

SPANISH 3

Unit Title: Lección 2: La Tecnología

Stage 1: Desired Results

Standards & Indicators: Intermediate Low

Interpretive Mode of Communication - Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.

Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

Performance Expectations

- 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
- 7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.
- 7.1.IL.IPRET.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.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.
- 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.

Interpersonal Mode of Communication - Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.

Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

Performance Expectations

- 7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
- 7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
- 7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
- 7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
- 7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

SPANISH 3

Presentational Mode of Communication - Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.

Core Idea: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

Performance Expectations

- 7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
- 7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
- 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.
- 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
- 7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
Career Awareness and Planning	9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills	Career planning requires purposeful planning based on research, self-knowledge, and informed choices
Creativity and Innovation	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a). 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).	With a growth mindset, failure is an important part of success. Innovative ideas or innovation can lead to career opportunities.
Critical Thinking and Problem-solving	9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
Digital Citizenship	9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).	Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.

SPANISH 3

Global and Cultural Awareness	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 (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
Information and Media Literacy	9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5) 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRES.6).	In order for members of our society to participate productively, information needs to be shared accurately and ethically. Media have embedded values and points of view.
Technology Literacy	9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.

<p>Central Idea/Enduring Understanding:</p> <ul style="list-style-type: none"> • Communicate: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. • Cultures: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. • Connections: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. • Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence. • Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. 	<p>Essential/Guiding Question:</p> <ul style="list-style-type: none"> • How do people talk about technology and electronics? • What are some common expressions that people use while speaking on the telephone? • How do people use cell phones across the Spanish-speaking world?
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SPANISH 3

<p><u>Content:</u></p> <p>Vocabulary</p> <ul style="list-style-type: none"> • La Tecnología (Technology) • La Computadora (Computers and Electronics) • El Carro (Parts of the Car) <p>Pronunciation/Spelling</p> <ul style="list-style-type: none"> • Accent marks to distinguish the meaning of words • c (before e or i), s, and z <p>Grammar</p> <ul style="list-style-type: none"> • Familiar Commands (2.1) • Prepositions: POR vs. PARA (2.2) • Reciprocal Reflexives (2.3) • Stressed Possessive Adjectives & Pronouns (2.4) <p>Culture</p> <ul style="list-style-type: none"> • Social Networks/Media • Cyber Cafes • Advancements in Technology • Argentina 	<p><u>Skills(Objectives): I Can...</u></p> <ul style="list-style-type: none"> • Recognize words and expressions about technology, electronics, and the internet. • Describe cars and their accessories. • Recognize phrases related to giving instructions to a friend, through the Fotonovela video series. • Recognize phrases related to talking on the phone, through the Fotonovela video series. • Recognize common phrases in Spanish to reassure someone, through the Fotonovela video series. • Differentiate words that have the same or similar spellings, by means of accent marks. • Exchange some information with others about cell phone usage in Spanish-speaking countries. • Identify some regional terms Spanish speakers use to talk about technology. • Describe several different types of “bicimotos” (mopeds). • Explain some details about text messaging in the Spanish-speaking world. • Understand and Respond to orders or advice. • Construct sentences and Ask questions about shared actions. • Express possession. • Used words borrowed from familiar languages to better understand a reading. • Explain the message of a cartoon prepared for Spanish speakers. • Make a list of key words to organize my writing. • Write an informal message containing instructions, using chapter vocabulary and grammar. • Recognize the genre of an audio recording. • Understand the message of a radio announcement. • Prepare my own radio announcement. • Recognize the new gestures of a “new” technological development in a short video. • Discuss the advantages and disadvantages of print vs. digital media. • Describe some information about cybercafes in the Spanish-speaking world. • Specify some details about technology in Peru. • Discuss the advancements in technology/lack of technology in Spanish-speaking countries and its impact on society. • Recognize and Understand some details about Argentina’s geography, history, economy, and culture. • Read, Summarize, & Discuss cultural articles and topics.
<p><u>Interdisciplinary Connections:</u></p> <p>English</p> <ul style="list-style-type: none"> ○ Connections that are evident in every chapter: 	

SPANISH 3

- i. Construct grammatically correct sentences with subject/verb, noun/article, and noun/adjective agreement.
 - ii. Communicate in the present, past, future, and subjunctive tenses.
 - iii. Expand vocabulary.
 - iv. Compare/Contrast language.
 - v. Read/Respond to different types of literature.
 - vi. Ask and answer questions.
 - vii. Read, Summarize, & Discuss cultural articles and topics.
- o Reading Comprehension
 - i. Used words borrowed from familiar languages to better understand a reading.
 - ii. Explain the message of a cartoon prepared for Spanish speakers.
- o Complete writing assignments based on chapter themes.
 - i. Make a list of key words to organize my writing.
 - ii. Write an informal message containing instructions, using chapter vocabulary and grammar.
- o Chapter Grammar Topics
 - i. Differentiate words that have the same or similar spellings, by means of accent marks.
 - ii. Understand and Respond to orders or advice.
 - iii. Construct sentences and Ask questions about shared actions.
 - iv. Express possession.

Math

- o Represent quantities.

Art/Music/Media

- o Draw with various media.
- o Listen to/Interpret songs, podcasts, and other material on the radio.
 - i. Recognize the genre of an audio recording.
 - ii. Understand the message of a radio announcement.
 - iii. Prepare my own radio announcement.
- o View videos, ads, commercials, cartoons, TV programs, and interviews.
 - i. Fotonovela video series
 - ii. Explain the message of a cartoon prepared for Spanish speakers.
 - iii. Recognize the new gestures of a “new” technological development in a short video.
 - iv. Discuss the advantages and disadvantages of print vs. digital media.

Science/Technology

- o Exchange some information with others about cell phone usage in Spanish-speaking countries.
- o Identify some regional terms Spanish speakers use to talk about technology.
- o Describe some information about cybercafes in the Spanish-speaking world.
- o Specify some details about technology in Peru.

History

- o Learn about Spanish speaking countries.
 - i. Recognize and Understand some details about Argentina’s geography, history, economy, and culture.
- o Read and Discuss current events.
- o Read, Summarize, & Discuss cultural articles and topics, including global issues.
 - i. Describe some information about cybercafes in the Spanish-speaking world.
 - ii. Specify some details about technology in Peru.
 - iii. Discuss the advancements in technology/lack of technology in Spanish-speaking countries and its impact on society.

SPANISH 3

Stage 2: Assessment Evidence

Performance Task(s):

Quizzes

- “Contextos” (Vocabulary)
- Familiar Commands (2.1)
- Prepositions: POR vs. PARA (2.2)
- Reciprocal Reflexives (2.3)
- Stressed Possessive Adjectives & Pronouns (2.4)

Tests

- Lección 2: La Tecnología

Projects/Writing Assignments

- Radio Announcement
- “How-To” Instructional Video

Other Evidence:

- Vocabulary/Grammar Presentations & Tutorials
 - Descubre 2 Online Textbook
 - EdPuzzle
 - Google Slides Presentations
 - Guided Notes
- Reading/Writing Activities
 - Descubre 2 Online Textbook Assignments
 - Interactive Notebook Activities
 - Lectura (Reading) & Escritura (Writing) Assignments
 - Writing Prompts
 - Open-ended Questions
 - Dialogs, E-mails, Letters, Compositions/Essays, Newspaper/Magazine Articles, Interviews
- Listening Activities
 - Descubre 2 Online Textbook
 - In-Class Listening Activities
- Partner/Speaking/Collaborative Activities
 - FlipGrid
 - Descubre 2 Online Textbook Assignments
- Grammar/Vocabulary Games
 - Kahoot
 - Quizizz
 - Jamboard
 - Boom Cards
 - Bingo/Eye Spy/Taco Time/Chico Chile/Minuto Loco/Dibujo Misterioso
- Culture/Grammar/Vocabulary Songs & Videos
 - YouTube
 - EdPuzzle
 - Descubre 2 Online Textbook
 - Fotonovela
 - En Pantalla
 - Flash Cultura
 - Panorama Cultural Interactive Map
- Class Discussions on Cultural Topics
- Digital Resources & Web Based Learning
 - Descubre 2 Online Textbook
 - EdPuzzle
 - Kahoot
 - Duolingo
 - Quizizz
 - Boom Cards
 - FlipGrid
 - Google (Classroom, Docs, Slides, Forms, Drawings, Maps, Tour Builder, Jamboard)
 - Padlet
 - Boom Cards

SPANISH 3

Stage 3: Learning Plan

Learning Opportunities/Strategies:

- Project Based Learning
- Partner/Group Activities/Learning Centers
 - Dialogs & Role Playing
 - TPR (Total Physical Response)
 - Discussions
 - Turn & Talk
 - Think-Pair-Share
 - Jigsaw
 - Socrative Speed Dating
 - Oral Reading
- Grammar & Vocabulary Games/Simulations
 - Bingo/Eye Spy/Taco Time/Chico Chile/Minuto Loco/Dibujo Misterioso
- Open-Ended/Targeted Questioning/Cold Call
- Guided Notes
- Culture/Grammar/Vocabulary Videos
- Web Based Learning
 - Kahoot
 - Quizizz
 - EdPuzzle
 - Flipgrid
 - Duolingo
 - Google (Classroom, Docs, Slides, Forms, Drawings, Maps, Tour Builder, Jamboard)
 - Quizlet
 - Padlet
 - Boom Cards
- Do-Now & Closure Activities
- Social/Emotional Learning
 - Interactive Writing/Journaling
 - Polling/Check-ins
 - Emotional Consistency
 - Celebrate Diversity
 - Practice Mindfulness
 - Discuss/Practice Empathy
 - Incorporate Art
 - Constructive Criticism
 - Daily Greetings
 - Promote a Growth Mindset
 - Behavior/Learning Contracts
 - Provide Immediate Feedback
 - Peer Instruction
- Analogies/Mnemonic Devices
- Modeling/Show & Tell Lessons
- Interactive Notebook Activities/Maps
- Choice Boards/Tiered Assignments/Scaffolding
- Outlines/Graphic Organizers/Timelines/Rubrics
- Formative & Summative Assessments
- Comprehensible Input

Resources:

[2020 World Language Standards](#)

[LGBT and Disabilities Law](#)

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

[GLSEN Educator Resources](#)

[Supporting LGBTQ Youth Resource List](#)

[Respect Ability: Fighting Stigmas, Advancing Opportunities](#)

[2020 Career Readiness, Life Literacies, and Life Skills](#)

[World Language Instructional Adaptations For Students With Diverse Needs](#)

Web Based Learning

www.duolingo.com

www.flipgrid.com

www.google.com

www.padlet.com

<https://wow.boomlearning.com>

www.edpuzzle.com

www.kahoot.com

www.quizizz.com

www.quizlet.com

[Descubre 2 Online Textbook](#)

SPANISH 3

Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> Adjusted questioning techniques and higher order questions. Curriculum compacting (Pre-assessment and alternative assignments) Web-based Learning Independent Study Personalized course packet with individualized enrichment materials Open ended questions Varying sets of reading comprehension questions to answer Alternate homework options Focus on accuracy Choice Boards/Tiered Assignments/Scaffolding Assignments designed to meet the needs of native speakers 	<ul style="list-style-type: none"> Independent/ Small group work Learning centers Adjusted questioning techniques and higher order questions Curriculum compacting (Pre-assessment and alternative assignments) Web-based Learning Independent Study Personalized course packet with individualized enrichment materials Open ended questions Tiered assignments Adaptive assignments that get easier/harder depending on how a student is performing Varying sets of reading comprehension questions to answer Focus on accuracy Choice Boards/Tiered Assignments/Scaffolding 	<ul style="list-style-type: none"> Learning centers Use of flashcards One on one coaching with a student, designed around his/her specific challenges Mini lessons Small groups designed around student's strengths and weaknesses so that they can tutor each other Individualized remediation and enrichment materials Continually assess and adjust content to meet student's needs Extended time on activities/assessments Grade for content, not spelling Give directions through several channels: auditory, visual, kinesthetic, model Use adapted text/worksheets Give immediate feedback Vary grouping arrangements: small, large, individual Utilize peer buddy system in cooperative learning Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids Use various techniques and materials to teach a lesson, based on students functioning level Provide correctly completed examples 	<ul style="list-style-type: none"> Learning centers Use of flashcards One on one coaching with a student, designed around his/her specific challenges Mini lessons Small groups designed around student's strengths and weaknesses so that they can tutor each other Individualized remediation and enrichment materials Choice activities that appeal to student interests/Personally relevant activities Continually assess and adjust content to meet student's needs Extended time on activities/assessments Grade for content, not spelling Give directions through several channels: auditory, visual, kinesthetic, model Use adapted text/worksheets Give immediate feedback Vary grouping arrangements: small, large, individual Utilize peer buddy system in cooperative learning Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids Use various techniques and materials to teach a lesson, based on students functioning level Provide correctly completed examples/Model assignments Provide frequent reviews of current concepts and information taught

SPANISH 3

		<ul style="list-style-type: none"> • Provide frequent reviews of current concepts and information taught • Break assignments into smaller tasks • Use drill and repetition • Use of memory aids/mnemonic devices • Frequently check for understanding • Re-teach and review requisite skills before introducing a new skill or concept • Learning/Behavior Contracts • Web-based Learning • Alternate homework options (modify and limit questions) • Choice Boards/Tiered Assignments/Scaffolding • Use games and simulations • Use TPR (Total Physical Response) • Role playing, Dramatization, props for dialogs • Interactive writing • Provide visual aids • Repeated directions • Differentiate based on proficiency • Provide word banks • Allow for translators, dictionaries 	<ul style="list-style-type: none"> • Break assignments into smaller tasks/Chunk • Use drill and repetition • Use of memory aids/mnemonic devices • Use songs, music, and movement • Frequently check for understanding • Pre-teach vocabulary • Re-teach and review requisite skills before introducing a new skill or concept • Learning/Behavior Contracts • Web-based Learning • Alternate homework options (modify and limit questions) • Choice Boards/Tiered Assignments/Scaffolding • Use games and simulations • Use TPR (Total Physical Response) • Role playing, Dramatization, props for dialogs • Interactive writing • Extended time • Provide visual aids • Repeated directions • Differentiate based on proficiency • Provide word banks • Allow for translators, dictionaries
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Unit Title: Lección 3: La Vivienda

Stage 1: Desired Results

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SPANISH 3

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SPANISH 3

Career Readiness, Life Literacies and Key Skills		
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SPANISH 3

Technology Literacy	9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
<u>Central Idea/Enduring Understanding:</u> <ul style="list-style-type: none"> • Communicate: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. • Cultures: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. • Connections: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. • Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence. • Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. 		<u>Essential/Guiding Question:</u> <ul style="list-style-type: none"> • How do people talk about their home or apartment? • How do people talk about household chores? • What are some features of homes in the Spanish-speaking world?
<u>Content:</u> <p>Vocabulary</p> <ul style="list-style-type: none"> • La Vivienda (The Household - Parts of the House, Rooms, Furniture) • Los Quehaceres (Household Chores) • El Comedor (Dining Room/Table Setting/Appliances) <p>Pronunciation/Spelling</p> <ul style="list-style-type: none"> • Capital and Lower-Case Letters • The letter "x" <p>Grammar</p> <ul style="list-style-type: none"> • Relative Pronouns (3.1) • Formal (Usted/Ustedes) Commands (3.2) • The Present Subjunctive (3.3) • The Present Subjunctive with Verbs of Will and Influence (3.4) <p>Culture</p> <ul style="list-style-type: none"> • El Patio Central (The Central Patio) 		<u>Skills(Objectives): I Can...</u> <ul style="list-style-type: none"> • Recognize rooms in a house. • Identify common household objects. • Describe some household chores. • Recognize expressions to make recommendations to others, through the Fotonovela video series. • Recognize phrases related to organizing work, through the Fotonovela video series. • Recognize phrases related to making polite requests, through the Fotonovela video series. • Capitalize Spanish words correctly. • Talk about central patios and courtyards in Spanish and colonial architecture, as well as their cultural role. • Identify some regional terms Spanish speakers use to talk about homes. • Exchange some information with others about the floating islands of Lake Titicaca. • Describe several unique furniture pieces from the Spanish-speaking world. • Combine sentences that share a common element. • Understand and Respond to formal commands.

SPANISH 3

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| <ul style="list-style-type: none"> ● Lake Titicaca. ● Las Casas de Pablo Neruda (Pablo Neruda's Houses) ● La Casa de Frida (Frida Kahlo's House) ● Panama | <ul style="list-style-type: none"> ● Express my attitude toward events that I consider uncertain. ● Construct sentences that express will and influence. ● Identify the main parts of a sentence in Spanish. ● Use the main parts of a sentence to better understand a reading selection. ● Use linking words to create smooth transitions in my writing. ● Compose an official agreement in Spanish, using chapter vocabulary and grammar. ● Determine specific details about an audio recording using accompanying visual cues. ● Identify different opinions on housing of characters engaged in a conversation. ● Describe some details about the use of electrical appliances in the Spanish-speaking world. ● Explain the message of a commercial prepared for Spanish speakers. ● Identify and Discuss some details about the "Museo Casa Estudio Diego Rivera y Frida Kahlo." ● Talk about the geography and some cultural highlights of Panama. ● Read, Summarize, & Discuss cultural articles and topics. |
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Interdisciplinary Connections:

English

- Connections that are evident in every chapter:
 - i. Construct grammatically correct sentences with subject/verb, noun/article, and noun/adjective agreement.
 - ii. Communicate in the present, past, future, and subjunctive tenses.
 - iii. Expand vocabulary.
 - iv. Compare/Contrast language.
 - v. Read/Respond to different types of literature.
 - vi. Ask and answer questions.
 - vii. Read, Summarize, & Discuss cultural articles and topics.
- Reading Comprehension
 - i. Identify the main parts of a sentence in Spanish.
 - ii. Use the main parts of a sentence to better understand a reading selection.
- Complete writing assignments based on chapter themes.
 - i. Use linking words to create smooth transitions in my writing.
 - ii. Compose an official agreement in Spanish, using chapter vocabulary and grammar.
- Chapter Grammar Topics
 - i. Capitalize Spanish words correctly.
 - ii. Combine sentences that share a common element.
 - iii. Understand and Respond to formal commands.
 - iv. Express my attitude toward events that I consider uncertain.
 - v. Construct sentences that express will and influence.

Math

- Represent quantities.

SPANISH 3

Art/Music/Media

- Draw with various media.
- Listen to/Interpret songs, podcasts, and other material on the radio
- View videos, ads, commercials, TV programs, and interviews
 - i. Fotonovela video series
 - ii. Determine specific details about an audio recording using accompanying visual cues.
 - iii. Explain the message of a commercial prepared for Spanish speakers.
- Artists of the Spanish-speaking world
 - i. Identify and Discuss some details about the “Museo Casa Estudio Diego Rivera y Frida Kahlo.”

History

- Learn about Spanish speaking countries.
 - i. Talk about the geography and some cultural highlights of Panama.
- Read and Discuss current events.
- Read, Summarize, & Discuss cultural articles and topics.
 - i. Talk about central patios and courtyards in Spanish and colonial architecture, as well as their cultural role.
 - ii. Exchange some information with others about the floating islands of Lake Titicaca.

Stage 2: Assessment Evidence

Performance Task(s):

Quizzes

- “Contextos” (Vocabulary)
- Relative Pronouns (3.1)
- Formal (Usted/Ustedes) Commands (3.2)
- The Present Subjunctive (3.3)
- The Present Subjunctive with Verbs of Will and Influence (3.4)

Tests

- Lección 3: La Vivienda

Projects/Writing Assignments

- “La Casa de Mis Sueños”
- Rental Agreement

Other Evidence:

- Vocabulary/Grammar Presentations & Tutorials
 - Descubre 2 Online Textbook
 - EdPuzzle
 - Google Slides Presentations
 - Guided Notes
- Reading/Writing Activities
 - Descubre 2 Online Textbook Assignments
 - Interactive Notebook Activities
 - Lectura (Reading) & Escritura (Writing) Assignments
 - Writing Prompts
 - Open-ended Questions
 - Dialogs, E-mails, Letters, Compositions/Essays, Newspaper/Magazine Articles, Interviews
- Listening Activities
 - Descubre 2 Online Textbook
 - In-Class Listening Activities
- Partner/Speaking/Collaborative Activities
 - FlipGrid
 - Descubre 2 Online Textbook Assignments
- Grammar/Vocabulary Games
 - Kahoot
 - Quizizz
 - Jamboard
 - Boom Cards
 - Bingo/Eye Spy/Taco Time/Chico Chile/Minuto Loco/Dibujo Misterioso/Pictionary
- Culture/Grammar/Vocabulary Songs & Videos
 - YouTube
 - EdPuzzle

SPANISH 3

	<ul style="list-style-type: none"> ○ Descubre 2 Online Textbook <ul style="list-style-type: none"> ■ Fotonovela ■ En Pantalla ■ Flash Cultura ■ Panorama Cultural Interactive Map ● Class Discussions on Cultural Topics ● Digital Resources & Web Based Learning <ul style="list-style-type: none"> ○ Descubre 2 Online Textbook ○ EdPuzzle ○ Kahoot ○ Duolingo ○ Quizizz ○ Boom Cards ○ FlipGrid ○ Google (Classroom, Docs, Slides, Forms, Drawings, Maps, Tour Builder, Jamboard) ○ Padlet ○ Boom Cards
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <ul style="list-style-type: none"> ● Project Based Learning ● Partner/Group Activities/Learning Centers <ul style="list-style-type: none"> ○ Dialogs & Role Playing ○ TPR (Total Physical Response) ○ Discussions ○ Turn & Talk ○ Think-Pair-Share ○ Jigsaw ○ Socrative Speed Dating ○ Oral Reading ● Grammar & Vocabulary Games/Simulations <ul style="list-style-type: none"> ○ Bingo/Eye Spy/Taco Time/Chico Chile/Minuto Loco/Dibujo Misterioso ● Open-Ended/Targeted Questioning/Cold Call ● Guided Notes ● Culture/Grammar/Vocabulary Videos ● Web Based Learning <ul style="list-style-type: none"> ○ Kahoot ○ Quizizz ○ EdPuzzle ○ Flipgrid ○ Duolingo ○ Google (Classroom, Docs, Slides, Forms, Drawings, Maps, Tour Builder, Jamboard) ○ Quizlet ○ Padlet ○ Boom Cards ● Do-Now & Closure Activities ● Social/Emotional Learning <ul style="list-style-type: none"> ○ Interactive Writing/Journaling 	<p><u>Resources:</u></p> <p>2020 World Language Standards</p> <p>LGBT and Disabilities Law</p> <p>LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.</p> <p>GLSEN Educator Resources</p> <p>Supporting LGBTQ Youth Resource List</p> <p>Respect Ability: Fighting Stigmas, Advancing Opportunities</p> <p>2020 Career Readiness, Life Literacies, and Life Skills</p> <p>World Language Instructional Adaptations For Students With Diverse Needs</p> <p>Web Based Learning</p> <p>www.duolingo.com</p>
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SPANISH 3

<ul style="list-style-type: none"> o Polling/Check-ins o Emotional Consistency o Celebrate Diversity o Practice Mindfulness o Discuss/Practice Empathy o Incorporate Art o Constructive Criticism o Daily Greetings o Promote a Growth Mindset o Behavior/Learning Contracts o Provide Immediate Feedback o Peer Instruction • Analogies/Mnemonic Devices • Modeling/Show & Tell Lessons • Interactive Notebook Activities/Maps • Choice Boards/Tiered Assignments/Scaffolding • Outlines/Graphic Organizers/Timelines/Rubrics • Formative & Summative Assessments • Comprehensible Input 	www.flipgrid.com www.google.com www.padlet.com https://wow.boomlearning.com www.edpuzzle.com www.kahoot.com www.quizizz.com www.quizlet.com Descubre 2 Online Textbook
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Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> • Adjusted questioning techniques and higher order questions. • Curriculum compacting (Pre-assessment and alternative assignments) • Web-based Learning • Independent Study • Personalized course packet with individualized enrichment materials • Open ended questions • Varying sets of reading comprehension questions to answer • Alternate homework options • Focus on accuracy • Choice Boards/Tiered Assignments/Scaffolding • Assignments designed to meet the 	<ul style="list-style-type: none"> • Independent/ Small group work • Learning centers • Adjusted questioning techniques and higher order questions • Curriculum compacting (Pre-assessment and alternative assignments) • Web-based Learning • Independent Study • Personalized course packet with individualized enrichment materials • Open ended questions • Tiered assignments 	<ul style="list-style-type: none"> • Learning centers • Use of flashcards • One on one coaching with a student, designed around his/her specific challenges • Mini lessons • Small groups designed around student's strengths and weaknesses so that they can tutor each other • Individualized remediation and enrichment materials • Continually assess and adjust content to meet student's needs • Extended time on activities/assessments • Grade for content, not spelling • Give directions through several channels: auditory, visual, kinesthetic, model • Use adapted text/worksheets 	<ul style="list-style-type: none"> • Learning centers • Use of flashcards • One on one coaching with a student, designed around his/her specific challenges • Mini lessons • Small groups designed around student's strengths and weaknesses so that they can tutor each other • Individualized remediation and enrichment materials • Choice activities that appeal to student interests/Personally relevant activities • Continually assess and adjust content to meet student's needs • Extended time on activities/assessments • Grade for content, not spelling • Give directions through several channels: auditory, visual, kinesthetic, model • Use adapted text/worksheets • Give immediate feedback

SPANISH 3

<p>needs of native speakers</p>	<ul style="list-style-type: none"> • Adaptive assignments that get easier/harder depending on how a student is performing • Varying sets of reading comprehension questions to answer • Focus on accuracy • Choice Boards/Tiered Assignments/Scaffolding 	<ul style="list-style-type: none"> • Give immediate feedback • Vary grouping arrangements: small, large, individual • Utilize peer buddy system in cooperative learning • Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids • Use various techniques and materials to teach a lesson, based on students functioning level • Provide correctly completed examples • Provide frequent reviews of current concepts and information taught • Break assignments into smaller tasks • Use drill and repetition • Use of memory aids/mnemonic devices • Frequently check for understanding • Re-teach and review requisite skills before introducing a new skill or concept • Learning/Behavior Contracts • Web-based Learning • Alternate homework options (modify and limit questions) • Choice Boards/Tiered Assignments/Scaffolding • Use games and simulations • Use TPR (Total Physical Response) • Role playing, Dramatization, props for dialogs • Interactive writing • Provide visual aids • Repeated directions • Differentiate based on 	<ul style="list-style-type: none"> • Vary grouping arrangements: small, large, individual • Utilize peer buddy system in cooperative learning • Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids • Use various techniques and materials to teach a lesson, based on students functioning level • Provide correctly completed examples/Model assignments • Provide frequent reviews of current concepts and information taught • Break assignments into smaller tasks/Chunk • Use drill and repetition • Use of memory aids/mnemonic devices • Use songs, music, and movement • Frequently check for understanding • Pre-teach vocabulary • Re-teach and review requisite skills before introducing a new skill or concept • Learning/Behavior Contracts • Web-based Learning • Alternate homework options (modify and limit questions) • Choice Boards/Tiered Assignments/Scaffolding • Use games and simulations • Use TPR (Total Physical Response) • Role playing, Dramatization, props for dialogs • Interactive writing • Extended time • Provide visual aids • Repeated directions • Differentiate based on proficiency
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SPANISH 3

		proficiency <ul style="list-style-type: none"> • Provide word banks • Allow for translators, dictionaries 	<ul style="list-style-type: none"> • Provide word banks • Allow for translators, dictionaries
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Unit Title: Lección 4: La Naturaleza

Stage 1: Desired Results

Standards & Indicators: Intermediate Low

Interpretive Mode of Communication - Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.

Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

Performance Expectations

- 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
- 7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.
- 7.1.IL.IPRET.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.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.
- 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.
- 7.1.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.

Interpersonal Mode of Communication - Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.

Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

Performance Expectations

- 7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
- 7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
- 7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
- 7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

SPANISH 3

- 7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
- 7.1.IL.IPERS.6: Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.

Presentational Mode of Communication - Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.

Core Idea: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

Performance Expectations

- 7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
- 7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
- 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.
- 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
- 7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
Career Awareness and Planning	9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills	Career planning requires purposeful planning based on research, self-knowledge, and informed choices
Creativity and Innovation	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a). 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).	With a growth mindset, failure is an important part of success. Innovative ideas or innovation can lead to career opportunities.
Critical Thinking and Problem-solving	9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

SPANISH 3

Digital Citizenship	9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).	Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.
Global and Cultural Awareness	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 (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
Information and Media Literacy	9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5) 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).	In order for members of our society to participate productively, information needs to be shared accurately and ethically. Media have embedded values and points of view.
Technology Literacy	9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.

<p><u>Central Idea/Enduring Understanding:</u></p> <ul style="list-style-type: none"> ● Communicate: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. ● Cultures: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. ● Connections: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. ● Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence. ● Communities: Learners use the language both within and beyond the classroom to 	<p><u>Essential/Guiding Question:</u></p> <ul style="list-style-type: none"> ● How do people talk about the environment? ● How do people express beliefs and opinions? ● What are some features of mountain ranges in South America?
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SPANISH 3

<p>interact and collaborate in their community and the globalized world. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>	
<p><u>Content:</u></p> <p>Vocabulary</p> <ul style="list-style-type: none"> • La Naturaleza (Nature and Endangered Animals) • El Medio Ambiente (The Environment and Ecology) • El Reciclaje (Recycling) • Ecoturismo (Conservation and Ecotourism) <p>Pronunciation/Spelling</p> <ul style="list-style-type: none"> • Punctuation and Intonation • I, II, and y. <p>Grammar</p> <ul style="list-style-type: none"> • The Subjunctive with Verbs of Emotion (4.1) • The Subjunctive with Doubt, Disbelief, and Denial (4.2) • The Subjunctive with Conjunctions (4.3) <p>Culture</p> <ul style="list-style-type: none"> • The Andes Mountains • Costa Rican Nature and Ecotourism • Colombia • Fables & Legends in Spanish speaking countries • Global Challenges: Environmental Issues <ul style="list-style-type: none"> ○ Climate Change ○ Reducing Environmental Waste through Recycling ○ Preserving Nature through Conservation and Ecological Initiatives 	<p><u>Skills(Objectives): I Can...</u></p> <ul style="list-style-type: none"> • Recognize some details about nature and the environment. • Discuss environmental conservation. • Recognize phrases related to talking about the environment, through the Fotonovela video series. • Suggest some solutions to environmental problems. • Use punctuation marks appropriately in Spanish. • Exchange some information with others about the Andes mountain range. • Distinguish between some regional terms Spanish speakers use to talk about nature. • Specify several facts about the Sierra Nevada de Santa Marta in Colombia. • Identify some important lakes in Latin America. • Talk about people's feelings and emotions. • Express doubt, disbelief, denial, and uncertainty. • Recognize the author's purpose in a reading selection. • Identify the message in fables. • Write a letter or article in Spanish, defining the right audience and purpose of my writing. • Use previous knowledge about the topic of an audio recording to determine unfamiliar words and ideas. • Identify the main ideas of a public speech. • Talk about Argentine journalist Victor Sueiro. • Explain the message of a commercial prepared for Spanish speakers. • Discuss ways to protect the environment. • Describe some details about nature reserves in Central America. • Exchange some information with others about nature and ecotourism in Costa Rica. • Recognize and Understand some details about Colombia's geography, history, and culture. • Read, Summarize, & Discuss cultural articles and topics.
<p><u>Interdisciplinary Connections:</u></p> <p>English</p> <ul style="list-style-type: none"> ○ Connections evident in every chapter: <ol style="list-style-type: none"> i. Construct grammatically correct sentences with subject/verb, noun/article, and noun/adjective agreement. ii. Communicate in the present, past, future, and subjunctive tenses. iii. Expand vocabulary. iv. Compare/Contrast language. v. Read/Respond to different types of literature. 	

SPANISH 3

- vi. Ask and answer questions.
- vii. Read, Summarize, & Discuss cultural articles and topics.
- o Reading Comprehension
 - i. Recognize the author's purpose in a reading selection.
 - ii. Identify the message in fables.
 - iii. Identify the main ideas of a public speech.
- o Complete writing assignments based on chapter themes.
 - i. Write a letter or article in Spanish, defining the right audience and purpose of my writing.
- o Chapter Grammar Topics
 - i. Use punctuation marks appropriately in Spanish.
 - ii. Talk about people's feelings and emotions.
 - iii. Express doubt, disbelief, denial, and uncertainty.

Math

- o Represent quantities.

Art/Music/Media

- o Draw with various media.
- o Listen to/Interpret songs, audio recordings, podcasts, and other material on the radio
 - i. Use previous knowledge about the topic of an audio recording to determine unfamiliar words and ideas.
- o View videos, ads, commercials, TV programs, and interviews
 - i. Fotonovela video series
 - ii. Talk about Argentine journalist Victor Sueiro.
 - iii. Explain the message of a commercial prepared for Spanish speakers.

Science

- o Recognize some details about nature and the environment.
- o Discuss environmental conservation.
- o Suggest some solutions to environmental problems.
- o Distinguish between some regional terms Spanish speakers use to talk about nature.
- o Discuss ways to protect the environment.
- o Describe some details about nature reserves in Central America.
- o Exchange some information with others about nature and ecotourism in Costa Rica.

History

- o Learn about Spanish speaking countries.
 - i. Exchange some information with others about the Andes mountain range.
 - ii. Specify several facts about the Sierra Nevada de Santa Marta in Colombia.
 - iii. Identify some important lakes in Latin America.
 - iv. Recognize and Understand some details about Colombia's geography, history, and culture.
- o Read and Discuss current events.
- o Read, Summarize, & Discuss cultural articles and topics.

Stage 2: Assessment Evidence

Performance Task(s):

Quizzes

- "Contextos" (Vocabulary)
- The Subjunctive with Verbs of Emotion (4.1)
- The Subjunctive with Doubt, Disbelief, and Denial (4.2)
- The Subjunctive with Conjunctions (4.3)

Other Evidence:

- Vocabulary/Grammar Presentations & Tutorials
 - o Descubre 2 Online Textbook
 - o EdPuzzle
 - o Google Slides Presentations
 - o Guided Notes
- Reading/Writing Activities
 - o Descubre 2 Online Textbook Assignments
 - o Interactive Notebook Activities

SPANISH 3

<p>Tests</p> <ul style="list-style-type: none"> Lección 4: La Naturaleza <p>Projects/Writing Assignments</p> <ul style="list-style-type: none"> Environmental Issue & Solution Project Un Viaje a Colombia 	<ul style="list-style-type: none"> Lectura (Reading) & Escritura (Writing) Assignments Writing Prompts <ul style="list-style-type: none"> Open-ended Questions Dialogs, E-mails, Letters, Compositions/Essays, Newspaper/Magazine Articles, Interviews Listening Activities <ul style="list-style-type: none"> Descubre 2 Online Textbook In-Class Listening Activities Partner/Speaking/Collaborative Activities <ul style="list-style-type: none"> FlipGrid Descubre 2 Online Textbook Assignments Grammar/Vocabulary Games <ul style="list-style-type: none"> Kahoot Quizizz Jamboard Boom Cards Bingo/Eye Spy/Taco Time/Chico Chile/Minuto Loco/Dibujo Misterioso Culture/Grammar/Vocabulary Songs & Videos <ul style="list-style-type: none"> YouTube EdPuzzle Descubre 2 Online Textbook <ul style="list-style-type: none"> Fotonovela En Pantalla Flash Cultura Panorama Cultural Interactive Map Class Discussions on Cultural Topics Digital Resources & Web Based Learning <ul style="list-style-type: none"> Descubre 2 Online Textbook EdPuzzle Kahoot Duolingo Quizizz Boom Cards FlipGrid Google (Classroom, Docs, Slides, Forms, Drawings, Maps, Tour Builder, Jamboard) Padlet Boom Cards
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <ul style="list-style-type: none"> Project Based Learning Partner/Group Activities/Learning Centers <ul style="list-style-type: none"> Dialogs & Role Playing TPR (Total Physical Response) Discussions Turn & Talk Think-Pair-Share Jigsaw 	<p><u>Resources:</u></p> <p>2020 World Language Standards</p> <p>LGBT and Disabilities Law</p> <p>LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian,</p>
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SPANISH 3

<ul style="list-style-type: none"><ul style="list-style-type: none">o Socrative Speed Datingo Oral Reading● Grammar & Vocabulary Games/Simulations<ul style="list-style-type: none">o Bingo/Eye Spy/Taco Time/Chico Chile/Minuto Loco/Dibujo Misterioso● Open-Ended/Targeted Questioning/Cold Call● Guided Notes● Culture/Grammar/Vocabulary Videos● Web Based Learning<ul style="list-style-type: none">o Kahooto Quizizzo EdPuzzleo Flipgrido Duolingoo Google (Classroom, Docs, Slides, Forms, Drawings, Maps, Tour Builder, Jamboard)o Quizleto Padleto Boom Cards● Do-Now & Closure Activities● Social/Emotional Learning<ul style="list-style-type: none">o Interactive Writing/Journalingo Polling/Check-inso Emotional Consistencyo Celebrate Diversityo Practice Mindfulnesso Discuss/Practice Empathyo Incorporate Arto Constructive Criticismo Daily Greetingso Promote a Growth Mindseto Behavior/Learning Contractso Provide Immediate Feedbacko Peer Instruction● Analogies/Mnemonic Devices● Modeling/Show & Tell Lessons● Interactive Notebook Activities/Maps● Choice Boards/Tiered Assignments/Scaffolding● Outlines/Graphic Organizers/Timelines/Rubrics● Formative & Summative Assessments● Comprehensible Input	<p>gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.</p> <p>GLSEN Educator Resources</p> <p>Supporting LGBTQ Youth Resource List</p> <p>Respect Ability: Fighting Stigmas, Advancing Opportunities</p> <p>2020 Career Readiness, Life Literacies, and Life Skills</p> <p>World Language Instructional Adaptations For Students With Diverse Needs</p> <p>Web Based Learning</p> <p>www.duolingo.com</p> <p>www.flipgrid.com</p> <p>www.google.com</p> <p>www.padlet.com</p> <p>https://wow.boomlearning.com</p> <p>www.edpuzzle.com</p> <p>www.kahoot.com</p> <p>www.quizizz.com</p> <p>www.quizlet.com</p> <p>Descubre 2 Online Textbook</p>		
<p><u>Differentiation</u></p> <p>*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation</p>			
<p>High-Achieving Students</p> <ul style="list-style-type: none">● Adjusted questioning techniques and higher order questions.	<p>On Grade Level Students</p> <ul style="list-style-type: none">● Independent/ Small group work● Learning centers	<p>Struggling Students</p> <ul style="list-style-type: none">● Learning centers● Use of flashcards● One on one coaching with a student, designed	<p>Special Needs/ELL</p> <ul style="list-style-type: none">● Learning centers● Use of flashcards● One on one coaching with a student, designed around his/her specific challenges

SPANISH 3

<ul style="list-style-type: none"> • Curriculum compacting (Pre-assessment and alternative assignments) • Web-based Learning • Independent Study • Personalized course packet with individualized enrichment materials • Open ended questions • Varying sets of reading comprehension questions to answer • Alternate homework options • Focus on accuracy • Choice Boards/Tiered Assignments/Scaffolding • Assignments designed to meet the needs of native speakers 	<ul style="list-style-type: none"> • Adjusted questioning techniques and higher order questions • Curriculum compacting (Pre-assessment and alternative assignments) • Web-based Learning • Independent Study • Personalized course packet with individualized enrichment materials • Open ended questions • Tiered assignments • Adaptive assignments that get easier/harder depending on how a student is performing • Varying sets of reading comprehension questions to answer • Focus on accuracy • Choice Boards/Tiered Assignments/Scaffolding 	<p>around his/her specific challenges</p> <ul style="list-style-type: none"> • Mini lessons • Small groups designed around student's strengths and weaknesses so that they can tutor each other • Individualized remediation and enrichment materials • Continually assess and adjust content to meet student's needs • Extended time on activities/assessments • Grade for content, not spelling • Give directions through several channels: auditory, visual, kinesthetic, model • Use adapted text/worksheets • Give immediate feedback • Vary grouping arrangements: small, large, individual • Utilize peer buddy system in cooperative learning • Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids • Use various techniques and materials to teach a lesson, based on students functioning level • Provide correctly completed examples • Provide frequent reviews of current concepts and information taught • Break assignments into smaller tasks • Use drill and repetition • Use of memory aids/mnemonic devices 	<ul style="list-style-type: none"> • Mini lessons • Small groups designed around student's strengths and weaknesses so that they can tutor each other • Individualized remediation and enrichment materials • Choice activities that appeal to student interests/Personally relevant activities • Continually assess and adjust content to meet student's needs • Extended time on activities/assessments • Grade for content, not spelling • Give directions through several channels: auditory, visual, kinesthetic, model • Use adapted text/worksheets • Give immediate feedback • Vary grouping arrangements: small, large, individual • Utilize peer buddy system in cooperative learning • Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids • Use various techniques and materials to teach a lesson, based on students functioning level • Provide correctly completed examples/Model assignments • Provide frequent reviews of current concepts and information taught • Break assignments into smaller tasks/Chunk • Use drill and repetition • Use of memory aids/mnemonic devices • Use songs, music, and movement • Frequently check for understanding • Pre-teach vocabulary
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SPANISH 3

		<ul style="list-style-type: none"> • Frequently check for understanding • Re-teach and review requisite skills before introducing a new skill or concept • Learning/Behavior Contracts • Web-based Learning • Alternate homework options (modify and limit questions) • Choice Boards/Tiered Assignments/Scaffolding • Use games and simulations • Use TPR (Total Physical Response) • Role playing, Dramatization, props for dialogs • Interactive writing • Provide visual aids • Repeated directions • Differentiate based on proficiency • Provide word banks • Allow for translators, dictionaries 	<ul style="list-style-type: none"> • Re-teach and review requisite skills before introducing a new skill or concept • Learning/Behavior Contracts • Web-based Learning • Alternate homework options (modify and limit questions) • Choice Boards/Tiered Assignments/Scaffolding • Use games and simulations • Use TPR (Total Physical Response) • Role playing, Dramatization, props for dialogs • Interactive writing • Extended time • Provide visual aids • Repeated directions • Differentiate based on proficiency • Provide word banks • Allow for translators, dictionaries
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Unit Title: Lección 5: En la Ciudad

Stage 1: Desired Results

Standards & Indicators: Intermediate Low

Interpretive Mode of Communication - Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.

Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

Performance Expectations

- 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
- 7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.
- 7.1.IL.IPRET.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.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.

SPANISH 3

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

Interpersonal Mode of Communication - Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.

Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

Performance Expectations

- 7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
- 7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
- 7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
- 7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
- 7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

Presentational Mode of Communication - Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.

Core Idea: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

Performance Expectations

- 7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
- 7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
- 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.
- 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
Career Awareness and Planning	9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills	Career planning requires purposeful planning based on research, self-knowledge, and informed choices

SPANISH 3

Creativity and Innovation	<p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a).</p> <p>9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).</p>	<p>With a growth mindset, failure is an important part of success.</p> <p>Innovative ideas or innovation can lead to career opportunities.</p>
Critical Thinking and Problem-solving	<p>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12.profCR3.a).</p> <p>9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes</p>	<p>Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</p>
Digital Citizenship	<p>9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).</p>	<p>Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.</p>
Global and Cultural Awareness	<p>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 (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).</p>	<p>Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.</p>
Information and Media Literacy	<p>9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5)</p> <p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).</p>	<p>In order for members of our society to participate productively, information needs to be shared accurately and ethically.</p> <p>Media have embedded values and points of view.</p>
Technology Literacy	<p>9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).</p>	<p>Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.</p>

SPANISH 3

<p><u>Central Idea/Enduring Understanding:</u></p> <ul style="list-style-type: none"> • Communicate: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. • Cultures: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. • Connections: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. • Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence. • Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. 	<p><u>Essential/Guiding Question:</u></p> <ul style="list-style-type: none"> • How do people give advice to each other? • How do people talk about errands and getting around the city? • What are some interesting features of cities in the Spanish speaking world?
<p><u>Content:</u></p> <p>Vocabulary</p> <ul style="list-style-type: none"> • En la Ciudad (In the City) • En el Banco (At the Bank) • En el Correo (At the Post Office) • Las Tiendas (Stores) • Cómo Llegar (Directions) <p>Pronunciations/Spelling</p> <ul style="list-style-type: none"> • Abbreviations • m and n <p>Grammar</p> <ul style="list-style-type: none"> • The Subjunctive in Adjective Clauses (5.1) • Nosotros/as Commands (5.2) • Past Participles as Adjectives (5.3) <p>Culture</p> <ul style="list-style-type: none"> • The Subway System & Public Transportation in Spanish speaking countries • Venezuela 	<p><u>Skills(Objectives): I Can...</u></p> <ul style="list-style-type: none"> • Identify popular businesses and their locations in a city. • Talk about banking. • Talk about basic interactions at the post office. • Recognize expressions to ask for and give directions, through the Fotonovela video series. • Recognize phrases related to running errands, through the Fotonovela video series. • Recognize expressions to ask someone for a favor, through the Fotonovela video series. • Recognize phrases related to talking about deadlines, through the Fotonovela video series. • Request and Provide directions in a neighborhood. • Construct basic sentences using common Spanish abbreviations. • Describe some information about transportation in a city. • Identify several regional terms Spanish speakers use to talk about transportation. • Exchange some information with others about Mexican architect Luis Barragan. • Mention the nicknames for several cities in the Spanish-speaking world. • Indicate the existence of someone or something that is uncertain. • Give and Respond to commands given to a group that includes me.

SPANISH 3

	<ul style="list-style-type: none"> ● Identify the narrator's point of view in a reading selection. ● Read a short story in Spanish and give my opinions about it. ● Write an email in Spanish, avoiding redundancies. ● Determine specific details in a conversation between two friends in an audio recording. ● Talk about how busy people connect and communicate with each other. ● Explain the attitudes of the characters in a commercial prepared for Spanish speakers. ● Describe some details about Mexico City's subway system and its cultural role. ● Recognize and Understand some information about Venezuela's history, geography, and economy. ● Read, Summarize, & Discuss cultural articles and topics.
<p><u>Interdisciplinary Connections:</u></p> <p>English</p> <ul style="list-style-type: none"> ○ Connections evident in every chapter: <ul style="list-style-type: none"> i. Construct grammatically correct sentences with subject/verb, noun/article, and noun/adjective agreement. ii. Communicate in the present, past, future, and subjunctive tenses. iii. Expand vocabulary. iv. Compare/Contrast language. v. Read/Respond to different types of literature. vi. Ask and answer questions. vii. Read, Summarize, & Discuss cultural articles and topics. ○ Reading Comprehension <ul style="list-style-type: none"> i. Identify the narrator's point of view in a reading selection. ii. Read a short story in Spanish and give my opinions about it. ○ Complete writing assignments based on chapter themes. <ul style="list-style-type: none"> i. Write an email in Spanish, avoiding redundancies. ○ Chapter Grammar Topics <ul style="list-style-type: none"> i. Construct basic sentences using common Spanish abbreviations. ii. Indicate the existence of someone or something that is uncertain. iii. Give and Respond to commands given to a group that includes me <p>Math</p> <ul style="list-style-type: none"> ○ Represent quantities. ○ Talk about banking. <p>Art/Music/Media</p> <ul style="list-style-type: none"> ○ Draw with various media. ○ Listen to/Interpret songs, podcasts, and other material on the radio ○ View videos, ads, commercials, TV programs, and interviews <ul style="list-style-type: none"> i. Fotonovela video series ii. Determine specific details in a conversation between two friends in an audio recording. iii. Explain the attitudes of the characters in a commercial prepared for Spanish speakers. ○ Exchange some information with others about Mexican architect Luis Barragan. <p>History</p> <ul style="list-style-type: none"> ○ Learn about Spanish speaking countries. 	

SPANISH 3

- i. Recognize and Understand some information about Venezuela's history, geography, and economy.
- o Read and Discuss current events.
- o Read, Summarize, & Discuss cultural articles and topics.
- i. Describe some details about Mexico City's subway system and its cultural role.

Stage 2: Assessment Evidence

Performance Task(s):

Quizzes

- "Contextos" (Vocabulary)
- The Subjunctive in Adjective Clauses (5.1)
- Nosotros/as Commands (5.2)
- Past Participles as Adjectives (5.3)

Tests

- Lección 5: En la Ciudad

Projects/Writing Assignments

- Map/Directions Project

Other Evidence:

- Vocabulary/Grammar Presentations & Tutorials
 - o Descubre 2 Online Textbook
 - o EdPuzzle
 - o Google Slides Presentations
 - o Guided Notes
- Reading/Writing Activities
 - o Descubre 2 Online Textbook Assignments
 - o Interactive Notebook Activities
 - o Lectura (Reading) & Escritura (Writing) Assignments
 - o Writing Prompts
 - Open-ended Questions
 - Dialogs, E-mails, Letters, Compositions/Essays, Newspaper/Magazine Articles, Interviews
- Listening Activities
 - o Descubre 2 Online Textbook
 - o In-Class Listening Activities
- Partner/Speaking/Collaborative Activities
 - o FlipGrid
 - o Descubre 2 Online Textbook Assignments
- Grammar/Vocabulary Games
 - o Kahoot
 - o Quizizz
 - o Jamboard
 - o Boom Cards
 - o Bingo/Eye Spy/Taco Time/Chico Chile/Minuto Loco/Dibujo Misterioso
- Culture/Grammar/Vocabulary Songs & Videos
 - o YouTube
 - o EdPuzzle
 - o Descubre 2 Online Textbook
 - Fotonovela
 - En Pantalla
 - Flash Cultura
 - Panorama Cultural Interactive Map
- Class Discussions on Cultural Topics
- Digital Resources & Web Based Learning
 - o Descubre 2 Online Textbook
 - o EdPuzzle
 - o Kahoot
 - o Duolingo
 - o Quizizz
 - o Boom Cards

SPANISH 3

	<ul style="list-style-type: none"> ○ FlipGrid ○ Google (Classroom, Docs, Slides, Forms, Drawings, Maps, Tour Builder, Jamboard) ○ Padlet ○ Boom Cards
Stage 3: Learning Plan	
<p><u>Learning Opportunities/Strategies:</u></p> <ul style="list-style-type: none"> ● Project Based Learning ● Partner/Group Activities/Learning Centers <ul style="list-style-type: none"> ○ Dialogs & Role Playing ○ TPR (Total Physical Response) ○ Discussions ○ Turn & Talk ○ Think-Pair-Share ○ Jigsaw ○ Socrative Speed Dating ○ Oral Reading ● Grammar & Vocabulary Games/Simulations <ul style="list-style-type: none"> ○ Bingo/Eye Spy/Taco Time/Chico Chile/Minuto Loco/Dibujo Misterioso ● Open-Ended/Targeted Questioning/Cold Call ● Guided Notes ● Culture/Grammar/Vocabulary Videos ● Web Based Learning <ul style="list-style-type: none"> ○ Kahoot ○ Quizizz ○ EdPuzzle ○ Flipgrid ○ Duolingo ○ Google (Classroom, Docs, Slides, Forms, Drawings, Maps, Tour Builder, Jamboard) ○ Quizlet ○ Padlet ○ Boom Cards ● Do-Now & Closure Activities ● Social/Emotional Learning <ul style="list-style-type: none"> ○ Interactive Writing/Journaling ○ Polling/Check-ins ○ Emotional Consistency ○ Celebrate Diversity ○ Practice Mindfulness ○ Discuss/Practice Empathy ○ Incorporate Art ○ Constructive Criticism ○ Daily Greetings ○ Promote a Growth Mindset ○ Behavior/Learning Contracts ○ Provide Immediate Feedback ○ Peer Instruction ● Analogies/Mnemonic Devices 	<p><u>Resources:</u></p> <p>2020 World Language Standards</p> <p>LGBT and Disabilities Law</p> <p>LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.</p> <p>GLSEN Educator Resources</p> <p>Supporting LGBTQ Youth Resource List</p> <p>Respect Ability: Fighting Stigmas, Advancing Opportunities</p> <p>2020 Career Readiness, Life Literacies, and Life Skills</p> <p>World Language Instructional Adaptations For Students With Diverse Needs</p> <p>Web Based Learning</p> <p>www.duolingo.com</p> <p>www.flipgrid.com</p> <p>www.google.com</p> <p>www.padlet.com</p> <p>https://wow.boomlearning.com</p> <p>www.edpuzzle.com</p> <p>www.kahoot.com</p> <p>www.quizizz.com</p>

SPANISH 3

<ul style="list-style-type: none">Modeling/Show & Tell LessonsInteractive Notebook Activities/MapsChoice Boards/Tiered Assignments/ScaffoldingOutlines/Graphic Organizers/Timelines/RubricsFormative & Summative AssessmentsComprehensible Input	www.quizlet.com Descubre 2 Online Textbook		
<u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students <ul style="list-style-type: none">Adjusted questioning techniques and higher order questions.Curriculum compacting (Pre-assessment and alternative assignments)Web-based LearningIndependent StudyPersonalized course packet with individualized enrichment materialsOpen ended questionsVarying sets of reading comprehension questions to answerAlternate homework optionsFocus on accuracyChoice Boards/Tiered Assignments/ScaffoldingAssignments designed to meet the needs of native speakers	On Grade Level Students <ul style="list-style-type: none">Independent/ Small group workLearning centersAdjusted questioning techniques and higher order questionsCurriculum compacting (Pre-assessment and alternative assignments)Web-based LearningIndependent StudyPersonalized course packet with individualized enrichment materialsOpen ended questionsTiered assignmentsAdaptive assignments that get easier/harder depending on how a student is performingVarying sets of reading comprehension questions to answerFocus on accuracy	Struggling Students <ul style="list-style-type: none">Learning centersUse of flashcardsOne on one coaching with a student, designed around his/her specific challengesMini lessonsSmall groups designed around student's strengths and weaknesses so that they can tutor each otherIndividualized remediation and enrichment materialsContinually assess and adjust content to meet student's needsExtended time on activities/assessmentsGrade for content, not spellingGive directions through several channels: auditory, visual, kinesthetic, modelUse adapted text/worksheetsGive immediate feedbackVary grouping arrangements: small, large, individualUtilize peer buddy system in cooperative learningVary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids	Special Needs/ELL <ul style="list-style-type: none">Learning centersUse of flashcardsOne on one coaching with a student, designed around his/her specific challengesMini lessonsSmall groups designed around student's strengths and weaknesses so that they can tutor each otherIndividualized remediation and enrichment materialsChoice activities that appeal to student interests/Personally relevant activitiesContinually assess and adjust content to meet student's needsExtended time on activities/assessmentsGrade for content, not spellingGive directions through several channels: auditory, visual, kinesthetic, modelUse adapted text/worksheetsGive immediate feedbackVary grouping arrangements: small, large, individualUtilize peer buddy system in cooperative learningVary presentation of lessons: demonstrate, verbal, written, audio/visual learning aidsUse various techniques and materials to teach a

SPANISH 3

	<ul style="list-style-type: none"> Choice Boards/Tiered Assignments/Scaffolding 	<ul style="list-style-type: none"> Use various techniques and materials to teach a lesson, based on students functioning level Provide correctly completed examples Provide frequent reviews of current concepts and information taught Break assignments into smaller tasks Use drill and repetition Use of memory aids/mnemonic devices Frequently check for understanding Re-teach and review requisite skills before introducing a new skill or concept Learning/Behavior Contracts Web-based Learning Alternate homework options (modify and limit questions) Choice Boards/Tiered Assignments/Scaffolding Use games and simulations Use TPR (Total Physical Response) Role playing, Dramatization, props for dialogs Interactive writing Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries 	<p>lesson, based on students functioning level</p> <ul style="list-style-type: none"> Provide correctly completed examples/Model assignments Provide frequent reviews of current concepts and information taught Break assignments into smaller tasks/Chunk Use drill and repetition Use of memory aids/mnemonic devices Use songs, music, and movement Frequently check for understanding Pre-teach vocabulary Re-teach and review requisite skills before introducing a new skill or concept Learning/Behavior Contracts Web-based Learning Alternate homework options (modify and limit questions) Choice Boards/Tiered Assignments/Scaffolding Use games and simulations Use TPR (Total Physical Response) Role playing, Dramatization, props for dialogs Interactive writing Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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SPANISH 3

Pacing Guide

Course Name	Content/Resources	Standards
UNIT 1: Lección 2: La Tecnología Days: 23 Days Fall Semester: <ul style="list-style-type: none"> September October Spring Semester: <ul style="list-style-type: none"> February March 	Chapter <ul style="list-style-type: none"> Lección 2: La Tecnología Resources <ul style="list-style-type: none"> Descubre 2 Textbook Vocabulary/Grammar Presentations & Tutorials <ul style="list-style-type: none"> Descubre 2 Online Textbook EdPuzzle Google Slides Presentations Guided Notes Reading/Writing Activities <ul style="list-style-type: none"> Descubre 2 Online Textbook Assignments Interactive Notebook Activities Lectura (Reading) & Escritura (Writing) Assignments Writing Prompts <ul style="list-style-type: none"> Open-ended Questions Dialogs, E-mails, Letters, Compositions/ Essays, Newspaper/Magazine Articles, Interviews Listening Activities <ul style="list-style-type: none"> Descubre 2 Online Textbook In-Class Listening Activities Partner/Speaking/Collaborative Activities <ul style="list-style-type: none"> FlipGrid Descubre 2 Online Textbook Assignments Grammar/Vocabulary Games <ul style="list-style-type: none"> Kahoot 	<p>7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).</p> <p>7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.</p> <p>7.1.IL.IPRET.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.</p> <p>7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.</p> <p>7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.</p> <p>7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.</p> <p>7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.</p> <p>7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.</p> <p>7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common</p>

SPANISH 3

	<ul style="list-style-type: none"> ○ Quizizz ○ Jamboard ○ Boom Cards ○ Bingo/Eye Spy/Taco Time/Chico Chile/Minuto Loco/Dibujo Misterioso ● Culture/Grammar/Vocabulary Songs & Videos <ul style="list-style-type: none"> ○ YouTube ○ EdPuzzle ○ Descubre 2 Online Textbook <ul style="list-style-type: none"> ■ Fotonovela ■ En Pantalla ■ Flash Cultura ■ Panorama Cultural Interactive Map ● Class Discussions on Cultural Topics ● Digital Resources & Web Based Learning <ul style="list-style-type: none"> ○ Descubre 2 Online Textbook ○ EdPuzzle ○ Kahoot ○ Duolingo ○ Quizizz ○ Boom Cards ○ FlipGrid ○ Google (Classroom, Docs, Slides, Forms, Drawings, Maps, Tour Builder, Jamboard) ○ Padlet ○ Boom Cards <p>Content</p> <p>Vocabulary (4 Days)</p> <ul style="list-style-type: none"> ● La Tecnologia (Technology) ● La Computadora (Computers and Electronics) ● El Carro (Parts of the Car) <p>Pronunciation/Spelling (Built into each lesson)</p> <ul style="list-style-type: none"> ● Accent marks to distinguish the meaning of words ● c (before e or i), s, and z 	<p>idiomatic expressions of the target culture(s)/language in familiar situations.</p> <p>7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p>7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.</p> <p>7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.</p> <p>7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.</p> <p>7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.</p> <p>7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.</p>
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SPANISH 3

	<p>Grammar (12 Days - 3 Days/Lesson)</p> <ul style="list-style-type: none"> • Familiar Commands (2.1) • Prepositions: POR vs. PARA (2.2) • Reciprocal Reflexives (2.3) • Stressed Possessive Adjectives & Pronouns (2.4) <p>Lección 2 Test: La Tecnología (1 Day)</p> <p>Culture (6 Days)</p> <ul style="list-style-type: none"> • Social Networks/Media • Cyber Cafes • Advancements in Technology • Argentina 	
<p>UNIT 2: Lección 3: La Vivienda</p> <p>Days: 22 Days</p> <p>Fall Semester:</p> <ul style="list-style-type: none"> • October • November <p>Spring Semester:</p> <ul style="list-style-type: none"> • March • April 	<p>Chapter</p> <ul style="list-style-type: none"> • Lección 3: La Vivienda <p>Resources</p> <ul style="list-style-type: none"> • Descubre 2 Textbook • Vocabulary/Grammar Presentations & Tutorials <ul style="list-style-type: none"> ◦ Descubre 2 Online Textbook ◦ EdPuzzle ◦ Google Slides Presentations ◦ Guided Notes • Reading/Writing Activities <ul style="list-style-type: none"> ◦ Descubre 2 Online Textbook Assignments ◦ Interactive Notebook Activities ◦ Lectura (Reading) & Escritura (Writing) Assignments ◦ Writing Prompts <ul style="list-style-type: none"> ■ Open-ended Questions ■ Dialogs, E-mails, Letters, Compositions/ Essays, Newspaper/M agazine Articles, Interviews • Listening Activities 	<p>7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).</p> <p>7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.</p> <p>7.1.IL.IPRET.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.</p> <p>7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.</p> <p>7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.</p> <p>7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.</p> <p>7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions</p>

SPANISH 3

	<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Descubre 2 Online Textbook ○ In-Class Listening Activities ● Partner/Speaking/Collaborative Activities <ul style="list-style-type: none"> ○ FlipGrid ○ Descubre 2 Online Textbook Assignments ● Grammar/Vocabulary Games <ul style="list-style-type: none"> ○ Kahoot ○ Quizizz ○ Jamboard ○ Boom Cards ○ Bingo/Eye Spy/Taco Time/Chico Loco/Dibujo Misterioso ● Culture/Grammar/Vocabulary Songs & Videos <ul style="list-style-type: none"> ○ YouTube ○ EdPuzzle ○ Descubre 2 Online Textbook <ul style="list-style-type: none"> ■ Fotonovela ■ En Pantalla ■ Flash Cultura ■ Panorama Cultural Interactive Map ● Class Discussions on Cultural Topics ● Digital Resources & Web Based Learning <ul style="list-style-type: none"> ○ Descubre 2 Online Textbook ○ EdPuzzle ○ Kahoot ○ Duolingo ○ Quizizz ○ Boom Cards ○ FlipGrid ○ Google (Classroom, Docs, Slides, Forms, Drawings, Maps, Tour Builder, Jamboard) ○ Padlet ○ Boom Cards <p>Content Vocabulary (3 Days)</p>	<p>to factual and personal questions on familiar topics relating to daily life.</p> <p>7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.</p> <p>7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</p> <p>7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p>7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.</p> <p>7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.</p> <p>7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.</p> <p>7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.</p>
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SPANISH 3

	<ul style="list-style-type: none"> • La Vivienda (The Household - Parts of the House, Rooms, Furniture) • Los Quehaceres (Household Chores) • El Comedor (Dining Room/Table Setting/Appliances) <p>Pronunciation/Spelling (Built into each lesson)</p> <ul style="list-style-type: none"> • Capital and Lower-Case Letters • The letter "x" <p>Grammar (12 Days - 3 Days/Lesson)</p> <ul style="list-style-type: none"> • Relative Pronouns (3.1) • Formal (Usted/Ustedes) Commands (3.2) • The Present Subjunctive (3.3) • The Present Subjunctive with Verbs of Will and Influence (3.4) <p>Lección 3 Test: La Vivienda (1 Day)</p> <p>Culture (6 Days)</p> <ul style="list-style-type: none"> • El Patio Central (The Central Patio) • Lake Titicaca. • Las Casas de Pablo Neruda (Pablo Neruda's Houses) • La Casa de Frida (Frida Kahlo's House) • Panama 	
UNIT 3: Lección 4: La Naturaleza Days: 23 Days Fall Semester: <ul style="list-style-type: none"> • November • December Spring Semester: <ul style="list-style-type: none"> • April 	Chapter <ul style="list-style-type: none"> • Lección 4: La Naturaleza Resources <ul style="list-style-type: none"> • Descubre 2 Textbook • Vocabulary/Grammar Presentations & Tutorials <ul style="list-style-type: none"> ◦ Descubre 2 Online Textbook ◦ EdPuzzle ◦ Google Slides Presentations ◦ Guided Notes 	<p>7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).</p> <p>7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.</p> <p>7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures,</p>

SPANISH 3

<ul style="list-style-type: none"> ● May 	<ul style="list-style-type: none"> ● Reading/Writing Activities <ul style="list-style-type: none"> ○ Descubre 2 Online Textbook Assignments ○ Interactive Notebook Activities ○ Lectura (Reading) & Escritura (Writing) Assignments ○ Writing Prompts <ul style="list-style-type: none"> ■ Open-ended Questions ■ Dialogs, E-mails, Letters, Compositions/ Essays, Newspaper/M agazine Articles, Interviews ● Listening Activities <ul style="list-style-type: none"> ○ Descubre 2 Online Textbook ○ In-Class Listening Activities ● Partner/Speaking/Collaborative Activities <ul style="list-style-type: none"> ○ FlipGrid ○ Descubre 2 Online Textbook Assignments ● Grammar/Vocabulary Games <ul style="list-style-type: none"> ○ Kahoot ○ Quizizz ○ Jamboard ○ Boom Cards ○ Bingo/Eye Spy/Taco Time/Chico Chile/Minuto Loco/Dibujo Misterioso ● Culture/Grammar/Vocabulary Songs & Videos <ul style="list-style-type: none"> ○ YouTube ○ EdPuzzle ○ Descubre 2 Online Textbook <ul style="list-style-type: none"> ■ Fotonovela ■ En Pantalla ■ Flash Cultura ■ Panorama Cultural Interactive Map 	<p>intonation, and cultural practices) in the target culture(s) and in one's own culture.</p> <p>7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.</p> <p>7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.</p> <p>7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.</p> <p>7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.</p> <p>7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.</p> <p>7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</p> <p>7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p>7.1.IL.IPERS.6: Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.</p> <p>7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written</p>
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SPANISH 3

	<ul style="list-style-type: none"> • Class Discussions on Cultural Topics • Digital Resources & Web Based Learning <ul style="list-style-type: none"> ◦ Descubre 2 Online Textbook ◦ EdPuzzle ◦ Kahoot ◦ Duolingo ◦ Quizizz ◦ Boom Cards ◦ FlipGrid ◦ Google (Classroom, Docs, Slides, Forms, Drawings, Maps, Tour Builder, Jamboard) ◦ Padlet ◦ Boom Cards <p>Content</p> <p>Vocabulary (4 Days)</p> <ul style="list-style-type: none"> • La Naturaleza (Nature and Endangered Animals) • El Medio Ambiente (The Environment and Ecology) • El Reciclaje (Recycling) • Ecoturismo (Conservation and Ecotourism) <p>Pronunciation/Spelling (Built into each lesson)</p> <ul style="list-style-type: none"> • Punctuation and Intonation • I, II, and y. <p>Grammar (12 Days - 4 Days/Lesson)</p> <ul style="list-style-type: none"> • The Subjunctive with Verbs of Emotion (4.1) • The Subjunctive with Doubt, Disbelief, and Denial (4.2) • The Subjunctive with Conjunctions (4.3) <p>Lección 4 Test: La Naturaleza (1 Day)</p> <p>Culture (6 Days)</p> <ul style="list-style-type: none"> • The Andes Mountains • Costa Rican Nature and Ecotourism • Colombia • Fables & Legends in Spanish speaking countries 	<p>presentations that are shared with a target language audience.</p> <p>7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.</p> <p>7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.</p> <p>7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.</p> <p>7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.</p>
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SPANISH 3

	<ul style="list-style-type: none"> Global Challenges: Environmental Issues <ul style="list-style-type: none"> Climate Change Reducing Environmental Waste through Recycling Preserving Nature through Conservation and Ecological Initiatives 	
UNIT 4: Lección 5: En la Ciudad Days: 22 Days Fall Semester: <ul style="list-style-type: none"> December January Spring Semester: <ul style="list-style-type: none"> May June 	Chapter <ul style="list-style-type: none"> Lección 5: En la Ciudad Resources <ul style="list-style-type: none"> Descubre 2 Textbook Vocabulary/Grammar Presentations & Tutorials <ul style="list-style-type: none"> Descubre 2 Online Textbook EdPuzzle Google Slides Presentations Guided Notes Reading/Writing Activities <ul style="list-style-type: none"> Descubre 2 Online Textbook Assignments Interactive Notebook Activities Lectura (Reading) & Escritura (Writing) Assignments Writing Prompts <ul style="list-style-type: none"> Open-ended Questions Dialogs, E-mails, Letters, Compositions/ Essays, Newspaper/M agazine Articles, Interviews Listening Activities <ul style="list-style-type: none"> Descubre 2 Online Textbook In-Class Listening Activities 	<p>7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).</p> <p>7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.</p> <p>7.1.IL.IPRET.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.</p> <p>7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.</p> <p>7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.</p> <p>7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.</p> <p>7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.</p> <p>7.1.IL.IPERS.3: Give and follow a series of oral and written directions,</p>

SPANISH 3

	<ul style="list-style-type: none"> • Partner/Speaking/Collaborative Activities <ul style="list-style-type: none"> ◦ FlipGrid ◦ Descubre 2 Online Textbook Assignments • Grammar/Vocabulary Games <ul style="list-style-type: none"> ◦ Kahoot ◦ Quizizz ◦ Jamboard ◦ Boom Cards ◦ Bingo/Eye Spy/Taco Time/Chico Chile/Minuto Loco/Dibujo Misterioso • Culture/Grammar/Vocabulary Songs & Videos <ul style="list-style-type: none"> ◦ YouTube ◦ EdPuzzle ◦ Descubre 2 Online Textbook <ul style="list-style-type: none"> ■ Fotonovela ■ En Pantalla ■ Flash Cultura ■ Panorama Cultural Interactive Map • Class Discussions on Cultural Topics • Digital Resources & Web Based Learning <ul style="list-style-type: none"> ◦ Descubre 2 Online Textbook ◦ EdPuzzle ◦ Kahoot ◦ Duolingo ◦ Quizizz ◦ Boom Cards ◦ FlipGrid ◦ Google (Classroom, Docs, Slides, Forms, Drawings, Maps, Tour Builder, Jamboard) ◦ Padlet ◦ Boom Cards <p>Content Vocabulary (3 Days)</p> <ul style="list-style-type: none"> • En la Ciudad (In the City) • En el Banco (At the Bank) • En el Correo (At the Post Office) • Las Tiendas (Stores) 	<p>commands, and requests for participating in classroom, cultural, and pastime activities.</p> <p>7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</p> <p>7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p>7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.</p> <p>7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.</p> <p>7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.</p> <p>7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.</p> <p>7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions</p>
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SPANISH 3

	<ul style="list-style-type: none">• Cómo Llegar (Directions) <p>Pronunciations/Spelling (Built into each lesson)</p> <ul style="list-style-type: none">• Abbreviations• m and n <p>Grammar (12 Days - 4 Days/Lesson)</p> <ul style="list-style-type: none">• The Subjunctive in Adjective Clauses (5.1)• Nosotros/as Commands (5.2)• Past Participles as Adjectives (5.3) <p>Lección 5 Test: En la Ciudad (1 Day)</p> <p>Culture (6 Days)</p> <ul style="list-style-type: none">• The Subway System & Public Transportation in Spanish speaking countries• Venezuela	
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