

SPANISH 4

Unit Title: Lección 6: El Bienestar

Stage 1: Desired Results

Standards & Indicators: Intermediate Mid

Interpretive Mode of Communication - Intermediate Mid learners understand and communicate at the sentence level and use strings of sentences independently to accomplish the following tasks: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, infer the meaning of some unfamiliar words when used in familiar contexts.

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

Performance Expectations

- 7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
- 7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
- 7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
- 7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
- 7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.
- 7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
- 7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.
- 7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

Interpersonal Mode of Communication - Intermediate Mid learners speak and write using sentences and strings of sentences when exchanging preferences, feelings, opinions, and basic advice on familiar topics. They ask original questions and a variety of follow-up questions as they participate in spontaneous spoken and written conversations. Intermediate Mid learners engage in short social interactions in everyday situations. They create original sentences and questions that allow them to usually say what they want to say about self and their everyday lives.

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.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
- 7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.
- 7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
- 7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
- 7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.

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- 7.1.IM.IPERS 6: Exchange information from a variety of resources with classmates about global issues, including climate change.

Presentational Mode of Communication - Intermediate Mid learners speak and write using sentences and strings of sentences when expressing preferences, feelings, opinions, and basic advice on familiar topics. They can create original sentences that allow them to usually say what they want to say about self and their everyday lives.

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.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.
- 7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.
- 7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
- 7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.
- 7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.
- 7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.

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	Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's

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	on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).	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 interact and collaborate in their community and the globalized world. Learners set goals and reflect on their progress in using 	<p><u>Essential/Guiding Question:</u></p> <ul style="list-style-type: none"> ● How do people talk about health, well-being, and nutrition? ● How do people talk about exercise and physical activities? ● What are some ways that people stay healthy in the Spanish-speaking world?
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<p>languages for enjoyment, enrichment, and advancement.</p>	
<p><u>Content:</u></p> <p>Vocabulary</p> <ul style="list-style-type: none"> • La Salud y El Bienestar (Health & Well-being) • La Nutrición (Nutrition) • En el Gimnasio (At the Gym) <p>Pronunciation</p> <ul style="list-style-type: none"> • Letters b and v • Letters ch and p <p>Grammar</p> <ul style="list-style-type: none"> • The Present Perfect (6.1) • The Past Perfect (6.2) • The Present Perfect Subjunctive (6.3) <p>Culture</p> <ul style="list-style-type: none"> • Natural Spas • The Importance of Eating Well • Juan Pablo Montoya • Stress/How to Deal with Stress • Bolivia 	<p><u>Skills(Objectives): I Can...</u></p> <ul style="list-style-type: none"> • Recognize words and phrases about health and exercise. • Exchange some information with others about nutrition and healthy diets. • Recognize expressions to express a desire to have a friend nearby. • Recognize phrases related to talking about trips. • Recognize phrases related to describing well-being. • Describe some details about natural spas. • Identify several regional terms Spanish speakers use to talk about exercise. • Specify several health benefits of eating quinoa. • Exchange some information with others about popular health beliefs from the Spanish-speaking world. • Talk about things I have done. • Talk about what had happened before another past event. • Make inferences to better understand a text. • Understand a short story in Spanish. • Create an outline, or list, to organize my ideas before writing a composition. • Pay attention to the gist and specific cognates to better understand the complete message of a recorded text. • Understand a short radio program in Spanish. • Understand a short film prepared for Spanish speakers. • Identify famous parks in several Spanish-speaking cities. • Talk about places to relax and ways to deal with stress in Madrid, Spain. • Recognize and Understand some details about Bolivia's history, geography, and culture. • Discuss the global issue of world hunger and its effect on the populations of Spanish-speaking countries. Brainstorm solutions. • 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. 	

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- 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. Make inferences to better understand a text.
 - ii. Understand a short story in Spanish.
- o Complete writing assignments based on chapter themes.
 - i. Create an outline, or list, to organize my ideas before writing a composition.
- o Chapter Grammar Topics
 - i. Talk about things I have done.
 - ii. Talk about what had happened before another past event.

Math

- o Represent quantities.
- o Write dates.

Art/Music/Media

- o Draw with various media.
- o Listen to/Interpret songs, podcasts, radio programs, and other recorded texts.
 - i. Pay attention to the gist and specific cognates to better understand the complete message of a recorded text.
 - ii. Understand a short radio program in Spanish.
- o View videos, ads, commercials, TV programs, and interviews
 - i. Fotonovela video series
 - ii. Understand a short film prepared for Spanish speakers.

Science

- o Recognize words and phrases about health and exercise.
- o Exchange some information with others about nutrition and healthy diets.
- o Recognize phrases related to describing well-being.
- o Describe some details about natural spas.
- o Identify several regional terms Spanish speakers use to talk about exercise.
- o Specify several health benefits of eating quinoa.
- o Exchange some information with others about popular health beliefs from the Spanish-speaking world.
- o Talk about places to relax and ways to deal with stress in Madrid, Spain.

History

- o Learn about Spanish speaking countries.
 - i. Identify famous parks in several Spanish-speaking cities.
 - ii. Recognize and Understand some details about Bolivia's history, geography, and culture.
- o Read and Discuss current events.
- o Read, Summarize, & Discuss cultural articles and topics.
 - i. Talk about places to relax and ways to deal with stress in Madrid, Spain.

Stage 2: Assessment Evidence

Performance Task(s):

Quizzes

- Contextos (Vocabulary)
- The Present Perfect (6.1)
- The Past Perfect (6.2)
- The Present Perfect Subjunctive (6.3)

Other Evidence:

- Vocabulary/Grammar Presentations & Tutorials
 - Descubre 2 & 3 Online Textbook
 - EdPuzzle
 - Google Slides Presentations
 - Guided Notes
- Reading/Writing Activities

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<p>Tests</p> <ul style="list-style-type: none"> Lección 6: El Bienestar <p>Projects/Writing Assignments</p> <ul style="list-style-type: none"> Personal Plan for Health and Well-Being 	<ul style="list-style-type: none"> Descubre 2 & 3 Online Textbook Assignments Interactive Notebook Activities Graphic Organizers 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 & 3 Online Textbook In-Class Listening Activities Partner/Speaking/Collaborative Activities <ul style="list-style-type: none"> FlipGrid Descubre 2 & 3 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 & 3 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 & 3 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 	<p><u>Resources:</u></p> <p>2020 World Language Standards</p> <p>LGBT and Disabilities Law</p>
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<ul style="list-style-type: none"> o Turn & Talk o Think-Pair-Share o Jigsaw o Socrative Speed Dating o 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 Kahoot o Quizizz o EdPuzzle o Flipgrid o Duolingo o Google (Classroom, Docs, Slides, Forms, Drawings, Maps, Tour Builder, Jamboard) o Quizlet o Padlet o Boom Cards • Do-Now & Closure Activities • Social/Emotional Learning <ul style="list-style-type: none"> o Interactive Writing/Journaling 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 	<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> <p>www.quizlet.com</p> <p>Descubre 2 & 3 Online Textbook</p>
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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 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

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		<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 7: El Mundo de Trabajo

Stage 1: Desired Results

Standards & Indicators: Intermediate Mid

Interpretive Mode of Communication - Intermediate Mid learners understand and communicate at the sentence level and use strings of sentences independently to accomplish the following tasks: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, infer the meaning of some unfamiliar words when used in familiar contexts.

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

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- 7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
- 7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.
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- 7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.
- 7.1.IM.IPERS.6: Exchange information from a variety of resources with classmates about global issues, including climate change.

Presentational Mode of Communication - Intermediate Mid learners speak and write using sentences and strings of sentences when expressing preferences, feelings, opinions, and basic advice on familiar topics. They can create original sentences that allow them to usually say what they want to say about self and their everyday lives.

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Performance Expectations

- 7.1.IM.PRSENT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.

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- 7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.
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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.
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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	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 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 talk about work and careers? • How do people talk about getting a job and other future plans? • What are job conditions like in the Spanish-speaking world?
<p><u>Content:</u></p> <p>Vocabulary</p> <ul style="list-style-type: none"> • El Mundo del Trabajo (The Working World) • Trabajos de Oficina (Office Jobs) • La Entrevista (Interview) • El Empleo (Employment) • Otras Ocupaciones (Occupations) <p>Pronunciation</p> <ul style="list-style-type: none"> • Letters y, ll, and h • Intonation 		<p><u>Skills(Objectives): I Can...</u></p> <ul style="list-style-type: none"> • Talk about professions and occupations. • Identify and Discuss some details about professional work environments. • Recognize phrases related to talking about future plans. • Talk about my own plans for the future. • Describe some details about work benefits in the Spanish-speaking world. • Identify several regional terms Spanish speakers use to talk about work.

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<p>Grammar</p> <ul style="list-style-type: none"> • The Future (7.1) • The Future Perfect (7.2) • The Past Subjunctive (7.3) <p>Culture</p> <ul style="list-style-type: none"> • Job Benefits in the Spanish Speaking World • Work, and Time Off in Spanish Speaking Countries • Work Environments in Ecuador • Labor Equality • Cesar Chavez • Nicaragua • La Republica Dominicana 	<ul style="list-style-type: none"> • Exchange some information with others about Cesar Chavez. • Talk about several organizations from the Spanish-speaking world that prioritize labor equality. • Refer to actions in the future. • Express conjecture or probability. • Talk about what will have happened by some point in the future. • Identify similes and metaphors in a reading selection. • Explain the content of a poem intended for a Spanish-speaking audience. • Use note cards to organize and sequence my ideas before writing. • Write a composition in Spanish, using chapter vocabulary and grammar. • Use previous knowledge to better understand a recorded conversation. • Recognize the information two characters discuss in a recorded job interview. • Discuss the role of banks in people's lives. • Explain the reactions of two characters in a commercial. • Talk about work and time off in the Spanish-speaking world. • Describe some details about work environments in Ecuador. • Identify and Discuss several details about Nicaragua's geography, history, and culture. • Identify and Discuss several details about the geography, history, and culture of the Dominican Republic. • Read, Summarize, & Discuss cultural articles and topics.
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Interdisciplinary Connections:

English

- Connections 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 similes and metaphors in a reading selection.
 - ii. Explain the content of a poem intended for a Spanish-speaking audience.
- Complete writing assignments based on chapter themes.
 - i. Use note cards to organize and sequence my ideas before writing.
 - ii. Write a composition in Spanish, using chapter vocabulary and grammar.
- Chapter Grammar Topics
 - i. Refer to actions in the future.

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	<ul style="list-style-type: none"> ii. Express conjecture or probability. iii. Talk about what will have happened by some point in the future.
Math	<ul style="list-style-type: none"> ○ Represent quantities.
Art/Music/Media	<ul style="list-style-type: none"> ○ Draw with various media. ○ Listen to/Interpret songs, podcasts, radio programs, and other recorded texts. ○ View videos, ads, commercials, TV programs, and interviews <ul style="list-style-type: none"> i. Fotonovela video series ii. Use previous knowledge to better understand a recorded conversation. iii. Recognize the information two characters discuss in a recorded job interview. iv. Explain the reactions of two characters in a commercial.
History	<ul style="list-style-type: none"> ○ Learn about Spanish speaking countries. <ul style="list-style-type: none"> i. Identify and Discuss several details about Nicaragua's geography, history, and culture. ii. Identify and Discuss several details about the geography, history, and culture of the Dominican Republic. ○ Read and Discuss current events. ○ Read, Summarize, & Discuss cultural articles and topics. <ul style="list-style-type: none"> i. Exchange some information with others about Cesar Chavez. ii. Talk about several organizations from the Spanish-speaking world that prioritize labor equality. iii. Talk about work and time off in the Spanish-speaking world. iv. Describe some details about work environments in Ecuador.

Stage 2: Assessment Evidence

<u>Performance Task(s):</u>	<u>Other Evidence:</u>
<p>Quizzes</p> <ul style="list-style-type: none"> ● "Contextos" (Vocabulary) ● The Future (7.1) ● The Future Perfect (7.2) ● The Past Subjunctive (7.3) <p>Tests</p> <ul style="list-style-type: none"> ● Lección 7: El Mundo de Trabajo <p>Projects/Writing Assignments</p> <ul style="list-style-type: none"> ● Resumé Writing ● Job Interview Script ● "Mis Planes para el Futuro" 	<ul style="list-style-type: none"> ● Vocabulary/Grammar Presentations & Tutorials <ul style="list-style-type: none"> ○ Descubre 2 & 3 Online Textbook ○ EdPuzzle ○ Google Slides Presentations ○ Guided Notes ● Reading/Writing Activities <ul style="list-style-type: none"> ○ Descubre 2 & 3 Online Textbook Assignments ○ Interactive Notebook Activities ○ Lectura (Reading) & Escritura (Writing) Assignments ○ Graphic Organizers ○ 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 & 3 Online Textbook ○ In-Class Listening Activities ● Partner/Speaking/Collaborative Activities <ul style="list-style-type: none"> ○ FlipGrid ○ Descubre 2 & 3 Online Textbook Assignments ● Grammar/Vocabulary Games <ul style="list-style-type: none"> ○ Kahoot

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	<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 & 3 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 & 3 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 	<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>
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<ul style="list-style-type: none"> o Google (Classroom, Docs, Slides, Forms, Drawings, Maps, Tour Builder, Jamboard) o Quizlet o Padlet o Boom Cards • Do-Now & Closure Activities • Social/Emotional Learning <ul style="list-style-type: none"> o Interactive Writing/Journaling 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 	<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 & 3 Online Textbook</p>
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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 	<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 	<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 	<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

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<p>comprehension questions to answer</p> <ul style="list-style-type: none"> • 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"> • 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"> • 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 • 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 	<ul style="list-style-type: none"> • 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 • 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
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		<ul style="list-style-type: none"> • 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"> • 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 8: Un Festival de Arte

Stage 1: Desired Results

Standards & Indicators: Intermediate Mid

Interpretive Mode of Communication - Intermediate Mid learners understand and communicate at the sentence level and use strings of sentences independently to accomplish the following tasks: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, infer the meaning of some unfamiliar words when used in familiar contexts.

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

Performance Expectations

- 7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
- 7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
- 7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
- 7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
- 7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.
- 7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
- 7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.
- 7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

Interpersonal Mode of Communication - Intermediate Mid learners speak and write using sentences and strings of sentences when exchanging preferences, feelings, opinions, and basic advice on familiar topics. They ask original questions and a variety of follow-up questions as they participate in spontaneous spoken and written conversations. Intermediate Mid learners engage in short social interactions in everyday situations. They create original sentences and questions that allow them to usually say what they want to say about self and their everyday lives.

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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.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
- 7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.
- 7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
- 7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
- 7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.

Presentational Mode of Communication - Intermediate Mid learners speak and write using sentences and strings of sentences when expressing preferences, feelings, opinions, and basic advice on familiar topics. They can create original sentences that allow them to usually say what they want to say about self and their everyday lives.

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.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.
- 7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.
- 7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
- 7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.
- 7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.
- 7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.

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.

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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.12profCR3.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>	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.
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	<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	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 	<p>Essential/Guiding Question:</p> <ul style="list-style-type: none"> ● How do people talk about the arts? ● How do people talk about what they want to do? ● What are some important accomplishments in the arts in the Spanish-speaking world?
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<p>relationship between the practices and perspectives of the cultures studied.</p> <ul style="list-style-type: none"> ● 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>Content:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> ● Un Festival de Arte (Art Festival) ● Bellas Artes (Fine Arts) ● Los Artistas (Artists) ● El Cine y La Televisión (TV & Cinema) ● La Artesanía (Crafts) <p>Pronunciation</p> <ul style="list-style-type: none"> ● Spelling Tricks ● Syllabification <p>Grammar</p> <ul style="list-style-type: none"> ● The Conditional Tense (8.1) ● The Conditional Perfect (8.2) ● The Past Perfect Subjunctive (8.3) <p>Culture</p> <ul style="list-style-type: none"> ● Museum of Contemporary Art - Caracas, Venezuela ● Hispanic-American Artists ● Fernando Botero ● The Art and Works of Artist Jose Antonio Velasquez ● "Las Meninas" ● El Salvador ● Honduras 	<p>Skills(Objectives): I Can...</p> <ul style="list-style-type: none"> ● Talk about fine arts. ● Discuss television and films with others. ● Recognize phrases related to talking about the arts. ● Recognize phrases related to getting engaged. ● Make plans for the weekend. ● Describe some information about the Museo de Arte Contemporáneo de Caracas. ● Identify several regional terms Spanish speakers use to talk about the arts. ● Exchange some information with others about Fernando Botero. ● Specify facts about several artists from Spanish speaking countries. ● Express probability, possibility, wonder, and conjecture using the conditional tense. (Would/Could/Must Have/Probably) ● Talk about hypothetical situations, especially those relating to regrets or hindsight. ● Use stylistic devices to better understand the author's point of view and purpose. ● Understand poems by Spanish poets. ● Write a composition in Spanish, including biographical information and using chapter vocabulary and grammar. ● Recognize key words when I hear them in an audio recording. ● Identify unfamiliar words and phrases when I hear them in context on familiar topics. ● Describe some information about the Mexican television show "Lo que me prende." ● I can understand the main facts of the life of a Mexican pianist in a short TV program. ● Talk about several art museums in the Spanish-speaking world.

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	<ul style="list-style-type: none"> • Identify and Discuss several details about El Salvador's history, economy, geography, and culture. • Identify and Discuss some information about the history, geography, economy, and culture of Honduras. • 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. Use stylistic devices to better understand the author's point of view and purpose. ii. Understand poems by Spanish poets. ○ Complete writing assignments based on chapter themes. <ul style="list-style-type: none"> i. Write a composition in Spanish, including biographical information and using chapter vocabulary and grammar. ○ Chapter Grammar Topics <ul style="list-style-type: none"> i. Express probability, possibility, wonder, and conjecture using the conditional tense. (Would/Could/Must Have/Probably) ii. Talk about hypothetical situations, especially those relating to regrets or hindsight. <p>Math</p> <ul style="list-style-type: none"> ○ Represent quantities. <p>Art/Music/Media</p> <ul style="list-style-type: none"> ○ Draw with various media. ○ Listen to/Interpret songs, podcasts, radio programs, and other recorded texts. <ul style="list-style-type: none"> i. Recognize key words when I hear them in an audio recording. ii. Identify unfamiliar words and phrases when I hear them in context on familiar topics. ○ View videos, ads, commercials, TV programs, and interviews <ul style="list-style-type: none"> i. Fotonovela video series ii. Describe some information about the Mexican television show "Lo que me prende." iii. I can understand the main facts of the life of a Mexican pianist in a short TV program. ○ Talk about fine arts. ○ Discuss television and films with others. ○ Describe some information about the Museo de Arte Contemporáneo de Caracas. ○ Identify several regional terms Spanish speakers use to talk about the arts. ○ Exchange some information with others about Fernando Botero. ○ Specify facts about several artists from Spanish speaking countries. ○ Talk about several art museums in the Spanish-speaking world. <p>History</p> <ul style="list-style-type: none"> ○ Learn about Spanish speaking countries. <ul style="list-style-type: none"> i. Identify and Discuss several details about El Salvador's history, economy, geography, and culture. ii. Identify and Discuss some information about the history, geography, economy, and culture of Honduras. 	

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- Read and Discuss current events.
- Read, Summarize, & Discuss cultural articles and topics.

Stage 2: Assessment Evidence

Performance Task(s):

Quizzes

- “Contextos” Vocabulary
- The Conditional Tense (8.1)
- The Conditional Perfect (8.2)
- The Past Perfect Subjunctive (8.3)

Tests

- Lección 8: Un Festival de Arte

Projects/Writing Assignments

- Museum Tour Guide
- “Artista Famoso” Project

Other Evidence:

- Vocabulary/Grammar Presentations & Tutorials
 - Descubre 2 & 3 Online Textbook
 - EdPuzzle
 - Google Slides Presentations
 - Guided Notes
- Reading/Writing Activities
 - Descubre 2 & 3 Online Textbook Assignments
 - Interactive Notebook Activities
 - Lectura (Reading) & Escritura (Writing) Assignments
 - Graphic Organizers
 - Writing Prompts
 - Open-ended Questions
 - Dialogs, E-mails, Letters, Compositions/Essays, Newspaper/Magazine Articles, Interviews
- Listening Activities
 - Descubre 2 & 3 Online Textbook
 - In-Class Listening Activities
- Partner/Speaking/Collaborative Activities
 - FlipGrid
 - Descubre 2 & 3 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 & 3 Online Textbook
 - Fotonovela
 - En Pantalla
 - Flash Cultura
 - Panorama Cultural Interactive Map
- Class Discussions on Cultural Topics
- Digital Resources & Web Based Learning
 - Descubre 2 & 3 Online Textbook
 - EdPuzzle
 - Kahoot
 - Duolingo
 - Quizizz
 - Boom Cards
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	<ul style="list-style-type: none"> ○ 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 ● Modeling/Show & Tell Lessons 	<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>

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<ul style="list-style-type: none">• Interactive Notebook Activities/Maps• Choice Boards/Tiered Assignments/Scaffolding• Outlines/Graphic Organizers/Timelines/Rubrics• Formative & Summative Assessments• Comprehensible Input	www.quizlet.com Descubre 2 & 3 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 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	On Grade Level Students <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• 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	Struggling Students <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	Special Needs/ELL <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

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	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 	<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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Unit Title: Lección 9: Las Actualidades

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Stage 1: Desired Results

Standards & Indicators: Intermediate Mid

Interpretive Mode of Communication - Intermediate Mid learners understand and communicate at the sentence level and use strings of sentences independently to accomplish the following tasks: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, infer the meaning of some unfamiliar words when used in familiar contexts.

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

Performance Expectations

- 7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
- 7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
- 7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
- 7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
- 7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.
- 7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
- 7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.
- 7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
- 7.1.IM.IPRET.9: Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.

Interpersonal Mode of Communication - Intermediate Mid learners speak and write using sentences and strings of sentences when exchanging preferences, feelings, opinions, and basic advice on familiar topics. They ask original questions and a variety of follow-up questions as they participate in spontaneous spoken and written conversations. Intermediate Mid learners engage in short social interactions in everyday situations. They create original sentences and questions that allow them to usually say what they want to say about self and their everyday lives.

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.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
- 7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.
- 7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
- 7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
- 7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.

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- 7.1.IM.IPERS 6: Exchange information from a variety of resources with classmates about global issues, including climate change.

Presentational Mode of Communication - Intermediate Mid learners speak and write using sentences and strings of sentences when expressing preferences, feelings, opinions, and basic advice on familiar topics. They can create original sentences that allow them to usually say what they want to say about self and their everyday lives.

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.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.
- 7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.
- 7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
- 7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.
- 7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.
- 7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.
- 7.1.IM.PRSNT.7: Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.

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.

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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 current events and social and political issues? ● How do people talk about the media? ● What role do protests and strikes play in society in the Spanish-speaking world?
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<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"> • Las Actualidades (News/Current Events) • Los Medios de Comunicación (The Media) • En las Noticias (In the News) • La Política (Politics) <p>Pronunciation</p> <ul style="list-style-type: none"> • Neologismos y Anglicismos • Review of Word Stress and Accentuation <p>Grammar</p> <ul style="list-style-type: none"> • “Si” Clauses (9.1) • Summary of the Uses of the Subjunctive (9.2) • Present Tense Review (1.1, 1.2, 1.3) • Past Tense Review (3.1, 3.2, 3.3) <p>Culture</p> <ul style="list-style-type: none"> • Social Protests • The News and Media • Puerto Rico, Nation or State? • Paraguay • Uruguay 	<p><u>Skills(Objectives): I Can...</u></p> <ul style="list-style-type: none"> • Talk about current events. • Discuss politics and social issues with others. • Identify contemporary forms of media. • Recognize phrases related to expressing delight or surprise. • Recognize phrases related to playing a joke on someone. • Recognize expressions to talk about past and future trips. • Have a conversation about a recent trip to a foreign country. • Construct sentences using “if” clauses in Spanish. • Express emotion, doubt, disbelief, and denial. • Discuss some information with others about social protests in the Spanish-speaking world. • Identify and Describe some details about political leaders Michelle Bachelet and Evo Morales. • Talk about several famous Hispanics who are recognized for their involvement in social and political movements. • Recognize the order of events to better understand the plot of a reading. • Explain the content of an excerpt from a Spanish novel. • Write a composition in Spanish, including a strong introduction and conclusion, using chapter vocabulary and grammar. • Recognize the genre of an audio recording. • Use previous knowledge about the topic of an audio recording to make predictions about its content. • Understand the most important facts in a recorded news program. • Identify some details about voting regulations and practices in Mexico. • Explain the message of a TV announcement about elections in Mexico. • Discuss several facts about the Puerto Rican population in the U.S. and its cultural role. • Talk about politics in Puerto Rico. • Identify and Discuss several details about Paraguay's geography, history, economy, and culture. • Identify and Discuss several details about Uruguay's geography, history, economy, and culture. • Read, Summarize, & Discuss cultural articles and topics.

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Interdisciplinary Connections:

English

- Connections 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. Recognize the order of events to better understand the plot of a reading.
 - ii. Explain the content of an excerpt from a Spanish novel
- Complete writing assignments based on chapter themes.
 - i. Write a composition in Spanish, including a strong introduction and conclusion, using chapter vocabulary and grammar.
- Chapter Grammar Topics
 - i. Construct sentences using “if” clauses in Spanish.
 - ii. Express emotion, doubt, disbelief, and denial.

Math

- Represent quantities.

Art/Music/Media

- Draw with various media.
- Listen to/Interpret songs, podcasts, radio programs, and other recorded texts.
 - i. Use previous knowledge about the topic of an audio recording to make predictions about its content.
- View videos, ads, commercials, TV programs, and interviews
 - i. Fotonovela video series
 - ii. Understand the most important facts in a recorded news program.
 - iii. Explain the message of a TV announcement about elections in Mexico.
- Identify contemporary forms of media.

History

- Learn about Spanish speaking countries.
 - i. Identify and Discuss several details about Paraguay’s geography, history, economy, and culture.
 - ii. Identify and Discuss several details about Uruguay’s geography, history, economy, and culture.
- Read and Discuss current events.
 - i. Talk about current events.
 - ii. Discuss politics and social issues with others.
 - iii. Discuss some information with others about social protests in the Spanish-speaking world.
- Read, Summarize, & Discuss cultural articles and topics.
 - i. Identify and Describe some details about political leaders Michelle Bachelet and Evo Morales.
 - ii. Talk about several famous Hispanics who are recognized for their involvement in social and political movements.
 - iii. Identify some details about voting regulations and practices in Mexico.
 - iv. Discuss several facts about the Puerto Rican population in the U.S. and its cultural role.
 - v. Talk about politics in Puerto Rico.

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Stage 2: Assessment Evidence

Performance Task(s):

Quizzes

- “Contextos” (Vocabulary)
- “Si” Clauses (9.1)
Summary of the Uses of the Subjunctive (9.2)

Tests

- Lección 9: Las Actualidades

Projects/Writing Assignments

- Writing Prompt: Current Events: Global, Social or Political Issue

Other Evidence:

- Vocabulary/Grammar Presentations & Tutorials
 - Descubre 2 & 3 Online Textbook
 - EdPuzzle
 - Google Slides Presentations
 - Guided Notes
- Reading/Writing Activities
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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 ◦ 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 	<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> <p>www.quizlet.com</p> <p>Descubre 2 & 3 Online Textbook</p>

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<ul style="list-style-type: none">Comprehensible Input			
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 <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 questionsAdaptive assignments that get easier/harder depending on how a student is performingVarying sets of reading comprehension questions to answerFocus on accuracyChoice Boards/Tiered Assignments/Scaffolding	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 aidsUse various techniques and materials to teach a lesson, based on students functioning level	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 lesson, based on students functioning levelProvide correctly completed examples/Model assignments

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		<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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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Pacing Guide

Course Name	Content/Resources	Standards
UNIT 1: Lección 6: El Bienestar 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 6: El Bienestar Resources <ul style="list-style-type: none"> Vocabulary/Grammar Presentations & Tutorials <ul style="list-style-type: none"> Descubre 2 & 3 Online Textbook EdPuzzle Google Slides Presentations Guided Notes Reading/Writing Activities <ul style="list-style-type: none"> Descubre 2 & 3 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 & 3 Online Textbook In-Class Listening Activities Partner/Speaking/Collaborative Activities <ul style="list-style-type: none"> FlipGrid Descubre 2 & 3 Online Textbook Assignments Grammar/Vocabulary Games <ul style="list-style-type: none"> Kahoot Quizizz Jamboard 	<p>7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.</p> <p>7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.</p> <p>7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.</p> <p>7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.</p> <p>7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.</p> <p>7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.</p> <p>7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.</p> <p>7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</p> <p>7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied</p>

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	<ul style="list-style-type: none"> ○ 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 & 3 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 & 3 Online Textbook ○ EdPuzzle ○ Kahoot ○ Duolingo ○ Quizizz ○ Boom Cards ○ FlipGrid ○ Google (Classroom, Docs, Slides, Forms, Drawings, Maps, Tour Builder, Jamboard) ○ Padlet ○ Boom Cards 	<p>in other content areas, and some unfamiliar topics and situations.</p> <p>7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.</p> <p>7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.</p> <p>7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.</p> <p>7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.</p> <p>7.1.IM.IPERS 6: Exchange information from a variety of resources with classmates about global issues, including climate change.</p> <p>7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.</p> <p>7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.</p> <p>7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p> <p>7.1.IM.PRSNT.4: Report information found in age- and level-appropriate</p>
	<p>Content</p> <p>Vocabulary (4 Days)</p> <ul style="list-style-type: none"> ● La Salud y El Bienestar (Health & Well-being) ● La Nutrición (Nutrition) ● En el Gimnasio (At the Gym) <p>Pronunciation (Built into each lesson)</p> <ul style="list-style-type: none"> ● Letters b and v ● Letters ch and p <p>Grammar (12 Days - 4 Days/Lesson)</p> <ul style="list-style-type: none"> ● The Present Perfect (6.1) ● The Past Perfect (6.2) 	

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	<ul style="list-style-type: none"> The Present Perfect Subjunctive (6.3) <p>Lección 6 Test: El Bienestar (1 Day)</p> <p>Culture (6 Days)</p> <ul style="list-style-type: none"> Natural Spas The Importance of Eating Well Juan Pablo Montoya Stress/How to Deal with Stress Bolivia 	<p>culturally authentic resources using sentences and strings of sentences.</p> <p>7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.</p> <p>7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.</p>
<p>UNIT 2: Lección 7: El Mundo de Trabajo</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 7: El Mundo de Trabajo <p>Resources</p> <ul style="list-style-type: none"> Vocabulary/Grammar Presentations & Tutorials <ul style="list-style-type: none"> Descubre 2 & 3 Online Textbook EdPuzzle Google Slides Presentations Guided Notes Reading/Writing Activities <ul style="list-style-type: none"> Descubre 2 & 3 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 & 3 Online Textbook In-Class Listening Activities 	<p>7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.</p> <p>7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.</p> <p>7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.</p> <p>7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.</p> <p>7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.</p> <p>7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.</p> <p>7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.</p>

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	<ul style="list-style-type: none"> ● Partner/Speaking/Collaborative Activities <ul style="list-style-type: none"> ○ FlipGrid ○ Descubre 2 & 3 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 & 3 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 & 3 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"> ● El Mundo del Trabajo (The Working World) ● Trabajos de Oficina (Office Jobs) ● La Entrevista (Interview) ● El Empleo (Employment) ● Otras Ocupaciones (Occupations) 	<p>7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</p> <p>7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.</p> <p>7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.</p> <p>7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.</p> <p>7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.</p> <p>7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.</p> <p>7.1.IM.IPERS 6: Exchange information from a variety of resources with classmates about global issues, including climate change.</p> <p>7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.</p> <p>7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.</p>
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	<p>Pronunciation (Built into each lesson)</p> <ul style="list-style-type: none"> Letters y, ll, and h Intonation <p>Grammar (12 Days - 4 Days/Lesson)</p> <ul style="list-style-type: none"> The Future (7.1) The Future Perfect (7.2) The Past Subjunctive (7.3) <p>Lección 7 Test: El Mundo de Trabajo (1 Day)</p> <p>Culture (6 Days)</p> <ul style="list-style-type: none"> Job Benefits in the Spanish Speaking World Work, and Time Off in Spanish Speaking Countries Work Environments in Ecuador Labor Equality Cesar Chavez Nicaragua La Republica Dominicana 	<p>7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p> <p>7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.</p> <p>7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.</p> <p>7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.</p>
<p>UNIT 3: Lección 8: Un Festival de Arte</p> <p>Days: 23 Days</p> <p>Fall Semester:</p> <ul style="list-style-type: none"> November December <p>Spring Semester:</p> <ul style="list-style-type: none"> April May 	<p>Chapter</p> <ul style="list-style-type: none"> Lección 8: Un Festival de Arte <p>Resources</p> <ul style="list-style-type: none"> Vocabulary/Grammar Presentations & Tutorials <ul style="list-style-type: none"> Descubre 2 & 3 Online Textbook EdPuzzle Google Slides Presentations Guided Notes Reading/Writing Activities <ul style="list-style-type: none"> Descubre 2 & 3 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, 	<p>7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.</p> <p>7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.</p> <p>7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.</p> <p>7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.</p> <p>7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.</p>

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	<p style="text-align: center;">Newspaper/Magazine Articles, Interviews</p> <ul style="list-style-type: none"> • Listening Activities <ul style="list-style-type: none"> ○ Descubre 2 & 3 Online Textbook ○ In-Class Listening Activities • Partner/Speaking/Collaborative Activities <ul style="list-style-type: none"> ○ FlipGrid ○ Descubre 2 & 3 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 & 3 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 & 3 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>7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.</p> <p>7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.</p> <p>7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</p> <p>7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.</p> <p>7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.</p> <p>7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.</p> <p>7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.</p> <p>7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.</p> <p>7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.</p>
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	<p>Vocabulary (4 Days)</p> <ul style="list-style-type: none"> • Un Festival de Arte (Art Festival) • Bellas Artes (Fine Arts) • Los Artistas (Artists) • El Cine y La Televisión (TV & Cinema) • La Artesanía (Crafts) <p>Pronunciation (Built into each lesson)</p> <ul style="list-style-type: none"> • Spelling Tricks • Syllabification <p>Grammar (12 Days - 4 Days/Lesson)</p> <ul style="list-style-type: none"> • The Conditional Tense (8.1) • The Conditional Perfect (8.2) • The Past Perfect Subjunctive (8.3) <p>Lección 8 Test: Un Festival de Arte (1 Day)</p> <p>Culture (6 Days)</p> <ul style="list-style-type: none"> • Museum of Contemporary Art - Caracas, Venezuela • Hispanic-American Artists • Fernando Botero • The Art and Works of Artist Jose Antonio Velasquez • "Las Meninas" • El Salvador • Honduras 	<p>7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.</p> <p>7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p> <p>7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.</p> <p>7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.</p> <p>7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.</p>
<p>UNIT 4: Lección 9: Las Actualidades</p> <p>Days: 22 Days</p> <p>Fall Semester:</p> <ul style="list-style-type: none"> • December • January <p>Spring Semester:</p> <ul style="list-style-type: none"> • May • June 	<p>Chapter</p> <ul style="list-style-type: none"> • Lección 9: Las Actualidades <p>Resources</p> <ul style="list-style-type: none"> • Vocabulary/Grammar Presentations & Tutorials <ul style="list-style-type: none"> ◦ Descubre 2 & 3 Online Textbook ◦ EdPuzzle ◦ Google Slides Presentations ◦ Guided Notes • Reading/Writing Activities <ul style="list-style-type: none"> ◦ Descubre 2 & 3 Online Textbook Assignments 	<p>7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.</p> <p>7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.</p> <p>7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.</p>

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	<ul style="list-style-type: none"> ○ 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 & 3 Online Textbook ○ In-Class Listening Activities ● Partner/Speaking/Collaborative Activities <ul style="list-style-type: none"> ○ FlipGrid ○ Descubre 2 & 3 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 & 3 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 & 3 Online Textbook ○ EdPuzzle ○ Kahoot ○ Duolingo 	<p>7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.</p> <p>7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.</p> <p>7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.</p> <p>7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.</p> <p>7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</p> <p>7.1.IM.IPRET.9: Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.</p> <p>7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.</p> <p>7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.</p> <p>7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.</p> <p>7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target</p>
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	<ul style="list-style-type: none"> ○ Quizizz ○ Boom Cards ○ FlipGrid ○ Google (Classroom, Docs, Slides, Forms, Drawings, Maps, Tour Builder, Jamboard) ○ Padlet ○ Boom Cards <p>Content</p> <p>Vocabulary (3 Days)</p> <ul style="list-style-type: none"> ● Las Actualidades (News/Current Events) ● Los Medios de Comunicación (The Media) ● En las Noticias (In the News) ● La Política (Politics) <p>Pronunciation (Built into each lesson)</p> <ul style="list-style-type: none"> ● Neologismos y Anglicismos ● Review of Word Stress and Accentuation <p>Grammar (12 Days - 3 Days/Lesson)</p> <ul style="list-style-type: none"> ● “Si” Clauses (9.1) ● Summary of the Uses of the Subjunctive (9.2) ● Review of the Present Tense (Chapter 1 - Descubre 3) ● Review of Past Tense (Chapter 3 - Descubre 3) <p>Lección 9 Test: Las Actualidades (1 Day)</p> <p>Culture (6 Days)</p> <ul style="list-style-type: none"> ● Social Protests ● The News and Media ● Puerto Rico, Nation or State? ● Paraguay ● Uruguay 	<p>culture(s)/language in familiar and some unfamiliar situations.</p> <p>7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.</p> <p>7.1.IM.IPERS 6: Exchange information from a variety of resources with classmates about global issues, including climate change.</p> <p>7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.</p> <p>7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.</p> <p>7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p> <p>7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.</p> <p>7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.</p> <p>7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.</p> <p>7.1.IM.PRSNT.7: Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.</p>
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