interpersonal:

They engage in short unrehearsed/unscripted conversations with classmates and teacher in which they ask and answer questions related to the environment in the home and target cultures.

Presentational:

They use simple sentence level discourse to compare issues of concern regarding the environment and its future in the home and target culture.

Create a poster or video campaign proposing to solve an environmental issue at VHS.

Other Evidence:

Formal:

- Providing written/oral response to the EQs
- Quizzes
- Tests
- Formal Presentations

Informal

- Participation
- Speaking in Spanish in side conversations

Stage 3: Activities

Interpretive:

- They interpret authentic written and video/audio texts related to the environment (invitations, posters, radio/television/newspaper/advertisements).
 - Watch a news report from the news and complete interpretive task (e.g. write a paragraph about a problem facing a specific area)
 - Listen to audio recordings about the environment and endangered species, and answer comprehension questions.
 - Read and interpret online articles about the environment.

Interpersonal:

- They engage in short unrehearsed/unscripted conversations with classmates and teacher in which they ask and answer questions related to the environment in the home and target cultures.
 - Role-play with a partner to create a dialogue about environmental issues.
 - Engage in information gap activities about environmental issues.
 - Engage in memory games to describe environmental concerns and predict solutions.

Presentational:

- They use lists, chunks of language, and memorized phrases to compare environmental concerns in the home and target culture.
 - Present an environmental issue facing a community in the Central America.
 - Create and present a PowerPoint to compare environmental conservation efforts at home and in the target language using the unit vocabulary.
 - Use ustedes commands to instruct the public on their responsibilities.

Differentiation Strategies:

- Tiered Activities (leveled reading)
- Flexible grouping based on ability/interest level
- Interest-based options (product/process choice)
- Learning modalities (interpersonal, intrapersonal, audio, musical, linguistic, mathematical, visual-spatial, bodily-kinesthetic)
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Provide word banks / word walls

Prepare and distribute advance notes

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Provide additional time to complete assessments and assignments

Model and use gestures to aid in understanding

Model tasks by giving one or two examples before releasing students to work independently

Present instructions both verbally and visually

Simplify written and verbal instructions

Allow students to use eDictionaries

Avoid slang and idiomatic expressions.

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Simplify the language, format, and directions of the assessment

Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling

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Design projects and assessment for student that require reduced sentence or paragraph composition

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Utilize alternate reading assignments/materials at the student's reading level.

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Assist student in building a picture file of key vocabulary ([Pics4Learning](#), [Webster's Visual Dictionary Online](#), [ClipArt Etc](#), [Shahi Visual Dictionary](#))

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Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Additional Resources:

- [20 strategies to Support EAL Children](#)
- [What English- Language Learners Wish Teachers Knew - Education Week](#)
- [A Starting Point: Tips and resources for working with ESL newcomers](#)

Differentiation for Enrichment:

- Cooperative Groups: Groupings will be homogenous to support enrichment. Challenge questions will be offered.
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- Partner Analysis Activities: Partnerships will be pre-selected to encourage enrichment. Challenge questions will be offered.
- Journals: Students will generate their own topics.
- Self-Assessment Quizzes: Challenge questions will be added. Students will be encouraged to create their own questions and pose them to the class at the close of the activity.
- Elevated vocabulary instruction.
- Elevated grammar instruction.
- Oral presentations on advanced/related topics.
- Analysis of scholarly articles.

Unit 4: ¡Así quiero ser! (This is How I Want to Be!)	Unit Duration: 8 Weeks
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Stage 1: Desired Results

Established Subject Area Goals (NJSLs):

- 7.1.IL.A.4: Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
- 7.1.IL.A.5: Demonstrate comprehension of conversations and written information on a variety of topics.
- 7.1.IL.A.8: Compare and contrast unique linguistic elements in English and the target language.
- 7.1.IL.B.3: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
- 7.1.IL.B.4: Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
- 7.1.IL.B.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
- 7.1.IL.C.C.3: Use language creatively to respond in writing to a variety of oral or visual prompts.
- 7.1.IL.C.5: Explain the cultural [perspective](#) associated with a few cultural [products](#) and cultural practices from the target culture (s) and one's own culture.
- 7.1.IL.C.6: Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the [16 Career Clusters](#)

Interdisciplinary Standards (NJSLs):

- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

Technology Integration (NJSLs 8):

- 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.
- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- 8.1.8.D.4 Assess the credibility and accuracy of digital content.

21st Century Skills Integration (NJSLs 9):

- CLKS4 Demonstrate creativity and innovation.
- CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them.
- CLKS6 Model integrity, ethical leadership and effective management.
- CLKS7 Plan education and career paths aligned to personal goals.
- CLKS8 Use technology to enhance productivity, increase collaboration and communicate effectively.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
- 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society.
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

Transfer Goal:

Students will be able to independently use their learning to acquire and exchange information regarding personal descriptions and professions using the target language of Spanish .

Students will understand that:

- Speaking a second language can benefit many professions.
- Professions in the Spanish-speaking world are similar and also different to that of the home culture.
- Talking about personal descriptions and characteristics is important in order to have positive relationships with others.

Essential Questions:

- Why is it important to explore different types of professions?
- How can speaking Spanish be beneficial to my future profession?
- How can I discuss personal descriptions and characteristics with other Spanish speakers?
- What do I need to know to feel comfortable to make suggestions, express wishes and hopes?
- What do I need to know to feel comfortable when expressing my doubts or emotions about a particular topic?
- How are professions different in the home and target culture?

Students will know:

- Vocabulary relating to describing people and things
 - How to describe people
 - Personal characteristics and descriptions
- Vocabulary relating to professions
- Vocabulary relating to making suggestions or influencing others
- Vocabulary relating to expressing positive and negative emotions
- Structures needed to:
 - Ask and answer questions related to professions
 - Ask and answer questions related to describing people and things
 - Describe hopes, wishes, and suggestions when talking about professions and personal characteristics
 - Express doubt, denial or disbelief about topics of personal descriptions and professions
 - Describe positive or negative emotions about professions and personal characteristics
 - Compare and contrast the home culture to the target culture.

The following items have been previously assessed and are being recycled in this unit:

- Preterite vs. imperfect (uses)
- Formal commands
- Structures needed to:
 - Express likes and dislikes
 - State preferences
 - Compare
 - Describe
 - Ask questions
 - Give directions

Key Grammar Concepts

- Present subjunctive
- Regular present subjunctive verbs
- Irregular present subjunctive verbs (decir, ir, ser, haber, estar, saber)
- Subjunctive to express wishes, hopes, and make recommendations and suggestions
- Subjunctive with ojalá
- Subjunctive to express doubt, denial, and disbelief
- Subjunctive to express positive and negative emotions
- Impersonal expressions with subjunctive

Textbook Resources

- Avancemos Level Three:
 - Unit Four: El Caribe

Students will be able to:

- Discuss professions, personal descriptions and related topics.
- Identify different types of professions available in the community and target culture as found in culturally authentic video/audio/written texts.
- Ask questions related to professions, personal descriptions, and characteristics.
- Express hopes, wishes and make recommendations to others.
- Express positive and negative emotions.
- Express likes, dislikes, and preferences related to professions and personal characteristics.
- Perform a culturally authentic song/poem /skit associated with professions and personal characteristics and descriptions in the target culture.

Transfer Task & Unit Assessments:

Write a letter to a company that you would like to work for based on a profession you would like to pursue. The letter should talk about your personal characteristics and qualities. The letter should try to convince the company to hire you and explain why you would be an asset to their company. Express your emotions about the profession you would like to pursue and how you think speaking Spanish will be beneficial. Incorporate all concepts learned in the unit.

Learning Goal/SLO # 1 Skim and scan culturally authentic audio/video/written text, from a variety of sources to identify professions available in the community and/or other Spanish-speaking locations.

- I can understand when someone talks about professions .
- I can recognize the type of professions available in my community and other areas of the world.
- I can compare and contrast professions in the United States and Spanish speaking countries.

Learning Goal/SLO # 2 -Ask and respond to questions related to professions and personal descriptions in the home and target cultures.

- I can ask questions (yes/no, either/or, and short response) related to:
 - The type of professions available in different parts of the world
 - Personal characteristics needed for a specific profession
 - Compare and contrast different types of personalities
 - Compare and contrast professions in the home and target culture
- I can express hopes and wishes related to:
 - Professions
 - People
- I can express doubt, denial or disbelief related to
 - Personal descriptions

Learning Goal.SLO # 3 - Copy and write simple sentences to create a multimedia rich presentation describing a profession.

- I can use words, phrases and memorized sentences to create a multimedia presentation that provides details on a profession(e.g. Qualities valuable in the profession, what people do, how it is beneficial to others, etc).

Learning Goal/SLO # 4 - Write a magazine or newspaper article describing qualities that are valuable in a friend.

- I can use simple sentence structures to describe personal characteristics that I feel are important for a friend to have in the target language.

Students use the target language in the three modes of communication to explore personal descriptions and professions. They compare customs and trends in the home and target culture.

Interpretive:

They interpret authentic written and video/audio texts related to professions personal descriptions and characteristics (posters, radio/television/newspaper/advertisements).

Interpersonal:

They engage in short unrehearsed/unscripted conversations with classmates and teacher in which they ask and answer questions related to personal qualities, professions, and characteristics in the home and target cultures

Presentational:

They use simple sentence level discourse to compare and contrast personal descriptions and professions in the home and target culture.

Other Evidence:

Formal:

- Providing written/oral response to the EQs
- Quizzes
- Tests
- Formal Presentations

Informal

- Participation
- Speaking in Spanish in side conversations

Stage 3: Activities

Interpretive:

- They interpret authentic written and video/audio texts related to professions and personal descriptions (flyers, podcasts, posters, radio/television/newspaper/advertisements).
 - Watch videos about professions and complete interpretive task (e.g. write a paragraph expressing how you feel about this profession)
 - Listen to audio recordings about someone talking about their personality, and answer comprehension questions.
 - Read and interpret online articles or biographies about different people in different professions .

Interpersonal:

- They engage in short unrehearsed/unscripted conversations using simple sentence level discourse with classmates and teacher in which they ask and answer questions related to personal descriptions and professions in the home and target cultures
 - Role-play with a partner-
 - Engage in information gap activities about professions
 - Engage in memory games to describe characteristics and professions

Presentational:

- They use lists, chunks of language, and memorized phrases to compare professions in the home and target culture using simple sentence level discourse.
 - Present an informational pamphlet with various professions that benefit the community of Shepard.
 - Create and present a PowerPoint to discuss your personal qualities using the unit vocabulary.

Differentiation Strategies:

- Tiered Activities (leveled reading)
- Flexible grouping based on ability/interest level
- Interest-based options (product/process choice)
- Learning modalities (interpersonal, intrapersonal, audio, musical, linguistic, mathematical, visual-spatial, bodily-kinesthetic)
- Technology integration

Reference Materials

- Asi se dice! By Glencoe- McGraw Hill 3
- Asi se dice! Workbook by Glencoe McGraw Hill
- Duo Lingo software
- Teacher created materials
- Quizizz.com
- videoele.com
- QUIZLET: Web based vocabulary learning tool
- YOU TUBE: Online video learning tool
- BBC LANGUAGES: Web based interactive learning tool
- STUDYSTACK: Web based vocabulary learning tool
- Edpuzzle.com
- Vocaroo.com
- El Sol Scholastic magazine
- Lyricstraining.com
- Google Voice
- Kahoot.com
- <https://www.profe-de-espanol.de/>

Accommodations and Modifications

Differentiation for Students with IEPs, 504s, and/or Students at Risk of Failure (IEP/504/RF)

- Cooperative Groups: Groupings will be heterogenous to support struggling learners. Group assignments will be modified to include graphic organizers.
- Fish Bowl Discussions: Students will be supported in discussion with graphic organizers, completed note cards for reference, and pre-arranged order of speaking.
- Partner Analysis Activities: Partnerships will be pre-selected to support struggling learners. Activities will include exemplars and graphic organizers.
- Journals: Journal assignments will be shortened. Detailed exemplars will be shared. Key terms in the questions will be defined and explained in detail.
- Self-Assessment Quizzes: Quizzes will be shortened. After completion, students will share responses with their groups and identify which questions were the most difficult. (They will circle these and submit.) Their participation informs the teacher and themselves on the understanding of the text.

Differentiation for English Language Learners

Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)

Substitute a hands-on activity or use of different media in projects for a written activity

Provide word banks / word walls

Prepare and distribute advance notes

Provide model sentence frames and sentence starters for both oral responses and written responses

Provide additional time to complete assessments and assignments

Model and use gestures to aid in understanding

Model tasks by giving one or two examples before releasing students to work independently

Present instructions both verbally and visually

Simplify written and verbal instructions

Allow students to use eDictionaries

Avoid slang and idiomatic expressions.

Speak clearly and naturally, and try to enunciate words, especially their ending sounds.

Provide Sensory Supports (Real-life objects, Manipulatives, Pictures & photographs, Illustrations, Diagrams, & drawings, Magazines & newspapers, Physical activities, Videos & films, Broadcasts, Models & figures)

Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines)

Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor)

Simplify the language, format, and directions of the assessment

Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling

Allow editing and revision before grading

Design projects and assessment for student that require reduced sentence or paragraph composition

Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments

Utilize alternate reading assignments/materials at the student's reading level.

Allow for alternate seating for proximity to peer helper or teacher as necessary

Assist student in building a picture file of key vocabulary ([Pics4Learning](#), [Webster's Visual Dictionary Online](#), [ClipArt Etc](#), [Shahi Visual Dictionary](#))

When showing video use Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast.

Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds

Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples.

Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Additional Resources:

[20 strategies to Support EAL Children](#)
[What English- Language Learners Wish Teachers Knew - Education Week](#)
[A Starting Point: Tips and resources for working with ESL newcomers](#)

Differentiation for Enrichment:

- Cooperative Groups: Groupings will be homogenous to support enrichment. Challenge questions will be offered.
- Fish Bowl Discussions: Students will generate questions based on the essential questions and close reading insights.
- Partner Analysis Activities: Partnerships will be pre-selected to encourage enrichment. Challenge questions will be offered.
- Journals: Students will generate their own topics.
- Self-Assessment Quizzes: Challenge questions will be added. Students will be encouraged to create their own questions and pose them to the class at the close of the activity.
- Elevated vocabulary instruction.
- Elevated grammar instruction.
- Oral presentations on advanced/related topics.
- Analysis of scholarly articles.