

# Spa IV Honors Unit 4: El Caribe (updated 2019)

Content Area: **World Languages**  
Course(s): **HON SPAN IV**  
Time Period: **Marking Period 1**  
Length: **10 weeks**  
Status: **Published**

## Standards

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### World Language Standards

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WL.IL.7.1.IL.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
WL.IL.7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
WL.IL.7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
WL.IL.7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
WL.IL.7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
WL.IL.7.1.IL.IPERS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
WL.IL.7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
WL.IL.7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
WL.IL.7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
WL.IL.7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
WL.IL.7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
WL.IL.7.1.IL.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.
WL.IL.7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
WL.IL.7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
WL.IL.7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
WL.IL.7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
WL.IL.7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.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.).
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.
TECH.9.4.12.IML.5	Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
TECH.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).

## Transfer Goals

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## Transfer Goals

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Students will be able to independently use their learning to acquire a variety of ways to talk about professions, qualities and giving advice so that in the future they'll be able to communicate in a job-like setting and/or interview process. I also want students to recognize important people and perspectives from Spanish-speaking Caribbean countries so that they will be able to discuss how they have contributed to society and make connections with their native culture.

## Concepts

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## Essential Questions

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- How can we describe ourselves and others?
- How can we use description to apply for a job?
- How can we express our wishes/hopes, desires, emotions, and doubts?
- How have different people in the Spanish-speaking Caribbean contributed to the Hispanic/Latino

culture?

- How can we compare and contrast important people/perspectives and their contributions in the U.S. and the Caribbean?
- How will consistent communication in the target language make us better language learners?
- How and why does language change regionally?

## **Understandings**

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Students will understand that...

- A rich and varied vocabulary is essential for good communication; however, all vocabulary words need not be known to convey a message.
- Important figures in the Spanish-speaking Caribbean and American cultures have contributed to society in similar and different ways.
- Language is affected by its culture.
- Specific vocabulary words and expressions will enable them to communicate in a work setting.
- When expressing wishes, desires, and doubts different verb tenses are used to communicate in different situations.
- There are strategies to be utilized in order to succeed in learning a language.

## **Critical Knowledge and Skills**

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### **Knowledge**

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Students will know:

- Spanish-speaking Caribbean celebrities and their contributions to society.
- Cultural products, perspectives, customs, and brief history of the Spanish-speaking Caribbean countries.
- Expressions of wishes, desires, emotions and doubts.
- Professions and qualities vocabulary.
- Subjunctive mode.
- Using suffixes to change nouns into adjectives.

## **Skills**

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Students will be able to:

- Discuss personal qualities as they apply to a job position or career path.
- Express wishes, desires, emotions and doubts using the subjunctive mode.
- Give advice to others about work-related issues using the subjunctive mode.
- Make connections between Caribbean and American cultures.
- Recognize celebrities of the Spanish-speaking Caribbean islands.
- Use suffixes to change nouns into adjectives in order to better describe self and others.
- Identify regional variations of language.

## **Assessment and Resources**

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### **Formative Assessment Plan (Other Evidence)**

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- Informal Compositions
- Quizzes (written, oral, aural)
- Class Participation
- Homework

### **Summative Assessment Plan**

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- Tests
- Formal Composition
- Mock Interview in video or live presentation with peers
- MP1 Speaking Interview: Talk with your teacher or respond on VoiceThread to questions learned in MP1

### **Primary Resources**

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- Avancemos Level 3 online textbook, workbooks and audio/video files
- Teacher-created PowerPoints and note sheets

### **Supplementary Resources**

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- YouTube.com

- ESPNdeportes.com
- Colby.edu
- DuoLingo.com
- En el tiempo de las mariposas DVD
- LinkIt!
- VoiceThread
- Newsela
- Search engines in Spanish
- Communicative role-plays and games
- "La leyenda del coquí" -legend
- "La ñapa" -short story

## Technology Integration and Differentiated Instruction

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### Technology Integration

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#### Edmodo/Google Classroom

Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Do Now Quizzes, Interpersonal/Intrapersonal Communication, Exit Tickets, Classroom Polls, Useful Links, Quick-Checks, Additional Resources/ Support, Homework, etc.).

**GAFE (Google Apps For Education)** - Using various programs connected with Google to collaborate within the district, co-teachers, grade-level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real-time to see results upon completion of the assignments to allow for 21st century learning.

#### One to One Student laptop

All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

#### Additional Support

These are examples of technology that can be used to support each of the lessons within this topic: Avancemos video/audio series, GlobeTrekker videos, VoiceThread, Newsela, LinkIt!, YouTube.com, ESPNdeportes.com, Colby.edu, authentic films

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
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	for accomplishing a specified task (e.g., W.11-12.6.).
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
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TECH.9.4.12.IML.5	Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
TECH.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).

## **Differentiated Instruction**

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### **Gifted Students (N.J.A.C.6A:8-3.1)**

Gifted Students are given a leadership role in the room.

Gifted Students may create their own learning plan that allows the student to further investigate a topic of interest.

Gifted Students who are also native/heritage-speakers are encouraged to share experiences from home country.

Advanced goals of fluency using AP scoring rubric and ACTFL proficiency guidelines.

Additional practice will be offered to students that provide a higher level of thinking for topics of study.

Students may be provided with more advanced, culturally authentic texts.

### **English Language Learners (N.J.A.C.6A:15)**

Work with ELL Teacher to allow for all assignments to be completed with extra time.

Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

Should their primary language be Spanish, the English Language Learners may be given a leadership role within lessons to capitalize on their experiences and celebrate their language/culture.

### **At Risk Students (N.J.A.C.6A:8-4.3c)**

Work with the I&RS Team to reach the needs of students.

Mentors provided.

Offer additional supports as needed (after school help, parent contacts, frequent checks for understanding,

etc.).

#### **Special Education Students (N.J.A.C.6A:8-3.1)**

All IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.).

Modified goals of fluency using AP scoring rubric and ACTFL proficiency guidelines.

Differentiated grading.

Frequent checks for understanding.

Extend the time needed to complete assignments/assessments.

Provide a copy of grading rubrics for projects, compositions, oral presentations, etc.

Modify assessments as needed by adding word banks, enlarging text, visual aids, highlighted directions, etc.

Assign cooperative learning projects/assignments in which the groups are heterogeneously mixed by ability level/learning style.

#### **Interdisciplinary Connections**

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**MATH** - Computing baseball statistics and averages of Spanish-speaking Caribbean players.

**SCIENCE** - Climate of Spanish-speaking Caribbean countries, indigenous wildlife to the Caribbean islands.

**SOCIAL STUDIES** - Historical figures, important events and pastimes of the Spanish-speaking Caribbean countries.

**ELA** - Language transfer awareness, influence of Spanish and English within each language, reading of authentic texts, narrative composition.

**VISUAL/PERFORMING ARTS** - Music/musicians and art/artists from Spanish-speaking countries of the Caribbean.

**APPLIED TECHNOLOGY** - Foods from Spanish-speaking Caribbean countries.

**BUSINESS EDUCATION** - Jobs related to field of World Language, benefits of being bilingual in the work force.

**GLOBAL AWARENESS** - Perspectives, products and customs of Spanish-speaking Caribbean countries, influence of American/Spanish culture within the Caribbean and vice-versa.

#### **Learning Plan / Pacing Guide**

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### **Week 1:**

- Communicative activities
- Presentation of syllabus and MP1 informal presentations
- Identification of online textbook and technology subscriptions (Edmodo/Google Classroom, Newsela, VoiceThread, DuoLingo, etc.)
- Pre-test and writing sample

### **Week 2:**

- Review of cognates
- Introduction to theme of Unit 4, Lesson 1
- Vocabulary 4-1 introduction
- Subjunctive with wishes/hopes expressions
- Informal Writing Prompt
- MP1 Informal Presentations

### **Week 3:**

- Subjunctive with wishes/hopes expressions
- Communicative activities
- Changing adjectives to nouns and vice-versa with vocabulary words
- Review SER vs. ESTAR with vocabulary words
- Describe characteristics associated with vocations from vocabulary
- Identify Roberto Clemente, his contribution to society, and the role of baseball in the Spanish-speaking Caribbean
- Discuss what you want to be in the future and why, using vocabulary
- Small Group Station work surrounding aural/oral activities, vocations vocabulary, the subjunctive vs. the indicative, important Spanish-speaking Caribbean figures, etc.
- MP1 informal presentations

### **Week 4:**



- Small Group research into Spanish-speaking countries of the Caribbean and presentations to other small groups
- Do Now Quiz on the subjunctive with wishes/hopes expressions and using adjectives vs. nouns.
- Identify the ACTFL proficiency guidelines and circumlocution strategies.
- Subjunctive with influence expressions.
- Songs from the Caribbean to reinforce grammar and culture (i.e. Juan Luis Guerra's "Ojalá que llueva café through Colby.edu).
- The coquí, its legend and writing prompt.
- Current events surrounding Puerto Rico, Cuba and the Dominican Republic (i.e. Newsela).
- Félix Sánchez and vocation vocabulary
- MP1 Informal Presentations

### **Week 5:**

- Review of Unit 4-1.
- Listening lab 4-1.
- Test 4-1.
- Introduction to Unit 4-2.
- 4-2 Vocabulary.
- Citizenship rights of Puerto Ricans.
- History of baseball including most famous Spanish-speaking Caribbean players, computing their averages, and statistics.
- Current events within baseball through ESPNdeportes.com.
- Cognates vs. Borrowed Words.
- Subjunctive with emotions/doubt expressions.
- MP1 Informal Presentations

### **Week 6:**

- Influence of baseball in the Caribbean.

- Communicative activities using grammar, vocabulary and cultural topics.
- Aural practice surrounding important Spanish-speakers from the Caribbean (i.e. Celia Cruz), vocabulary and grammar.
- Music from Cuba, Puerto Rico, and/or the Dominican Republic to highlight regional dialect differences, speech patterns, etc. (i.e. reguetón, common Caribbean vocabulary/accents, etc.).
- Communicative Activities.
- Formal Composition AP rubric introduction along with useful transition words for writing, accent rules, etc.
- MP1 informal presentations.

### **Week 7:**

- In-class Formal Composition.
- Brief history of the Taínos and their contributions to the Spanish language.
- Music that supports the Taíno ancestry line (i.e. Marc Anthony's "Preciosa" or N.O.R.E.'s "Oye mi canto") and Caribbean pride (i.e. "La Gozadera" by Marc Anthony and Gente de Zona).
- Do Now Quiz on the subjunctive with emotions/doubt expressions.
- "El Gran Desafío" Video Series to culminate Unit 4.
- VoiceThread "Trabalenguas" to culminate Unit 4 pronunciation.
- Review content of Unit 4, Lesson 2.
- Listening Lab 4-2.
- Test 4-2.
- MP1 Informal Presentations.

### **Week 8:**

- Introduction of MP1 presentational performance-based assessment.
- "La ñapa" short story and activities.
- MP1 Informal Presentations.

### **Week 9:**

- "En el tiempo de las mariposas" film and activities.

- MP1 Informal Presentations.

**Week 10:**

- Performance-based assessments (culmination of Unit 4 through small group project, VoiceThread speaking assessment or teacher interview, etc.).
- MP1 Informal Presentations.
- Cultural Experience through food products of the Spanish-speaking Caribbean.

# Spa IV Honors Unit 5: Los países andinos (updated 2019)

Content Area: **World Languages**  
Course(s): **HON SPAN IV**  
Time Period: **Marking Period 2**  
Length: **10 weeks**  
Status: **Published**

## Standards

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### World Language Standards

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WL.IL.7.1.IL.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
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WL.IL.7.1.IL.IPERS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
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WL.IL.7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
WL.IL.7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
WL.IL.7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.

WL.IL.7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.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.).
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
TECH.9.4.12.IML.5	Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
TECH.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).

## Transfer Goals

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Students will be able to independently use their learning to acquire a variety of ways to talk about technology and to recognize similarities and differences amongst technological progressions between Spanish-speaking Andean countries and their native country so that in the future they'll be able to communicate in an ever-changing, global setting.

## Concepts

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## Essential Questions

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- How can we talk about technology?
- How can we talk about the unknown?

- How can we express what would (not) happen?
- How can we report what others have said?
- How have different indigenous societies in the Andes contributed to the Hispanic/Latino culture?
- How can we compare/contrast technological advances and their implications in the U.S. and the Andes?
- How will consistent communication in the target language make us better language learners?
- How and why does language change regionally?

## **Understandings**

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Students will understand that...

- A rich and varied vocabulary is essential for good communication; however, all vocabulary words need not be known to convey a message.
- Contributions from the Incan Empire in the Andean region have set the framework for modern day progressions in technologies.
- Geographical variations have influenced ways of life and, consequently, language/culture in the Andean region.
- Language is affected by its culture.
- Specific vocabulary words and expressions will enable them to communicate in a technological setting.
- When expressing conditions and talking about the unknown, different verb tenses are used to communicate in different situations.
- There are strategies to be utilized in order to succeed in learning a language.

## **Critical Knowledge and Skills**

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### **Knowledge**

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Students will know:

- Andean history and advances in technology.
- Cultural products, perspectives, and customs of the Andes region.
- Expressions of the unknown and conjunctions.

- Conditional expressions.
- Expressions with SEA and technology vocabulary.
- Subjunctive mode.
- Using qué vs. cuál.

## **Skills**

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Students will be able to:

- Discuss personal items as they relate to technology.
- Express what would and would not happen using the conditional tense.
- Communicate with conjunctions and about the unknown using the subjunctive mode.
- Make connections between Andean and American cultures.
- Recognize contributions of the indigenous peoples in the Andean region.
- Use expressions with sea, qué and cuál properly.
- Identify regional variations of language.

## **Assessment and Resources**

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### **Formative Assessment Plan (Other Evidence)**

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- Informal Compositions
- Quizzes (written, oral, aural)
- Class Participation
- Homework

### **Summative Assessment Plan**

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- Tests
- Formal Composition
- Commercial to sell a new product, invention, or Andean cultural event in video or live presentation with peers
- MP2 Speaking Interview: Talk with your teacher or respond on VoiceThread to questions learned in MP2

## **Primary Resources**

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- Avancemos Level 3 online textbook, workbooks and audio/video files
- Teacher-created PowerPoints and note sheets

## **Supplementary Resources**

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- YouTube.com
- ver-taal.com/cultura
- DuoLingo.com
- El minero del diablo DVD
- LinkIt!
- VoiceThread
- Newsela
- Search engines in Spanish
- Communicative role-plays and games
- "Pacha y sus hijos" -legend
- "Una cura ecuatoriana" -short story

## **Technology Integration and Differentiated Instruction**

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### **Technology Integration**

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#### **Edmodo/Google Classroom**

Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Do Now Quizzes, Interpersonal/Intrapersonal Communication, Exit Tickets, Classroom Polls, Useful Links, Quick-Checks, Additional Resources/ Support, Homework, etc.).

**GAFE (Google Apps For Education)** - Using various programs connected with Google to collaborate within the district, co-teachers, grade-level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real-time to see results upon completion of the assignments to allow for 21st century learning.

#### **One to One Student laptop**

All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

#### **Additional Support**

These are examples of technology that can be used to support each of the lessons within this topic: Avancemos video/audio series, GlobeTrekker videos, VoiceThread, Newsela, LinkIt!, YouTube.com, ver-taal.com/cultura, DuoLingo.com, authentic films



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## **Differentiated Instruction**

### **Gifted Students (N.J.A.C.6A:8-3.1)**

Gifted Students are given a leadership role in the room.

Gifted Students may create their own learning plan that allows the student to further investigate a topic of interest.

Gifted Students who are also native/heritage-speakers are encouraged to share experiences from home country.

Advanced goals of fluency using AP scoring rubric and ACTFL proficiency guidelines.

Additional practice will be offered to students that provide a higher level of thinking for topics of study.

Students may be provided with more advanced, culturally authentic texts.

### **English Language Learners (N.J.A.C.6A:15)**

Work with ELL Teacher to allow for all assignments to be completed with extra time.

Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

Should their primary language be Spanish, the English Language Learners may be given a leadership role within lessons to capitalize on their experiences and celebrate their language/culture.

**At Risk Students (N.J.A.C.6A:8-4.3c)**

Work with the I&RS Team to reach the needs of students.

Mentors provided.

Offer additional supports as needed (after school help, parent contacts, frequent checks for understanding, etc.).

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All IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.).

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Differentiated grading.

Frequent checks for understanding.

Extend the time needed to complete assignments/assessments.

Provide a copy of grading rubrics for projects, compositions, oral presentations, etc.

Modify assessments as needed by adding word banks, enlarging text, visual aids, highlighted directions, etc.

Assign cooperative learning projects/assignments in which the groups are heterogeneously mixed by ability level/learning style.

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**Interdisciplinary Connections**

**MATH** - Convert Peruvian currency.

**SCIENCE** - Climate and geography of Andean region, indigenous wildlife to the Andes mountains, comparison of modern medicine vs. Andean natural remedies.

**SOCIAL STUDIES** - Historical figures/landmarks, important events in history, and governmental changes over time to the Andes region of Perú, Ecuador and Bolivia.

**ELA** - Language transfer awareness, influence of Spanish and English within each language, reading of authentic texts, narrative composition.

**VISUAL/PERFORMING ARTS** - Music, musicians, instruments, songs, and art from the Andean region of Perú, Ecuador and Bolivia.

**APPLIED TECHNOLOGY** - Foods from Andean countries of Perú, Ecuador and Bolivia.

**BUSINESS EDUCATION** - Analysis of job prospects in the mining culture of the Andes, importance of being bilingual in the Andean region work force.

**GLOBAL AWARENESS** - Perspectives, products and customs of Spanish-speaking Andean countries, influence of American/Spanish culture within the Andes and vice-versa.

## **Learning Plan / Pacing Guide**

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### **Week 1:**

- Introduction of new unit of study: Unit 5 los países andinos
- Presentation of vocabulary 5-1 and MP2 informal presentations
- Communicative activities with vocabulary and culture

### **Week 2:**

- Interpretive mode: reading comprehensions of culture and vocabulary
- Communicative activities with vocabulary and culture
- Expressions with SEA
- Influence of technology over time in your own personal timeline
- Subjunctive with adverbial conjunctions
- MP2 Informal Presentations

### **Week 3:**

- Interpretive mode: listening comprehensions
- Identification of authentic materials from the Andes regions
- Identification of indigenous peoples of the Andes (i.e. los Otavalos), their beliefs and products
- Informal Writing Prompt: art and artesanal products of the Andes
- Subjunctive with the unknown
- Self-reflection of fluency gains
- Analysis of modern western medicine vs. homeopathic remedies of the Andean peoples via listening/reading comprehensions
- Communicative activities using vocabulary, grammar and culture

- Do Now Quiz on expressions with SEA and the subjunctive with adverbial conjunctions
- MP2 informal presentations

#### **Week 4:**

- Review of all subjunctive mode situations learned until now
- Review of Unit 5-1.
- Listening lab 5-1.
- Test 5-1.
- VoiceThread "Trabalenguas" to accompany Unit 5 pronunciation.
- Machu Picchu WebQuest using a search engine in Spanish
- MP2 Informal Presentations

#### **Week 5:**

- Informal Writing Prompt: Machu Picchu
- Teacher short story: Una cura ecuatoriana
- Cultural activities related to the story
- Formal Composition: Begin to formulate creative story utilizing vocabulary words from "Una cura ecuatoriana."
- Introduction of peer editing strategies
- MP2 Informal Presentations

#### **Week 6:**

- Sharing of creative stories with peer feedback and self reflections using the ACTFL proficiency guidelines
- Communicative activities surrounding the Christmas holiday which is celebrated throughout Latin America and Spain.
- Children's well-known Christmas/winter movie in TL with subtitles in TL
- MP2 informal presentations.

### **Week 7:**

- Introduction of MP2 presentational performance-based assessment.
- Small group investigation of theme of next lesson in Unit 5.
- Interpretive mode: reading/listening comprehension of presentation of Andean instruments/music
- Qué vs Cuál
- the conditional tense
- Communicative activities with vocabulary, culture and grammar
- MP2 Informal Presentations.

### **Week 8:**

- Communicative activities with vocabulary, culture and grammar
- "Identification of the condor of South America and "El condor pasa" song of the Andes
- Geographical variations of the Andes (i.e. teacher's PPT)
- Informal Writing Prompt: reflection of geographical variations of the Andes
- Do Now Quiz on qué vs. cuál and the conditional tense
- Identify reported speech
- MP2 Informal Presentations.

### **Week 9:**

- Communicative activities using vocabulary, culture and grammar
- Identify evidence of the Earth's equator in Ecuador and debate its scientific authenticity vs. economical demand of tourist revenue
- Review content of Unit 5-2
- Listening Lab 5-2
- Test 5-2
- MP2 Informal Presentations.
- Presentation of Midterm Study Guide

**Week 10:**

- Performance-based assessments (culmination of Unit 5 through small group project, VoiceThread speaking assessment or teacher interview, etc.).
- MP2 Informal Presentations.
- Cultural Experience through food products of the Spanish-speaking Andes.
- Review for Midterm Exam
- Introduction of El minero del diablo DVD and related activities

# Spa IV Honors Unit 6: España (updated 2019)

Content Area: **World Languages**  
Course(s): **HON SPAN IV**  
Time Period: **Marking Period 3**  
Length: **10 weeks**  
Status: **Published**

## Standards

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### World Language Standards

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WL.IL.7.1.IL.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
WL.IL.7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
WL.IL.7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
WL.IL.7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
WL.IL.7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
WL.IL.7.1.IL.IPERS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
WL.IL.7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
WL.IL.7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
WL.IL.7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
WL.IL.7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
WL.IL.7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
WL.IL.7.1.IL.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.
WL.IL.7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
WL.IL.7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
WL.IL.7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
WL.IL.7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
WL.IL.7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.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.).
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.
TECH.9.4.12.IML.5	Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
TECH.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).

## Transfer Goals

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## Transfer Goals

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Students will be able to independently use their learning to acquire a variety of ways to talk about life inside and outside of the city and to appreciate Spanish art and architecture, along with its many cultural influences, so that in the long run they'll be able to communicate in diverse settings about life around town, brief Spanish history and popular culture. I also want students to recognize the variations of language that exist across cultures.

## Concepts

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## Essential Questions

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- How can we describe an excursion and talk about the history of a place?
- How can we describe the neighborhood, places and things?
- How can we express what has, had and will have happened?
- How can we talk about architecture and works of art as they relate to history?



- How has Spain's history shaped its art and architecture?
- How will consistent communication in the target language make us better language learners?
- How and why does language change regionally?

## **Understandings**

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Students will understand that...

- A rich and varied vocabulary is essential for good communication; however, all vocabulary words need not be known to convey a message.
- Spain's history has influenced its art and architecture.
- Language is affected by its culture.
- Specific vocabulary words and expressions will enable them to communicate in a city setting.
- Different verb tenses are used when expressing what has happened, what had happened and what will have happened.
- There are strategies to be utilized in order to succeed in learning a language.

## **Critical Knowledge and Skills**

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## **Knowledge**

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Students will know:

- Spanish art and architecture and their influences.
- Cultural products, perspectives, customs, and brief history of Spain.
- Neighborhood vocabulary.
- Past participles as adjectives.
- Present, past and future perfect tenses.

## **Skills**

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Students will be able to:

- Describe parts of a neighborhood and navigate an excursion around town.
- Express has happened, what had happened and what will have happened using the perfect tenses.

- Analyze events in Spain's history through works of art and architecture.
- Make connections between Spanish and American cultures.
- Communicate ideas about art and architecture.
- Identify regional variations of language.

## **Assessment and Resources**

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### **Formative Assessment Plan (Other Evidence)**

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- Informal Compositions
- Quizzes (written, oral, aural)
- Class Participation
- Homework

### **Summative Assessment Plan**

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- Tests
- Formal Composition
- Mock Interview in video or live presentation with peers
- MP3 Speaking Interview: Talk with your teacher or respond on VoiceThread to questions learned in MP3

### **Primary Resources**

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- Avancemos Level 3 online textbook, workbooks and audio/video files
- Teacher-created PowerPoints and note sheets

### **Supplementary Resources**

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- YouTube.com
- ver-taal.com
- rTVE.es
- DuoLingo.com
- Manolito Gafotas DVD
- LinkIt!
- VoiceThread

- Newsela
- Search engines in Spanish
- Communicative role-plays and games
- "Manolito Gafotas" -short story

## Technology Integration and Differentiated Instruction

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### Technology Integration

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#### Edmodo/Google Classroom

Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Do Now Quizzes, Interpersonal/Intrapersonal Communication, Exit Tickets, Classroom Polls, Useful Links, Quick-Checks, Additional Resources/ Support, Homework, etc.).

**GAFE (Google Apps For Education)** - Using various programs connected with Google to collaborate within the district, co-teachers, grade-level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real-time to see results upon completion of the assignments to allow for 21st century learning.

#### One to One Student laptop

All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

#### Additional Support

These are examples of technology that can be used to support each of the lessons within this topic: Avancemos video/audio series, GlobeTrekker videos, VoiceThread, Newsela, LinkIt!, YouTube.com, ver-taal.com, rTVE.es, authentic films

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.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.).
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLA.W8, Social Studies Practice: Gathering and Evaluating Sources).
TECH.9.4.12.IML.5	Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).

## **Differentiated Instruction**

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### **Gifted Students (N.J.A.C.6A:8-3.1)**

Gifted Students are given a leadership role in the room.

Gifted Students may create their own learning plan that allows the student to further investigate a topic of interest.

Gifted Students who are also native/heritage-speakers are encouraged to share experiences from home country.

Advanced goals of fluency using AP scoring rubric and ACTFL proficiency guidelines.

Additional practice will be offered to students that provide a higher level of thinking for topics of study.

Students may be provided with more advanced, culturally authentic texts.

### **English Language Learners (N.J.A.C.6A:15)**

Work with ELL Teacher to allow for all assignments to be completed with extra time.

Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

Should their primary language be Spanish, the English Language Learners may be given a leadership role within lessons to capitalize on their experiences and celebrate their language/culture.

### **At Risk Students (N.J.A.C.6A:8-4.3c)**

Work with the I&RS Team to reach the needs of students.

Mentors provided.

Offer additional supports as needed (after school help, parent contacts, frequent checks for understanding, etc.).

### **Special Education Students (N.J.A.C.6A:8-3.1)**

All IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.).

Modified goals of fluency using AP scoring rubric and ACTFL proficiency guidelines.

Differentiated grading.

Frequent checks for understanding.

Extend the time needed to complete assignments/assessments.

Provide a copy of grading rubrics for projects, compositions, oral presentations, etc.

Modify assessments as needed by adding word banks, enlarging text, visual aids, highlighted directions, etc.

Assign cooperative learning projects/assignments in which the groups are heterogeneously mixed by ability level/learning style.

### **Interdisciplinary Connections**

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**MATH** - New developments in ideas of math as they relate to the time periods of architectural Spanish works (i.e. the works of the Spanish architect, Antoni Gaudí).

**SCIENCE** - New developments in ideas of physics as they relate to the time periods of architectural Spanish works (i.e. the works of the Spanish architect, Antoni Gaudí).

**SOCIAL STUDIES** - Historical figures, important events and pastimes of Spain.

**ELA** - Language transfer awareness, influence of Spanish and English within each language, reading of authentic texts, expository composition.

**VISUAL/PERFORMING ARTS** - Music/musicians and art/artists from Spain.

**APPLIED TECHNOLOGY** - Foods from Spain. Spanish news, radio and TV reports.

**BUSINESS EDUCATION** - Jobs related to field of World Language, benefits of being bilingual in the work force.

**GLOBAL AWARENESS** - Perspectives, products and customs of Spain. Influence of other cultures within Spain.

### **Learning Plan / Pacing Guide**

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#### **Week 1:**

- Due to Midterm Exam schedule, finish activities related to El minero del diablo (see resources from Unit 5)
- Introduction to theme of Unit 6: España
- Vocabulary 6-1 introduction
- Regionalisms

- Past participles as adjectives
- MP3 Informal Presentations

## **Week 2:**

- Communicative activities using vocabulary, culture and grammar
- Present perfect tense
- Presentation of art and architecture of Spain through Antoni Gaudí's works
- Analyze La Sagrada Familia for its influences of science, math, nature and religion
- Do Now Quiz on participles as adjectives
- Introduction of "Las Meninas" and Diego Velazquez
- MP3 Informal Presentations

## **Week 3:**

- Analysis of "Las Meninas"
- Communicative activities using vocabulary, culture and grammar
- Comparison of Spanish artists through graphic organizer (i.e. Venn Diagram of Antoni Gaudí and Diego Velazquez)
- Introduction of Castilian accent and music/songs to support it
- Do Now Quiz on present perfect tense
- Informal Writing Prompt: Las Meninas
- MP3 informal presentations

## **Week 4:**

- Review of Unit 6-1
- Listening lab 6-1
- Test 6-1
- Introduction to vocabulary 6-1
- Communicative activities using new vocabulary

- MP3 Informal Presentations

### **Week 5:**

- Communicative activities using vocabulary, culture and grammar
- Past perfect tense
- VoiceThread "Trabalenguas" to accompany Unit 6 pronunciation.
- Future Perfect Tense
- Brief history of Spain
- Tradition of tapas
- Interpretive mode: reading comprehensions to support new culture topics
- MP3 Informal Presentations

### **Week 6:**

- Do Now Quiz on the past and future perfect tenses
- Review content of Unit 6, Lesson 2
- Listening Lab 6-2
- Test 6-2
- Introduction to MP3 presentational performance-based assessment
- MP3 informal presentations

### **Week 7:**

- "Manolito Gafotas" short story and related activities
- Do Now Quiz on "Manolito Gafotas" short story
- MP3 Informal Presentations.

### **Week 8:**

- "Manolito Gafotas" DVD and related activities
- Comparison of the children's film to those of the US
- MP3 Informal Presentations

### **Week 9:**

- "Manolito Gafotas" reflection
- MP3 Informal Presentations
- Self-reflection of fluency goals based on ACTFL proficiency guidelines
- \*Allowance of time to wrap up previous activities due to Senior Class Trip and potential PARCC testing during this marking period

### **Week 10:**

- Performance-based assessments (culmination of Unit 6 through small group project, VoiceThread speaking assessment or teacher interview, etc.).
- MP3 Informal Presentations.
- Cultural Experience through food products of Spain.



# Spa IV Honors Unit 7: Colombia y Venezuela (updated 2019)

Content Area: **World Languages**  
Course(s): **HON SPAN IV**  
Time Period: **Marking Period 4**  
Length: **10 weeks**  
Status: **Published**

## Standards

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### World Language Standards

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WL.IL.7.1.IL.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
WL.IL.7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
WL.IL.7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
WL.IL.7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
WL.IL.7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
WL.IL.7.1.IL.IPERS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
WL.IL.7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
WL.IL.7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
WL.IL.7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
WL.IL.7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
WL.IL.7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
WL.IL.7.1.IL.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.
WL.IL.7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
WL.IL.7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
WL.IL.7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
WL.IL.7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.

WL.IL.7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.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.).
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLA.W8, Social Studies Practice: Gathering and Evaluating Sources).
TECH.9.4.12.IML.5	Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
TECH.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., NJSLA.SL5).

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## Transfer Goals

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## Transfer Goals

Students will be able to independently use their learning to acquire a variety of ways to narrate in the past, hypothesize and to recognize important current issues, pop culture celebrities, and television programs in Colombia and Venezuela so that in the long run they'll be able to communicate in diverse settings about current events, trends, and pop culture of northern South America and in comparison to that of the US.

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## Concepts

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## Essential Questions

- How can we talk about post-secondary school and its related activities?
- How can we describe our career paths as they relate to post-secondary education?
- How can we narrate in the past using the imperfect subjunctive?

- How can we express what would happen using “if – then” clauses?
- How can we communicate using a proper sequence of tenses?
- How have television programs and pop culture celebrities contributed to Colombian and Venezuelan societies?
- How can we compare television and popular celebrities to that of the United States?
- How will consistent communication in the target language make us better language learners?
- How and why does language change regionally?

## **Understandings**

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Students will understand that...

- A rich and varied vocabulary is essential for good communication; however, all vocabulary words need not be known to convey a message.
- Colombian and Venezuelan celebrities and television programs have contributed to popular culture.
- Language is affected by its culture.
- Specific vocabulary words and expressions will enable them to communicate in a post-secondary educational setting.
- There are specific verb forms for “if – then” clauses
- There is a sequence of tenses when communicating in Spanish.
- When narrating in the past, imperfect subjunctive rules may apply.
- There are strategies to be utilized in order to succeed in learning a language.

## **Critical Knowledge and Skills**

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### **Knowledge**

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Students will know:

- Cultural products, perspectives, customs, brief history and current events of Colombia and Venezuela.
- Pop culture celebrities from Colombia and Venezuela.
- Colombian and Venezuelan television programs.
- Post-secondary education vocabulary.
- Imperfect subjunctive mode and expressions in the past.
- "If-then" clauses.
- Sequence of tenses.

## **Skills**

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Students will be able to:

- Describe entities related to post-secondary education and subsequent career paths.
- Express what would happen using “if – then” clauses.
- Hypothesize about their future plans.
- Narrate in the past using the imperfect subjunctive.
- Analyze television programs, pop culture celebrities and their contributions to Colombian and Venezuelan societies.
- Make connections between Colombian, Venezuelan and American popular cultures.
- Communicate using a proper sequence of tenses.
- Identify regional variations of language.

## **Assessment and Resources**

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### **Formative Assessment Plan (Other Evidence)**

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- Informal Compositions
- Quizzes (written, oral, aural)
- Class Participation
- Homework

### **Summative Assessment Plan**

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- Tests
- Formal Composition
- Mock Interview in video or live presentation with peers
- MP4 Speaking Interview: Talk with your teacher or respond on VoiceThread to questions learned in MP4

### **Primary Resources**

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- Avancemos Level 3 online textbook, workbooks and audio/video files
- Teacher-created PowerPoints and note sheets

## Supplementary Resources

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- YouTube.com
- 123teachme.com/spanish\_verb\_conjugation
- DuoLingo.com
- LinkIt!
- VoiceThread
- Newsela
- Search engines in Spanish
- Colombian and Venezuelan media outlets
- Communicative role-plays and games
- "A corazón abierto" -telenovela series
- "María, eres llena de gracia" DVD

## Technology Integration and Differentiated Instruction

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### Technology Integration

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#### Edmodo/Google Classroom

Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Do Now Quizzes, Interpersonal/Intrapersonal Communication, Exit Tickets, Classroom Polls, Useful Links, Quick-Checks, Additional Resources/ Support, Homework, etc.).

**GAFE (Google Apps For Education)** - Using various programs connected with Google to collaborate within the district, co-teachers, grade-level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real-time to see results upon completion of the assignments to allow for 21st century learning.

#### One to One Student laptop

All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

#### Additional Support

These are examples of technology that can be used to support each of the lessons within this topic: Avancemos video/audio series, GlobeTrekker videos, VoiceThread, Newsela, LinkIt!, YouTube.com, media outlets from Colombia and Venezuela, 123teachme.com/spanish\_ver\_conjugation, authentic films

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.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.).
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
TECH.9.4.12.IML.5	Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
TECH.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).

## **Differentiated Instruction**

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### **Gifted Students (N.J.A.C.6A:8-3.1)**

Gifted Students are given a leadership role in the room.

Gifted Students may create their own learning plan that allows the student to further investigate a topic of interest.

Gifted Students who are also native/heritage-speakers are encouraged to share experiences from home country.

Advanced goals of fluency using AP scoring rubric and ACTFL proficiency guidelines.

Additional practice will be offered to students that provide a higher level of thinking for topics of study.

Students may be provided with more advanced, culturally authentic texts.

### **English Language Learners (N.J.A.C.6A:15)**

Work with ELL Teacher to allow for all assignments to be completed with extra time.

Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

Should their primary language be Spanish, the English Language Learners may be given a leadership role within lessons to capitalize on their experiences and celebrate their language/culture.

### **At Risk Students (N.J.A.C.6A:8-4.3c)**

Work with the I&RS Team to reach the needs of students.

Mentors provided.

Offer additional supports as needed (after school help, parent contacts, frequent checks for understanding,

etc.).

#### **Special Education Students (N.J.A.C.6A:8-3.1)**

All IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.).

Modified goals of fluency using AP scoring rubric and ACTFL proficiency guidelines.

Differentiated grading.

Frequent checks for understanding.

Extend the time needed to complete assignments/assessments.

Provide a copy of grading rubrics for projects, compositions, oral presentations, etc.

Modify assessments as needed by adding word banks, enlarging text, visual aids, highlighted directions, etc.

Assign cooperative learning projects/assignments in which the groups are heterogeneously mixed by ability level/learning style.

#### **Interdisciplinary Connections**

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**MATH** - Statistics of pop culture influence between the US and Colombia/Venezuela.

**SCIENCE** - Climate of northern South America. Important geographical locations and their impact on the environment.

**SOCIAL STUDIES** - Historical figures, important events and pastimes of Colombia and Venezuela.

**ELA** - Language transfer awareness, influence of Spanish and English within each language, reading of authentic texts, narrative or expository composition.

**VISUAL/PERFORMING ARTS** - Music/musicians and art/artists from Colombia and Venezuela.

**APPLIED TECHNOLOGY** - Foods and television programs from Colombia and Venezuela.

**BUSINESS EDUCATION** - Jobs related to field of World Language, benefits of being bilingual in the work force.

**GLOBAL AWARENESS** - Perspectives, products and customs of Colombia and Venezuela and their influence on the US (and vice-versa).

#### **Learning Plan / Pacing Guide**

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### **Week 1:**

- Introduction to theme of Unit 7: Colombia and Venezuela
- Vocabulary Unit 7 introduction
- Imperfect subjunctive mode
- Communicative activities using vocabulary, culture and grammar
- Music to reinforce grammar
- WEDDING/WEIRDO subjunctive mode acronym
- MP4 Informal Presentations

### **Week 2:**

- Communicative activities using vocabulary, culture and grammar
- Important Colombian/Venezuelan figures (i.e. Gabriel García Márquez, Simón Bolívar, Fernando Botero)
- Imperfect subjunctive mode continued practice
- Do Now Quiz on imperfect subjunctive
- Art of Fernando Botero
- "Colombia, mi tierra querida" anthem by Benito, the Colombian cartoon character
- Benito cartoons
- Music to reinforce culture (i.e. Shakira's "Waka, waka" and "La, la, la" for World Cups 2010 and 2014)
- MP4 Informal Presentations

### **Week 3:**

- "If-then" clauses
- Music to support new grammar (i.e. Beyoncé's "Si yo fuera un chico")
- Communicative activities using vocabulary, culture and grammar
- Colombian celebrities in pop culture
- Geographical regions of Colombia and Venezuela
- Music genres of Colombia and Venezuela



- Informal Writing Prompt: Fernando Botero
- Colloquial expressions as they relate to music/dance (i.e. "wepa" or "hágale pués")
- MP4 informal presentations

#### **Week 4:**

- Do Now Quiz on "if-then" clauses
- Sequence of tenses
- Communicative activities using vocabulary, culture and grammar
- Review conjugation of all tenses through web sites and verb chart cheat sheets; identification of all tenses
- The telenovela series, "A corazón abierto"
- Comparison of American vs. Colombian/Venezuelan TV programs
- MP4 Informal Presentations

#### **Week 5:**

- Communicative activities using vocabulary, culture and grammar
- Do Now Quiz on sequence of tenses
- VoiceThread "Trabalenguas" to accompany Unit 7 pronunciation.
- El Gran Desafío: Unit 7
- Review content of Unit 7
- Listening Lab Unit 7
- Test Unit 7
- MP4 Informal Presentations

#### **Week 6:**

- Introduction to MP4 presentational performance-based assessment
- Cultural Experience through food products of Colombia and Venezuela
- MP4 informal presentations

**Week 7:**

- "María, eres llena de gracia" DVD and related activities
- MP4 Informal Presentations.

**Week 8:**

- "María, eres llena de gracia" DVD and related activities
- Reflection of immigration in the US
- MP4 Informal Presentations

**Week 9:**

- Presentation of Study Guide for the Final Exam
- Performance-based assessments (culmination of Unit 7 through small group project, VoiceThread speaking assessment or teacher interview, etc.)
- MP4 Informal Presentations
- \*Allowance of time to wrap up previous activities due to AP and potential PARCC testing during this marking period (before Final Exam schedule begins)

**Week 10:**

- Final Exam review and test