

Madison Public Schools

Spanish V Honors

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Course Overview

Description

Spanish V is offered to students at the intermediate-mid proficiency level. As defined by the American Council on the Teaching of Foreign Languages (ACTFL), a student functioning at the intermediate-mid proficiency level exhibits the following characteristics:

- Interpersonal communication
 - participates in conversations on familiar topics using sentences and series of sentences.
 - handles short social interactions in everyday situations by asking and answering a variety of questions.
 - says what they want to say about themselves and their everyday life.
- Presentational speaking
 - makes presentations on a wide variety of familiar topics using connected sentences.
- Presentational writing
 - writes on a wide variety of familiar topics using connected sentences.
- Interpretive listening
 - understands the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies.
 - understands the main idea in conversations that they overhear.
- Interpretive reading
 - understands the main idea of texts related to everyday life and personal interests or studies.

The Spanish V course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills to real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The Spanish V course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught exclusively in Spanish.

Goals

By the end of the course, students functioning at the intermediate-high proficiency level should exhibit the following characteristics:

- Interpersonal communication
 - participates with ease and confidence in conversations on familiar topics.
 - talks about events and experiences in various time frames.
 - describes people, places, and things.
 - handles social interactions in everyday situations, sometimes even when there is an unexpected complication.
- Presentational speaking
 - makes presentations in a generally organized way on school, work, and community topics, and on topics researched.
 - makes presentations on some events and experiences in various time frames.

- Presentational writing
 - writes on topics related to school, work, and community in a generally organized way.
 - writes some simple paragraphs about events and experiences in various time frames.
- Interpretive listening
 - easily understands the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies.
 - usually understands a few details of what they overhear in conversations, even when something unexpected is expressed.
- Interpretive reading
 - understands the main idea of texts related to everyday life, personal interests, and studies.
 - sometimes follows stories and descriptions about events and experiences in various time frames.
 - sometimes follows what they hear about events and experiences in various time Frames.

Students should also be able compare and contrast their own culture with the target language culture.

Materials

Core: There is no text used in this course. Materials are teacher created.

Supplemental: [quizlet](#)/[youtube](#)/[edpuzzle](#)/ [videoele](#)/[kahoot](#)

Resources

[Suggested activities and resources page](#)

Benchmark Assessments

Benchmark assessments are given quarterly and focus on the main ideas and standards of the course.

Modifications and Adaptations for Special Needs Learners

(Gifted and Talented Students, English Language Learners, Students with Special Needs, At-Risk Students, and Students with 504 Plans)

Unit 1 Overview

Unit Title: *Educación y carreras profesionales* / Education and careers

Unit Summary:

This unit includes the study of careers. Upon completion of this unit students will be able to communicate about skills and qualities needed for certain jobs or careers. Students will also be able to talk about job-seeking skills, including interviewing techniques as well as deciding how to choose a career. Students will also be able to read and listen to interviews of workers describing their career selection and preparation. They will also be able to summarize their education and training, career path and note positive or negative implications about their career choice.

Finally students will be able to complete a “Curriculum Vitae” or resume with biographical data, education and work history and create a cover letter in which career and workplace desires are described, highlighting personal characteristics that make one well-suited for a particular career.

This unit corresponds with the AP theme of Contemporary Life.

Suggested Pacing: 22 lessons/ 5 1/2 weeks

Learning Targets

Unit Essential Questions:

- Which skills, talent and education are valued by potential employers?
- How do I evaluate my skills and aptitudes to find a suitable career?
- What factors are important to me when choosing a career?
- What are the most popular and best paying careers today?
- How can I make myself understood when I don't know all of the necessary words?
- What strategies can I use to read/listen and comprehend a target-language text/audio?

Unit Enduring Understandings:

- There is a professional process to finding a job.
- Students have different career goals and interests.
- Perspectives toward work and education vary across cultures.
- Comprehension of a text does not necessarily mean understanding every word.
- Circumlocution is vital when communicating in a second language.

Evidence of Learning

Formative Assessments: A variety of formative assessments will be used throughout the lesson, such as comprehension checks; participation throughout the lessons; completion of required activities.

Summative Assessment:

Students will complete an Integrated performance assessment which include interpretive, interpersonal and presentational activities as their final assessment for this unit.

- Interpretive: Read interviews of workers in the target culture describing their career selection and preparation. Summarize their education and training, career path. Note positive or negative implications about their career choice.
- Interpersonal: Using questions adapted from career preference surveys, students interview each other about what is important in a chosen profession including talents, interests, skills, education preparation, opportunities.
- Presentational: Complete a “Curriculum Vitae” or resume with biographical data, education and work history. Create a cover letter in which career and workplace desires are described, highlighting personal characteristics that make one well-suited for a particular career.

See the [Suggested activities and resources page](#) for additional details.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards	Pacing
Use vocabulary for personality traits, job skills and careers or professions to describe career goals and preferences.	Content: personality traits job skills careers goals Skills: Identify personality traits, job skills, careers and career goals in the target language. Recognize new vocabulary in short audio segments. Ask and answer a variety of questions that elicit elaboration on what particular career path entails such as responsibilities, benefits, qualifications of candidates, interests, education, skills, and experience. Express, defend, and provide a complete explanation with detail about personal preferences regarding careers.	Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activities on the Suggested activities and resources page Grammar and/or vocabulary quizzes/ formative assessments/ picture sequences	7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics. 7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses. 7.1.IH.A.3 Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture. 7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics. 7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.	3 lessons
Read and listen to information about work, job searches and employment types, sites and skills	Content: Job applications and postings http://www.rtve.es/alacarta/videos/aqui-hay-trabajo/ Skills:	Reading and listening comprehension activity. See the Suggested activities and resources page for more details.	7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics. 7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in	2 lessons

	<p>Analyze application materials for different positions.</p> <p>Examine job postings in different Spanish-speaking countries.</p>		<p>formal and informal settings, through appropriate responses.</p> <p>7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p> <p>7.1.IH.C.6 Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.</p>	
<p>Read and listen to information about personality traits, first job experiences.</p>	<p>Content: Video interviews by native speakers about their personality traits and experiences. http://www.laits.utexas.edu/spe/bego2.html</p> <p>Skills: Identify different personality traits and skills in the target language.</p> <p>Recognize new vocabulary in short audio segments.</p> <p>State and defend opinions about what careers would be the best option for people with certain traits and skills..</p>	<p>Watch the video interviews and summarize the main point with supporting details. See the Suggested activities and resources page for additional details.</p>	<p>7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.</p> <p>7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.</p> <p>7.1.IH.A.3 Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.</p> <p>7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p>	2 lessons
<p>Use the present perfect to describe activities you have done or experiences you have had.</p> <p>Prepare and write a personal profile highlighting personality traits, skills and experiences.</p>	<p>Content: Present perfect tense</p> <p>Skills: Use the present perfect to describe activities you have done or experiences you have had.</p> <p>Interpret short texts and audios using present perfect tense verbs to describe activities or experiences.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activities on the Suggested activities and resources page.</p> <p>Grammar and/or vocabulary quizzes/formative assessments</p>	<p>7.1.IH.A.8 Analyze structures of the target language and comparable linguistic structures in English.</p> <p>7.1.IH.C.3 Use language creatively in writing for a variety of purposes.</p>	3 lessons
<p>Give advice, recommendations and suggestions about what students can do in school and outside of school in order to achieve their career goals.</p> <p>Use the present subjunctive to give advice, recommendations and suggestions.</p>	<p>Content: Present subjunctive tense of regular and irregular verbs</p> <p>Skills: Use the present subjunctive to give advice, recommendations and suggestions.</p> <p>Interpret short texts and audios using present subjunctive tense verbs to describe advice or recommendations given about career choice.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activities on the Suggested Activities and Resource Page.</p> <p>Grammar and/or vocabulary quizzes/formative assessments/picture sequences</p>	<p>7.1.IH.A.3 Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.</p> <p>7.1.IH.A.8 Analyze structures of the target language and comparable linguistic structures in English.</p> <p>7.1.IH.B.2 Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.</p> <p>7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.</p>	3 lessons

			<p>7.1.IH.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.</p> <p>7.1.IH.B.6 Use language in a variety of settings to further personal and/or academic goals</p>	
<p>Complete and interpret results from a survey that identifies what type of career is recommended for you type of personality, preferences and skills.</p>	<p>Content: Online survey http://www.elegircarrera.net/</p> <p>Skills: Read a survey and identify key, familiar terms to summarize the general meaning.</p> <p>Interpret survey results and identify best career options.</p>	<p>Reading comprehension activity. See the Suggested activities and resources page for more details.</p>	<p>7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.</p> <p>7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p>	2 lessons
<p>Describe goals for the future to meet career aspirations</p> <p>Describe how their life will be in 5/10/20 years from now.</p> <p>Using the future tense to make predictions.</p>	<p>Content: the future tense of regularly and irregularly conjugated verbs</p> <p>Skills: Using the future to make predictions.</p> <p>Using the future to describe sureties.</p> <p>Interpret short texts and audios using future tense verbs to describe activities that will happen.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activities on the Suggested activities and resources page</p> <p>Grammar and/or vocabulary quizzes/ formative assessments/ picture sequences</p>	<p>7.1.IH.A.8 Analyze structures of the target language and comparable linguistic structures in English.</p> <p>7.1.IH.C.3 Use language creatively in writing for a variety of purposes.</p>	3 lessons
<p>Read a short story in Spanish about an employee and her job future.</p>	<p>Content: Lectura “Rosa”</p> <p>Skills: Make predictions about a text based on the title and subtitle.</p> <p>Read a text and identify key, familiar terms to summarize the general meaning.</p> <p>Read a text a second time to possibly identify additional details.</p>	<p>Reading comprehension activities Abriendo Paso Lecturas.</p>	<p>7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p> <p>7.1.IH.A.8 Analyze structures of the target language and comparable linguistic structures in English.</p>	1 lesson
<p>Interpretive: Read interviews and summarize education and training, and career paths. Note positive or negative implications about their career choice.</p> <p>Interpersonal: Interview each other about what is important in a chosen profession.</p>	<p>Content: Career vocabulary Present perfect tense Future tense</p> <p>Skills: Read and interpret a text and summarize general meaning with supporting details.</p>	<p>Unit Benchmark assessment (IPA) See the Suggested activities and resources page</p>	<p>7.1.IH.A.3 Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one’s own culture.</p> <p>7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p>	3 lessons

<p>Presentational: Complete a “Curriculum Vitae” or resume and a cover letter for a particular career.</p>	<p>Question, state and defend opinions regarding chosen professions.</p> <p>Write a resume in the target language.</p> <p>Write a cover letter for a particular career.</p>		<p>7.1.IH.B.2 Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.</p> <p>7.1.IH.B.3 Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.</p> <p>7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.</p> <p>7.1.IH.C.3 Use language creatively in writing for a variety of purposes.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	
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Unit 2 Overview
Unit Title: <i>¿Quiénes somos?</i> / Who are we?
<p>Unit Summary: In this unit, students explore how the fusion of cultures influences the development of national pride in the target culture and relate this process to their own culture. They first examine the role of “love of country” in the development of identity, both personal and public. Then, they take a look at the various cultures that formed Spain, Latin America, and the United States. Students explore how people preserve their culture while adopting the traditions and symbols of patriotism in a new country.</p> <p>This unit corresponds with the AP theme of personal and public identities.</p>

Suggested Pacing: 26 lessons/ 7 weeks

Learning Targets

Unit Essential Questions:

- What role does national identity play in one's personal and public identity?
- How do different cultures interact to create a national and personal identity?
- How does language influence the identity of a person?
- How can I make myself understood when I don't know all of the necessary words?
- What strategies can I use to read/listen and comprehend a target-language text/audio?

Unit Enduring Understandings:

- Who we are is a result of many factors, including where we are from, where we are presently, and what we experience.
- Past decisions have an effect on the present and the future.
- Comprehension of a text does not necessarily mean understanding every word.
- Circumlocution is vital when communicating in a second language.

Evidence of Learning

Formative Assessments: A variety of formative assessments will be used throughout the lesson, such as comprehension checks; participation throughout the lessons; completion of required activities.

Summative Assessment:

Students will complete an Integrated performance assessment which include interpretive, interpersonal and presentational activities as their final assessment for this unit.

- Interpretive: Students will read an article by the general director of UNESCO on languages and multilingualism.
- Interpersonal: In pairs students will converse about their experience of learning Spanish.
- Presentational: Students prepare a digital presentation depicting elements that help define the identities of an assigned target language country.

See the [Suggested activities and resources page](#) for additional details.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards	Pacing
Describe the parts that make up their own identity	Content: nationalities, languages, countries, interests, and beliefs Skills: Identify nationalities, languages, countries,	Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activities on the Suggested activities and resources page Grammar and/or vocabulary quizzes/ formative assessments/ picture sequences	7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics. 7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses. 7.1.IH.A.3 Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as	4 lessons

	<p>interests and beliefs in the target language.</p> <p>Recognize new vocabulary in short audio/video segments.</p> <p>Ask and answer a variety of questions that elicit elaboration on what represents your identity..</p> <p>Express, defend, and provide a complete explanation with detail about why nationality is so important in defining our identity.</p>		<p>persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.</p> <p>7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics.</p> <p>7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p>	
Use the conditional to express what a person would do or what a situation would be like.	<p>Content: The conditional tense forms of regular and irregular verbs.</p> <p>Skills: Use the conditional to express what a person would do or what a situation would be like.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activities on the Suggested activities and resources page</p> <p>Grammar quizzes/ formative assessments/ picture sequences</p>	<p>7.1.IH.A.8 Analyze structures of the target language and comparable linguistic structures in English.</p> <p>7.1.IH.C.3 Use language creatively in writing for a variety of purposes.</p>	2 lessons
Use the imperfect subjunctive to persuade someone else to do something, to express emotions about situations, and to express doubt and uncertainty about the past.	<p>Content: The imperfect subjunctive forms of regular and irregular verbs.</p> <p>Skills: Use the imperfect subjunctive to persuade someone else to do something, to express emotions about situations, and to express doubt and uncertainty about the past.</p>	<p>Think/pair/ share activities about maintaining your roots. See Suggested activities and resources page for more explanation on this activity.</p> <p>Grammar quizzes/ formative assessments</p>	<p>7.1.IH.A.8 Analyze structures of the target language and comparable linguistic structures in English.</p> <p>7.1.IH.C.3 Use language creatively in writing for a variety of purposes.</p>	2 lessons
Read about how an author can express her identity through literature that she has written.	<p>Content: "Mi nombre" por Sandra Cisneros http://mail.colonial.net/~c laflamme/FOV1-00053AB8/FOV1-00053AD8/FOV1-00053BoE/Mi%20nombre%20Cisneros.pdf?Plugin=Box</p> <p>Skills: Make predictions about a text based on the title and subtitle.</p> <p>Read a text and identify key, familiar terms to summarize the general meaning.</p> <p>Read a text a second time to possibly identify additional details.</p>	<p>Reading comprehension activities.</p> <p>Create your own poem. ¿Qué puede decir tu nombre de ti?</p> <p>See the Suggested activities and resources page for more details.</p>	<p>7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p> <p>7.1.IH.A.8 Analyze structures of the target language and comparable linguistic structures in English.</p> <p>7.1.IH.C.3 Use language creatively in writing for a variety of purposes.</p>	3 lessons

	Create a poem expressing your identity.			
Describe the diverse aspects of the ethnic identity of Latin America.	<p>Content: Song “Latinoamérica” by Calle 13. https://www.youtube.com/watch?v=DkFJE8ZdeG8</p> <p>Skills: Make predictions about a song based on the title.</p> <p>Read lyrics and identify key, familiar terms to summarize the general meaning.</p> <p>Read and listen to lyrics a second time to possibly identify additional details.</p> <p>Identify seven different references to Latin American culture and/or history that are mentioned in this song.</p>	<p>Divide the class into groups and have each group pick a selected verse to research and present to the class using google slides/ Prezi to create a visual. See the Suggested activities and resources page for more details.</p>	<p>7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.</p> <p>7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.</p> <p>7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p>	2-3 lessons
To express how language unites people of different identities.	<p>Content: Videos and article on El día E, Día del español http://www.rtve.es/noticias/el-dia-e/</p> <p>Skills: Read a text and identify key, familiar terms to summarize the general meaning.</p> <p>Read a text a second time to possibly identify additional details.</p> <p>Recognize new vocabulary in short audio segments.</p> <p>State objectives of the initiative of El día E.</p>	<p>Taller de letras creativas: ¿Cuál es tu palabra favorita del español?</p> <p>Email response to the Director of El Día E, de Cultura del Instituto Cervantes. See the Suggested activities and resources page for more details.</p>	<p>7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.</p> <p>7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.</p> <p>7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p> <p>7.1.IH.C.3 Use language creatively in writing for a variety of purposes.</p>	2-3 lessons
Use the imperfect subjunctive in if clauses to express unlikely or impossible situations.	<p>Content: “Si” or if clauses Imperfect subjunctive Conditional tense</p> <p>Skills: Use the imperfect subjunctive in if clauses to express unlikely or impossible situations.</p> <p>Interpret short texts and audios using imperfect subjunctive tense with if clauses to describe unlikely or impossible situations.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activities on the Suggested activities and resources page</p> <p>Grammar quizzes/ formative assessments/ picture sequences</p>	<p>7.1.IH.A.8 Analyze structures of the target language and comparable linguistic structures in English.</p> <p>7.1.IH.C.3 Use language creatively in writing for a variety of purposes.</p>	2 lessons

<p>Read a short story about un “pobre campesino” en “Una Carta a Dios”.</p>	<p>Content: Short story “ Una Carta a Dios” por Gregorio López y Fuentes</p> <p>Skills: Make predictions about a text based on the title and subtitle.</p> <p>Read a text and identify key, familiar terms to summarize the general meaning.</p> <p>Read a text a second time to possibly identify additional details.</p>	<p>Reading comprehension activities for Galería de arte y vida text.</p>	<p>7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p> <p>7.1.IH.A.8 Analyze structures of the target language and comparable linguistic structures in English.</p>	<p>2 lessons</p>
<p>Read and interpret article on the different languages in Spain.</p>	<p>Content: Article: Idiomas en España</p> <p>Skills: Read a text and identify key, familiar terms to summarize the general meaning.</p> <p>Read a text a second time to possibly identify additional details</p> <p>Compare and contrast the languages in Spain with another culture and your own.</p>	<p>Reading comprehension activities.</p> <p>Reflection paragraph- Si tus padres tuvieran otra lengua materna, diferente a la lengua de la nación donde vives, ¿ te habría gustado que te hubieran enseñado este idioma desde pequeño?</p>	<p>7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.</p> <p>7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.</p> <p>7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p> <p>7.1.IH.C.3 Use language creatively in writing for a variety of purposes.</p>	<p>2 lessons</p>
<p>Interpretive: Students will read and listen to an article by the general director of UNESCO on languages, multilingualism and languages in danger.</p> <p>Interpersonal: In pairs students will converse about their experience of learning Spanish.</p> <p>Presentational: Students prepare a digital presentation depicting elements that help define the identities of an assigned target language country.</p>	<p>Content: http://www.unesco.org/new/es/culture/themes/endangered-languages/ http://www.unesco.org/new/es/international-mother-language-day/</p> <p>Skills: Interpretive listening and reading comprehension.</p> <p>Interpersonal oral communication.</p> <p>Presentational oral communication.</p>	<p>Unit Benchmark assessment (IPA) See the Suggested activities and resources page</p>	<p>7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.</p> <p>7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.</p> <p>7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p> <p>7.1.IH.B.2 Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.</p> <p>7.1.IH.B.3 Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.</p> <p>7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.</p>	<p>3 lessons</p>

			<p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	
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Unit 3 Overview

Unit Title: *Cuidemos nuestro planeta/* Let's take care of the planet

Unit Summary: In this unit students will be able to understand that there are many environmental problems that affect our communities. Students will be able to understand that there are many things we can do to promote awareness of environmental problems and to help prevent further environmental problems. Students will be able to understand that environmental problems affect everyone in the world and it is important to find solutions together.

This unit corresponds with the AP theme of Global Challenges.

Suggested Pacing: 25 lessons/ 6 1/2 weeks

Learning Targets

Unit Essential Questions:

- What is our relationship to the earth?
- What environmental issues pose challenges to our world?
- What are some possible solutions to these challenges?
- What do young people think about the environmental issues threatening their communities?
- What can young people do to effect positive change regarding the environment?
- How can I make myself understood when I don't know all of the necessary words?

- What strategies can I use to read/listen and comprehend a target-language text/audio?

Unit Enduring Understandings:

- Environmental conditions affect daily life.
- Every individual can and should contribute to the protection of our natural resources and a safe environment.
- Geography, economics, and cultural perspectives and practices affect how different countries respond to environmental concerns and to the preservation of natural resources.
- Comprehension of a text does not necessarily mean understanding every word.
- Circumlocution is vital when communicating in a second language.

Evidence of Learning

Formative Assessments: A variety of formative assessments will be used throughout the lesson, such as comprehension checks; participation throughout the lessons; completion of required activities.

Summative Assessment:

Students will complete an Integrated performance assessment which include interpretive, interpersonal and presentational activities as their final assessment for this unit.

- Interpretive: You're a member of the ecology club at school. You need information about current environmental problems affecting your community. You read an article to gain more understanding of current issues.
- Interpersonal: You are a member of the ecology club. You and another member discuss what problems affect our world and what the consequences are. You also discuss what you can do in school to solve some environmental problems and how you can spread the word to your classmates about the environment.
- Presentational: Anuncio de Servicio Publico-Public Service Announcement In groups of two, choose one of the major global environmental concerns. Research the issue on the internet (locally and in Latin America) Create a Spanish language public service announcement video. that: -explains the issue -cites where in the world (focus: Latin America/US) the issue is of major concern -offers ways people can effect positive change locally and globally. See the [Suggested activities and resources page](#) for additional details.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards	Pacing
<p>Identify information about environmental issues.</p> <p>discuss what we can do to protect the environment</p> <p>Complete and interpret results from a survey that identifies how you personally take care of the planet</p>	<p>Content: the environment, natural disasters, weather, outdoor activities, animals and natural habitat, geography, recycling</p> <p>Skills: Identify environmental issues.</p> <p>Recognize new vocabulary in short audio segments.</p> <p>Ask and answer a variety of questions that elicit</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activities on the Suggested activities and resources page</p> <p>Grammar and/or vocabulary quizzes/formative assessments/picture sequences</p>	<p>7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.</p> <p>7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.</p> <p>7.1.IH.A.3 Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering</p>	4 lessons

	<p>elaboration on what are some environmental issues in our community and in the world.</p> <p>Express, defend, and provide a complete explanation about what we can do to protect the environment.</p>		<p>advice) in the target culture(s) and in one's own culture.</p> <p>7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics.</p> <p>7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p>	
<p>Apply listening comprehension strategies to two authentic target-language videos about environmental issues..</p>	<p>Content: Video: Los animales salvan el Planeta</p> <p>Video: Recomendaciones para ahorrar agua y energía eléctrica</p> <p>See Suggested activities and resources page for links to videos.</p> <p>Skills: Make predictions about a video/audio based on the title.</p> <p>Listen to an audio and identify key, familiar terms to summarize the general meaning.</p> <p>Listen to an audio a second time to possibly identify additional details.</p>	<p>Listening comprehension activities.</p> <p>See the Suggested activities and resources page for additional details.</p>	<p>7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.</p> <p>7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.</p> <p>7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics.</p> <p>7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p>	1 lesson
<p>Apply reading and listening comprehension strategies to authentic target-language text and videos about using an alternative mode of transportation in order to improve the environment.</p> <p>Discuss whether the ecobici project could be modified so that it could be set up in our own community.</p>	<p>Content: Article- "Ecobici la lucha por pedalear en México"</p> <p>Videos- "Así funciona Eco Bici" y "EcoBicis antes de la inauguración"</p> <p>See Suggested activities and resources page for links to videos and article.</p> <p>Skills: Make predictions about a video/audio based on the title.</p> <p>Summarize information from audio and text-based sources.</p> <p>Articulate conclusions based on photos and visuals.</p>	<p>Listening and reading comprehension activities.</p> <p>Comprehension questions related to Ecobici article and videos..</p> <p>Group discussion about how and or if the ecobici project could be modified for our community.</p> <p>See the Suggested activities and resources page for additional details.</p>	<p>7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.</p> <p>7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.</p> <p>7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics.</p> <p>7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p> <p>7.1.IH.C.3 Use language creatively in writing for a variety of purposes.</p>	2-3 lessons
<p>Respond and express opinions about how people commonly hurt the</p>	<p>Content:</p>	<p>Any combination of call-and-response, think/pair/share,</p>	<p>7.1.IH.A.8 Analyze structures of the target language and comparable linguistic structures in English.</p>	2 lessons

<p>environment or waste resources.</p> <p>To practice the subjunctive and indicative with time related conjunctions to give opinions on people's conservation habits.</p>	<p>the subjunctive and indicative after conjunctions</p> <p>Skills: Using the the subjunctive and indicative after conjunctions to express opinions.</p> <p>Interpret short texts and audios using the subjunctive and indicative after conjunctions to describe people's conservation habits..</p>	<p>conversations and/or short pieces of writing using activities on the Suggested activities and resources page.</p> <p>Grammar and/or vocabulary quizzes/ formative assessments</p>	<p>7.1.IH.B.2 Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.</p> <p>7.1.IH.C.3 Use language creatively in writing for a variety of purposes.</p>	
<p>Describe the importance of water.</p>	<p>Content: Song: Agua by Vuelo Adentro</p> <p>Video-Agua potable para todos</p> <p>Skills: Make predictions about a video/audio based on the title.</p> <p>Summarize information from audio/video and text-based sources.</p>	<p>Cloze activity for the lyrics of the song Agua.</p> <p>Comprehension questions on Video.</p> <p>Discussion about the importance of preserving water.</p> <p>Students create visual to accompany song making sure visuals represent lyrics.</p> <p>Students create mini lesson for children on the importance of water. See the Suggested activities and resources page for additional details.</p>	<p>7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.</p> <p>7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.</p> <p>7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics.</p> <p>7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p> <p>7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.</p>	<p>4-5 lessons</p>
<p>Identify information about endangered species</p> <p>Describe measures to protect the environment and endangered species.</p>	<p>Content: Vocabulary of animals, environmental contamination, natural resources</p> <p>Skills: Identify endangered species.</p> <p>Recognize new vocabulary in short audio segments.</p> <p>Ask and answer a variety of questions that elicit elaboration on contamination in our community and in the world.</p> <p>Express, defend, and provide a complete explanation about what are the most serious environmental concerns such as the greenhouse effect, global warming and</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activities on the Suggested activities and resources page</p> <p>Grammar and/or vocabulary quizzes/ formative assessments/ picture sequences</p>	<p>7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.</p> <p>7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.</p> <p>7.1.IH.A.3 Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.</p> <p>7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics.</p> <p>7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p>	<p>3 lessons</p>

	the depletion of natural resources.			
Discuss and describe who are the victims of global warming.	<p>Content: Article- Los Pingüinos y el calentamiento global</p> <p>Skills: Make predictions about article based on the title.</p> <p>Summarize information from text-based sources.</p> <p>Articulate conclusions based on photos and text.</p>	<p>Reading comprehension questions related to article.</p> <p>Group discussion about what are other similar problems to the penguins.</p> <p>Small writing entry based on article.</p> <p>See the Suggested activities and resources page for additional details.</p>	<p>7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.</p> <p>7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.</p> <p>7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics.</p> <p>7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p> <p>7.1.IH.C.3 Use language creatively in writing for a variety of purposes.</p>	1 lesson
<p>Identify the causes of global warming and understand how an individual contributes to the problem.</p> <p>Determine what is their own carbon footprint.</p>	<p>Content: Article: ¿Cuáles son las cinco causas principales del calentamiento global?</p> <p>Carbon footprint calculator http://calculator.carbonfootprint.com/calculator.aspx?lang=es</p> <p>Skills: Identify the causes of global warming and how an individual contributes to the problem.</p> <p>Summarize information from text-based sources.</p> <p>Articulate conclusions based on photos and text.</p>	<p>Debate between students using information from article and carbon footprint results.</p> <p>See Suggested activities and resources page.</p>	<p>7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.</p> <p>7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.</p> <p>7.1.IH.B.2 Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.</p> <p>7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.</p>	2-3 lessons
<p>Interpretive: You're a member of the ecology club at school. You need information about current environmental problems affecting your community/world. You read an article to gain more understanding of current issues.</p> <p>Interpersonal: You are a member of the ecology club. You and another member discuss what problems affect our world and what the consequences are. You also discuss what you can do in school to solve some environmental</p>	<p>Content: Article on current environmental problems.</p> <p>Skills: Interpretive and reading comprehension.</p> <p>Interpersonal oral communication.</p> <p>Presentational oral communication.</p>	<p>Unit Benchmark assessment (IPA)</p> <p>See the Suggested activities and resources page</p>	<p>7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.</p> <p>7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.</p> <p>7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p> <p>7.1.IH.B.2 Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.</p>	3 lessons

<p>problems and how you can spread the word to your classmates about the environment.</p> <p>Presentation: Anuncio de Servicio Publico-Public Service Announcement In groups of two, choose one of the major global environmental concerns. Research the issue on the internet (locally and in Latin America) Create a Spanish language public service announcement video.</p>			<p>7.1.IH.B.3 Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.</p> <p>7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	
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Unit 4 Overview
Unit Title: <i>Somos Ciudadanos Globales/ We are global citizens</i>
<p>Unit Summary: In this unit, the students will explore the interconnectedness we experience in an increasingly globalized world. The unit begins by discussing rights and responsibilities at home, in school and also those rights that are essential to all citizens of the world. In addition, the student will learn about global and community organizations and how they react to these challenges and problems.</p> <p>This unit corresponds with the AP theme of families and communities.</p>
Suggested Pacing: 27 lessons/ 7 weeks
Learning Targets
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> What does it mean to be a global citizen? How do my actions affect the rights, needs, and privileges of others around the world?

- Why do we need global citizens?
- How do individuals contribute to the well being of their community?
- How can I make myself understood when I don't know all of the necessary words?
- What strategies can I use to read/listen and comprehend a target-language text/audio?

Unit Enduring Understandings:

- There are basic human rights that all individuals deserve.
- Living in today's world means that one's actions have consequences beyond their borders.
- In the 21st Century, countries must work together to confront the political, economic and social challenges of a globalized world.
- Comprehension of a text does not necessarily mean understanding every word.
- Circumlocution is vital when communicating in a second language.

Evidence of Learning

Formative Assessments: A variety of formative assessments will be used throughout the lesson, such as comprehension checks; participation throughout the lessons; completion of required activities.

Summative Assessment:

Students will complete an Integrated performance assessment which include interpretive, interpersonal and presentational activities as their final assessment for this unit.

- Interpretive: *How do individuals contribute to the well-being of the community?*
- Choose authentic sources to refer to in thinking about the question above: one printed source, one audio or audiovisual source, and one source in the form of a map, table or graph. Then ask the students to interpret them.
- Interpersonal: Design an interpersonal conversation to show comprehension and to demonstrate thinking more deeply about how individuals contribute to the well being of a community.
- Presentational: Search the Internet for programs that exist in the United States to support at-risk youth and children. After finding them, decide which one you would like to investigate and make a presentation to the class or for the purpose of differentiation, offer students the option of writing an essay or preparing a Prezi to answer the following question: Why is it important that society, through its nonprofit foundations and organizations, support the children of the world?

See the [Suggested activities and resources page](#) for additional details.

Alternative Assessments: Students will have the opportunity to make their own choices in regards to who their project is about and what format (PPT; PowToons; WeVideo, etc...)

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards	Pacing
Talk about rights and responsibilities.	Content: Vocabulary on children's rights and responsibilities Skills: Talk about rights and responsibilities at home and at school	Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing See the Suggested activities and resources page for additional details.	7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics. 7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in	3 lessons

	<p>Recognize new vocabulary in short audio/ and or text segments.</p> <p>State and defend opinions regarding the rights and responsibilities of children..</p>	<p>Grammar and/or vocabulary quizzes. Picture sequences.</p>	<p>formal and informal settings, through appropriate responses.</p> <p>7.1.IH.A.3 Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.</p> <p>7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics.</p> <p>7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p>	
<p>Apply listening comprehension strategies to a target-language video.</p> <p>Engage in interpersonal conversation about the rights and responsibilities that are described in the target language video.</p>	<p>Content: Video: Zamba-Zamba pregunta: ¿Qué son los derechos del niño? https://www.youtube.com/watch?v=S6o-jNGO5fE</p> <p>Song- <i>La Historia de Juan-Juanes</i></p> <p>Skills: Apply listening comprehension strategies to a target-language video and song.</p> <p>Engage in interpersonal conversation about the rights and responsibilities that are described in the target language video.</p> <p>Compare and contrast video to lyrics of song.</p>	<p>Listening Comprehension activities. See the Suggested activities and resources page for additional details.</p>	<p>7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.</p> <p>7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.</p> <p>7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics.</p> <p>7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p>	2 lessons
Talk about parents rights	<p>Content: Vocabulary on parent's rights</p> <p>Skills: Talk about parents rights.</p> <p>Recognize new vocabulary in short audio/ and or text segments.</p> <p>State and defend opinions regarding the rights and responsibilities of parents.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing See the Suggested activities and resources page for additional details.</p> <p>Grammar and/or vocabulary quizzes. Picture sequences.</p>	<p>7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.</p> <p>7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.</p> <p>7.1.IH.A.3 Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.</p> <p>7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics.</p> <p>7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p>	2 lessons

Apply reading comprehension skills to a text about an adolescent's family conflict.	<p>Content: Story fragment- El Niño y La Niebla por Rodolfo Usigli</p> <p>Skills: Make predictions about a text based on the title and subtitle.</p> <p>Read a text and identify key, familiar terms to summarize the general meaning.</p> <p>Read a text a second time to possibly identify additional details. Identify a maximum of 3 difficult words the student must define to understand the text.</p>	<p>Reading comprehension activities and writing prompts.</p> <p>See the Suggested activities and resources page.</p>	<p>7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.</p> <p>7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics.</p> <p>7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p> <p>7.1.IH.C.3 Use language creatively in writing for a variety of purposes</p>	2 lessons
Describe the rights and responsibilities of students at school	<p>Content: Vocabulary of school code of conduct</p> <p>Imperative tense</p> <p>Skills: Describe the rights and responsibilities of students at school</p> <p>Use the imperative tense to accurately describe the responsibilities of students at school.</p>	<p>Create a "panfleto" that states student's code of conduct highlighting Madison Student's rights and responsibilities.</p> <p>See the Suggested activities and resources page.</p>	<p>7.1.IH.A.8 Analyze structures of the target language and comparable linguistic structures in English.</p> <p>7.1.IH.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.</p> <p>7.1.IH.C.3 Use language creatively in writing for a variety of purposes.</p>	2 lessons
Use the passive voice to describe what has been done at a school to guarantee the rights of all children.	<p>Content: Passive voice</p> <p>Skills: Use the passive voice to describe what has been done at a school to guarantee the rights of all children.</p>	<p>Interpersonal conversation between reporter and school representative to describe what has been done to improve the school for all students.</p> <p>See the Suggested activities and resources page.</p>	<p>7.1.IH.B.2 Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.</p> <p>7.1.IH.B.3 Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.</p> <p>7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.</p> <p>7.1.IH.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.</p>	2 lessons
Discuss what makes a global citizen	<p>Content: Vocabulary on characteristics of a global citizen</p> <p>Article- La ciudadanía global www.ciudadaniaglobal.org</p> <p>Skills: Identify characteristics of a global citizen</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing</p> <p>See the Suggested activities and resources page for additional details.</p> <p>Grammar and/or vocabulary quizzes. Picture sequences.</p>	<p>7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.</p> <p>7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.</p>	2 lessons

	<p>Recognize new vocabulary in short audio/video segments.</p> <p>Ask and answer a variety of questions that elicit elaboration on what represents your identity..</p> <p>Express, defend, and provide a complete explanation with detail about why nationality is so important in defining our identity.</p>		<p>7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics.</p> <p>7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	
Describe a young person's explanation of what makes up a global citizen..	<p>Content: Documentary- "Jóvenes por una ciudadanía global" https://www.youtube.com/watch?v=tMiXJgbysPE</p> <p>Skills: Apply listening comprehension skills to documentary where young people share their descriptions of a global citizen.</p> <p>Presentation writing</p>	<p>Watch the documentary and answer comprehension questions.</p> <p>Write a poem describing a global citizen.</p> <p>Create a silhouette of a person and fill it in with words, phrases and/or drawings that represent the attributes and actions of a global citizen.</p>	<p>7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.</p> <p>7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.</p> <p>7.1.IH.C.2 Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s).</p> <p>7.1.IH.C.3 Use language creatively in writing for a variety of purposes.</p>	2 lessons
Describe how and why young people can change the world by volunteering.	<p>Content: Organization- Ahoka Jóvenes changemakers- http://spain.ashoka.org/j%C3%B3venes-changemaker-s-3</p> <p>Song- Honduras Merecétela -Polache https://www.youtube.com/watch?v=1k_vb8K-Wks</p>	<p>Create a proposal for a project that benefits the wellbeing of your community. See the Suggested activities and resources page for additional details.</p>	<p>7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.</p> <p>7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.</p>	3-4 lessons

	<p>Video- <i>No es lo que hago. Es por qué lo hago.</i> https://www.youtube.com/watch?v=nbH9r-h3PQI</p> <p>Pluperfect subjunctive</p> <p>Skills: Reading comprehension.</p> <p>Interpersonal communication, oral and written.</p> <p>Listening comprehension.</p> <p>Share their reactions to actions completed in the past by using the pluperfect.</p>		<p>7.1.IH.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.</p> <p>7.1.IH.C.3 Use language creatively in writing for a variety of purposes.</p>	
Apply reading comprehension strategies to a target-language text.	<p>Content: Short story Cajas de Cartón, Francisco Jimenez</p> <p>Conditional perfect</p> <p>Skills: Make predictions about a text based on the title and subtitle.</p> <p>Read a text and identify key, familiar terms to summarize the general meaning.</p> <p>Read a text a second time to possibly identify additional details. Identify a maximum of 3 difficult words the student must define to understand the text.</p> <p>Use online tools (www.wordreference.com) to aid with text comprehension.</p> <p>Describe what would or should have happened to the protagonist of the story if circumstances would have been different.</p>	Reading comprehension activities- Abriendo Paso Text	<p>7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p> <p>7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.</p> <p>7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.</p> <p>7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.</p> <p>7.1.IH.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.</p>	3 lessons
<p>Interpretive: <i>How do individuals contribute to the well-being of the community?</i> Choose authentic sources to refer to in thinking about the question above: one printed source, one audio or audiovisual source, and one source in the form of a map, table or graph. Then ask the students to interpret them.</p>	<p>Content: Authentic resources of three organizations that contribute to the well being of the community. See the Suggested activities and resources page for more details.</p> <p>Skills: Interpretive and reading/ listening comprehension.</p>	Unit Benchmark assessment (IPA) See the Suggested activities and resources page	<p>7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.</p> <p>7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.</p>	3 lessons

<p>Interpersonal: Design an interpersonal conversation to show comprehension and to demonstrate thinking more deeply about how individuals contribute to the well being of a community.</p> <p>Presentational: Search the Internet for programs that exist in the United States to support at-risk youth and children. After finding them, decide which one you would like to investigate and make a presentation to the class or write an essay or prepare a Prezi to answer the following question: Why is it important that society, through its nonprofit foundations and organizations, support the children of the world?</p>	<p>Interpersonal oral communication.</p> <p>Presentational oral or written communication.</p>	<p>7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p> <p>7.1.IH.B.2 Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.</p> <p>7.1.IH.B.3 Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.</p> <p>7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.</p> <p>7.1.IH.C.3 Use language creatively in writing for a variety of purposes.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	
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Unit 5 Overview
<p>Unit Title: La Guerra Sucia y Las madres de la Plaza De Mayo Unidad Cultural/ Cultural Unit</p>
<p>Unit Summary: In this unit, the students will describe one of the main historical events in Argentina's history, The Dirty War. Students will also be able to identify what events and conditions lead to the "Dirty War" and what roles groups played in that. In addition Students will read a novel based on the "Dirty War" and will be able to express their opinions about the story as well as</p>

describe their feelings about decisions that characters make and compare and contrast these with decisions that they would make.

This unit corresponds with the AP themes of Global Challenges, Public and Personal Identities, and Families and Communities.

Suggested Pacing: 28 1/2 lessons/ 7 1/2 weeks

Learning Targets

Unit Essential Questions:

- Describe one of the main historical events in Argentina's history;
- Identify what events and conditions lead to the "Dirty War" and what roles groups played in that.
- Write about their hopes, desires, and fears for the people of Argentina.
- How did Las Madres de la Plaza de Mayo change the events that were unfolding in the history of Argentina?
- How was this event perceived / received around the world?
- How can I make myself understood when I don't know all of the necessary words?
- What strategies can I use to read/listen and comprehend a target-language text/audio?

Unit Enduring Understandings:

- The historical factors that lead to the Guerra Sucia.
- What it would have felt like to live in Argentina during the Guerra Sucia.
- Comprehension of a text does not necessarily mean understanding every word.
- Circumlocution is vital when communicating in a second language.

Evidence of Learning

Formative Assessments: A variety of formative assessments will be used throughout the lesson, such as comprehension checks; participation throughout the lessons; completion of required activities.

Summative Assessments:

Students will complete an Integrated performance assessment which include interpretive, interpersonal and presentational activities as their final assessment for this unit.

- Interpretive: Students will read/listen and interpret audio and text sources on La Guerra Sucia and respond to comprehension questions.
- Presentational: Students will create an Infographic based on one of several topics related to La Guerra Sucia.
- Interpersonal: Students will participate in a history fair. Students will be expected to display their infographic, ask questions of each other, and describe their infographic to each other.

See the [Suggested activities and resources page](#) for additional details.

Alternative Assessments: Students will have the opportunity to make their own choices in regards to who their project is about and what format (PPT; PowToons; WeVideo, etc...)

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards	Pacing
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Identify and describe the geography, culture, people that are from Argentina.	<p>Content: Vocabulary related to geography, Argentinian culture, people etc.</p> <p>Short Video on the country and people of Argentina.</p> <p>Skills: Identify and describe the geography, culture, and people from Argentina.</p> <p>Share previous knowledge on the country of Argentina.</p> <p>Identify geographical and historical information of Argentina</p> <p>Recognize new vocabulary in short audio/ and or text segments.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing See the Suggested activities and resources page for additional details.</p> <p>Grammar and/or vocabulary quizzes. Picture sequences.</p>	<p>7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.</p> <p>7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.</p> <p>7.1.IH.A.3 Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.</p> <p>7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics.</p> <p>7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p>	1 lesson
Describe what a Guerra is and what tragedies occur in war.	<p>Content: Vocabulary related to war, la Guerra Sucia.</p> <p>Video on Las Madres de la Plaza de Mayo.</p> <p>Article on Las Madres de la plaza de Mayo See the Suggested activities and resources page.</p> <p>Skills: Apply listening and reading comprehension skills to a short video and article about Las Madres de la Plaza de Mayo.</p> <p>Listen to an audio and read an article to identify key, familiar terms to summarize the general meaning.</p> <p>Listen to an audio and read a text a second time to possibly identify additional details.</p>	<p>Reading / Listening comprehension activities. See the Suggested activities and resources page for additional details.</p>	<p>7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.</p> <p>7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.</p> <p>7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p>	2 lessons
Identify message about the victims of La Guerra Sucia in an authentic songs.	<p>Content: Song-Desapariciones by Maná</p> <p>song "Dinosaurios" y Charley Garcia</p> <p>Skills: Make predictions about an audio based on the title.</p> <p>Listen to an audio and identify key, familiar terms</p>	<p>Listening comprehension activities.</p> <p>Create a Google slides presentation to accompany one of the songs with visuals that correspond to the lyrics. See the Suggested activities and resources page.</p>	<p>7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.</p> <p>7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.</p>	2-3 lessons

	<p>to summarize the general meaning.</p> <p>Listen to an audio a second time to possibly identify additional details.</p>		<p>7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p>	
<p>Describe how the identity of the Argentinian people relates to the events of La Guerra Sucia.</p>	<p>Content: Video- Día Nacional del Derecho a la Identidad- https://www.youtube.com/watch?v=Uoutyr6QhOk</p> <p>Skills: Describe how the identity of the Argentinian people relates to the events of La Guerra Sucia</p> <p>Listening comprehension skills.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing See the Suggested activities and resources page for additional details.</p>	<p>7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.</p> <p>7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.</p> <p>7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p>	<p>1/2 lesson</p>
<p>Describe the hopes, desires, and fears for/of the people of Argentina.</p> <p>Identify the roles Las Madres played in finding los Desaparecidos.</p>	<p>Content: Article- “Las Abuelas de Plaza de Mayo encuentran a otro hijo de desaparecidos”</p> <p>Fotos de los desaparecidos.</p> <p>Skills: Describe the hopes, desires, and fears for/of the people of Argentina.</p> <p>Identify the roles Las Madres play in finding los Desaparecidos.</p> <p>Reading Comprehension skills.</p> <p>Describe the events portrayed in several images of La Guerra Sucia.</p>	<p>Reading Comprehension activities.</p> <p>Speaking prompt. See the Suggested activities and resources page for additional details.</p>	<p>7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.</p> <p>7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.</p> <p>7.1.IH.C.3 Use language creatively in writing for a variety of purposes.</p>	<p>2 lessons</p>
<p>Describe the stories of los desaparecidos and those who have been found through a variety of authentic sources.</p>	<p>Content: Web site- Wall of the disappeared</p> <p>Video- “Así soy yo - Macarena Gelman”</p> <p>News report- “Visión 7: La nieta 110 recuperó su identidad” See the Suggested activities and resources page</p> <p>Skills: Describe the stories of los desaparecidos and those who have been found through a variety of authentic sources.</p>	<p>Listening/reading comprehension activities.</p> <p>Interpersonal activity- Role play a reporter interviewing the family of a Desaparecido. See the Suggested activities and resources page</p>	<p>7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.</p> <p>7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.</p> <p>7.1.IH.C.2 Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s).</p>	<p>2 lessons</p>

	<p>Make predictions about an audio/text based on the title.</p> <p>Listen to an audio and investigate a web site and identify key, familiar terms to summarize the general meaning.</p> <p>Listen to an audio a second time to possibly identify additional details.</p>			
<p>Express their opinions about the story.</p> <p>Describe their feelings about decisions that characters make and compare and contrast these with decisions that they would make</p>	<p>Content: Novel- “ La Guerra Sucia” por Nathaniel Kirby</p> <p>Skills: Make predictions about a text based on the title.</p> <p>Read a novel by chapter and identify key, familiar terms to summarize the general meaning.</p> <p>Use online tools (www.wordreference.com) to aid with text comprehension.</p> <p>Describe their feelings about decisions that characters make and compare and contrast these with decisions that they would make.</p>	<p>Any combination of call-and-response, think/pair/share, conversations, short pieces of writing, and/or reading comprehension activities. See the Suggested activities and resources page for additional details.</p> <p>Grammar and/or vocabulary quizzes. Picture sequences.</p>	<p>7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.</p> <p>7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.</p>	8 - 10 lessons
<p>Identify and describe the emotions and challenges of a young girl who finds out she is not who she has been raised to be but she is a Desaparecida.</p>	<p>Content: La Guerra Sucia Vocabulary used in the Movie <i>Cautiva</i></p> <p>Skills: Summarize the difficulties facing a young girl who finds out she is one of” Los Desaparecidos”.</p> <p>Respond in writing to questions regarding an audiovisual source.</p> <p>Compare and contrast characters in the movie and describe their situation, feelings and/ or fears.</p>	<p>Written responses to factual and interpretive questions regarding “Cautiva” movie.</p> <p>Class discussion on what would they do if they were in the protagonist's position.</p>	<p>7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.</p> <p>7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.</p> <p>7.1.IH.C.3 Use language creatively in writing for a variety of purposes.</p>	3-4 lessons
<p>Interpretive: Students will read/listen and interpret audio and text sources on La Guerra Sucia and respond to comprehension questions.</p> <p>Presentation: Students will create an Infographic based on one of several</p>	<p>Content: Authentic resources See the Suggested activities and resources page for more details.</p> <p>Skills: Interpretive and reading/ listening comprehension.</p>	<p>Unit Benchmark assessment (IPA) See the Suggested activities and resources page</p>	<p>7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.</p> <p>7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in</p>	3- 4 lessons

<p>topics related to La Guerra Sucia.</p> <p>Interpersonal: Students will participate in a history fair. Students will be expected to display their infographic, ask questions of each other, and describe their infographic to each other.</p>	<p>Interpersonal oral communication.</p> <p>Presentation written and oral communication.</p>		<p>formal and informal settings, through appropriate responses.</p> <p>7.1.IH.B.2 Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests. .</p> <p>7.1.IH.C.3 Use language creatively in writing for a variety of purposes</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	
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Unit 6 Overview
<p>Unit Title: <i>Redes Sociales/ Social Media</i></p>
<p>Unit Summary: In this unit, the students will explore the uses and effects that social media and Technology have on families and communities. Students will be able to identify the advantages and disadvantages of social media as well as identify how this technology has changed how people communicate with each other.</p> <p>This unit corresponds with the AP themes of Science and Technology and Families and Communities.</p>
<p>Suggested Pacing: 19 lessons/ 5 weeks</p>
Learning Targets

Unit Essential Questions:

- Why do we use social media and why does it matter to us?
- What are the advantages and disadvantages of social media?
- How does the way we interact with people change when using social media?
- How can technology and social media play a role in expressing your identity?
- How can I make myself understood when I don't know all of the necessary words?
- What strategies can I use to read/listen and comprehend a target-language text/audio?

Unit Enduring Understandings:

- Scientific and technological developments affect people's lives, the environment and transform societies.
- Technology and social media are influential and pivotal tools in sharing your identity with others.
- Identifying, embracing, and expressing your own identity is important in building a strong and accepting community and world.
- Comprehension of a text does not necessarily mean understanding every word.
- Circumlocution is vital when communicating in a second language.

Evidence of Learning

Formative Assessments: A variety of formative assessments will be used throughout the lesson, such as comprehension checks; participation throughout the lessons; completion of required activities.

Summative Assessments:

Students will complete an Integrated performance assessment which include interpretive, interpersonal and presentational activities as their final assessment for this unit.

- Interpretive: Students will interpret a combination of two authentic sources that describe the use of social media in adolescents.
- Interpersonal: Students will respond to an email they received requesting their opinion about the use of social media on the internet.
- Presentational: *La semana del uso responsable de la red*- Students will create a responsible use guide to social media for parents and children of their school and community in the form of a poster or brochure.

See the [Suggested activities and resources page](#) for additional details.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards	Pacing
Use vocabulary for technology, internet and social media to discuss its uses among adolescents.	Content: Vocabulary on technology , internet, social media Cartoons on social media Video-"De aquí no pasas" See the Suggested activities and resources page for more details. Skills: Discuss the use of social media.	Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing. See the Suggested activities and resources page . Grammar and/or vocabulary quizzes. Picture sequences	7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics. 7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.	3 lessons

	<p>Recognize new vocabulary in target language video.</p> <p>State and defend opinions regarding the use of social media and technology.</p>		<p>7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	
Describe how frequently they use social media and technology.	<p>Content: Excerpt from the Article- "Los adolescentes y las redes sociales"</p> <p>Skills: Describe how frequently they use social media and technology.</p> <p>Compare and contrast frequency of use of social media between adolescents here in the United States versus adolescents in Argentina.</p>	<p>Create a graph expressing how frequently their classmates use social media/and or technology.</p> <p>Venn diagram- Frequency of use of social media between students of the USA vs, Argentina.</p>	<p>7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics.</p> <p>7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p> <p>7.1.IH.C.5 Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one's own culture.</p>	1 lesson
Describe the reasons why adolescents use the internet and social media.	<p>Content: Excerpt from the article- "Los adolescentes y las redes sociales"</p> <p>Article- " Los jóvenes usan Internet porque necesitan sentirse parte de algo"</p> <p>Skills: Describe the reasons why adolescents use the internet and social media that are stated in both articles.</p> <p>State, defend, and compare their own reasons or opinions for using social media and the Internet.</p>	<p>Students will leave a Voicemail to respond to a survey about adolescents opinions on the use of social media.</p> <p>See the Suggested activities and resources page.</p>	<p>7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p> <p>7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.</p> <p>7.1.IH.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.</p>	2 lessons
Identify how "el selfie" has affected social media.	<p>Content: Infographic on el selfie</p>	<p>Reading and listening comprehension activities.</p>	<p>7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic</p>	2-3 lessons

	<p>Video-"Tips para tomar una selfie perfecta"</p> <p>Article-. "Los selfies: El fenómeno que revoluciona las redes sociales"</p> <p>Skills: Make predictions about an audio and text based on the title.</p> <p>Listen to an audio and read an article to identify key, familiar terms to summarize the general meaning.</p> <p>Listen to an audio and read a text a second time to possibly identify additional details.</p>	<p>"Su propio selfie" presentation. See the Suggested activities and resources page.</p>	<p>information and other sources related to a variety of familiar and some unfamiliar topics.</p> <p>7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.</p> <p>7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p> <p>7.1.IH.A.8 Analyze structures of the target language and comparable linguistic structures in English.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	
Identify how social media evolves with the changes in social life and technology.	<p>Content: Radio broadcast- Visión Tuenti- Tuenti</p> <p>Skills: Make predictions about an audio based on the title.</p> <p>Listen to an audio and identify key, familiar terms to summarize the general meaning.</p> <p>Listen to an audio a second time to possibly identify additional details.</p>	<p>True and false question based on radio broadcast.</p> <p>Short writing prompt- ¿Por qué es tan importante que los creadores de redes sociales sigan transformando sus empresas para responder a los deseos de sus usuarios?</p>	<p>7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.</p> <p>7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p>	1 lesson
Identify the similarities and differences that exist between adolescents from Spain, Latin America and the United States in terms of their use of social media.	<p>Content: Article - <i>Investigación de generación 2.0</i> (Tejidos p. 39-40)</p> <p>Skills:</p>	<p>Create and interpret a survey on social media. Use SurveyMonkey to analyze and print the results of the survey. See the Suggested</p>	<p>7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.</p>	2 lessons

	<p>Reading comprehension skills.</p> <p>Identify the similarities and differences that exist between adolescents from Spain, Latin America and the United States in terms of their use of social media.</p>	<p>activities and resources page for more details.</p>	<p>7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.</p> <p>7.1.IH.C.5 Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one's own culture.</p>	
<p>Identify and describe the risks involved with using the internet and Social Media.</p>	<p>Content: Reading- Los riesgos en internet y en las redes sociales.</p> <p>Skills: Identify and describe the risks involved with using the internet and Social Media.</p> <p>Reading comprehension skills.</p> <p>Interpersonal oral and written communication on the risks involved with using social media.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing. See the Suggested activities and resources page for more details.</p>	<p>7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p> <p>7.1.IH.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.</p> <p>7.1.IH.C.3 Use language creatively in writing for a variety of purposes.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	<p>1 lesson</p>
<p>Identify message about social media in an authentic song.</p>	<p>Content: Song- No te metas a mi Facebook- Esteman</p> <p>Skills: Make predictions about an audio based on the title.</p> <p>Listen to an audio and identify key, familiar terms to summarize the general meaning.</p>	<p>Listening comprehension activities.</p>	<p>7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.</p> <p>7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.</p>	<p>1 lesson</p>

	Listen to an audio a second time to possibly identify additional details.		7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.	
Describe how family communication changes with the use of technology.	<p>Content: Video- La Familia Digital</p> <p>Skills: Describe how family communication changes with the use of technology.</p> <p>Make predictions about a video based on the title.</p> <p>Listen to the video and identify key, familiar terms to summarize the general meaning.</p> <p>Listen to the video a second time to possibly identify additional details.</p> <p>Compare and contrast the family in the video to your own family's use of technology.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing.</p> <p>See the Suggested activities and resources page.</p> <p>Grammar and/or vocabulary quizzes. Picture sequences</p>	<p>7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.</p> <p>7.1.IH.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.</p>	2 lessons
<p>Interpretive: Students will interpret a combination of two authentic sources that describe the use of social media in adolescents.</p> <p>Interpersonal: Students will respond to an email they received requesting their opinion about the use of social media on the internet.</p> <p>Presentational: <i>La semana del uso responsable de la red</i>- Students will create a responsible use guide to social media for parents and children of their school and community in the form of a poster or brochure.</p>	<p>Content: Authentic resources (One print and one audio text) See the Suggested activities and resources page for more details.</p> <p>Skills: Interpretive and reading/ listening comprehension.</p> <p>Interpersonal written communication.</p> <p>Presentational written communication.</p>	<p>Unit Benchmark assessment (IPA) See the Suggested activities and resources page</p>	<p>7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.</p> <p>7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.</p> <p>7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p> <p>7.1.IH.B.2 Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests. .</p> <p>7.1.IH.C.3 Use language creatively in writing for a variety of purposes.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to</p>	3 lessons

			<p>express information and enhance understanding of presentations.</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	
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