

# 7-12 World Language Spanish

May 11, 2017 Board Approved St. Charles R6 School District



#### Grades 7-12 Spanish World Language Curriculum Committee

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#### **District Mission**

The City of St. Charles School District will REACH, TEACH, and EMPOWER all students by providing a challenging, diverse, and innovative education.

#### **District Vision**

The City of St. Charles School District will be an educational leader recognized for high performance and academic excellence that prepares students to succeed in an ever-changing global society.

#### **District Values**

We, the City of St. Charles School District community of students, parents, staff, and patrons, value:

- ➤ High quality education for all students which includes:
  - Lifelong learning from early childhood through adult education
  - Rigorous learning experiences that challenge all students
  - Instruction that meets the needs of a diverse community
  - Respect for all
  - Real world, critical thinking and problem-solving skills to prepare students for the 21<sup>st</sup> Century
  - Developing caring, productive, and responsible citizens
  - Strong engagement of family and community
  - A safe, secure, and nurturing school environment
- > Achievement through:
  - Celebration of individual success
  - Collaboration with parents and community stakeholders
  - Exploration, Innovation, and creativity
- ➤ High quality staff by:
  - Hiring and retaining highly qualified and invested employees
  - Providing professional development and collaboration focused on increasing student achievement
  - Empowering staff to use innovative resources and practices
- Informed decisions that are:
  - Student-centered
  - Focused on student achievement
  - Data Driven
  - Considerate of all points of view
  - Fiscally responsible

#### **District Goals**

For planning purposes, five overarching goals have been developed. These goals are statements of the key functions of the school district.

- 1. Student Performance
  - Develop and enhance the quality educational/instructional programs to improve student performance and enable students to meet their personal, academic, and career goals.
- 2. Highly qualified staff
  - Recruit, attract, develop, and retain highly qualified staff to carry out the District's mission, vision, goals, and objectives.
- 3. Facilities, Support, and Instructional Resource
  - Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.
- 4. Parent and Community Involvement
  - Promote, facilitate and enhance parent, student, and community involvement in district educational programs.
- 5. Governance
  - Govern the district in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

#### **School District Philosophical Foundations**

Teachers in the School District of the City of St. Charles share in and ascribe to a philosophy that places children at the heart of the educational process. We feel that it is our professional responsibility to strive to be our best at all times and to maximize our efforts by ensuring that the following factors are present in our classrooms and our schools.

- 1. Learning is developed within the personal, physical, social, and intellectual contexts of the learner.
- 2. A strong educational program should provide developmental continuity.
- 3. The successful learner is motivated, strategic, knowledgeable, and interactive.
- 4. Children learn best when they have real purposes and can make connections to real life.
- 5. Effective learning is a combination of student exploration and teacher and mentor modeling.
- 6. Assessment is an ongoing and multidimensional process that is an integral part of instruction.
- 7. Making reading and writing connections across multiple sources and curricula facilitates meaning.
- 8. Literacy for the future means literacy in multiple technologies.
- 9. Education must respond to society's diverse population and serve all children.
- 10. Interactions among students, teachers, parents, and community form the network that supports learning.

#### 7th-12th Grade World Language Course Description

- 7th and 8th grade students will have the option to take one semester of World Languages and Cultures, which includes an introduction to German, French and Spanish. This is not a prerequisite course for a Level 1 World Language. Its purpose is to introduce students to all three language courses in our district so they may make a more informed decision on which language to pursue.
- 8th grade students will have the option to study German, French, or Spanish for a full year and earn high school credit. Depending on individual student proficiency in the World Language, the student will be recommended to take Level 1 Spanish, French or German to strengthen their foundation in that language skills or for Level 2 Spanish, French or German to further develop their fluency in their 9th grade year.
- The 8th grade Level 1 World Language class will be parallel to classes at the high school.
- Students will continue to develop their language skills as they progress through levels 1-5/AP.
- Starting a year-long course in the 8th grade will allow students to reach Level 5 or Advanced Placement courses by their senior year. Students in an AP World Language course will be eligible to take the Advanced Placement exam for college credit.

#### **Spanish 1 Course Description**

Students will learn the primary skills necessary to develop a thorough basis of grammatical, literary and oral understanding of the Spanish language. The areas of reading, writing, speaking and listening will be the cornerstones of the course, as students prepare to immerse themselves in the language and culture as the course progresses.

#### **Spanish 2 Course Description**

Students will further develop skills learned in the previous course. This course will focus on expanding skills in listening, speaking, writing and reading. Students will learn more about descriptions, travel, cuisine, grammar, clothes, illnesses, culture and history. Spanish culture will become a larger focus as students continue to explore the influence that the Spanish have had on the rest of the world.

#### **Spanish 3 Course Description**

Students will further develop skills learned in the two previous courses. The emphasis of this course shifts more toward reading and writing, while maintaining and increasing oral skills. The student continues to learn new grammar structures and practices using these new skills in a variety of ways.

#### **Spanish 4 Course Description**

Students will further develop skills learned in the previous three courses. The emphasis of this course continues to be more toward reading and writing with important literature, observation and analysis of media presentations, writing paragraphs, and a review of major grammatical points. Conversational skills continue to be emphasized.

#### **AP Spanish 5 Course Description**

This course introduces students to the study of Spanish and latin American literature while continuing to enhance conversational and writing skills using the language. Students will participate in literary analysis for various reading os of poems, short stories and dramatic works of well-known Spanish and Latin American authors from different historical periods. Class discussion and assignments for this course will be entirely in Spanish.

#### 8th-12th World Language Rationale

In our ever-changing society, students must be prepared to work in a variety of situations within a multi-cultural, multi-lingual community. As communities change, professional expectations change and many jobs will require people who are fluent in a variety of languages. Through the study of another language, students will gain knowledge of other cultures, become aware of cultural differences and similarities and learn about their own culture and society.

Level	Unit Title	Grammar concepts	Vocabulary	Culture	Skills What the student is able to do
1	About Me	<ul> <li>Alphabet-letter/vowel</li> <li>Definite articles</li> <li>Noun &amp; adjective agreement</li> <li>Gender and number</li> <li>Formal/Informal Language</li> <li>1st person conversation</li> </ul>	<ul> <li>Alphabet letter sounds, letter combinations and rules that apply</li> <li>Greetings/Farewells /Courtesy words</li> <li>Weather/Temperat ure</li> <li>Calendar &amp; Seasons</li> <li>Numbers 0 to 31</li> <li>Talking about oneself (name, age, feelings)</li> </ul>	• Where Spanish is spoken around the world.	<ul> <li>I can pronounce unfamiliar, simple text.</li> <li>I can identify masculine and feminine nouns and properly use definite articles.</li> <li>I can understand how to modify the adjective to match the noun.</li> <li>I can address someone from a Spanish-speaking country formally and/or informally.</li> <li>I can introduce myself.</li> <li>I can use courtesy words.</li> <li>I can say goodbye in a variety of ways.</li> <li>I can express how I am feeling.</li> <li>I can talk about myself (name, age, feelings).</li> </ul>
1	School	<ul> <li>Definite &amp; Indefinite Articles</li> <li>Possessive Pronouns</li> <li>Numbers 31-101</li> <li>Time</li> <li>Interrogative Pronouns</li> </ul>	<ul> <li>Classroom objects</li> <li>Student survival phrases (bathroom, etc)</li> <li>Classroom commands</li> <li>Places &amp; People</li> </ul>		<ul> <li>I can identify masculine and feminine nouns and properly use definite and indefinite articles.</li> <li>I can identify specific school items, places and people around school.</li> </ul>

## Scope and Sequence: SPANISH 1

			around school • What?, When?, Where?, etc.	<ul> <li>I can ask to use the restroom, sharpen pencil, go to the office, etc.)</li> <li>I can recognize classroom commands.</li> <li>I can tell time.</li> <li>I can count from 32 -101.</li> <li>I can indicate where people and items are located.</li> <li>I can recognize and answer to questions words.</li> </ul>
1	Likes & Dislikes	<ul> <li>Introduce Indirect Object Pronouns w/ Gustar</li> <li>Comparisons</li> <li>Infinitives</li> </ul>	<ul> <li>Hobbies/Activities</li> <li>I don't like, I like and I love</li> </ul>	<ul> <li>I can use GUSTAR with IOPs.</li> <li>I can tell what I like and don't like.</li> <li>I can tell what I like to do and don't like to do.</li> <li>I express my liking of things using comparatives.</li> </ul>
1	Conjugations process	<ul> <li>Conjugation of regular, irregular and stem-changing verbs</li> <li>Subject pronouns</li> </ul>	<ul> <li>Conjugation</li> <li>Infinitive</li> <li>Verb</li> <li>First, second, third person</li> </ul>	<ul> <li>I can apply grammar rules to create a coherent sentence.</li> <li>I can ask a coherent question.</li> </ul>
1	Describe people and things	<ul> <li>Ser</li> <li>Tener</li> <li>Noun &amp; Adjective Agreement</li> <li>Subject Pronouns</li> </ul>	<ul> <li>Physical and personality traits</li> </ul>	<ul> <li>I know when to use the verb SER and conjugate it properly.</li> <li>I know when to use the verb tener and conjugate it properly.</li> <li>I can describe what people and things are like.</li> <li>I can use subject pronouns.</li> </ul>

1	Locations	<ul> <li>Estar</li> <li>Prepositions</li> <li>Ir</li> <li>Informal Future (ir + a + inf)</li> </ul>	<ul> <li>Prepositions</li> <li>Locations around town</li> </ul>		<ul> <li>I know when to use the verb ESTAR and conjugate it properly.</li> <li>I can say where things are located.</li> <li>I know when to use the verb IR and conjugate it properly.</li> <li>I can say what I'm going to do.</li> <li>I can say where I am going.</li> </ul>
1	Family	<ul> <li>Ser</li> <li>Name family members</li> <li>Describe family members</li> <li>(physical and personality).</li> <li>possessive adjectives</li> </ul>	<ul> <li>Nuclear &amp; Extended family vocab</li> </ul>		<ul> <li>Express family relationships.</li> <li>I can talk about my family members.</li> <li>I can describe my family members' physical characteristics and personality traits.</li> <li>I can use possessive adjectives.</li> </ul>
1	Food	<ul> <li>Tell what food you like &amp; dislike</li> <li>Paying the bill</li> </ul>	<ul> <li>Food Vocab</li> <li>How much is the amount of the bill</li> </ul>	Restaurant etiquette	<ul> <li>I can say what foods I like and dislike.</li> <li>I can order food at a restaurant.</li> <li>I can ask for and pay the bill.</li> </ul>

## Scope and Sequence: SPANISH 2

Unit Title	Grammar concepts	Vocabulary	Culture	Skills What the student is able to do
Clothing	<ul> <li>present tense conjugations of llevar puesto/traer puesto/usar/poner/vestir to express what a person is wearing</li> <li>gustar with IOPs to express what a person likes and does not like to wear</li> <li>noun-adjective agreement to describe articles of clothing</li> <li>noun-adjective agreement to describe a person's physical and personality characteristics</li> <li>Transition words</li> </ul>	<ul> <li>clothing (see separate list)</li> <li>verbs: to wear, to use, to like and dislike</li> <li>expressive phrases</li> <li>adjectives to describe a person.</li> <li>Transition words (see separate list)</li> </ul>		<ul> <li>I can talk about the kind of clothing I like to wear.</li> <li>I can identify a noun's gender and number and properly use definite and indefinite articles.</li> <li>I can modify the adjectives to agree with nouns.</li> <li>I can address someone from a Spanish-speaking country formally and/or informally and talk about fashion.</li> <li>I can talk about my own clothing.</li> <li>I can express how I am feeling.</li> <li>I can express how I feel about different kinds of clothing.</li> <li>I can say goodbye in a variety of ways.</li> </ul>
Vacationing	<ul> <li>present/preterite conjugations of several infinitives (see separate list)</li> <li>telling time</li> <li>Cardinal and ordinal numbers to give addresses, amounts, and order of placement</li> <li>IOPs &amp; DOPs</li> <li>Preterite Tense of Verbs</li> </ul>	<ul> <li>vacationing and traveling vocabulary (see separate list)</li> <li>verbs (see separate list)</li> <li>adjective to describe hobbies/activities/sporting events</li> <li>likes/dislikes/loves</li> </ul>		<ul> <li>I can use reciprocal and reflexive verbs in compound sentences</li> <li>I can talk about vacations.</li> <li>I can talk about my hobbies.</li> <li>I can talk about time &amp; schedules.</li> </ul>
House And house	<ul> <li>present/preterite and present progressive tense conjugations of</li> </ul>	<ul> <li>house (see separate list)</li> <li>verbs:ser/estar/vivir</li> </ul>		<ul> <li>I can describe the house and household items.</li> </ul>

chores	<ul> <li>estar/ser/tener/tener que/vivir/limpiar/recogeretc.</li> <li>noun-adjective agreement to describe rooms and items around the house</li> <li>prepositions to tell where house items are located or their direction</li> <li>gustar: likes and dislikes of the house and items in the house</li> <li>describe your daily house chores</li> <li>command someone to do a chore</li> <li>present tense conjugations</li> <li>present progressive tense conjugations</li> </ul>	<ul> <li>/limpiar/recoger/gustar, acabar de/tener que (see separate list)</li> <li>adjective to describe the house, rooms and house items</li> <li>prepositions/directions</li> <li>cardinal and ordinal numbers</li> <li>chores (see separate list)</li> <li>transitions words((see separate list)</li> </ul>	<ul> <li>I can identify specific household items, furniture, places and people around my neighborhood.</li> <li>I can ask to use the restroom, the swimming pool, etc.</li> <li>I can recognize classroom commands.</li> <li>I can tell where the house items are located.</li> <li>I can give directions to go to different rooms of the house or find specific items.</li> <li>I can indicate where people and items are located.</li> <li>I can talk about my everyday chores in the house.</li> <li>I can talk about events that happened in the past about myself or about my house.</li> <li>I can use compound sentences using some transition words.</li> </ul>
Sports and Human Body	<ul> <li>present/preterite and present progressive tense conjugations of several infinitives (see separate list)</li> <li>noun-adjective agreement to describe someone's physical traits (including body type, athletic abilities and health/aches/pains)</li> <li>demonstrative adjectives</li> </ul>	<ul> <li>sports vocabulary (see separate list)</li> <li>verbs (see separate list)</li> <li>hobbies/activities/sporting events</li> <li>likes/dislikes/loves</li> <li>demonstrative adjectives</li> <li>athletic abilities, health, aches and pains</li> </ul>	<ul> <li>I can talk about different sports.</li> <li>I can use different tenses' conjugations (present/preterite and present progressive)</li> <li>I can tell what sports people like and don't don't like to play</li> <li>I can talk about people's athletic abilities.</li> <li>I can talk about famous athletes around the word.</li> </ul>

Daily Routines	<ul> <li>present/preterite and present progressive tense conjugations of several infinitives (see separate list)</li> <li>difference between reciprocal and reflexive actions/verbs</li> <li>reflexive pronouns</li> <li>daily routines (like getting ready for school) using reflexive pronouns and verbs</li> </ul>	<ul> <li>reciprocal vs.reflexive verbs (see separate list)</li> <li>reflexive pronouns</li> <li>daily routines</li> </ul>	<ul> <li>I know when to use the verb "tener que" and conjugate it properly.</li> <li>I can use reflexive pronouns.</li> <li>I can express my daily routines. (I can talk about my daily events from when I wake up until go to bed).</li> </ul>
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## Scope and Sequence: SPANISH 3

Unit Title	Grammar concepts	Vocabulary	Culture	Skills What the student is able to do
Technology	<ul> <li>Present and preterite tense conjugations of several infinitives (see separate list)</li> <li>adjectives to describe technological devices</li> <li>Por v. para</li> </ul>	<ul> <li>technology vocabulary and how to use it (see separate list)</li> <li>Verbs in the present and preterite tenses (see separate list)</li> </ul>	Compare technology and its usage in the US with that in different Spanish speaking countries	<ul> <li>I can exchange information about new technology in Spanish language.</li> <li>I can explain the new technology and how it works using por and para</li> </ul>
Travel	<ul> <li>Telling time</li> <li>Clarification on when to use ir/venir/traer/llevar</li> </ul>	<ul> <li>travel vocabulary (see separate list)</li> <li>verbs:ir/venir/traer/llevar</li> </ul>	Look at vacation leave and travel habits of populations in other countries	<ul> <li>I can tell time and express at what time something occurs</li> <li>I can talk about travel plans and activities</li> <li>I can use the verbs ir/venir/traer/llevar appropriately</li> </ul>
Health and Fitness	<ul> <li>present/preterite and present progressive tense conjugations of several infinitives (see separate list)</li> <li>Superlatives</li> <li>Ser v. estar</li> <li>doler</li> </ul>	<ul> <li>health vocabulary (see separate list)</li> <li>Fitness vocabulary (see separate list)</li> <li>health, aches and pains</li> </ul>	Look into popular fitness trends in Spanish speaking countries	<ul> <li>I can talk about things that are the best/better/ the worst</li> <li>I can use different tenses conjugations (present/preterite and present progressive)</li> <li>I can choose the correct verb (ser or estar)when saying some form of "to be" while discussing health and fitness</li> <li>I can talk about aches and pains</li> </ul>

Shopping	<ul> <li>present/preterite and present progressive tense conjugations of several infinitives (see separate list)</li> <li>Direct Object Pronouns (DOPs)</li> <li>Indirect Object Pronouns (IOPs)</li> </ul>	<ul> <li>Shopping vocabulary (see separate list)</li> <li>Bargaining vocabulary (see separate list)</li> </ul>	Talk about the practice of bargaining around the world	<ul> <li>I can talk about shopping.</li> <li>I can bargain.</li> <li>I can use direct object pronouns</li> <li>I can use indirect object pronouns.</li> <li>I can properly place a direct and indirect object pronoun in a sentence with a conjugated verb that is followed by an infinitive verb</li> </ul>
Going into the City	<ul> <li>present/preterite and present progressive tense conjugations of several infinitives (see separate list)</li> <li>Saber v. conocer</li> </ul>	<ul> <li>Places in the city vocabulary (see separate list)</li> <li>Verbs in the present and preterite tenses (see separate list)</li> </ul>	Look into public transportation in Spanish speaking countries	<ul> <li>I can talk about places around the city</li> <li>I can talk about what I know, what I know how to do, and things I am familiar with</li> </ul>
Childhood and fairy tales	<ul> <li>Imperfect tense</li> <li>Imperfect tense v. preterite tense</li> </ul>	<ul> <li>Childhood vocabulary (see separate list)</li> <li>Fairy tale vocabulary (see separate list</li> </ul>	Compare fairy tales commonly read in the US with popular fairy tales from other countries	<ul> <li>I can talk about my childhood</li> <li>I can say what I used to do</li> <li>I can tell a story about something that happened in the past</li> </ul>
Food and Cooking	<ul> <li>Ordinal numbers</li> <li>Affirmative and negative informal commands</li> </ul>	<ul> <li>Food vocabulary (see separate list)</li> <li>Cooking vocabulary (see separate list)</li> <li>Measurement vocabulary (see separate list)</li> </ul>	Look at recipes and traditional dishes from Spanish speaking countries	<ul> <li>I can use a recipe that is written in Spanish</li> <li>I can tell someone how to prepare a dish</li> <li>I can use ordinal numbers to organize a task into steps</li> </ul>

Clothing and Fashion	<ul> <li>present tense conjugations of llevar /traer /usar /poner /vestir to express what a person is wearing</li> <li>noun-adjective agreement</li> <li>Affirmative and negative words (like algunos/ningunos)</li> </ul>	<ul> <li>clothing (see separate list)</li> <li>verbs: to wear, to use, to like and dislike</li> </ul>	Research famous designers from Spanish speaking countries	<ul> <li>I can talk about my clothing and how it fits.</li> <li>I can describe an outfit that someone is wearing.</li> <li>I can use affirmative and negative words to discuss fashion</li> </ul>
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## Scope and Sequence: SPANISH 4 (Pre-AP)

THEMES and Units	Reviewed/Continued Grammar concepts	New Grammar concepts	Skills What the student is able to do
Personal and Public Identities:	<ul> <li>VERB TENSES:</li> <li>-present</li> <li>-preterite</li> </ul>	Comparatives/Superlatives with Adverbs	<ul> <li>I can talk about myself in comparison to other people and things</li> <li>I can properly use and distinguish</li> </ul>
About myself	<ul> <li>-present progressive</li> <li>-imperfect</li> <li>-reflexive</li> <li>VERBS:</li> <li>-see separate list</li> <li>-saber vs conocer</li> <li>-estar vs ser</li> <li>Comparatives and superlatives</li> <li>Adverbs</li> <li>Types of pronouns:</li> <li>Personal, reflexive, IOPs, DOPs</li> <li>noun-adjective agreement to describe a person's physical and personality characteristics</li> <li>Types of adjectives: regular, demonstrative and possessive</li> </ul>	Comparatives/Superlatives with Adjectives	<ul> <li>between the past tense preterite and past tense imperfect</li> <li>I can use both the present and present progressive tenses to describe myself and others</li> <li>I can use saber and conocer correctly in verbal and written communication</li> <li>I can address someone from a Spanish-speaking country formally and/or informally and talk about myself</li> <li>I can express how I am feeling.</li> <li>I can talk about my thoughts, likes and dislikes.</li> </ul>
Families and Communities: Vacationing/ Taking a trip	VERB TENSES: -present -preterite -present progressive -imperfect -reflexive VERBS: see separate list -saber vs conocer -estar vs ser -gustar: likes and dislikes of the items/activities during vacation	<ul> <li>VERBS:         <ul> <li>-haber</li> <li>-comparisons between Ir /</li> </ul> </li> <li>Venir / Llevar /Traer</li> <li>Por vs Para</li> </ul>	<ul> <li>I can use my knowledge of Spanish to effectively communicate on a beach vacation in a Spanish speaking country.</li> <li>I can talk about prices of objects</li> <li>I can ask to use the restroom, the swimming pool, etc.</li> <li>I can recognize when to use por y para</li> <li>I can use these verbs with fluency without mistaking them (ir/venir/llevar/traer)</li> <li>I can give directions to go to different places         <ul> <li>I can indicate where people and items are located.</li> </ul> </li> </ul>

<ul> <li>comparatives and superlatives</li> <li>Adverbs</li> <li>Types of pronouns:</li> </ul>	<ul> <li>I can talk about what I like to do and have</li> <li>done on vacation</li> <li>I can use compound sentences using</li> </ul>
<ul> <li>Personal, reflexive, IOPs, DOPs</li> <li>noun-adjective agreement to describe people and places when vacationing</li> <li>Types of adjectives: regular,</li> </ul>	varied transition words.
<ul> <li>demonstrative and possessive</li> <li>prepositions to tell where places and people are located or give directions</li> <li>cardinal and ordinal numbers to give address, amounts and order of</li> </ul>	
placement of items varied transition words	

Science and	VERB TENSES:	VERB TENSES:	I can use the following VERB tenses with fluidity and
Technology:	-present	-future:near and formal	accuracy:
	-present progressive	-conditional	-present
The Environment	-preterite	-use hypothetical situation terms	-present progressive
and Animals and	-imperfect	(will/would)	-preterite
Habitats	-reflexive	-present participle	-reflexive
	VERBS:	-Environmental vocabulary (see	-preterite
	-see separate list	separate list)	-imperfect
	-saber vs conocer	-Animal and habitat vocabulary (see	-future:near and formal
	-estar vs ser	separate list)	-conditional
	-haber/existir		I can communicate in hypothetical situations when
	-gustar: likes and dislikes of		discussing the environment and animal habitats
	surroundings/environment		and effects.
	<ul> <li>comparatives and superlatives</li> </ul>		I can discuss different ways to help protect the
	Adverbs		environment.
	• Types of pronouns:		I can express what I like and don't like
	Personal, reflexive, IOPs, DOPs		about past and current environmental issues.
	<ul> <li>noun-adjective agreement to</li> </ul>		I can make comparisons on the effects of
	describe a people and places		climate change and the effects on the environment.
	• Types of adjectives: regular,		I can form opinions on my thoughts and
	demonstrative and		views on varied environmental topics.
	possessive		I can make cultural comparisons on varied
	<ul> <li>prepositions to tell where</li> </ul>		environmental methods and practices, especially within
	places are located or give		the Hispanic communities around the world and within
	directions		the USA.
	<ul> <li>varied transition words</li> </ul>		
Contemporary Life:	VERB TENSES:	VERB TENSES:	• I can use the following VERB tenses with fluidity
······································	-present	-subjunctive moods	and accuracy:
Professions and	-present progressive	-expressing what current likes and	-present
Careers and Cultural	-preterite	dislikes about life	-present progressive
Activities	-imperfect	-expressing hopes/dreams/wishes	-preterite
	-future:near and formal	-profession and career vocabulary	-imperfect
	-conditional	(see separate list)	-future:near and formal
	-use hypothetical situation terms	,	-conditional
	(will/would)		-present participle
	(,,		

	-present participle		-subjunctive moods
	<ul> <li>VERBS:</li> <li>-see separate list</li> <li>-saber vs conocer</li> <li>-estar vs ser</li> <li>-haber/existir</li> <li>-gustar: likes and dislikes of a job</li> <li>Comparatives and superlatives</li> <li>Adverbs</li> <li>Types of pronouns:</li> <li>Personal, reflexive, IOPs, DOPs</li> <li>noun-adjective agreement to describe a people and places</li> <li>Types of adjectives: regular, demonstrative and possessive</li> <li>varied transition words</li> </ul>		<ul> <li>I can communicate in hypothetical situations, especially about my future.</li> <li>I can express my wishes, desires, needs, wants, hopes and dreams.</li> <li>I can express what I like and don't like about specific professions and careers</li> <li>I can make comparisons on similar professions and careers in different parts of the world.</li> <li>I can form opinions on my thoughts and views on varied professions and careers.</li> <li>I can make cultural comparisons on different traditions, especially within the Hispanic communities around the world and within the USA.</li> </ul>
Global Challenges: Current Events	VERB TENSES: -present -present progressive -preterite -imperfect -future:near and formal -conditional -use hypothetical situation terms (will/would) -present participle -subjunctive moods • VERBS: -see separate list -saber vs conocer -estar vs ser -haber/existir -gustar: likes and dislikes • Comparatives and superlatives • Adverbs	Intense reading, discussion and listening of real-life scenarios of current events through multimedia and resources (newspaper, magazines, news channels, programs, radio, online sites, etc.).	<ul> <li>I can use the following VERB tenses with fluidity and accuracy: -present</li> <li>-present progressive</li> <li>-preterite</li> <li>-imperfect</li> <li>-future:near and formal</li> <li>-conditional</li> <li>-present participle</li> <li>-subjunctive moods</li> <li>I can communicate in hypothetical situations.</li> <li>I can express my wishes, desires, needs, wants, hopes and dreams.</li> <li>I can express what I like and don't like about current events/topics.</li> <li>I can make comparisons on similar events happening in different parts of the world.</li> </ul>

	<ul> <li>Types of pronouns:</li> <li>Personal, reflexive, IOPs, DOPs</li> <li>noun-adjective agreement to describe a people and places</li> <li>Types of adjectives: regular, demonstrative and possessive</li> <li>varied transition words</li> </ul>		<ul> <li>I can form opinions on my thoughts and views on varied current events/topics.</li> </ul>
Beauty and Aesthetics:	VERB TENSES: -present -present progressive	Intense reading, discussion and listening of the arts through multimedia and resources (books,	<ul> <li>I can use the following VERB tenses with fluidity and accuracy: -present</li> </ul>
The Arts	<ul> <li>-preterite</li> <li>-imperfect</li> <li>-future:near and formal</li> <li>-conditional</li> <li>-use hypothetical situation terms</li> <li>(will/would)</li> <li>-present participle</li> <li>-subjunctive moods <ul> <li>VERBS:</li> </ul> </li> <li>-see separate list</li> <li>-saber vs conocer</li> <li>-estar vs ser</li> <li>-haber/existir</li> <li>-gustar: likes and dislikes</li> <li>Comparatives and superlatives</li> <li>Adverbs</li> <li>Types of pronouns:</li> <li>Personal, reflexive, IOPs, DOPs</li> <li>noun-adjective agreement to describe a people and places</li> <li>Types of adjectives: regular, demonstrative and possessive</li> <li>varied transition words</li> </ul>	galleries, newspaper, magazines, TV channels, programs, radio, online sites, etc.). Such arts include, theatre, music, fashion, etc.	<ul> <li>-present</li> <li>-present progressive</li> <li>-preterite</li> <li>-imperfect</li> <li>-future:near and formal</li> <li>-conditional</li> <li>-present participle</li> <li>-subjunctive moods</li> <li>I can communicate in hypothetical situations.</li> <li>I can express my wishes, desires, needs, wants, hopes and dreams.</li> <li>I can express what I like and don't like about art topics.</li> <li>I can form opinions on my thoughts and views on varied art topics.</li> </ul>

THEMES	Content and Culture	Communication Forms	Skills What the student is able to do
UNIT 1 Families and Communities	Content 1: Customs and Values Content 2: Education Communities Content 3: Family Structure Content 4: Global Citizenship Content 5: Human Geography Content 6: Social Networking	<ul> <li>Intense writing, reading, discussion and listening of real-life scenarios based highly on cultural aspects. All will be practiced through 3 modes of communication:</li> <li>Interpersonal (spoken and written)</li> <li>Interpretive (audio, visual, audiovisual, written and print)</li> <li>Presentational (spoken and written)</li> </ul>	<ul> <li>I can discuss how families are defined in different societies.</li> <li>I can discuss how individuals contribute to the welfare of their communities.</li> <li>I can compare and contrast differences in roles assumed by communities and families in different societies around the world.</li> </ul>
UNIT 2 Science and Technology	Content 1: Access to Technology Content 2: Effects of Technology on Self and Society Content 3: Healthcare and Medicine Content 4: Innovations Content 5: Natural Phenomena Content 6: Science and Ethics	<ul> <li>Intense writing, reading, discussion and listening of real-life scenarios based highly on cultural events. All will be practiced through 3 modes of communication:</li> <li>Interpersonal (spoke and written)</li> <li>Interpretive (audio, visual, audiovisual, written and print)</li> <li>Presentational (spoken and written)</li> </ul>	<ul> <li>I can discuss how the scientific and technical developments impact our lives.</li> <li>I can discuss factors that have driven the development and innovation in science and technology.</li> <li>I can identify and compare and contrast the role of ethics in scientific progress.</li> </ul>
UNIT 3 Beauty and Aesthetics	Content 1: Architecture Content 2: Defining Beauty Content 3: Defining Creativity Content 4: Fashion and Design Content 5: Language and Literature Content 6: Visual and Performing Arts	<ul> <li>Intense writing, reading, discussion and listening of real-life scenarios based highly on cultural events. All will be practiced through 3 modes of communication:</li> <li>Interpersonal (spoke and written)</li> <li>Interpretive (audio, visual, audiovisual, written and print)</li> <li>Presentational (spoken and written)</li> </ul>	<ul> <li>I can discuss how the perceptions of beauty and creativity are set.</li> <li>I can discuss how the perception of beauty and aesthetics influence our everyday life.</li> <li>I can compare and contrast how the arts reflect, defy and challenge cultural perspectives.</li> </ul>
UNIT 4 Personal and Public	Content 1: Alienation and Assimilation Content 2: Heroes and Historical Figures	Intense writing, reading, discussion and listening of real-life scenarios based highly on	I can compare and contrast how various aspects of our

## Scope and Sequence: SPANISH AP 5

Identities	Content 3: National and Ethnic Identities Content 4: Personal Beliefs Content 5: Personal Interests Content 6: Self-Image	<ul> <li>cultural events. All will be practiced through 3 modes of communication:</li> <li>Interpersonal (spoke and written)</li> <li>Interpretive (audio, visual, audiovisual, written and print)</li> <li>Presentational (spoken and written)</li> </ul>	<ul> <li>identity/personality are expressed in various situations.</li> <li>I can discuss how the identity of a person develops over time.</li> <li>I can discuss how</li> <li>language and culture influence the identity of the person.</li> <li>I can describe my national identity.</li> <li>I can compare and contrast ethnic identity to national identity.</li> <li>I can identify and discuss my personal beliefs and how they formed.</li> </ul>
UNIT 5 Global Challenges	Content 1: Economic Issues Content 2: Environmental Issues Content 3: Philosophical Thought and Religion Content 4: Population and Demographics Content 5: Social Welfare Content 6: Social Conscience	<ul> <li>Intense writing, reading, discussion and listening of real-life scenarios based highly on cultural events. All will be practiced through 3 modes of communication:</li> <li>Interpersonal (spoke and written)</li> <li>Interpretive (audio, visual, audiovisual, written and print)</li> <li>Presentational (spoken and written)</li> </ul>	<ul> <li>I can identify and discuss the social, political and environmental challenges facing society in the world.</li> <li>I can discuss the origins of these challenges.</li> <li>I can identify and discuss possible solutions to those challenges.</li> </ul>
UNIT 6 Contemporary Life	Content 1: Education and Careers Content 2: Entertainment Content 3: Travel and Leisure Content 4: Lifestyles Content 5: Relationships Content 6: Social Customs and Values Content 7: Volunteerism	<ul> <li>Intense writing, reading, discussion and listening of real-life scenarios based highly on cultural events. All will be practiced through 3 modes of communication:</li> <li>Interpersonal (spoke and written)</li> <li>Interpretive (audio, visual, audiovisual, written and print)</li> <li>Presentational (spoken and written)</li> </ul>	<ul> <li>I can discuss how</li> <li>individuals and societies define their</li> <li>own quality of life.</li> <li>I can discuss how cultural</li> <li>practices and perspectives influence</li> <li>people in contemporary life?</li> <li>I can identify and discuss</li> <li>some challenges of contemporary life.</li> </ul>

PHI + EST. 1846 + 54	

COURSE: Spanish Level 1

MATERIALS / INSTRUCTION	AL RESOURCES FOR THIS UNIT:	BIG IDEA(S):		
Textbook, online resources		Introductions and greetings in different settings		
ENDURING UNDERSTANDINGS:       • Can I introductions and Greetings         • Vocabulary used with Introductions and Greetings       • Can I introduce myself?         • Making a simple sentence with a set group of verbs       • Can I greet people?         • Understand the difference between "tú" vs "usted"       • Can I formulate simple sentence vith a set group of verbs         • Where Spanish is spoken       • Can I use numbers 0 thr         • Counting, Weather, Calendar       • Can I distinguish between nouns and adjectives?			? ar /plural and mascu	uline/feminine
	Standards, Concepts, Content,	Skills, Products, Vocabulary		
REFERENCE/STANDARD	STANDARDS: Content specific standards that	t will be addressed in this unit.	MAJOR	SUPPORTING
i.e. GLE/CLE/MLS/NGSS			STANDARD	STANDARD
1.1	Students engage in conversations, provide and obtain	ain information, express feelings and	х	
	emotions, and exchange	opinions.		
1.2	Students understand and interpret written and spo	oken language on a variety of topics.	х	
4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.			х	
3.2	3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures		x	
2.1	Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied		x	

OBJECTIVE # 1 (per unit)		be able to describe and introduce themselves in verba	al and written language using basic Spanish
	language skills from the u	init and previous units.	
REFERENCES/STANDARDS	• 1.1., 1.2, 4.1, 2.1		
		WHAT SHOULD STUDENTS	
UNDERSTAN	1D?	KNOW?	BE ABLE TO DO?
Concepts; essential truths that gi	ve meaning to the topic;	Facts, Names, Dates, Places, Information,	Skills; Products
ideas that transfer acro	oss situations.	ACADEMIC VOCABULARY	
Reading, Listening	Standards	Culture	Speaking, Writing
Introductions and Greeti	ngs	Recognizing formal and informal modes of	Students will be able to understand:
• Forming simple sentence	es in affirmative and	speaking in Spanish (tu and usted)	Introductions
negative		Where Spanish is spoken	Differentiate tu vs. usted form
<ul> <li>Using numbers</li> </ul>			numbers through 31
Letters / The Alphabet			<ul> <li>Alphabet pronunciation</li> <li>Definite Articles</li> </ul>
<ul> <li>Calendar, Counting, Wea</li> </ul>	ther		<ul> <li>Number and letter pronunciation</li> </ul>
Formal vs Informal Speed	ch		
	FACILITATING ACTIVI	TIES – STRATEGIES AND METHODS FOR TEACHING AN	ND LEARNING
TEACHER INSTRUCTIO	NAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET
			(1=Recall, 2=Skill/Concept, 3=Strategic Thinking
			4=Extended Thinking)
• Listening to the teacher,	each other, videos, and	<ul> <li>Answering questions based on listening</li> </ul>	Level 1: recall vocabulary
audio tracks		exercises.	Level 2: apply concepts
			Level 3: evaluate and associate ideas learned
			Level 4: analyze information from unit and
			synthesize information from topics past and
			other curriculums
INTERDISCIPLINARY C	CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
Social Studies		Geography / map skills	

HOV	N DO WE KNOW WHAT STUDENTS HAVE LE	ARNED?	
ASSESSMENT DESCRIPTIO		MATIVE OR IMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul> <li>Listening exercises in class</li> <li>Listening Test exercises</li> <li>Online Videos with exercises</li> </ul>			Level 1: recall vocabulary Level 2: apply concepts Level 3: evaluate and associate ideas learned Level 4: analyze information from unit and synthesize information from topics past and other curriculums
HOW V	WILL WE RESPOND IF STUDENTS HAVE NOT	LEARNED?	
	Possible Interventions		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK		DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
Extended help during Intervention Time	Recorded practice online		Level 1: recall vocabulary
Reteach in small groups in class	What additional instructional vide	eos	Level 2: apply concepts
<ul> <li>Additional instructional videos</li> </ul>			Level 3: evaluate and associate ideas learned Level 4: analyze information from unit and synthesize information from topics past and other curriculums
HOW WI	LL WE RESPOND IF STUDENTS HAVE ALREAD	DY LEARNED	?
	Possible Extensions/Enrichments		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK		DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
Watch YouTube channels in target language.	Learn numbers 1-100		Level 1: recall vocabulary
(BBC, CNN, Duolingo)	<ul> <li>Practice with native language spea</li> </ul>	akers	Level 2: apply concepts Level 3: evaluate and associate ideas learned Level 4: analyze information from unit and synthesize information from topics past and other curriculums

#### PROFICIENCY SCALES FOR THIS STANDARD

		Strand: Reading	
		Topic: About Me	
		Level 1	
Score 4.0		dition to Score 3.0, in-depth inferences and applications that go beyond what was taught. It can: judge meaning of unfamiliar vocabulary from context clues	<ul> <li>Sample Activities</li> <li>Choose a probable meaning for unfamiliar vocabulary based on context clues</li> <li>Answer a true/false question with an explanation of why</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	• Answer a true/faise question with an explanation of why
Score 3.0	The stu • •	udent can: comprehend main idea and details on familiar topics from a text form conclusions about details not specifically listed in text apply interpretations through a diagram/picture/expression	<ul> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret reading selection by drawing a picture/chart</li> </ul>
	The stu	udent exhibits no major errors or omissions.	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score		are no major errors or omissions regarding the simpler details and processes	Literal recall questions
2.0	• • Howev	student: interpret text literally pick out specific details from text ver, the student exhibits major errors or omissions regarding the more ex ideas and processes.	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score	ore With help, a partial understanding of some of the simpler details and processes and		
1.0		of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even w	vith help, no understanding or skill demonstrated.	

<ul> <li>can expand their thoughts in a variety of sentence structures.</li> <li>a.s and their thoughts in a variety of sentence structures.</li> <li>a.s in addition to score 3.0 performance, in-depth inferences and applications with partial success.</li> <li>Score</li> <li>Can form complete sentences with little to no grammatical errors.</li> <li>Can apply appropriate register.</li> <li>Can show retention from previous topics discussed by using them with the current topic.</li> <li>Can show retention from previous topics discussed by using them with the current topic.</li> <li>Can show retention from previous topics discussed by using them with the student exhibits no major errors or omissions.</li> <li>Can create sentences with some errors and/or omissions.</li> <li>Can create sentences with some errors and/or omissions.</li> <li>Can create sentences from a guided prompt with some significant errors and/or omissions regarding the more complex ideas and processes.</li> <li>Partial knowledge of the 2.0 content, but major errors or omissions regarding the more complex ideas and processes.</li> <li>Can form sentences with significant errors and/or omissions.</li> <li>Can form sentences with significant errors and/or omissions.</li> <li>Can create sentences from a guided prompt with significant errors and/or omissions.</li> <li>Can complete a sentence from a puided prompt with significant errors and/or omissions.</li> <li>Can create sentences from a guided prompt with significant errors and/or omissions.</li> <li>Can form sentences with significant errors and/or omissions.</li> <li>Can create sentences from a guided prompt with significant errors and/or omissions.</li> <li>Can create sentences from a guided prompt with significant errors and/or omissions.</li> <li>Can create sentences from a guided prompt with significant errors and/or omissions.</li> <li>Can form sentences with significant errors and/or omissions.</li></ul>	d: Writing	Strand: Writing	
Score 4.0       In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.       • Communicate via presentational writter correspondence. This involves summar from a written and audio source and for opinion.         3.5       In addition to score 3.0 performance, in-depth inferences and applications with partial success.       • Communicate via presentational written from a written and audio source and for opinion.         3.0       3.5       In addition to score 3.0 performance, in-depth inferences and applications with partial success.       • Communicate via interpersonal written (email or postcard)         Score 3.0       • Can form complete sentences with little to no grammatical errors. • Can apply appropriate register. • Can show retention from previous topics discussed by using them with the current topic. • Can effectively use appropriate thematic vocabulary: old and new The student exhibits no major errors or omissions. • Can create sentences from a guided prompt with some significant errors and/or omissions. • Register is not consistent.       • Can complete prompted sentences with vocabulary/fill in the blank • Can complete a sentence from a picture • Can complete a sentence	About Me	Topic: About Me	
4.0       was taught.       • can form complete and complex sentences/thoughts.       • Communicate via presentational writter correspondence. This involves summar from a written and audio source and for opinion.         3.5       In addition to score 3.0 performance, in-depth inferences and applications with partial success.       • Communicate via interpersonal written opinion.         3.0       Can form complete sentences with little to no grammatical errors.       • Can form complete sentences from a guided prompt that are cohesive and on topic.       • Can show retention from previous topics discussed by using them with the current topic.       • Can show retention from previous topics discussed by using them with the current topic.       • Can seffectively use appropriate thematic vocabulary: old and new The student exhibits no major errors or omissions.         2.5       No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.       • Can complete prompted sentences with vocabulary/fill in the blank         2.0       • Can form sentences from a guided prompt with some significant errors and/or omissions.       • Can complete a sentence from a picture         2.10       • Can form sentences with significant errors or omissions regarding the more complex ideas and processes.       • Can complete a sentence from a picture         3.5       Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.       • Can complete a sentence from a picture         3.6       • Can form sentences with significant errors and/or omissions.       • Can complete a sente	e: Level 1	Grade: Level 1	
Score       The student: <ul> <li>Can form complete sentences with little to no grammatical errors.</li> <li>Can create sentences from a guided prompt that are cohesive and on topic.</li> <li>Can apply appropriate register.</li> <li>Can effectively use appropriate thematic vocabulary: old and new</li> </ul> <ul> <li>Can effectively use appropriate thematic vocabulary: old and new</li> <li>The student exhibits no major errors or omissions.</li> <li>Can form sentences with some errors and/or omissions.</li> <li>Can create sentences from a guided prompt with some significant errors and/or omissions.</li> <li>Can complete a sentence from a picker or omissions regarding the more complex its and processes.</li> </ul> <ul> <li>Can form sentences with significant errors and/or omissions.</li> <li>Can complete a sentence from a picker or significant errors and/or omissions regarding the more complex its and processes.</li> <li>Score 1.0</li> <li>Can form sentences mand/or omissions.</li> <li>Can form sentences from a guided prompt with significant errors and/or omissions.</li> <li>Can complete a sentence from a picture or significant errors and/or omissions regarding the more complex its and processes.</li> <li>Score 1.0</li> <li>Can form sentences from a guided promyt with significant errors and/or omissions.</li> <li>Can form sentences from a guided promyt significant errors and/or omissions.</li> <li>No tarinillar with the appropriate use of register.</li> </ul>	•	was taught.Commun• can form complete and complex sentences/thoughts.correspon• can expand their thoughts in a variety of sentence structures.from a w	cate via presentational written dence. This involves summarizing main points itten and audio source and formulating an
3.0       • Can form complete sentences with little to no grammatical errors.       • Can create sentences from a guided prompt that are cohesive and on topic.       • Create sentences from a guided prompt that are cohesive and on topic.         • Can apply appropriate register.       • Can show retention from previous topics discussed by using them with the current topic.       • Can effectively use appropriate thematic vocabulary: old and new         The student exhibits no major errors or omissions.       • Can form sentences with some errors and/or omissions.       • Can complete prompted sentences with vocabulary. old and new         Score       • Can create sentences from a guided prompt with some significant errors and/or omissions.       • Can complete prompted sentences with vocabulary/fill in the blank         2.0       • Can complete exhibits major errors or omissions regarding the more complex ideas and processes.       • Can complete a sentence from a picture         3.0       • can form sentences with significant errors and/or omissions.       • Can complete a sentence from a picture         5 core 1.0       • can form sentences or omissions regarding the more complex ideas and processes.       • Can complete a sentence from a picture         1.5       Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.       • Can form sentences from a guided promptiate errors and/or omissions.         5 core 1.0       • can form sentences from a guided prompt with significant errors and/or omissions.       • can form sentences from a guided promptiate errors and/or om	applications		
the 3.0 content.         Score       • Can form sentences with some errors and/or omissions.         2.0       • Can create sentences from a guided prompt with some significant errors and/or omissions.         • Register is not consistent.       • Register is not consistent.         However, the student exhibits major errors or omissions regarding the more complex ideas and processes.       • Can complete a sentence from a picture in a sentence from a sentence f	rors. (em and on topic. • illus nem with the •	<ul> <li>Can form complete sentences with little to no grammatical errors.</li> <li>Can create sentences from a guided prompt that are cohesive and on topic.</li> <li>Can apply appropriate register.</li> <li>Can show retention from previous topics discussed by using them with the current topic.</li> <li>Can effectively use appropriate thematic vocabulary: old and new</li> </ul>	ntences from a guided prompt (written, oral or topic question
<ul> <li>2.0</li> <li>Can create sentences from a guided prompt with some significant errors and/or omissions.</li> <li>Register is not consistent.</li> <li>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</li> <li>1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</li> <li>Score 1.0</li> <li>can form sentences with significant errors and/or omissions.</li> <li>not familiar with the appropriate use of register.</li> </ul>	al knowledge of		
complex ideas and processes.         1.5       Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.         Score 1.0       • can form sentences with significant errors and/or omissions. can create sentences from a guided prompt with significant errors and/or omissions.         Not familiar with the appropriate use of register.       Not familiar with the appropriate use of register.		Can create sentences from a guided prompt with some significant errors vocabula and/or omissions.     Can compared to the sentences from a guided prompt with some significant errors to the sentences from a guided prompt with some significant errors to the sentences from a guided prompt with some significant errors to the sentences from a guided prompt with some significant errors to the sentences from a guided prompt with some significant errors to the sentences from a guided prompt with some significant errors to the sentences from a guided prompt with some significant errors to the sentences from a guided prompt with some significant errors to the sentences from a guided prompt with some significant errors to the sentences from a guided prompt with some significant errors to the sentences from a guided prompt with some significant errors to the sentences from a guided prompt with some significant errors to the sentences from a guided prompt with some significant errors to the sentences from a guided prompt with some significant errors to the sentences from a guided prompt with some significant errors to the sentences from a guided prompt with some significant errors to the sentences from a guided prompt with some significant errors to the sentences from a guided prompt with some significant errors to the sentences from a guided prompt with some significant errors to the sentences from a guided prompt with some significant errors to the sentences from a guided prompt with some significant errors to the sentences from a guided prompt with some significant errors to the sentences from a guided prompt with some significant errors to the sentences from a guided prompt with some significant errors to the sentences from a guided prompt with some significant errors to the sentences from a guided prompt with some significant errors to the sentences from a guided prompt with some significant errors to the sentences from a guided prompt with some sinded prompt with some sindex from a guided prompt with some signifi	y/fill in the blank
Score 1.0       • can form sentences with significant errors and/or omissions.         • can create sentences from a guided prompt with significant errors and/or omissions.         • Not familiar with the appropriate use of register.	ne more		
<ul> <li>can create sentences from a guided prompt with significant errors and/or omissions.</li> <li>Not familiar with the appropriate use of register.</li> </ul>	ssions regarding		
complex ideas and processes.	me of the more	<ul> <li>can create sentences from a guided prompt with significant errors and/or omissions.</li> <li>Not familiar with the appropriate use of register.</li> <li>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</li> </ul>	
0.5     With help, a partial understanding of the 2.0 content, but not the 3.0 content.       Score 0.0     Even with help, no understanding or skill demonstrated.	t		

		Strand: Listening Comprehension	n
		Topic: About Me	
		Level 1	
Score	In ac	dition to Score 3.0, in-depth inferences and applications that go beyond what	Sample Activities
4.0	Stude	was taught. nt can: judge meaning of unfamiliar vocabulary from context clues	<ul> <li>Choose a probable meaning for unfamiliar vocabulary based on context clues</li> <li>Answer a true/false question with an explanation of why</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	•	cudent can: comprehend main idea and details on familiar topics from a listening election form conclusions about details not specifically spoken apply interpretations through a diagram/picture/expression	<ul> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret listening selection by drawing a picture/chart</li> </ul>
	The st	udent exhibits no major errors or omissions.	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0		are no major errors or omissions regarding the simpler details and processes student:	literal recall questions
		interpret selection literally pick out specific details from selection ver, the student exhibits major errors or omissions regarding the more lex ideas and processes.	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	······································		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Score Even with help, no understanding or skill demonstrated.		

	Strand: Speaking	
	Topic: About Me	
	Level 1	
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what	Sample Activities
4.0	<ul> <li>was taught.</li> <li>Can initiate speech spontaneously on familiar topics</li> <li>Can apply new vocabulary to the topic</li> <li>Can extrapolate on various topics.</li> <li>3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.</li> </ul>	<ul> <li>Answers level 3 questions along with additional words that were not taught</li> </ul>
Score 3.0	<ul> <li>The student:</li> <li>Uses complete sentences to respond appropriately on familiar topics</li> <li>Avoids first language interference (direct translation)</li> <li>Uses comprehensible pronunciation</li> <li>Has natural fluidity</li> <li>Uses current thematic vocabulary along with previous thematic vocabulary</li> <li>Uses proper grammar in line with current topics learned (past and present)</li> <li>The student exhibits no major errors or omissions.</li> </ul>	<ul> <li>Introduction of self or other</li> <li>Explain likes, dislikes</li> <li>Respond to interview</li> </ul>
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score	There are no major errors or omissions regarding the simpler details and processes	<ul> <li>Memorized dialogue or answers to questions</li> </ul>
2.0	as the student: O can respond to specific questions in formulaic ways	
	However, the student exhibits major errors or omissions regarding the more	
	complex ideas and processes.	
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	<b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

		Strand: Culture	
		Topic: About Me	
		Level 1	
Score 4.0	In ad	dition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Create a cultural representation of the topic applied in our own culture. Critique the ideas of the topic taught by applying concepts from other cultures.	<ul> <li>Sample Activities</li> <li>Can discuss ways cultural differences inform behaviors and language</li> <li>Design a cultural activity that mirrors one studied in class.</li> <li>Defend/Discuss/Critique why certain cultural concepts learned would not work in another cultural.</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	• cu • di: • ar	udent: Can compare and contrast practices, products and perspectives from different iltures Develop a logical argument on why the practices, products and perspectives scussed may work or not work in another culture. Cite evidence as to how practices, products and perspectives are used in nother culture udent exhibits no major errors or omissions.	<ul> <li>Compare and contrast target culture with native or other cultural community</li> <li>Create a pamphlet/booklet on helpful hints for a traveler in that country</li> <li>Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another.</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: • recognizes cultural differences • recognizes ways that cultural differences are manifested However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		<ul> <li>List differences between native and target cultures</li> <li>Recall cultural topic information discussed in class</li> </ul>
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	some of the more complex ideas and processes.		
Score 0.0			

Surt of This case	CONTENT AREA: Spanish	UNIT TITLE: School	
	COURSE: Level 1	DURATION: 3 Weeks	
MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:		BIG IDEA(S):	
Textbook, online resources		Talking about people and places around school	
ENDURING UNDERSTANDINGS:		ESSENTIAL QUESTIONS:	
• Vocabulary used with school and numbers 31-101		Can I talk about people and places around school?	
Using definite and indefinite articles		• Can I use definite and indefinite articles to identify objects?	
Using possessive pronouns		• Can I show possession by using possessive pronouns correctly?	
Telling time		Can I tell time?	
Asking questions using interrogative pronouns		Can I ask questions using interrogative pronouns?	
WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?			
Standards, Concepts, Content, Skills, Products, Vocabulary			

Standards, Concepts, Content, Skins, Products, Vocabulary				
REFERENCE/STANDARD	REFERENCE/STANDARD STANDARDS: Content specific standards that will be addressed in this unit.		SUPPORTING	
i.e. GLE/CLE/MLS/NGSS		STANDARD	STANDARD	
1.2	Students understand and interpret written and spoken language on a variety of topics	х		
1.3	Students present information, concepts, and ideas to an audience of listeners or readers on a variety	х		
	of topics.			
2.1	Students demonstrate an understanding of the relationship between the practices and perspectives of	х		
	the culture studied			
1.1	Students engage in conversations, provide and obtain information, express feelings and emotions, and	х		
	exchange opinions			

<b>OBJECTIVE # 1</b>		ell time and describe, understand and talk about sch	ool vocabulary in written language and verbally
	using basic Spanish langua	age skills from this unit and previous units.	
REFERENCES/STANDARDS	• 1.1,1.2,1.3,2.1		
i.e. GLE/CLE/MLS/NGSS			
		WHAT SHOULD STUDENTS	
UNDERST	AND?	KNOW?	BE ABLE TO DO?
Concepts; essential truths that	t give meaning to the topic;	Facts, Names, Dates, Places, Information,	Skills; Products
ideas that transfer a	across situations.	ACADEMIC VOCABULARY	Speaking/Writing
Reading/Li	istening	Culture	
<ul> <li>School vocabulary and</li> <li>Definite and indefinite</li> <li>What belongs to whom</li> <li>Telling time</li> <li>Asking questions</li> </ul>	e articles m	<ul> <li>Differences in school schedules/days</li> <li>Differences in dress codes/uniforms</li> </ul> TIES – STRATEGIES AND METHODS FOR TEACHING A	<ul> <li>Talk about people and places around school</li> <li>Use definite and indefinite articles to identify objects</li> <li>Show possession by using possessive pronouns correctly</li> <li>Tell time</li> <li>Ask questions using interrogative pronouns</li> </ul>
TEACHER INSTRUCT		STUDENT LEARNING TASK	DOK TARGET
			(1=Recall, 2=Skill/Concept, 3=Strategic Thinking 4=Extended Thinking)
-	er, each other, videos and	Ask and answer questions about school	Level 1: recall vocabulary
audio tracks		schedules	Level 2: apply concepts
		• Tell someone what time your classes are	Level 3: evaluate and associate ideas learned
			Level 4: analyze information from unit and
			synthesize information from topics past and
			other curriculums
INTERDISCIPLINAR	Y CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	
Social studies		School subjects	
		• Telling time	

HOV	N DO WE KNOW WHAT STUDENTS HAVE LEARNED	?
ASSESSMENT DESCRIPTIO	FORMATIVE SUMMATIV	(1-Pocall 2-Skill/Concept 2-Strategic Thinking A-Extended
<ul> <li>Listening exercises in class</li> <li>Writing exercises in class</li> <li>Speaking activities in class</li> <li>Reading activities in class</li> </ul>	Both Both Both Both	Level 1: recall vocabulary Level 2: apply concepts Level 3: evaluate and associate ideas learned Level 4: analyze information from unit and synthesize information from topics past and
HOW Y	WILL WE RESPOND IF STUDENTS HAVE NOT LEARN	other curriculums
	Possible Interventions	
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul> <li>Extended help during Intervention time</li> <li>Reteach in small groups in class</li> <li>Additional instructional videos</li> </ul>	<ul> <li>Online practice</li> <li>Watch additional instructional videos</li> </ul>	Level 1: recall vocabulary Level 2: apply concepts Level 3: evaluate and associate ideas learned Level 4: analyze information from unit and synthesize information from topics past and other curriculums
HOW WI	LL WE RESPOND IF STUDENTS HAVE ALREADY LEAN Possible Extensions/Enrichments	RNED?
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul> <li>Watch YouTube channels in target language (BBC, CNN, Duolingo)</li> </ul>	<ul> <li>Practice with native language speakers</li> <li>Research topics more in depth</li> </ul>	Level 1: recall vocabulary Level 2: apply concepts Level 3: evaluate and associate ideas learned Level 4: analyze information from unit and synthesize information from topics past and other curriculums

	Proficiency scales for this standard	
	Strand: Reading	
	Topic: It's Time for School	
	Level 1	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Student can: judge meaning of unfamiliar vocabulary from context clues	Sample Activities           • Choose a probable meaning for unfamiliar vocabulary based on context clues           • Answer a true/false question with an explanation of why
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<ul> <li>The student can:</li> <li>comprehend main idea and details on familiar topics from a text</li> <li>form conclusions about details not specifically listed in text</li> <li>apply interpretations through a diagram/picture/expression</li> </ul>	<ul> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret reading selection by drawing a picture/chart</li> </ul>
	The student exhibits no major errors or omissions.	
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<ul> <li>There are no major errors or omissions regarding the simpler details and processes as the student: <ul> <li>interpret text literally</li> <li>pick out specific details from text</li> </ul> </li> <li>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</li> </ul>	Literal recall questions
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<ul> <li>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</li> <li>0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.</li> </ul>	
Score 0.0	Even with help, no understanding or skill demonstrated.	

### **Proficiency Scales for this Standard**

	Strand: Writing	
	Topic: It's Time for School	
	Grade: Level 1	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what	
	<ul> <li>was taught.</li> <li>can form complete and complex sentences/thoughts.</li> <li>can expand their thoughts in a variety of sentence structures.</li> </ul>	<ul> <li>Communicate via presentational written correspondence. This involves summarizing main points from a written and audio source and formulating an opinion.</li> </ul>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<ul> <li>The student:         <ul> <li>Can form complete sentences with little to no grammatical errors.</li> <li>Can create sentences from a guided prompt that are cohesive and on topic.</li> <li>Can apply appropriate register.</li> <li>Can show retention from previous topics discussed by using them with the current topic.</li> <li>Can effectively use appropriate thematic vocabulary: old and new</li> </ul> </li> <li>The student exhibits no major errors or omissions.</li> <li>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of</li> </ul>	<ul> <li>Communicate via interpersonal written correspondence. (email or postcard)</li> <li>Create sentences from a guided prompt (written, oral or illustrative)</li> <li>Answer a topic question</li> <li>Can apply a reading selection to their own life</li> </ul>
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<ul> <li>Can form sentences with some errors and/or omissions.</li> <li>Can create sentences from a guided prompt with some significant errors and/or omissions.</li> <li>Register is not consistent.</li> </ul>	<ul> <li>Can complete prompted sentences with current vocabulary/fill in the blank</li> <li>Can complete a sentence from a picture prompt</li> </ul>
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<ul> <li>can form sentences with significant errors and/or omissions.</li> <li>can create sentences from a guided prompt with significant errors and/or omissions.</li> <li>Not familiar with the appropriate use of register.</li> </ul>	
	With help, a partial understanding of some of the simpler details and processes and	
	some of the more complex ideas and processes.	
	<b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

	Strand: Listening Comprehension	on
	Topic: It's Time for School	
	Level 1	_
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Student can: judge meaning of unfamiliar vocabulary from context clues	Sample Activities           • Choose a probable meaning for unfamiliar vocabulary based on context clues           • Answer a true/false question with an explanation of why
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<ul> <li>The student can:</li> <li>comprehend main idea and details on familiar topics from a listening selection</li> <li>form conclusions about details not specifically spoken</li> <li>apply interpretations through a diagram/picture/expression</li> </ul>	<ul> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret listening selection by drawing a picture/chart</li> </ul>
	The student exhibits no major errors or omissions.2.5No major errors or omissions regarding 2.0 content and partial knowledge of	
	the 3.0 content.	
Score	There are no major errors or omissions regarding the simpler details and processes	literal recall questions
2.0	<ul> <li>as the student:</li> <li>interpret selection literally</li> <li>pick out specific details from selection</li> <li>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</li> </ul>	
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<ul> <li>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</li> <li>0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.</li> </ul>	
Score 0.0	0.5With help, a partial understanding of the 2.0 content, but not the 3.0 content.Even with help, no understanding or skill demonstrated.	
00010 010		

	Strand: Speaking	
	Topic: It's Time For School	
	Level 1	
Score 4.0	<ul> <li>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</li> <li>Can initiate speech spontaneously on familiar topics</li> <li>Can apply new vocabulary to the topic</li> <li>Can extrapolate on various topics.</li> </ul>	<ul> <li>Sample Activities</li> <li>Answers level 3 questions along with additional words that were not taught</li> </ul>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<ul> <li>The student:</li> <li>Uses complete sentences to respond appropriately on familiar topics</li> <li>Avoids first language interference (direct translation)</li> <li>Uses comprehensible pronunciation</li> <li>Has natural fluidity</li> <li>Uses current thematic vocabulary along with previous thematic vocabulary</li> <li>Uses proper grammar in line with current topics learned (past and present)</li> <li>The student exhibits no major errors or omissions.</li> </ul>	<ul> <li>Introduction of self or other</li> <li>Explain likes, dislikes</li> <li>Respond to interview</li> </ul>
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processesas the student:0can respond to specific questions in formulaic ways	Memorized dialogue or answers to questions
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

	Standard: Culture	
	Topic: It's Time For School	
	Level 1	
Score 4.0	<ul> <li>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</li> <li>Create a cultural representation of the topic applied in our own culture.</li> <li>Critique the ideas of the topic taught by applying concepts from other cultures.</li> </ul>	<ul> <li>Sample Activities</li> <li>Can discuss ways cultural differences inform behaviors and language</li> <li>Design a cultural activity that mirrors one studied in class.</li> <li>Defend/Discuss/Critique why certain cultural concepts learned would not work in another cultural.</li> </ul>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<ul> <li>The student:         <ul> <li>Can compare and contrast practices, products and perspectives from different cultures</li> <li>Develop a logical argument on why the practices, products and perspectives discussed may work or not work in another culture.</li> <li>Cite evidence as to how practices, products and perspectives are used in another culture</li> </ul> </li> <li>The student exhibits no major errors or omissions.</li> </ul>	<ul> <li>Compare and contrast target culture with native or other cultural community</li> <li>Create a pamphlet/booklet on helpful hints for a traveler in that country</li> <li>Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another.</li> </ul>
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<ul> <li>There are no major errors or omissions regarding the simpler details and processes as the student:         <ul> <li>recognizes cultural differences</li> <li>recognizes ways that cultural differences are manifested</li> </ul> </li> <li>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</li> </ul>	<ul> <li>List differences between native and target cultures</li> <li>Recall cultural topic information discussed in class</li> </ul>
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	<b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

	NT AREA: Spanish E: Level 1	UNIT TITLE: Hobbies, Likes and Dislikes DURATION: 3 Weeks		
MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: • Textbook, online resources		<ul> <li>BIG IDEA(S):</li> <li>Expressing our likes and dislikes about hobbies and activities</li> </ul>		
verbs Using the verb gue	NGS: o discuss activities and hobbies including infinitive star with infinitives and indirect object pronouns what we like to do more	ESSENTIAL QUESTIONS: • Can I talk about activities and hobbies? • Can I say what I like and don't like to do? • Can I compare activities/hobbies by saying which I like to do more?		
	WHAT SHOULD STUDENTS KNOW, UNDERSTAND, A	AND BE ABLE TO DO AT THE END OF THIS UN	IIT?	
	Standards, Concepts, Content,			
REFERENCE/STANDARD         STANDARDS: Content specific standards that           i.e. GLE/CLE/MLS/NGSS         Image: Classic standards that		t will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
1.2	Students understand and interpret written and spoken	language on a variety of topics	х	
1.3	Students present information, concepts, and ideas to ar variety of topics.	audience of listeners or readers on a	х	
1.1	Students engage in conversations, provide and obtain ir and exchange opinions	formation, express feelings and emotions,	х	
4.1	Students demonstrate understanding of the nature of la language studied and their own.	anguage through comparisons of the	x	
OBJECTIVE # 1       Students will be able to describe activities they li         this unit and previous units.		دe to do in verbal and written language using	g basic Spanish lar	guage skills from
REFERENCES/STANDARDS i.e. GLE/CLE/MLS/NGSS	• 1.2, 1.3, 1.1, 4.1			

	WHAT SHOULD STUDENTS		
UNDERSTAND?	KNOW?		BE ABLE TO DO?
Concepts; essential truths that give meaning to the topic;	Facts, Names, Dates, Places, Information,		Skills; Products
ideas that transfer across situations.	ACADEMIC VOCABULARY		Speaking/Writing
Reading/Listening	Culture		
Activities and hobbies including infinitive verbs	• Activities that are popular in di	fferent	Talk about activities and hobbies
• The verb gustar with infinitives and indirect	Spanish speaking countries		• Say what I like and don't like to do
object pronouns			<ul> <li>Compare activities/hobbies by saying</li> </ul>
Say what we like to do more			which I like to do more
FACILITATING ACTIVIT	TIES – STRATEGIES AND METHODS FOR	TEACHING AND	LEARNING
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	(	DOK TARGET
			(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Listening to the teacher, each other, videos and	Write about hobbies and activi	ties	Level 1: recall vocabulary
audio tracks	<ul> <li>Ask classmates which hobbies a</li> </ul>	and activities	Level 2: apply concepts
	they like more		Level 3: evaluate and associate ideas learned
			Level 4: analyze information from unit and
			synthesize information from topics past and
			other curriculums
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECT	IONS	INQUIRY CONNECTIONS
	• What is a hobby or activity		
ном	DO WE KNOW WHAT STUDENTS HAVE	LEARNED?	
ASSESSMENT DESCRIPTION	I FC	ORMATIVE OR	DOK TARGET
	S	UMMATIVE?	(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
Listening exercises in class		th	Level 1: recall vocabulary
Writing exercises in class		th	Level 2: apply concepts
Speaking activities in class     Both		th	Level 3: evaluate and associate ideas learned
<ul> <li>Reading activities in class</li> </ul>	Bo	th	Level 4: analyze information from unit and
			synthesize information from topics past and
			other curriculums

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?					
Possible Interventions					
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET			
		(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)			
Extended help during Intervention time	Online practice	Level 1: recall vocabulary			
Reteach in small groups in class	<ul> <li>Watch additional instructional videos</li> </ul>	Level 2: apply concepts			
Additional instructional videos		Level 3: evaluate and associate ideas learned			
		Level 4: analyze information from unit and			
		synthesize information from topics past and			
		other curriculums			
HOW WI	LL WE RESPOND IF STUDENTS HAVE ALREADY LEARNI	ED?			
	Possible Extensions/Enrichments				
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET			
		(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)			
Watch YouTube channels in target language	<ul> <li>Practice with native language speakers</li> </ul>	Level 1: recall vocabulary			
(BBC, CNN, Duolingo)	Research topics more in depth	Level 2: apply concepts			
		Level 3: evaluate and associate ideas learned			
		Level 4: analyze information from unit and			
		synthesize information from topics past and			
		other curriculums			

	Strand: Reading	
	Topic: Hobbies, Likes and Dislik	es
	Level 1	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Student can: judge meaning of unfamiliar vocabulary from context clues	Sample Activities           • Choose a probable meaning for unfamiliar vocabulary based on context clues           • Answer a true/false question with an explanation of why
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<ul> <li>The student can:</li> <li>comprehend main idea and details on familiar topics from a text</li> <li>form conclusions about details not specifically listed in text</li> <li>apply interpretations through a diagram/picture/expression</li> </ul>	<ul> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret reading selection by drawing a picture/chart</li> </ul>
	The student exhibits no major errors or omissions.2.5No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul> <li>interpret text literally</li> <li>pick out specific details from text</li> </ul> However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	Literal recall questions
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
Score 0.0	<ul><li>0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.</li><li>Even with help, no understanding or skill demonstrated.</li></ul>	

	Strand: Writing	
	Topic: Hobbies, Likes and Dislikes	5
	Grade: Level 1	
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what	
4.0	<ul> <li>was taught.</li> <li>can form complete and complex sentences/thoughts.</li> <li>can expand their thoughts in a variety of sentence structures.</li> </ul> 3.5 In addition to score 3.0 performance, in-depth inferences and applications	<ul> <li>Communicate via presentational written correspondence. This involves summarizing main points from a written and audio source and formulating an opinion.</li> </ul>
	with partial success.	
Score 3.0	<ul> <li>The student: <ul> <li>Can form complete sentences with little to no grammatical errors.</li> <li>Can create sentences from a guided prompt that are cohesive and on topic.</li> <li>Can apply appropriate register.</li> <li>Can show retention from previous topics discussed by using them with the current topic.</li> <li>Can effectively use appropriate thematic vocabulary: old and new</li> </ul> The student exhibits no major errors or omissions. </li> </ul>	<ul> <li>Communicate via interpersonal written correspondence. (email or postcard)</li> <li>Create sentences from a guided prompt (written, oral or illustrative)</li> <li>Answer a topic question</li> <li>Can apply a reading selection to their own life</li> </ul>
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<ul> <li>Can form sentences with some errors and/or omissions.</li> <li>Can create sentences from a guided prompt with some significant errors and/or omissions.</li> <li>Register is not consistent.</li> </ul>	<ul> <li>Can complete prompted sentences with current vocabulary/fill in the blank</li> <li>Can complete a sentence from a picture prompt</li> </ul>
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	
	1.5Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<ul> <li>can form sentences with significant errors and/or omissions.</li> <li>can create sentences from a guided prompt with significant errors and/or omissions.</li> <li>Not familiar with the appropriate use of register.</li> </ul>	
	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

h	Strand: Listening Comprehensio	n
1	Topic: Hobbies, Likes and Dislike	S
	Level 1	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Student can: judge meaning of unfamiliar vocabulary from context clues	<ul> <li>Sample Activities</li> <li>Choose a probable meaning for unfamiliar vocabulary based on context clues</li> <li>Answer a true/false question with an explanation of why</li> </ul>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<ul> <li>The student can:</li> <li>comprehend main idea and details on familiar topics from a listening selection</li> <li>form conclusions about details not specifically spoken</li> <li>apply interpretations through a diagram/picture/expression</li> </ul>	<ul> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret listening selection by drawing a picture/chart</li> </ul>
	The student exhibits no major errors or omissions.         2.5       No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<ul> <li>There are no major errors or omissions regarding the simpler details and processes as the student: <ul> <li>interpret selection literally</li> <li>pick out specific details from selection</li> </ul> </li> <li>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</li> </ul>	literal recall questions
	processes as the student:         • interpret selection literally         • pick out specific details from selection         However, the student exhibits major errors or omissions regarding the more complex ideas and processes.         1.5       Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0	literal recall questions
	processes as the student: <ul> <li>interpret selection literally</li> <li>pick out specific details from selection</li> </ul> However, the student exhibits major errors or omissions regarding the more complex ideas and processes.         1.5       Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	literal recall questions

	Strand: Speaking	
	Topic: Hobbies, Likes and Dislikes	5
	Level 1	
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond	Sample Activities
4.0	<ul> <li>what was taught.</li> <li>Can initiate speech spontaneously on familiar topics</li> <li>Can apply new vocabulary to the topic</li> <li>Can extrapolate on various topics.</li> </ul>	<ul> <li>Answers level 3 questions along with additional words that were not taught</li> </ul>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score	The student:	<ul> <li>Introduction of self or other</li> </ul>
3.0	<ul> <li>Uses complete sentences to respond appropriately on familiar topics</li> </ul>	Explain likes, dislikes
	<ul> <li>Avoids first language interference (direct translation)</li> </ul>	Respond to interview
	Uses comprehensible pronunciation	
	Has natural fluidity	
	• Uses current thematic vocabulary along with previous thematic vocabulary	
	<ul> <li>Uses proper grammar in line with current topics learned (past and present)</li> </ul>	
	The student exhibits no major errors or omissions.	
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score	There are no major errors or omissions regarding the simpler details and processes	<ul> <li>Memorized dialogue or answers to questions</li> </ul>
2.0	as the student:	
	<ul> <li>can respond to specific questions in formulaic ways</li> </ul>	
	However, the student exhibits major errors or omissions regarding the more	
	complex ideas and processes.	
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of	
	the more complex ideas and processes.	
	<b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

	Strand: Culture	
	Topic: Hobbies, Likes and Dislikes	
	Level 1	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities           • Can discuss ways cultural differences inform behaviors
	<ul> <li>Create a cultural representation of the topic applied in our own culture.</li> <li>Critique the ideas of the topic taught by applying concepts from other cultures.</li> </ul>	<ul> <li>and language</li> <li>Design a cultural activity that mirrors one studied in class.</li> <li>Defend/Discuss/Critique why certain cultural concepts learned would not work in another cultural.</li> </ul>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score	The student:	Compare and contrast target culture with native or
3.0	<ul> <li>Can compare and contrast practices, products and perspectives from different cultures</li> <li>Develop a logical argument on why the practices, products and perspectives</li> </ul>	<ul> <li>other cultural community</li> <li>Create a pamphlet/booklet on helpful hints for a traveler in that country</li> </ul>
	<ul> <li>Develop a logical argument on why the practices, products and perspectives</li> <li>discussed may work or not work in another culture.</li> <li>Cite evidence as to how practices, products and perspectives are used in</li> </ul>	<ul> <li>Using evidence in class discussion, hypothesize why certain behaviors would be or not be</li> </ul>
	another culture	acceptable/appropriate in one culture but not in another.
	The student exhibits no major errors or omissions.	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student:	<ul> <li>List differences between native and target cultures</li> <li>Recall cultural topic information discussed in class</li> </ul>
	<ul> <li>recognizes cultural differences</li> <li>recognizes ways that cultural differences are manifested</li> </ul>	
	However, the student exhibits major errors or omissions regarding the more	
	complex ideas and processes.	
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	<b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

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COURSE: Level 1

**DURATION: 3 Weeks** 

MATERIALS / INSTRUCTIO	NAL RESOURCES FOR THIS UNIT:	BIG IDEA(S):		
Textbook, online resources		• Conjugating regular, irregular, and stem changing verbs in the present tense in all forms except vosotros.		
ENDURING UNDERSTAND	INGS:	ESSENTIAL QUESTIONS:		
<ul> <li>Knowing what an</li> </ul>	infinitive is	Can I apply grammar rules of conjugation	ation to create a	coherent
<ul> <li>Being able to app</li> </ul>	ly patterns to conjugate regular verbs in the present	sentence?		
tense		Can I conjugate verbs properly to ask	a coherent ques	tion?
Using irregular ve	erbs in the present tense			
<ul> <li>Applying pattern</li> </ul>	s to conjugate stem changing verbs in the present tense			
	WHAT SHOULD STUDENTS KNOW, UNDERSTAND,	AND BE ABLE TO DO AT THE END OF THIS UNIT?	•	
	Standards, Concepts, Content,	Skills, Products, Vocabulary		
REFERENCE/STANDARD	ERENCE/STANDARD STANDARDS: Content specific standards that will be addressed in this unit.		MAJOR	SUPPORTING
i.e. GLE/CLE/MLS/NGSS			STANDARD	STANDARD
1.1	Students engage in conversations, provide and obtain inf	formation, express feelings and emotions, and	x	
	exchange opinions			
1.2	Students understand and interpret written and spoken la	anguage on a variety of topics	х	
2.1	Students demonstrate an understanding of the relations	hip between the practices and perspectives of	x	
	the culture studied			
3.1	Students reinforce and further their knowledge of other	disciplines through the foreign language.	x	
4.1	Students demonstrate understanding of the nature of lar	nguage through comparisons of the language	x	
	studied and their own.			
OBJECTIVE # 1	Students will be able to conjugate verbs in verbal	and written language using basic Spanish langu	age skills.	1
REFERENCES/STANDARDS	• 1.1, 1.2, 2.1, 3.1, 4.1			
i.e. GLE/CLE/MLS/NGSS				

	WHAT SHOULD STUDENTS	•	
UNDERSTAND?	KNOW?		BE ABLE TO DO?
Concepts; essential truths that give meaning to the topic;	Facts, Names, Dates, Places, Information,		Skills; Products
ideas that transfer across situations.	ACADEMIC VOCABULA	ARY	Speaking/Writing
Reading/Listening	Culture		
Identify an infinitive	• Differences in the forms that	at verbs are	• Apply grammar rules of conjugation to
• Conjugate regular verbs in the present tense	conjugated in - Vosotros		create a coherent sentence
• Use irregular verbs in the present tense			<ul> <li>Conjugate verbs properly to ask a</li> </ul>
• Conjugate stem changing verbs in the present			coherent question
tense			
FACILITATING ACTIVI	TIES – STRATEGIES AND METHODS F	OR TEACHING AN	DLEARNING
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING T	ASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Listening to the teacher, each other, videos and	Write sentences with conjug	gated verbs	Level 1: recall vocabulary
audio tracks	<ul> <li>Ask questions with conjugat</li> </ul>	ted verbs	Level 2: apply concepts
			Level 3: evaluate and associate ideas learned
			Level 4: analyze information from unit and
			synthesize information from topics past and
			other curriculums
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONN	ECTIONS	INQUIRY CONNECTIONS
Communication Arts	• How to conjugate verbs in E	Inglish	
	• What an infinitive verb is in	English	
	<ul> <li>Subject pronouns</li> </ul>		
HOW	DO WE KNOW WHAT STUDENTS HA	AVE LEARNED?	
ASSESSMENT DESCRIPTION	l	FORMATIVE OR	DOK TARGET
		SUMMATIVE?	(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
Listening exercises in class		Both	Level 1: recall vocabulary
Writing exercises in class		Both	Level 2: apply concepts
<ul> <li>Speaking activities in class</li> </ul>		Both	Level 3: evaluate and associate ideas learned
Reading activities in class		Both	Level 4: analyze information from unit and
			synthesize information from topics past and
			other curriculums

HOW V	NILL WE RESPOND IF STUDENTS HAVE NOT LEARNED Possible Interventions	]
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul> <li>Extended help during Intervention time</li> <li>Reteach in small groups in class</li> <li>Additional instructional videos</li> </ul>	<ul> <li>Online practice</li> <li>Watch additional instructional videos</li> </ul>	Level 1: recall vocabulary Level 2: apply concepts Level 3: evaluate and associate ideas learned Level 4: analyze information from unit and synthesize information from topics past and other curriculums
HOW WI	LL WE RESPOND IF STUDENTS HAVE ALREADY LEARN	IED?
	Possible Extensions/Enrichments	
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extende Thinking)
<ul> <li>Watch YouTube channels in target language (BBC, CNN, Duolingo)</li> </ul>	<ul> <li>Practice with native language speakers</li> <li>Research topics more in depth</li> </ul>	Level 1: recall vocabulary Level 2: apply concepts Level 3: evaluate and associate ideas learned Level 4: analyze information from unit and synthesize information from topics past and other curriculums

	Strand: Reading	
	Topic: Verb Conjugation	
	Level 1	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Student can: judge meaning of unfamiliar vocabulary from context clues	<ul> <li>Sample Activities</li> <li>Choose a probable meaning for unfamiliar vocabulary based on context clues</li> <li>Answer a true/false question with an explanation of why</li> </ul>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<ul> <li>The student can:</li> <li>comprehend main idea and details on familiar topics from a text</li> <li>form conclusions about details not specifically listed in text</li> <li>apply interpretations through a diagram/picture/expression</li> </ul>	<ul> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret reading selection by drawing a picture/chart</li> </ul>
	The student exhibits no major errors or omissions.	
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score	There are no major errors or omissions regarding the simpler details and processes	Literal recall questions
2.0	<ul> <li>as the student:</li> <li>interpret text literally</li> <li>pick out specific details from text</li> <li>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</li> </ul>	
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	<b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

	Strand: Writing	
	Topic: Verb Conjugation	
	Grade: Level 1	
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what	
4.0	<ul> <li>was taught.</li> <li>Can form complete and complex sentences/thoughts.</li> <li>Can expand their thoughts in a variety of sentence structures.</li> </ul>	<ul> <li>Communicate via presentational written correspondence. This involves summarizing main points from a written and audio source and formulating an opinion.</li> </ul>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<ul> <li>The student:</li> <li>Can form complete sentences with little to no grammatical errors.</li> <li>Can create sentences from a guided prompt that are cohesive and on topic.</li> <li>Can apply appropriate register.</li> <li>Can show retention from previous topics discussed by using them with the current topic.</li> <li>Can effectively use appropriate thematic vocabulary: old and new</li> <li>The student exhibits no major errors or omissions.</li> </ul>	<ul> <li>Communicate via interpersonal written correspondence. (email or postcard)</li> <li>Create sentences from a guided prompt (written, oral or illustrative)</li> <li>Answer a topic question</li> <li>Can apply a reading selection to their own life</li> </ul>
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<ul> <li>Can form sentences with some errors and/or omissions.</li> <li>Can create sentences from a guided prompt with some significant errors and/or omissions.</li> <li>Register is not consistent.</li> </ul>	<ul> <li>Can complete prompted sentences with current vocabulary/fill in the blank</li> <li>Can complete a sentence from a picture prompt</li> </ul>
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<ul> <li>can form sentences with significant errors and/or omissions.</li> <li>can create sentences from a guided prompt with significant errors and/or omissions.</li> <li>Not familiar with the appropriate use of register.</li> </ul>	
	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	<b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

		Strand: Listening Comprehension	n
		Topic: Verb Conjugation	
		Level 1	
Score	In ac	dition to Score 3.0, in-depth inferences and applications that go beyond what	Sample Activities
4.0	Stude	was taught. nt can: judge meaning of unfamiliar vocabulary from context clues	<ul> <li>Choose a probable meaning for unfamiliar vocabulary based on context clues</li> <li>Answer a true/false question with an explanation of why</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	•	rudent can: comprehend main idea and details on familiar topics from a listening election form conclusions about details not specifically spoken apply interpretations through a diagram/picture/expression	<ul> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret listening selection by drawing a picture/chart</li> </ul>
	The st	udent exhibits no major errors or omissions.	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score	There	are no major errors or omissions regarding the simpler details and processes	literal recall questions
2.0	• Howe	student: interpret selection literally pick out specific details from selection ver, the student exhibits major errors or omissions regarding the more lex ideas and processes.	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score	With I	help, a partial understanding of some of the simpler details and processes and	
1.0	some	of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even v	with help, no understanding or skill demonstrated.	

	Strand: Speaking	
	Topic: Verb Conjugation	
	Level 1	
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what	Sample Activities
4.0	<ul> <li>was taught.</li> <li>Can initiate speech spontaneously on familiar topics</li> <li>Can apply new vocabulary to the topic</li> <li>Can extrapolate on various topics.</li> </ul>	<ul> <li>Answers level 3 questions along with additional words that were not taught</li> </ul>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<ul> <li>The student:</li> <li>Uses complete sentences to respond appropriately on familiar topics</li> <li>Avoids first language interference (direct translation)</li> </ul>	<ul> <li>Introduction of self or other</li> <li>Explain likes, dislikes</li> <li>Respond to interview</li> </ul>
	<ul> <li>Uses comprehensible pronunciation</li> <li>Has natural fluidity</li> <li>Uses current thematic vocabulary along with previous thematic vocabulary</li> </ul>	
	<ul> <li>Uses proper grammar in line with current topics learned (past and present)</li> <li>The student exhibits no major errors or omissions.</li> </ul>	
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score	There are no major errors or omissions regarding the simpler details and processes	<ul> <li>Memorized dialogue or answers to questions</li> </ul>
2.0	as the student: O can respond to specific questions in formulaic ways However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	<b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

	Strand: Culture	
	Topic: Verb Conjugation	
	Level 1	
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what	Sample Activities
4.0	<ul> <li>was taught.</li> <li>Create a cultural representation of the topic applied in our own culture.</li> <li>Critique the ideas of the topic taught by applying concepts from other cultures.</li> </ul>	<ul> <li>Can discuss ways cultural differences inform behaviors and language</li> <li>Design a cultural activity that mirrors one studied in class.</li> <li>Defend/Discuss/Critique why certain cultural concepts learned would not work in another cultural.</li> </ul>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<ul> <li>The student:         <ul> <li>Can compare and contrast practices, products and perspectives from different cultures</li> <li>Develop a logical argument on why the practices, products and perspectives discussed may work or not work in another culture.</li> <li>Cite evidence as to how practices, products and perspectives are used in another culture</li> </ul> </li> <li>The student exhibits no major errors or omissions.</li> </ul>	<ul> <li>Compare and contrast target culture with native or other cultural community</li> <li>Create a pamphlet/booklet on helpful hints for a traveler in that country</li> <li>Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another.</li> </ul>
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student:       •         •       recognizes cultural differences         •       recognizes ways that cultural differences are manifested         However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	<ul> <li>List differences between native and target cultures</li> <li>Recall cultural topic information discussed in class</li> </ul>
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score	With help, a partial understanding of some of the simpler details and processes and	
1.0	some of the more complex ideas and processes.	
	<b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

	CONTENT AREA: Spanish	UNIT TITLE: Describe People and T	hings	
1 2 BST 1940 MS	OURSE: Level 1	DURATION: 3 Weeks		
MATERIALS / INSTR	JCTIONAL RESOURCES FOR THIS UNIT:	BIG IDEA(S):		
	online resources	Describing the characterist	ics and traits of peo	ple and things
ENDURING UNDERS	TANDINGS:	ESSENTIAL QUESTIONS:		
<ul> <li>Using the v</li> </ul>	erbs ser and tener to describe people, making sure adjectives	Can I describe someone us	ing the verbs ser and	d tener and
• •	nder and in number	appropriate vocabulary?		
Vocabulary	to describe physical characteristics and personality traits	Can I describe people with	proper noun/adject	tive agreement?
	WHAT SHOULD STUDENTS KNOW, UNDERSTAND, A	AND BE ABLE TO DO AT THE END OF T	HIS UNIT?	
	Standards, Concepts, Content, S	Skills, Products, Vocabulary		
REFERENCE/STAND	ARD STANDARDS: Content specific standards that w	vill be addressed in this unit.	MAJOR	SUPPORTING
i.e. GLE/CLE/MLS/I	GSS		STANDARD	STANDARD
1.1	Students engage in conversations, provide and obtain in	formation, express feelings and	x	
	emotions, and exchange opinions			
1.2	1.2 Students understand and interpret written and spoken language on a variety of topics		x	
1.3	1.3 Students present information, concepts, and ideas to an audience of listeners or readers on		x	
	a variety of topics.			
2.1	2.1 Students demonstrate an understanding of the relationship between the practices and		x	
	perspectives of the culture studied			
4.1	Students demonstrate understanding of the nature of la	nguage through comparisons of the	x	
	language studied and their own.			

<b>OBJECTIVE # 1</b>	Students will be able to de	escribe physical characteristics and personality traits o	f different people in written and verbal	
	language using basic Span	ish language skills from this unit and previous units.		
REFERENCES/STANDARDS	• 1.1,1.2, 1.3, 2.1, 4	l.1		
i.e. GLE/CLE/MLS/NGSS				
		WHAT SHOULD STUDENTS		
UNDERST	AND?	KNOW?	BE ABLE TO DO?	
Concepts; essential truths that	give meaning to the topic;	Facts, Names, Dates, Places, Information,	Skills; Products	
ideas that transfer a	cross situations.	ACADEMIC VOCABULARY	Speaking/Writing	
Reading/Li	stening	Culture		
<ul> <li>Describe people, making sure adjectives agree in gender and in number using ser and tener</li> <li>Physical characteristics and personality traits vocab</li> </ul>		• Gender with nouns	<ul> <li>Describe someone using the verbs ser and tener and appropriate vocabulary</li> <li>Describe people with proper noun/adjective agreement</li> </ul>	
	FACILITATING ACTIVIT	IES – STRATEGIES AND METHODS FOR TEACHING AND	LEARNING	
Eistening to the teacher audio tracks	IONAL ACTIVITY er, each other, videos and	<ul> <li>STUDENT LEARNING TASK</li> <li>Describe self, classmates and famous people</li> <li>Answer questions about people from audio sources or written materials</li> </ul>	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) Level 1: recall vocabulary Level 2: apply concepts Level 3: evaluate and associate ideas learned Level 4: analyze information from unit and synthesize information from topics past and other curriculums	
INTERDISCIPLINAR	Y CONNECTION	PRIOR KNOWLEDGE CONNECTIONS		
• Communication arts		<ul> <li>noun/adjective agreement</li> </ul>		

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?			
ASSESSMENT DESCRIPTIO	IN FORM	ATIVE OR DOK TARGET	
	SUM	IMATIVE? (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul> <li>Listening exercises in class</li> <li>Writing exercises in class</li> </ul>	Both Both	Level 1: recall vocabulary Level 2: apply concepts	
• Speaking activities in class	Both	Level 3: evaluate and associate ideas learned Level 4: analyze information from unit and	
<ul> <li>Reading activities in class</li> </ul>	Both	synthesize information from topics past and other curriculums	
HOW W	<b>/ILL WE RESPOND IF STUDENTS HAVE NOT L</b> Possible Interventions	EARNED?	
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET	
	STODENT LEARNING TASK	(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
Extended help during Intervention time	Online practice	Level 1: recall vocabulary	
<ul> <li>Reteach in small groups in class</li> <li>Additional instructional videos</li> </ul>	<ul> <li>Watch additional instructional vide</li> </ul>	eos Level 2: apply concepts Level 3: evaluate and associate ideas learned Level 4: analyze information from unit and synthesize information from topics past and other curriculums	

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? Possible Extensions/Enrichments			
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul> <li>Watch YouTube channels in target language (BBC, CNN, Duolingo)</li> </ul>	<ul> <li>Practice with native language speakers</li> <li>Research topics more in depth</li> </ul>	Level 1: recall vocabulary Level 2: apply concepts Level 3: evaluate and associate ideas learned Level 4: analyze information from unit and synthesize information from topics past and other curriculums	

	Strand: Reading	
	Topic: Describe People and	Things
	Level 1	
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond w	hat Sample Activities
4.0	was taught. Student can: judge meaning of unfamiliar vocabulary from context clues	<ul> <li>Choose a probable meaning for unfamiliar vocabulary based on context clues</li> <li>Answer a true/false question with an explanation of why</li> </ul>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and application with partial success.	15
Score	The student can:	Questions which require inference rather than specific
3.0	<ul> <li>comprehend main idea and details on familiar topics from a text</li> </ul>	recall
	<ul> <li>form conclusions about details not specifically listed in text</li> </ul>	Summarize
	apply interpretations through a diagram/picture/expression	<ul> <li>Interpret reading selection by drawing a picture/chart</li> </ul>
	The student exhibits no major errors or omissions.	
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledg the 3.0 content.	e of
Score	There are no major errors or omissions regarding the simpler details and process	Ses  • Literal recall questions
2.0	as the student:	
	<ul> <li>interpret text literally</li> </ul>	
	<ul> <li>pick out specific details from text</li> </ul>	
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the content.	3.0
Score	With help, a partial understanding of some of the simpler details and processes	and
1.0	some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 con	tent.
Score	Even with help, no understanding or skill demonstrated.	
0.0		

	Strand: Writing	
	Topic: Describe People and Th	ings
	Grade: Level 1	
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what	
4.0	<ul> <li>was taught.</li> <li>can form complete and complex sentences/thoughts.</li> <li>can expand their thoughts in a variety of sentence structures.</li> </ul>	<ul> <li>Communicate via presentational written correspondence. This involves summarizing main points from a written and audio source and formulating an opinion.</li> </ul>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<ul> <li>The student:</li> <li>Can form complete sentences with little to no grammatical errors.</li> <li>Can create sentences from a guided prompt that are cohesive and on topic.</li> <li>Can apply appropriate register.</li> <li>Can show retention from previous topics discussed by using them with the current topic.</li> <li>Can effectively use appropriate thematic vocabulary: old and new</li> <li>The student exhibits no major errors or omissions.</li> </ul>	<ul> <li>Communicate via interpersonal written correspondence. (email or postcard)</li> <li>Create sentences from a guided prompt (written, oral or illustrative)</li> <li>Answer a topic question</li> <li>Can apply a reading selection to their own life</li> </ul>
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<ul> <li>Can form sentences with some errors and/or omissions.</li> <li>Can create sentences from a guided prompt with some significant errors and/or omissions.</li> <li>Register is not consistent.</li> </ul>	<ul> <li>Can complete prompted sentences with current vocabulary/fill in the blank</li> <li>Can complete a sentence from a picture prompt</li> </ul>
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	g
Score 1.0	<ul> <li>can form sentences with significant errors and/or omissions.</li> <li>can create sentences from a guided prompt with significant errors and/or omissions.</li> <li>Not familiar with the appropriate use of register.</li> </ul>	
	With help, a partial understanding of some of the simpler details and processes and	
	some of the more complex ideas and processes.	
	<b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

	Strand: Listening Comprehension	1
	Topic: Describe People and Things	S
	Level 1	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Student can: judge meaning of unfamiliar vocabulary from context clues	<ul> <li>Sample Activities</li> <li>Choose a probable meaning for unfamiliar vocabulary based on context clues</li> <li>Answer a true/false question with an explanation of why</li> </ul>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<ul> <li>The student can:</li> <li>comprehend main idea and details on familiar topics from a listening selection</li> <li>form conclusions about details not specifically spoken</li> <li>apply interpretations through a diagram/picture/expression</li> </ul>	<ul> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret listening selection by drawing a picture/chart</li> </ul>
	The student exhibits no major errors or omissions.	
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<ul> <li>There are no major errors or omissions regarding the simpler details and processes as the student:         <ul> <li>interpret selection literally</li> <li>pick out specific details from selection</li> </ul> </li> <li>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</li> </ul>	<ul> <li>literal recall questions</li> </ul>
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	<b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

	Strand: Speaking	
	Topic: Describe People and Thing	S
	Level 1	
Score 4.0	<ul> <li>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</li> <li>Can initiate speech spontaneously on familiar topics</li> <li>Can apply new vocabulary to the topic</li> <li>Can extrapolate on various topics.</li> </ul>	<ul> <li>Sample Activities</li> <li>Answers level 3 questions along with additional words that were not taught</li> </ul>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<ul> <li>The student:</li> <li>Uses complete sentences to respond appropriately on familiar topics</li> <li>Avoids first language interference (direct translation)</li> <li>Uses comprehensible pronunciation</li> <li>Has natural fluidity</li> <li>Uses current thematic vocabulary along with previous thematic vocabulary</li> <li>Uses proper grammar in line with current topics learned (past and present)</li> <li>The student exhibits no major errors or omissions.</li> </ul>	<ul> <li>Introduction of self or other</li> <li>Explain likes, dislikes</li> <li>Respond to interview</li> </ul>
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: 0 can respond to specific questions in formulaic ways	<ul> <li>Memorized dialogue or answers to questions</li> </ul>
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	<b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

		Strand: Culture	
		Topic: Describe People and Things	
		Level 1	
Score 4.0	In ac	ddition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Create a cultural representation of the topic applied in our own culture. Critique the ideas of the topic taught by applying concepts from other cultures.	<ul> <li>Sample Activities</li> <li>Can discuss ways cultural differences inform behaviors and language</li> <li>Design a cultural activity that mirrors one studied in class.</li> <li>Defend/Discuss/Critique why certain cultural concepts learned would not work in another cultural.</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	• cu • d	Can compare and contrast practices, products and perspectives from different ultures Develop a logical argument on why the practices, products and perspectives iscussed may work or not work in another culture. Cite evidence as to how practices, products and perspectives are used in nother culture tudent exhibits no major errors or omissions.	<ul> <li>Compare and contrast target culture with native or other cultural community</li> <li>Create a pamphlet/booklet on helpful hints for a traveler in that country</li> <li>Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another.</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	as the • • Howe comp	are no major errors or omissions regarding the simpler details and processes e student: recognizes cultural differences recognizes ways that cultural differences are manifested ver, the student exhibits major errors or omissions regarding the more lex ideas and processes.	<ul> <li>List differences between native and target cultures</li> <li>Recall cultural topic information discussed in class</li> </ul>
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0		help, a partial understanding of some of the simpler details and processes and of the more complex ideas and processes. With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0		with help, no understanding or skill demonstrated.	

Start OF THE CITY CO	DNTENT AREA: Spanish	UNIT TITLE: Locations		
CO	DURSE: Level 1	DURATION: 3 Weeks		
<ul> <li>Textbook, on</li> </ul>	CTIONAL RESOURCES FOR THIS UNIT: line resources	<ul> <li>BIG IDEA(S):</li> <li>Saying where things are located, going to do</li> </ul>	where I'm going,	and what l'm
ENDURING UNDERSTA		ESSENTIAL QUESTIONS:		
-	b estar to express location	Can I say where someone or some	-	
-	b ir to say where someone is going	Can I say where someone is going		
-	b ir to express what someone is going to do in the future	Can I say what someone is going to	to do?	
••••	itions to describe locations f places around town			
	WHAT SHOULD STUDENTS KNOW, UNDERSTAND, A			
	Standards, Concepts, Content, S			
REFERENCE/STANDA			MAJOR	SUPPORTING
i.e. GLE/CLE/MLS/NG	-		STANDARD	STANDARD
1.1	Students engage in conversations, provide and obtain info and exchange opinions	ormation, express feelings and emotions,	X	
1.2	Students understand and interpret written and spoken la	nguage on a variety of topics	x	
1.3	Students present information, concepts, and ideas to an variety of topics.	audience of listeners or readers on a	x	
2.1	2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied			
4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.			х	
OBJECTIVE # 1	Students will be able to describe locations, unders basic Spanish language skills from this unit and pro	-	written language	and verbally using
REFERENCES/STANDA i.e. GLE/CLE/MLS/NGS				

	WHAT SHOULD STUDENTS	
UNDERSTAND?	KNOW?	BE ABLE TO DO?
Concepts; essential truths that give meaning to the topic;	Facts, Names, Dates, Places, Information,	Skills; Products
ideas that transfer across situations.	ACADEMIC VOCABULARY	Speaking/Writing
Reading/Listening	Culture	
Use the verb estar to express location	• Talk about town squares and marketplaces	• Say where someone or something is
• Use the verb ir to say where someone is going	<ul> <li>Differences in grocery stores and</li> </ul>	located
and to express what someone is going to do in	supermarkets in the US compared to other	<ul> <li>Say where someone is going and what</li> </ul>
the future	countries	someone is going to do?
Use prepositions to describe locations		
Places around town		
FACILITATING ACTIVI	TIES – STRATEGIES AND METHODS FOR TEACHING AN	DLEARNING
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET
		(1=Recall, 2=Skill/Concept, 3=Strategic Thinking,
		4=Extended Thinking)
• Listening to the teacher, each other, videos and	<ul> <li>Talk about where you are going and what</li> </ul>	Level 1: recall vocabulary
audio tracks	you are going to do	Level 2: apply concepts
	Answer questions about locations from	Level 3: evaluate and associate ideas learned
	audio sources or written materials	Level 4: analyze information from unit and
		synthesize information from topics past and
		other curriculums
	PRIOR KNOWLEDGE CONNECTIONS	
Communication Arts	• The verb estar	
	What is a preposition	

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?			
ASSESSMENT DESCRIPTION		FORMATIVE OR	DOK TARGET
		SUMMATIVE?	(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul> <li>Listening exercises in class</li> <li>Writing exercises in class</li> <li>Speaking activities in class</li> <li>Reading activities in class</li> </ul>		Both Both Both	Level 1: recall vocabulary Level 2: apply concepts Level 3: evaluate and associate ideas learned Level 4: analyze information from unit and synthesize information from topics past and other curriculums
HOW V	WILL WE RESPOND IF STUDENTS HAV	E NOT LEARNED?	
	Possible Interventions		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING	<b>FASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul> <li>Extended help during Intervention time</li> <li>Reteach in small groups in class</li> <li>Additional instructional videos</li> </ul>	<ul> <li>Online practice</li> <li>Watch additional instruction</li> </ul>	onal videos	Level 1: recall vocabulary Level 2: apply concepts Level 3: evaluate and associate ideas learned Level 4: analyze information from unit and synthesize information from topics past and other curriculums

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? Possible Extensions/Enrichments			
INSTRUCTIONAL ACTIVITY/METHOD STUDENT LEARNING TASK DOK TARGET			
		(1=Recall, 2=Skill/Concept, 3=Strategic Thinking,	
		4=Extended Thinking)	
Watch YouTube channels in target language	Practice with native language speakers	Level 1: recall vocabulary	
(BBC, CNN, Duolingo)	Research topics more in depth	Level 2: apply concepts	
		Level 3: evaluate and associate ideas learned	
		Level 4: analyze information from unit and	
		synthesize information from topics past and	
		other curriculums	

# **Proficiency Scales for This Standard**

		Strand: Reading	
		Topic: Locations	
		Level 1	
Score	In ac	dition to Score 3.0, in-depth inferences and applications that go beyond what	Sample Activities
4.0	Stude	was taught. nt can: judge meaning of unfamiliar vocabulary from context clues	<ul> <li>Choose a probable meaning for unfamiliar vocabulary based on context clues</li> <li>Answer a true/false question with an explanation of why</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The st	cudent can: comprehend main idea and details on familiar topics from a text form conclusions about details not specifically listed in text apply interpretations through a diagram/picture/expression	<ul> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret reading selection by drawing a picture/chart</li> </ul>
	The st	udent exhibits no major errors or omissions.	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score	There	are no major errors or omissions regarding the simpler details and processes	Literal recall questions
2.0	• Howe	e student: interpret text literally pick out specific details from text ver, the student exhibits major errors or omissions regarding the more lex ideas and processes.	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score	With I	help, a partial understanding of some of the simpler details and processes and	
1.0		of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even v	with help, no understanding or skill demonstrated.	

	Strand: Writing	
	Topic: Locations	
	Grade: Level 1	
Score	Score In addition to Score 3.0, in-depth inferences and applications that go beyond what	
4.0	<ul> <li>was taught.</li> <li>can form complete and complex sentences/thoughts.</li> <li>can expand their thoughts in a variety of sentence structures.</li> </ul>	<ul> <li>Communicate via presentational written correspondence. This involves summarizing main points from a written and audio source and formulating an opinion.</li> </ul>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<ul> <li>The student:</li> <li>Can form complete sentences with little to no grammatical errors.</li> <li>Can create sentences from a guided prompt that are cohesive and on topic.</li> <li>Can apply appropriate register.</li> <li>Can show retention from previous topics discussed by using them with the current topic.</li> <li>Can effectively use appropriate thematic vocabulary: old and new</li> <li>The student exhibits no major errors or omissions.</li> </ul>	<ul> <li>Communicate via interpersonal written correspondence. (email or postcard)</li> <li>Create sentences from a guided prompt (written, oral or illustrative)</li> <li>Answer a topic question</li> <li>Can apply a reading selection to their own life</li> </ul>
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<ul> <li>Can form sentences with some errors and/or omissions.</li> <li>Can create sentences from a guided prompt with some significant errors and/or omissions.</li> <li>Register is not consistent.</li> </ul>	<ul> <li>Can complete prompted sentences with current vocabulary/fill in the blank</li> <li>Can complete a sentence from a picture prompt</li> </ul>
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<ul> <li>can form sentences with significant errors and/or omissions.</li> <li>can create sentences from a guided prompt with significant errors and/or omissions.</li> <li>Not familiar with the appropriate use of register.</li> </ul>	
	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	<b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

		Strand: Listening Comprehension	1
		Topic: Locations	
	-	Level 1	
Score 4.0		Idition to Score 3.0, in-depth inferences and applications that go beyond what was taught. nt can: judge meaning of unfamiliar vocabulary from context clues	<ul> <li>Sample Activities</li> <li>Choose a probable meaning for unfamiliar vocabulary based on context clues</li> <li>Answer a true/false question with an explanation of why</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	•	udent can: comprehend main idea and details on familiar topics from a listening election form conclusions about details not specifically spoken apply interpretations through a diagram/picture/expression	<ul> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret listening selection by drawing a picture/chart</li> </ul>
	The st	udent exhibits no major errors or omissions. No major errors or omissions regarding 2.0 content and partial knowledge of	
	2.5	the 3.0 content.	
Score 2.0	as the • Howev	are no major errors or omissions regarding the simpler details and processes student: interpret selection literally pick out specific details from selection ver, the student exhibits major errors or omissions regarding the more ex ideas and processes.	<ul> <li>literal recall questions</li> </ul>
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0		help, a partial understanding of some of the simpler details and processes and of the more complex ideas and processes. With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0		with help, no understanding or skill demonstrated.	

		Strand: Speaking			
		Topic: Locations			
		Level 1	_		
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what			Sample Activities	
4.0	•	was taught. Can initiate speech spontaneously on familiar topics Can apply new vocabulary to the topic Can extrapolate on various topics.		Answers level 3 questions along with additional words that were not taught	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.			
Score 3.0	•	udent:Uses complete sentences to respond appropriately on familiar topicsAvoids first language interference (direct translation)Uses comprehensible pronunciationHas natural fluidityUses current thematic vocabulary along with previous thematic vocabularyUses proper grammar in line with current topics learned (past and present)udent exhibits no major errors or omissions.	•	Introduction of self or other Explain likes, dislikes Respond to interview	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.			
Score 2.0	as the	are no major errors or omissions regarding the simpler details and processes student: O can respond to specific questions in formulaic ways ver, the student exhibits major errors or omissions regarding the more	•	Memorized dialogue or answers to questions	
	compl	lex ideas and processes.			
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.			
Score 1.0	some	help, a partial understanding of some of the simpler details and processes and of the more complex ideas and processes.			
Score 0.0	0.5 Even v	With help, a partial understanding of the 2.0 content, but not the 3.0 content. with help, no understanding or skill demonstrated.			

		Strand: Culture	
		Topic: Locations	
		Level 1	
Score 4.0	In ac	ddition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Create a cultural representation of the topic applied in our own culture. Critique the ideas of the topic taught by applying concepts from other cultures.	<ul> <li>Sample Activities</li> <li>Can discuss ways cultural differences inform behaviors and language</li> <li>Design a cultural activity that mirrors one studied in class.</li> <li>Defend/Discuss/Critique why certain cultural concepts learned would not work in another cultural.</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	• cu • di •	Can compare and contrast practices, products and perspectives from different ultures Develop a logical argument on why the practices, products and perspectives iscussed may work or not work in another culture. Cite evidence as to how practices, products and perspectives are used in nother culture tudent exhibits no major errors or omissions.	<ul> <li>Compare and contrast target culture with native or other cultural community</li> <li>Create a pamphlet/booklet on helpful hints for a traveler in that country</li> <li>Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another.</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	as the • • Howe comp	are no major errors or omissions regarding the simpler details and processes estudent: recognizes cultural differences recognizes ways that cultural differences are manifested ver, the student exhibits major errors or omissions regarding the more lex ideas and processes.	<ul> <li>List differences between native and target cultures</li> <li>Recall cultural topic information discussed in class</li> </ul>
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0		help, a partial understanding of some of the simpler details and processes and of the more complex ideas and processes. With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0		with help, no understanding or skill demonstrated.	

	CONTENT AREA: Spanish	UNIT TITLE: Family		
PART PRY 1840 MA	COURSE: Level 1	DURATION: 3 Weeks		
MATERIALS / INSTR	UCTIONAL RESOURCES FOR THIS UNIT:	BIG IDEA(S):		
-	online resources	Describing family members	and familial relation	onships
ENDURING UNDERS	STANDINGS:	ESSENTIAL QUESTIONS:		
<ul> <li>Vocabulary</li> </ul>	about family members and relationships	Can I describe my family me	embers?	
Using ser te	o describe family members	Can I talk about family relation	tionships?	
Using poss	essive adjectives to describe familial relationships			
	WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AI	ND BE ABLE TO DO AT THE END OF TH	IS UNIT?	
	Standards, Concepts, Content, S	kills, Products, Vocabulary		
REFERENCE/STAND	DARD STANDARDS: Content specific standards that w	ill be addressed in this unit.	MAJOR	SUPPORTING
i.e. GLE/CLE/MLS/N	VGSS		STANDARD	STANDARD
1.1	Students engage in conversations, provide and obtain inf	ormation, express feelings and	х	
	emotions, and exchange opinions			
1.2	Students understand and interpret written and spoken la	nguage on a variety of topics	х	
1.3	Students present information, concepts, and ideas to an	audience of listeners or readers on	х	
	a variety of topics.			
2.1	2.1 Students demonstrate an understanding of the relationship between		х	
	perspectives of the culture studied			
4.1	Students demonstrate understanding of the nature of lar	nguage through comparisons of the	х	
	language studied and their own.			

OBJECTIVE # 1	Students will be able to o	describe and talk about families and relationships in ve	rbal and written language using basic Spanish
	language skills from the	unit and previous units.	
REFERENCES/STANDARDS	• 1.1, 1.2, 1.3, 2.1,	4.1	
i.e. GLE/CLE/MLS/NGSS			
		WHAT SHOULD STUDENTS	
UNDERST	rand?	KNOW?	BE ABLE TO DO?
Concepts; essential truths that	t give meaning to the topic;	Facts, Names, Dates, Places, Information,	Skills; Products
ideas that transfer o	across situations.	ACADEMIC VOCABULARY	Speaking/Writing
Reading/L	istening	Culture	
family members and i	relationships	Different familial relationships and	Describe my family members
<ul> <li>describe family members</li> </ul>	pers using ser	responsibilities	Talk about family relationships
<ul> <li>Use possessive adject</li> </ul>	ives to describe familial		
relationships			
	FACILITATING ACTIVIT	TES – STRATEGIES AND METHODS FOR TEACHING AND	LEARNING
TEACHER INSTRUCT	TIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET
			(1=Recall, 2=Skill/Concept, 3=Strategic
			Thinking, 4=Extended Thinking)
• Listening to the teach	er, each other, videos and	Describe family member and express	Level 1: recall vocabulary
audio tracks		relationships	Level 2: apply concepts
		<ul> <li>Make a sample family tree with family work</li> </ul>	Level 3: evaluate and associate ideas learned
		vocabulary and possessive adjectives	Level 4: analyze information from unit and
			synthesize information from topics past and
			other curriculums
INTERDISCIPLINAR	Y CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
Communication arts		How a family tree works	

НОМ	DO WE KNOW WHAT STUDENTS HAVE	E LEARNED?	
ASSESSMENT DESCRIPTIO	N	FORMATIVE OR	DOK TARGET
Listening exercises in class	E	Both	Level 1: recall vocabulary
Writing exercises in class	E	Both	Level 2: apply concepts
Speaking activities in class	E	Both	Level 3: evaluate and associate ideas learned
Reading activities in class	E	Both	Level 4: analyze information from unit and
			synthesize information from topics past and
			other curriculums
HOW W	ILL WE RESPOND IF STUDENTS HAVE N Possible Interventions	IOT LEARNED?	
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TA	\SK	DOK TARGET
			(1=Recall, 2=Skill/Concept, 3=Strategic
			Thinking, 4=Extended Thinking)
Extended help during Intervention time	Online practice		Level 1: recall vocabulary
Reteach in small groups in class	<ul> <li>Watch additional instruction</li> </ul>	al videos	Level 2: apply concepts
Additional instructional videos			Level 3: evaluate and associate ideas learned
			Level 4: analyze information from unit and
			synthesize information from topics past and
			other curriculums

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? Possible Extensions/Enrichments			
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul> <li>Watch YouTube channels in target language (BBC, CNN, Duolingo)</li> </ul>	<ul> <li>Practice with native language speakers</li> <li>Research topics more in depth</li> </ul>	Level 1: recall vocabulary Level 2: apply concepts Level 3: evaluate and associate ideas learned Level 4: analyze information from unit and synthesize information from topics past and other curriculums	

## **PROFICIENCY SCALES FOR THIS STANDARD**

		Strand: Reading	
		Topic: Family	
		Level 1	
Score	In ad	dition to Score 3.0, in-depth inferences and applications that go beyond what	Sample Activities
4.0	Stude	was taught. nt can: judge meaning of unfamiliar vocabulary from context clues	<ul> <li>Choose a probable meaning for unfamiliar vocabulary based on context clues</li> <li>Answer a true/false question with an explanation of why</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score	The st	udent can:	Questions which require inference rather than specific
3.0	•	comprehend main idea and details on familiar topics from a text	recall
	•	form conclusions about details not specifically listed in text	Summarize
	•	apply interpretations through a diagram/picture/expression	<ul> <li>Interpret reading selection by drawing a picture/chart</li> </ul>
	The st	udent exhibits no major errors or omissions.	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score	There	are no major errors or omissions regarding the simpler details and processes	Literal recall questions
2.0	as the	student:	
	•	interpret text literally	
	•	pick out specific details from text	
	However, the student exhibits major errors or omissions regarding the more		
	-	ex ideas and processes.	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding	
		the 3.0 content.	
Score		help, a partial understanding of some of the simpler details and processes and	
1.0		of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even v	with help, no understanding or skill demonstrated.	

	Strand: Writing	
	Topic: Family	
	Grade: Level 1	
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what	
4.0	<ul> <li>was taught.</li> <li>can form complete and complex sentences/thoughts.</li> <li>can expand their thoughts in a variety of sentence structures.</li> </ul>	<ul> <li>Communicate via presentational written correspondence. This involves summarizing main points from a written and audio source and formulating an opinion.</li> </ul>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<ul> <li>The student:</li> <li>Can form complete sentences with little to no grammatical errors.</li> <li>Can create sentences from a guided prompt that are cohesive and on topic.</li> <li>Can apply appropriate register.</li> <li>Can show retention from previous topics discussed by using them with the current topic.</li> <li>Can effectively use appropriate thematic vocabulary: old and new</li> <li>The student exhibits no major errors or omissions.</li> </ul>	<ul> <li>Communicate via interpersonal written correspondence. (email or postcard)</li> <li>Create sentences from a guided prompt (written, oral or illustrative)</li> <li>Answer a topic question</li> <li>Can apply a reading selection to their own life</li> </ul>
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<ul> <li>Can form sentences with some errors and/or omissions.</li> <li>Can create sentences from a guided prompt with some significant errors and/or omissions.</li> <li>Register is not consistent.</li> </ul>	<ul> <li>Can complete prompted sentences with current vocabulary/fill in the blank</li> <li>Can complete a sentence from a picture prompt</li> </ul>
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<ul> <li>can form sentences with significant errors and/or omissions.</li> <li>can create sentences from a guided prompt with significant errors and/or omissions.</li> <li>Not familiar with the appropriate use of register.</li> </ul>	
	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	<b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

	Strand: Listening Compreher	ision
	Topic: Family	
	Level 1	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond wh was taught. Student can: judge meaning of unfamiliar vocabulary from context clues	<ul> <li>Choose a probable meaning for unfamiliar vocabulary based on context clues</li> <li>Answer a true/false question with an explanation of</li> </ul>
	<ul> <li>In addition to score 3.0 performance, in-depth inferences and applications with partial success.</li> </ul>	why
Score 3.0	<ul> <li>The student can:</li> <li>comprehend main idea and details on familiar topics from a listening selection</li> <li>form conclusions about details not specifically spoken</li> <li>apply interpretations through a diagram/picture/expression</li> </ul>	<ul> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret listening selection by drawing a picture/chart</li> </ul>
	The student exhibits no major errors or omissions.2.5No major errors or omissions regarding 2.0 content and partial knowledge	of
	the 3.0 content.	
Score 2.0	<ul> <li>There are no major errors or omissions regarding the simpler details and processe as the student:         <ul> <li>interpret selection literally</li> <li>pick out specific details from selection</li> </ul> </li> <li>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</li> </ul>	s • literal recall questions
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regardi the 3.0 content.	ng
Score 1.0	With help, a partial understanding of some of the simpler details and processes ar some of the more complex ideas and processes.	
Score 0.0	0.5With help, a partial understanding of the 2.0 content, but not the 3.0 contentEven with help, no understanding or skill demonstrated.	ent.

	Strand: Speaking	
	Topic: Family	
	Level 1	
Score 4.0	<ul> <li>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</li> <li>Can initiate speech spontaneously on familiar topics</li> <li>Can apply new vocabulary to the topic</li> <li>Can extrapolate on various topics.</li> </ul>	<ul> <li>Sample Activities</li> <li>Answers level 3 questions along with additional words that were not taught</li> </ul>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<ul> <li>The student:         <ul> <li>Uses complete sentences to respond appropriately on familiar topics</li> <li>Avoids first language interference (direct translation)</li> <li>Uses comprehensible pronunciation</li> <li>Has natural fluidity</li> <li>Uses current thematic vocabulary along with previous thematic vocabulary</li> <li>Uses proper grammar in line with current topics learned (past and present)</li> </ul> </li> <li>The student exhibits no major errors or omissions.</li> </ul>	<ul> <li>Introduction of self or other</li> <li>Explain likes, dislikes</li> <li>Respond to interview</li> </ul>
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	F
Score 2.0	There are no major errors or omissions regarding the simpler details and processesas the student:0can respond to specific questions in formulaic waysHowever, the student exhibits major errors or omissions regarding the more complex ideas and processes.	Memorized dialogue or answers to questions
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regardin the 3.0 content.	g
Score 1.0	<ul> <li>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</li> <li>0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content</li> </ul>	
Score 0.0	Even with help, no understanding or skill demonstrated.	

		Strand: Culture	
		Topic: Family	
	-	Level 1	
Score 4.0	In ad	ddition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Create a cultural representation of the topic applied in our own culture. Critique the ideas of the topic taught by applying concepts from other cultures.	<ul> <li>Sample Activities</li> <li>Can discuss ways cultural differences inform behaviors and language</li> <li>Design a cultural activity that mirrors one studied in class.</li> <li>Defend/Discuss/Critique why certain cultural concepts learned would not work in another cultural.</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	• cu • di • ar	can compare and contrast practices, products and perspectives from different ultures Develop a logical argument on why the practices, products and perspectives iscussed may work or not work in another culture. Cite evidence as to how practices, products and perspectives are used in nother culture cudent exhibits no major errors or omissions.	<ul> <li>Compare and contrast target culture with native or other cultural community</li> <li>Create a pamphlet/booklet on helpful hints for a traveler in that country</li> <li>Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another.</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	as the • • Howe compl	are no major errors or omissions regarding the simpler details and processes estudent: recognizes cultural differences recognizes ways that cultural differences are manifested ver, the student exhibits major errors or omissions regarding the more lex ideas and processes.	<ul> <li>List differences between native and target cultures</li> <li>Recall cultural topic information discussed in class</li> </ul>
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0		help, a partial understanding of some of the simpler details and processes and of the more complex ideas and processes. With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0		with help, no understanding or skill demonstrated.	

OF THE	CONTENT AREA: Spanish	UNIT TITLE: Food
	COURSE: Level 1	DURATION: 3 Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:	BIG IDEA(S):
Textbook, online resources	<ul> <li>Order and discuss foods that you like in a restaurant</li> </ul>
ENDURING UNDERSTANDINGS:	ESSENTIAL QUESTIONS:
<ul> <li>Vocabulary relating to food and restaurants</li> </ul>	Can I order in a restaurant?
Ordering in a restaurant	Can I ask for and pay the bill in a restaurant?
Asking for and paying the bill in a restaurant	Can I talk about foods I like and dislike?

	WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?				
	Standards, Concepts, Content, Skills, Products, Vocabulary				
<b>REFERENCE/STANDARD</b>	REFERENCE/STANDARD STANDARDS: Content specific standards that will be addressed in this unit.		SUPPORTING		
i.e. GLE/CLE/MLS/NGSS		STANDARD	STANDARD		
1.1	Students engage in conversations, provide and obtain information, express feelings and emotions,	х			
	and exchange opinions				
1.2	Students understand and interpret written and spoken language on a variety of topics	х			
1.3	Students present information, concepts, and ideas to an audience of listeners or readers on a	х			
	variety of topics.				
2.1	Students demonstrate an understanding of the relationship between the practices and	х			
	perspectives of the culture studied				
4.1	Students demonstrate understanding of the nature of language through comparisons of the	х			
	language studied and their own.				

OBJECTIVE # 1	Students will be able to d	lescribe and identify food items and discuss restaurant	s and grocery stores in verbal and written
	language using basic Spar	nish language skills from the unit and previous units.	
REFERENCES/STANDARDS	• 1.1, 1.2, 1.3, 2.1,	4.1	
i.e. GLE/CLE/MLS/NGSS			
		WHAT SHOULD STUDENTS	
UNDERST	AND?	KNOW?	BE ABLE TO DO?
Concepts; essential truths that	give meaning to the topic;	Facts, Names, Dates, Places, Information,	Skills; Products
ideas that transfer a	cross situations.	ACADEMIC VOCABULARY	Speaking/Writing
Reading/Lis	stening	Culture	
• food and restaurant v	ocabulary	Differences in restaurant culture	order in a restaurant
Ordering in a restauration	nt	Differences in tipping	• ask for and pay the bill in a restaurant
• Asking for and paying	the bill in a restaurant	Different foods	• talk about foods I like and dislike
	FACILITATING ACTIVI	TIES – STRATEGIES AND METHODS FOR TEACHING AND	D LEARNING
TEACHER INSTRUCT	IONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET
			(1=Recall, 2=Skill/Concept, 3=Strategic Thinking
			4=Extended Thinking)
• Listening to the teache	er, each other, videos and	• Act out a restaurant skit where groups order	Level 1: recall vocabulary
audio tracks		food from a server	Level 2: apply concepts
		• Answer questions about food or restaurants	Level 3: evaluate and associate ideas learned
		from audio sources or written materials	Level 4: analyze information from unit and
			synthesize information from topics past and
			other curriculums
INTERDISCIPLINAR	Y CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
<ul> <li>Sociology</li> </ul>		<ul> <li>Going to a restaurant</li> </ul>	
		• tipping	

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?				
ASSESSMENT DESCRIPTIO	N	FORMATIVE OR	DOK TARGET	
		SUMMATIVE?	(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul> <li>Listening exercises in class</li> <li>Writing exercises in class</li> <li>Speaking activities in class</li> <li>Reading activities in class</li> </ul>		Both Both Both Both	Level 1: recall vocabulary Level 2: apply concepts Level 3: evaluate and associate ideas learned Level 4: analyze information from unit and synthesize information from topics past and other curriculums	
HOW W	VILL WE RESPOND IF STUDENTS HAVI Possible Interventions	E NOT LEARNED?		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING T	ASK	DOK TARGET	
			(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul> <li>Extended help during Intervention time</li> <li>Reteach in small groups in class</li> <li>Additional instructional videos</li> </ul>	<ul> <li>Online practice</li> <li>Watch additional instructio</li> </ul>	nal videos	Level 1: recall vocabulary Level 2: apply concepts Level 3: evaluate and associate ideas learned Level 4: analyze information from unit and synthesize information from topics past and other curriculums	

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? Possible Extensions/Enrichments			
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul> <li>Watch YouTube channels in target language (BBC, CNN, Duolingo)</li> </ul>	<ul> <li>Practice with native language speakers</li> <li>Research topics more in depth</li> </ul>	Level 1: recall vocabulary Level 2: apply concepts Level 3: evaluate and associate ideas learned Level 4: analyze information from unit and synthesize information from topics past and other curriculums	

	Strand: Reading	
	Topic: Food	
	Level 1	
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what	Sample Activities
4.0	was taught. Student can: judge meaning of unfamiliar vocabulary from context clues	<ul> <li>Choose a probable meaning for unfamiliar vocabulary based on context clues</li> <li>Answer a true/false question with an explanation of why</li> </ul>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<ul> <li>The student can:</li> <li>comprehend main idea and details on familiar topics from a text</li> <li>form conclusions about details not specifically listed in text</li> <li>apply interpretations through a diagram/picture/expression</li> </ul>	<ul> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret reading selection by drawing a picture/chart</li> </ul>
	The student exhibits no major errors or omissions.	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: • interpret text literally	Literal recall questions
	<ul> <li>pick out specific details from text</li> <li>However, the student exhibits major errors or omissions regarding the more</li> </ul>	
	complex ideas and processes.	
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score	With help, a partial understanding of some of the simpler details and processes and	
1.0	some of the more complex ideas and processes.	
	<b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

	Stra	nd: Writing
	Τα	pic: Food
		de: Level 1
Score 4.0	<ul> <li>In addition to Score 3.0, in-depth inferences and applications that was taught.</li> <li>can form complete and complex sentences/thoughts.</li> <li>can expand their thoughts in a variety of sentence structure</li> </ul>	Sample Activities <ul> <li>Communicate via presentational written</li> </ul>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences a with partial success.	nd applications
Score 3.0	<ul> <li>The student:</li> <li>Can form complete sentences with little to no grammatical</li> <li>Can create sentences from a guided prompt that are cohesi</li> <li>Can apply appropriate register.</li> <li>Can show retention from previous topics discussed by using current topic.</li> <li>Can effectively use appropriate thematic vocabulary: old an</li> <li>The student exhibits no major errors or omissions.</li> </ul>	<ul> <li>ve and on topic.</li> <li>Create sentences from a guided prompt (written, oral or illustrative)</li> <li>Answer a topic question</li> <li>Can apply a reading selection to their own life</li> </ul>
	<b>2.5</b> No major errors or omissions regarding 2.0 content and par the 3.0 content.	tial knowledge of
Score 2.0	<ul> <li>Can form sentences with some errors and/or omissions.</li> <li>Can create sentences from a guided prompt with some sign and/or omissions.</li> <li>Register is not consistent.</li> </ul>	<ul> <li>Can complete prompted sentences with current vocabulary/fill in the blank</li> <li>Can complete a sentence from a picture prompt</li> </ul>
	However, the student exhibits major errors or omissions regarding complex ideas and processes.	the more
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or or the 3.0 content.	nissions regarding

Score	•	can form sentences with significant errors and/or omissions.	
1.0	•	can create sentences from a guided prompt with significant errors and/or	
		omissions.	
	•	Not familiar with the appropriate use of register.	
	With help, a partial understanding of some of the simpler details and processes and		
	some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score	Even with help, no understanding or skill demonstrated.		
0.0			

		Strand: Listening Comprehensior	1
		Topic: Food	
		Level 1	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Student can: judge meaning of unfamiliar vocabulary from context clues		Sample Activities           • Choose a probable meaning for unfamiliar vocabulary
	Stude		<ul> <li>based on context clues</li> <li>Answer a true/false question with an explanation of why</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score	The st	udent can:	Questions which require inference rather than specific
3.0	•	comprehend main idea and details on familiar topics from a listening	recall
	se	election	Summarize
	•	form conclusions about details not specifically spoken apply interpretations through a diagram/picture/expression	<ul> <li>Interpret listening selection by drawing a picture/chart</li> </ul>
	The st	udent exhibits no major errors or omissions.	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score	There	are no major errors or omissions regarding the simpler details and processes	literal recall questions
2.0	as the	student:	
	•	interpret selection literally	
	•	pick out specific details from selection	
	However, the student exhibits major errors or omissions regarding the more		
	-	ex ideas and processes.	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score	With help, a partial understanding of some of the simpler details and processes and		
1.0	some	of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even v	with help, no understanding or skill demonstrated.	

	Strand: Speaking	
	Topic: Food	
	Level 1	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. <ul> <li>Can initiate speech spontaneously on familiar topics</li> <li>Can apply new vocabulary to the topic</li> <li>Can extrapolate on various topics.</li> </ul>	<ul> <li>Sample Activities</li> <li>Answers level 3 questions along with additional words that were not taught</li> </ul>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<ul> <li>The student:</li> <li>Uses complete sentences to respond appropriately on familiar topics</li> <li>Avoids first language interference (direct translation)</li> <li>Uses comprehensible pronunciation</li> <li>Has natural fluidity</li> <li>Uses current thematic vocabulary along with previous thematic vocabulary</li> <li>Uses proper grammar in line with current topics learned (past and present)</li> <li>The student exhibits no major errors or omissions.</li> </ul>	<ul> <li>Introduction of self or other</li> <li>Explain likes, dislikes</li> <li>Respond to interview</li> </ul>
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processesas the student:0can respond to specific questions in formulaic waysHowever, the student exhibits major errors or omissions regarding the more complex ideas and processes.	<ul> <li>Memorized dialogue or answers to questions</li> </ul>
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<ul> <li>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</li> <li>0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.</li> </ul>	
Score 0.0	Even with help, no understanding or skill demonstrated.	

		Strand: Culture	
		Topic: Food	
		Level 1	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	• cu • di • ar	udent:       Can compare and contrast practices, products and perspectives from different altures         Develop a logical argument on why the practices, products and perspectives scussed may work or not work in another culture.         Cite evidence as to how practices, products and perspectives are used in nother culture         udent exhibits no major errors or omissions.	<ul> <li>Compare and contrast target culture with native or other cultural community</li> <li>Create a pamphlet/booklet on helpful hints for a traveler in that country</li> <li>Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another.</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	as the •	are no major errors or omissions regarding the simpler details and processes student: recognizes cultural differences recognizes ways that cultural differences are manifested	<ul> <li>List differences between native and target cultures</li> <li>Recall cultural topic information discussed in class</li> </ul>
		ver, the student exhibits major errors or omissions regarding the more ex ideas and processes.	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score	With h	nelp, a partial understanding of some of the simpler details and processes and	
1.0	some	of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even v	with help, no understanding or skill demonstrated.	

	ONTENT AREA: Spanish	UNIT TITLE: Clothing		
CC	OURSE: Level 2	DURATION: 3 Weeks		
-	CTIONAL RESOURCES FOR THIS UNIT: line resources	<ul> <li>BIG IDEA(S):</li> <li>Talk and express how I feel about the second sec</li></ul>	out different kinds o	of clothing.
ENDURING UNDERST	ANDINGS:	ESSENTIAL QUESTIONS:		
<ul> <li>present tense conjugations to express what a person is wearing</li> <li>gustar with IOPs to express what a person likes and does not like to wear</li> <li>noun-adjective agreement to describe articles of clothing</li> <li>noun-adjective agreement to describe a person's physical and personality characteristics</li> <li>Transition words</li> </ul>		<ul> <li>Can you talk about the kind of clothing people like to wear?</li> <li>Can you identify a noun's gender and number and properly use definite and indefinite articles?</li> <li>Can you modify the adjectives to agree with nouns?</li> <li>Can you talk about fashion?</li> <li>Can you talk about your own clothing?</li> <li>Can you express your opinion about different kinds of clothing?</li> </ul>		
	WHAT SHOULD STUDENTS KNOW, UNDERSTAND,			5
	Standards, Concepts, Content,	Skills, Products, Vocabulary	-	
REFERENCE/STANDA	-	t will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
1.1	1.1Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.		x	
3.1	Students reinforce and further their knowledge of othe language.	er disciplines through the foreign	x	
3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.		x		
5.1	Students use the language both within and beyond the	e school setting.	x	
			x	

<b>OBJECTIVE # 1</b>	Students will be able to de	escribe their clothing and talk about fashion using pres	ent tense conjugations of verbs
REFERENCES/STANDARDS	• 1.1, 3.1, 3.2,5.1		
i.e. GLE/CLE/MLS/NGSS			
	·	WHAT SHOULD STUDENTS	
UNDERST	AND?	KNOW?	BE ABLE TO DO?
Concepts; essential truths that ideas that transfer a		Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY	Skills; Products
<ul> <li>present tense conjugati what a person is weari</li> </ul>		<ul> <li>present tense indicative verb conjugations</li> <li>gustar with IOPs to express what a person likes and dislikes</li> <li>noun-adjective agreement to describe articles of clothing</li> <li>noun-adjective agreement to describe a person's physical and personality characteristics</li> <li>Transition words</li> </ul>	<ul> <li>Name and describe clothing</li> <li>Identify a noun's gender and number and properly use definite and indefinite articles</li> <li>Modify adjectives to agree with nouns in gender and number</li> <li>Talk about fashion</li> </ul>
	FACILITATING ACTIVIT	IES – STRATEGIES AND METHODS FOR TEACHING AN	D LEARNING
TEACHER INSTRUCT	IONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
videos and audio track • Activities where studen		<ul> <li>Write about fashion in clothing</li> <li>Talk with a classmate about clothing and fashion</li> </ul>	1. Students will be able to describe their clothing and others.

INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
НОМ	DO WE KNOW WHAT STUDENTS HAVE LEARNED?	
ASSESSMENT DESCRIPTIO	N FORMATIVE SUMMATIV	
<ul> <li>Listening exercises activities in class</li> <li>Writing exercises activities in class</li> <li>Speaking exercises activities in class</li> <li>Reading exercises activities in class</li> </ul>		2. Students will be able to describe their clothing and others and express their likes and dislikes.
HOW W	ILL WE RESPOND IF STUDENTS HAVE NOT LEARNE Possible Interventions	D?
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul> <li>Extended help during interventions class</li> <li>Reteach to a group of students</li> <li>Additional instruction</li> </ul>	<ul><li>Online practice</li><li>Watch additional instructional videos</li></ul>	<b>3.</b> Students will be able to write a paragraph about clothing and fashion in the USA.
HOW WIL	L WE RESPOND IF STUDENTS HAVE ALREADY LEARI Possible Extensions/Enrichments	NED?
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
Watch different channels, in target     language(BBC, CNN, Duolingo)	<ul><li>Practice with a native language speakers</li><li>Research topics more in depth</li></ul>	4. Students will be able discuss about clothing and fashion in different countries.

## **PROFICIENCY SCALES FOR THIS STANDARD**

	STANDARD: Reading	
	Topic: Clothing	
	Level: 2	
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught. Students can: participate in a conversation about different kind of clothing	<ul> <li>Listen and translation a conversation of native language speakers.</li> <li>Answer questions with explanation of why</li> </ul>
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<ul> <li>The student can:</li> <li>Comprehend main ideas and details of topics from a text</li> <li>Form their own conclusions about details not specifically listed in a text</li> </ul> The student exhibits no major errors or omissions.	<ul> <li>Choose a right meaning for unfamiliar vocabulary based on context clues.</li> <li>Answer true/false question with explanation of why</li> </ul>
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	<ul> <li>There are no major errors or omissions regarding the simpler details and processes as the student:</li> <li>Recognizes or recalls specific terminology, such as: Clothing vocabulary.</li> <li>Performs basic processes, such as: Pick out specific details from test</li> <li>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</li> </ul>	<ul> <li>Questions which require inference rather than specific recall</li> <li>summarize</li> </ul>
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	

	Stra	nd: Writing
	Τομ	pic: Cothing
	Gra	ade: Level 2
Score 4.0	<ul> <li>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</li> <li>can form complete and complex sentences/thoughts.</li> <li>can expand their thoughts in a variety of sentence structures.</li> </ul>	<ul> <li>Sample Activities</li> <li>Communicate via presentational written correspondence. This involves summarizing main points from a written and audio source and formulating an opinion.</li> <li>Open-ended assignment requiring the structure in several different situations</li> </ul>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<ul> <li>The student:</li> <li>Can form complete sentences with little to no grammatical errors.</li> <li>Can create sentences from a guided prompt that are cohesive and on topic.</li> <li>Can apply appropriate register.</li> <li>Can show retention from previous topics discussed by using them with the current topic.</li> <li>Can effectively use appropriate thematic vocabulary: old and new</li> <li>apply target structure in guided situations as necessary</li> <li>can appropriately apply different parts of language in a sentence</li> <li>The student exhibits no major errors or omissions.</li> </ul>	<ul> <li>Communicate via interpersonal written correspondence. (email or postcard)</li> <li>Create sentences from a guided prompt (written, oral or illustrative)</li> <li>Answer a topic question</li> <li>Can apply a reading selection to their own life</li> <li>can appropriately apply different parts of language in a sentence</li> </ul>
	<ul> <li>apply target structure in constrained situation</li> <li>interpret the meaning of target structure</li> </ul>	
Score 2.0	<ul> <li>Can form sentences with some errors and/or omissions.</li> <li>Can create sentences from a guided prompt with some significant errors and/or omissions.</li> <li>Register is not consistent.</li> <li>can identify different parts of language</li> <li>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</li> </ul>	<ul> <li>Can complete prompted sentences with current vocabulary/fill in the blank</li> <li>Can complete a sentence from a picture prompt</li> <li>Marking the target structure in a paragraph</li> <li>Define vocabulary</li> </ul>

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0		<ul> <li>can form sentences with significant errors and/or omissions.</li> <li>can create sentences from a guided prompt with significant errors and/or omissions.</li> <li>Not familiar with the appropriate use of register.</li> <li>help, a partial understanding of some of the simpler details processes and some of the more complex ideas and</li> </ul>
	processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	

	Strand: Speaking	
	Topic: Cothing	
	Level 2	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.         • Can initiate speech spontaneously on familiar topics         • Can apply new vocabulary to the topic         • Can extrapolate on various topics.         • Can employ communicative negotiation strategies         3.5       In addition to score 3.0 performance, in-depth inferences and applications	Sample Activities <ul> <li>Answers level 3 questions along with additional words that were not taught</li> <li>Open-ended assignment requiring the structure in several different situations</li> <li>Circumlocution</li> </ul>
Score 3.0	with partial success.The student:Uses complete sentences to respond appropriately on familiar topicsAvoids first language interference (direct translation)Uses comprehensible pronunciationHas natural fluidityUses current thematic vocabulary along with previous thematic vocabularyUses proper grammar in line with current topics learned (past and present)apply target structure in guided situations as necessarycan appropriately apply different parts of language in a sentenceThe student exhibits no major errors or omissions.2.5apply target structure in constrained situationinterpret the meaning of target structure	<ul> <li>Introduction of self or other</li> <li>Explain likes, dislikes</li> <li>Respond to interview</li> <li>can appropriately apply different parts of language in a sentence</li> </ul>
Score 2.0	<ul> <li>There are no major errors or omissions regarding the simpler details and processes as the student: <ul> <li>can respond to specific questions in formulaic ways</li> <li>can identify different parts of language</li> </ul> </li> <li>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</li> </ul>	<ul> <li>Memorized dialogue or answers to questions</li> <li>Marking the target structure in a paragraph</li> <li>Define vocabulary</li> </ul>

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
Score 0.0	Even w	vith help, no understanding or skill demonstrated.

	Strand: Listening Comprehension	
	Topic: Cothing	
	Level 2	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Student can: judge meaning of unfamiliar vocabulary from context clues	Sample Activities <ul> <li>Choose a probable meaning for unfamiliar vocabulary based on context clues</li> <li>Answer a true/false question with an explanation of why</li> </ul>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<ul> <li>The student can:</li> <li>comprehend main idea and details on familiar topics from a listening selection</li> <li>form conclusions about details not specifically spoken</li> <li>apply interpretations through a diagram/picture/expression</li> <li>apply target structure in guided situations as necessary</li> <li>can appropriately apply different parts of language in a sentence</li> <li>The student exhibits no major errors or omissions.</li> </ul>	<ul> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret listening selection by drawing a picture/chart</li> </ul>
	<ul> <li>apply target structure in constrained situation</li> <li>interpret the meaning of target structure.</li> </ul>	
Score 2.0	<ul> <li>There are no major errors or omissions regarding the simpler details and processes as the student:</li> <li>interpret selection literally</li> <li>pick out specific details from selection</li> <li>can identify different parts of language</li> <li>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</li> </ul>	<ul> <li>literal recall questions</li> <li>Marking the target structure in a paragraph</li> <li>Define vocabulary</li> </ul>
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	<b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

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**DURATION: 4 Weeks** 

<b>MATERIALS / INSTRUCTIO</b>	NAL RESOURCES FOR THIS UNIT:	BIG IDEA(S):			
• Textbook, online	resources	Identify specific house items, places and people around my neighborhood			
ENDURING UNDERSTAND	NGS:	ESSENTIAL QUESTIONS:	ESSENTIAL QUESTIONS:		
<ul><li>estar/ser/tener/t</li><li>noun-adjective ag house</li></ul>	y house chores	<ul> <li>Can command someone to do a chore</li> <li>can the students ask to use the restroom, the swimming pool, et</li> <li>Can the students tell where the house items are located?</li> <li>can the student give directions to go to different rooms of the house or find specific items?</li> </ul>			
	WHAT SHOULD STUDENTS KNOW, UNDERSTAND, A	ND BE ABLE TO DO AT THE END OF TH	IIS UNIT?		
	Standards, Concepts, Content, S	Skills, Products, Vocabulary			
REFERENCE/STANDARD	STANDARDS: Content specific standards that w	vill be addressed in this unit.	MAJOR	SUPPORTING	
i.e. GLE/CLE/MLS/NGSS			STANDARD	STANDARD	
1.3Students present information, concepts, and ideaa variety of topics.		audience of listeners or readers on	x		
3.1 Students reinforce and further their knowledge of ot language.		r disciplines through the foreign	x		
4.1 Students demonstrate understanding of the nature of lang language studied and their own.		anguage through comparisons of the	x		
5.1 Students use the language both within and beyond the school setting.		school setting.	х		
OBJECTIVE # 1	Students will be able to talk about chores and res	ponsibilities, and give direction to go a	nd find specific iten	ns in the house.	
REFERENCES/STANDARDS i.e. GLE/CLE/MLS/NGSS	• 1.3, 3.1, 4.1, 5.1				

WHAT SHOULD STUDENTS			
KNOW?		BE ABLE TO DO?	
Facts, Names, Dates, Places, Information,		Skills; Products	
ideas that transfer across situations. ACADEMIC VOCABULARY			
<ul> <li>present/preterite and present progressive tense of regular and irregular verbs.</li> <li>cardinal and ordinal numbers</li> <li>command someone</li> <li>tell where the house items are located</li> </ul>		<ul> <li>Talk about houses and chores</li> <li>Give directions to go to different rooms of the house or find specific items</li> <li>Use verbs in present/preterite and present progressive tense.</li> </ul>	
IES – STRATEGIES AND METHODS FOR 1	FEACHING AND LE	ARNING	
<ul> <li>STUDENT LEARNING TASK</li> <li>Write and talk about the students houses and house chores.</li> <li>Read about houses and house chores in latin</li> </ul>		DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) 1. Students will be able to describe their room and items at home	
	TIONS	INQUIRY CONNECTIONS	
OO WE KNOW WHAT STUDENTS HAVE I	LEARNED?		
		<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
	• Both	2. Students will be able to	
	• Both	talk about their chores and	
<ul> <li>Speaking exercises activities in class.</li> <li>Reading exercises activities in class.</li> </ul>		responsibilities and express their feelings.	
	KNOW?         Facts, Names, Dates, Places, Info         ACADEMIC VOCABULAR         • present/preterite and present         tense of regular and irregular         • cardinal and ordinal numbers         • tell where the house items ar         IES - STRATEGIES AND METHODS FOR         STUDENT LEARNING TAS         • Write and talk about the study and house chores.         • Read about houses and house countries.         PRIOR KNOWLEDGE CONNEC         • Family houses and chores exp         O WE KNOW WHAT STUDENTS HAVE	KNOW?         Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY         • present/preterite and present progressive tense of regular and irregular verbs.         • cardinal and ordinal numbers         • cardinal and ordinal numbers         • command someone         • tell where the house items are located         IES – STRATEGIES AND METHODS FOR TEACHING AND LE         STUDENT LEARNING TASK         • Write and talk about the students houses and house chores.         • Read about houses and house chores in latin countries.         PRIOR KNOWLEDGE CONNECTIONS         • Family houses and chores experiences         O WE KNOW WHAT STUDENTS HAVE LEARNED?         N       FORMATIVE OR SUMMATIVE?         • Both	

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?					
Possible Interventions					
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET			
		(1=Recall, 2=Skill/Concept, 3=Strategic			
		Thinking, 4=Extended Thinking)			
• Extended help during intervention class.	Online practice	3. Students can command someone to do			
<ul> <li>Reteach to a group of students</li> </ul>	Watch additional instructional videos	chores			
<ul> <li>Additional instructional</li> </ul>		and give direction to go to different rooms at			
		home.			
HOW WILL	WE RESPOND IF STUDENTS HAVE ALREADY LEARNED	?			
	Possible Extensions/Enrichments				
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET			
		(1=Recall, 2=Skill/Concept, 3=Strategic			
		Thinking, 4=Extended Thinking)			
Watch different channels, in target	Practice with a native language speakers	4. Students can write an essay comparing			
language(BBC, CNN, Duolingo)	Research topics more in depth	command and responsibilities in the past and			
		present time and express feelings.			

## **PROFICIENCY SCALES FOR THIS STANDARD**

	STANDARD:STANDARD: Reading	
	Topic: House and Chores	
	Level: 2	
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul> <li>Listen and translation a conversation of native language speakers.</li> <li>Answer questions with explanation of why</li> </ul>
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<ul> <li>The student:</li> <li>Comprehend main ideas and details of topics from a text</li> <li>Form their own conclusions about details not specifically listed in a text</li> <li>Apply interpretations through a diagram/picture/expression</li> </ul>	<ul> <li>Choose a right translation for unfamiliar vocabulary based on context clues.</li> <li>Answer questions in complete sentences.</li> </ul>
	The student exhibits no major errors or omissions.	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	<ul> <li>There are no major errors or omissions regarding the simpler details and processes as the student:</li> <li>Recognizes the vocabulary about house and house chores.</li> <li>Performs basic processes, such as: Describing their houses.</li> </ul>	<ul> <li>Can complete prompted sentences with current vocabulary/fill in blank</li> <li>Complete simple sentences</li> </ul>
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more	
	complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	

	Stra	nd: Culture
	Τομ	pic: Cothing
		Level 2
Score 4.0	<ul> <li>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</li> <li>Create a cultural representation of the topic applied in our own culture.</li> <li>Critique the ideas of the topic taught by applying concepts from other cultures.</li> </ul>	<ul> <li>Sample Activities</li> <li>Can discuss ways cultural differences inform behaviors and language</li> <li>Design a cultural activity that mirrors one studied in class.</li> <li>Defend/Discuss/Critique why certain cultural concepts learned would not work in another cultural.</li> </ul>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<ul> <li>The student:</li> <li>Can compare and contrast practices, products and perspectives from different cultures</li> <li>Develop a logical argument on why the practices, products and perspectives discussed may work or not work in another culture.</li> <li>Cite evidence as to how practices, products and perspectives are used in another culture</li> <li>The student exhibits no major errors or omissions.</li> </ul>	<ul> <li>Compare and contrast target culture with native or other cultural community</li> <li>Create a pamphlet/booklet on helpful hints for a traveler in that country</li> <li>Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another.</li> </ul>
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<ul> <li>There are no major errors or omissions regarding the simpler details and processes as the student:</li> <li>recognizes cultural differences</li> <li>recognizes ways that cultural differences are manifested However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</li> </ul>	<ul> <li>List differences between native and target cultures</li> <li>Recall cultural topic information discussed in class</li> </ul>

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even	Even with help, no understanding or skill demonstrated.	

		nd: Writing
	Торіс: Но	use and Chores
	Grac	de: Level 2
Score 4.0	<ul> <li>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</li> <li>can form complete and complex sentences/thoughts.</li> <li>can expand their thoughts in a variety of sentence structures.</li> </ul>	<ul> <li>Sample Activities</li> <li>Communicate via presentational written correspondence. This involves summarizing main points from a written and audio source and formulating an opinion.</li> <li>Open-ended assignment requiring the structure in several different situations</li> </ul>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<ul> <li>The student:</li> <li>Can form complete sentences with little to no grammatical errors.</li> <li>Can create sentences from a guided prompt that are cohesive and on topic.</li> <li>Can apply appropriate register.</li> <li>Can show retention from previous topics discussed by using them with the current topic.</li> <li>Can effectively use appropriate thematic vocabulary: old and new</li> <li>apply target structure in guided situations as necessary</li> <li>can appropriately apply different parts of language in a sentence</li> </ul>	<ul> <li>Communicate via interpersonal written correspondence. (email or postcard)</li> <li>Create sentences from a guided prompt (written, oral or illustrative)</li> <li>Answer a topic question</li> <li>Can apply a reading selection to their own life</li> <li>can appropriately apply different parts of language in a sentence</li> </ul>
	The student exhibits no major errors or omissions.2.5• apply target structure in constrained situation	
	interpret the meaning of target structure	
Score 2.0	<ul> <li>Can form sentences with some errors and/or omissions.</li> <li>Can create sentences from a guided prompt with some significant errors and/or omissions.</li> <li>Register is not consistent.</li> <li>can identify different parts of language</li> <li>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</li> </ul>	<ul> <li>Can complete prompted sentences with current vocabulary/fill in the blank</li> <li>Can complete a sentence from a picture prompt</li> <li>Marking the target structure in a paragraph</li> <li>Define vocabulary</li> </ul>

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0	With	<ul> <li>can form sentences with significant errors and/or omissions.</li> <li>can create sentences from a guided prompt with significant errors and/or omissions.</li> <li>Not familiar with the appropriate use of register.</li> <li>help, a partial understanding of some of the simpler details and tesses and some of the more complex ideas and processes.</li> </ul>
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	

	Strand: Speaking	
	Topic: House and Chores	
	Level 2	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.         • Can initiate speech spontaneously on familiar topics         • Can apply new vocabulary to the topic         • Can extrapolate on various topics.         • Can employ communicative negotiation strategies         3.5       In addition to score 3.0 performance, in-depth inferences and applications with partial success.	Sample Activities <ul> <li>Answers level 3 questions along with additional words that were not taught</li> <li>Open-ended assignment requiring the structure in several different situations</li> <li>Circumlocution</li> </ul>
Score 3.0	The student:• Uses complete sentences to respond appropriately on familiar topics• Avoids first language interference (direct translation)• Uses comprehensible pronunciation• Has natural fluidity• Uses current thematic vocabulary along with previous thematic vocabulary• Uses proper grammar in line with current topics learned (past and present)• apply target structure in guided situations as necessary• can appropriately apply different parts of language in a sentenceThe student exhibits no major errors or omissions.2.5• apply target structure in constrained situation	<ul> <li>Introduction of self or other</li> <li>Explain likes, dislikes</li> <li>Respond to interview</li> <li>can appropriately apply different parts of language in a sentence</li> </ul>
Score 2.0	<ul> <li>apply target structure in constrained situation         <ul> <li>interpret the meaning of target structure</li> </ul> </li> <li>There are no major errors or omissions regarding the simpler details and processes as the student:         <ul> <li>can respond to specific questions in formulaic ways</li> <li>can identify different parts of language</li> </ul> </li> <li>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</li> </ul>	<ul> <li>Memorized dialogue or answers to questions</li> <li>Marking the target structure in a paragraph</li> <li>Define vocabulary</li> </ul>

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0		With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even w	Even with help, no understanding or skill demonstrated.	

	Strand: Listening Compret	nension	
	Topic: House and Cho	res	
	Level 2		
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Student can: judge meaning of unfamiliar vocabulary from context clues	Sample Activities <ul> <li>Choose a probable meaning for unfamiliar vocabulary based on context clues</li> <li>Answer a true/false question with an explanation of whom the probability of the probability</li></ul>	
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.		
Score 3.0	<ul> <li>The student can:</li> <li>comprehend main idea and details on familiar topics from a listening selection</li> <li>form conclusions about details not specifically spoken</li> <li>apply interpretations through a diagram/picture/expression</li> <li>apply target structure in guided situations as necessary</li> <li>can appropriately apply different parts of language in a sentence</li> <li>The student exhibits no major errors or omissions.</li> </ul>	<ul> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret listening selection by drawing a picture/chart</li> </ul>	
	<ul> <li>apply target structure in constrained situation</li> <li>interpret the meaning of target structure.</li> </ul>		
Score 2.0	<ul> <li>There are no major errors or omissions regarding the simpler details and processes as the student:</li> <li>interpret selection literally</li> <li>pick out specific details from selection</li> <li>can identify different parts of language</li> <li>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</li> </ul>	<ul> <li>literal recall questions</li> <li>Marking the target structure in a paragraph</li> <li>Define vocabulary</li> </ul>	
	1.5         Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	<b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
Score 0.0	Even with help, no understanding or skill demonstrated.		

	Stra	and: Culture		
	Topic: H	louse and Chores		
		Level 2		
Score 4.0	<ul> <li>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</li> <li>Create a cultural representation of the topic applied in our own culture.</li> <li>Critique the ideas of the topic taught by applying concepts from other cultures.</li> </ul>	<ul> <li>Sample Activities</li> <li>Can discuss ways cultural differences inform behaviors and language</li> <li>Design a cultural activity that mirrors one studied in class.</li> <li>Defend/Discuss/Critique why certain cultural concepts learned would n work in another cultural.</li> </ul>		
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.			
Score 3.0	<ul> <li>The student:</li> <li>Can compare and contrast practices, products and perspectives from different cultures</li> <li>Develop a logical argument on why the practices, products and perspectives discussed may work or not work in another culture.</li> <li>Cite evidence as to how practices, products and perspectives are used in another culture</li> <li>The student exhibits no major errors or omissions.</li> </ul>	<ul> <li>Compare and contrast target culture with native or other cultural community</li> <li>Create a pamphlet/booklet on helpful hints for a traveler in that country</li> <li>Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another.</li> </ul>		
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.			
Score 2.0	<ul> <li>There are no major errors or omissions regarding the simpler details and processes as the student:</li> <li>recognizes cultural differences</li> <li>recognizes ways that cultural differences are manifested However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</li> </ul>	<ul> <li>List differences between native and target cultures</li> <li>Recall cultural topic information discussed in class</li> </ul>		

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and		
	proc	processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score	Even	Even with help, no understanding or skill demonstrated.	
0.0			

CONTENT AREA: Spanish	UNIT TITLE: Vacationing
COURSE: Level 2	DURATION: 3 Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:	BIG IDEA(S):		
Textbook, online resources	Talking about vacations		
ENDURING UNDERSTANDINGS:	ESSENTIAL QUESTIONS:		
<ul> <li>present/preterite conjugations of verbs</li> <li>telling time</li> <li>Cardinal and ordinal numbers to give addresses, amounts, and order of placement</li> <li>IOPs &amp; DOPs</li> <li>Preterite Tense of Verbs</li> </ul>	<ul> <li>Can I use reciprocal and reflexive verbs in compound sentences?</li> <li>Can I talk about vacations?</li> <li>Can I talk about my hobbies?</li> <li>Can I talk about time &amp; schedules?</li> <li>Can I use preterite tense of verbs?</li> </ul>		

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?						
Standards, Concepts, Content, Skills, Products, Vocabulary						
REFERENCE/STANDARD i.e. GLE/CLE/MLS/NGSS						
1.1	Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	x				
1.2	Students understand and interpret written and spoken language on a variety of topics.	x				
1.3	Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	x				
2.1	Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.	x				

<b>OBJECTIVE # 1</b>	ECTIVE # 1 Students will be able to use the vocabulary and verbs for vacationing and traveling.					
REFERENCES/STANDARDS	• 1.1, 1.2, 1.3, 2.1					
i.e. GLE/CLE/MLS/NGSS						
		WHAT SHOULD STUI	DENTS			
UNDEF	STAND?	<b>KNOW?</b> Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY		BE ABLE TO DO?		
Concepts; essential truths th	nat give meaning to the topic;			Skills; Products		
ideas that transfe	r across situations.					
Preterite Tense of Ve	erbs	Differences about t		• Talk about vacationing and traveling		
<ul> <li>Vacationing and tra</li> </ul>	veling vocabulary	<ul> <li>Differences about h</li> </ul>		• Describe hobbies/ activities/ sportin		
<ul> <li>Cardinal and ordinal</li> </ul>	-	<ul> <li>Preterite Tense of \</li> </ul>	/erbs	events		
addresses, amount	s, and order of			• Use reciprocal and reflexive verbs in		
<ul><li>placement</li><li>IOPs &amp; DOPs</li></ul>				compound sentences		
				• Preterite Tense of Verbs		
	FACILITATING ACTIVITI	ES – STRATEGIES AND MET	HODS FOR TEACHING AND L	EARNING		
TEACHER INSTRU	CTIONAL ACTIVITY	STUDENT LEARNING TASK		DOK TARGET		
				(1=Recall, 2=Skill/Concept, 3=Strategic		
				Thinking, 4=Extended Thinking)		
Listen to the listeni	ng comprehension activities,	<ul> <li>Write about their experiences during vacation and traveling time</li> <li>Talk about their hobbies</li> </ul>		1. Students will be able to talk about		
videos and audio tr	acks.			their vacation and traveling.		
INTERDISCIPLIN	ARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS		INQUIRY CONNECTIONS		
Social Studies and S	cience	Family traveling experience				
	HOW	OO WE KNOW WHAT STUDE	ENTS HAVE LEARNED?			
	ASSESSMENT DESCRIPTION		FORMATIVE OR	DOK TARGET		
			SUMMATIVE?	(1=Recall, 2=Skill/Concept, 3=Strategic		
				Thinking, 4=Extended Thinking)		
Listening exercises	activities in class		• Both	2. Students will be able to talk		
Writing exercises a	ctivities in class		• Both	about activities during their favor		
• Speaking exercises	activities in class		• Both	vacation using preterite tense of		
<ul> <li>Reading exercises activities in class</li> </ul>			<ul> <li>Both</li> </ul>	verbs.		

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?						
Possible Interventions						
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET				
		(1=Recall, 2=Skill/Concept, 3=Strategic				
		Thinking, 4=Extended Thinking)				
Extended help during interventions class	Online practice	3. Students can recommend places for				
Reteach to a group of students	Watch additional instructional videos	vacationing and traveling.				
Additional instruction						
HOW WILL	HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?					
	Possible Extensions/Enrichments					
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET				
		(1=Recall, 2=Skill/Concept, 3=Strategic				
		Thinking, 4=Extended Thinking)				
Watch different channels, in target	Practice with a native language speakers	4. Students can write a paper comparing				
language(BBC, CNN, Duolingo)	Research topics more in depth	different				
		Places for vacationing using preterite tense and				
		IOPS & DOPs.				

	STANDARD: Reading	
	Topic: Vacationing	
	Level: 2	
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul> <li>Listen and translation a conversation of native language speakers.</li> <li>Answer questions with explanation of why</li> </ul>
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<ul> <li>The student:</li> <li>Comprehend main ideas and details of topics from a text</li> <li>Form their own conclusions about details not specifically listed in a text</li> <li>Apply interpretations through a diagram/picture/expression</li> </ul>	<ul> <li>Choose a right meaning for unfamiliar vocabulary based on context clues.</li> <li>Answer true/false question with explanation of why</li> </ul>
	The student exhibits no major errors or omissions.	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	<ul> <li>There are no major errors or omissions regarding the simpler details and processes as the student:         <ul> <li>Recognizes or recalls specific terminology, such as: Vacationing and traveling</li> <li>Performs basic processes, such as: Preterite tense verbs</li> </ul> </li> <li>However, the student exhibits major errors or omissions regarding the more complex ideas and</li> </ul>	<ul> <li>Can complete prompted sentences with current vocabulary/fill in blank</li> <li>Complete simple sentences</li> </ul>
	processes.	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	

		S	Strand: Culture
		То	opic: Vacationing
			Level 2
Score 4.0	In a	<ul> <li>addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</li> <li>Create a cultural representation of the topic applied in our own culture.</li> <li>Critique the ideas of the topic taught by applying concepts from other cultures.</li> </ul>	<ul> <li>Sample Activities</li> <li>Can discuss ways cultural differences inform behaviors and language</li> <li>Design a cultural activity that mirrors one studied in class.</li> <li>Defend/Discuss/Critique why certain cultural concepts learned would not work in another cultural.</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	•	student: Can compare and contrast practices, products and perspectives from different cultures Develop a logical argument on why the practices, products and perspectives discussed may work or not work in another culture. Cite evidence as to how practices, products and perspectives are used in another culture student exhibits no major errors or omissions.	<ul> <li>Compare and contrast target culture with native or other cultural community</li> <li>Create a pamphlet/booklet on helpful hints for a traveler in that country</li> <li>Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another.</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	deta • • How	e are no major errors or omissions regarding the simpler ils and processes as the student: recognizes cultural differences recognizes ways that cultural differences are manifested rever, the student exhibits major errors or omissions rding the more complex ideas and processes.	<ul> <li>List differences between native and target cultures</li> <li>Recall cultural topic information discussed in class</li> </ul>

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score	core With help, a partial understanding of some of the simpler		
1.0		ils and processes and some of the more complex ideas and esses.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even	Even with help, no understanding or skill demonstrated.	

	Stra	nd: Writing
	Торіс:	Vacationing
	Grad	de: Level 2
Score 4.0	<ul> <li>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</li> <li>can form complete and complex sentences/thoughts.</li> <li>can expand their thoughts in a variety of sentence structures.</li> </ul>	<ul> <li>Sample Activities</li> <li>Communicate via presentational written correspondence. This involves summarizing main points from a written and audio source and formulating an opinion.</li> <li>Open-ended assignment requiring the structure in several different situations</li> </ul>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<ul> <li>The student:</li> <li>Can form complete sentences with little to no grammatical errors.</li> <li>Can create sentences from a guided prompt that are cohesive and on topic.</li> <li>Can apply appropriate register.</li> <li>Can show retention from previous topics discussed by using them with the current topic.</li> <li>Can effectively use appropriate thematic vocabulary: old and new</li> <li>apply target structure in guided situations as necessary</li> <li>can appropriately apply different parts of language in a sentence</li> <li>The student exhibits no major errors or omissions.</li> </ul>	<ul> <li>Communicate via interpersonal written correspondence. (email or postcard)</li> <li>Create sentences from a guided prompt (written, oral or illustrative)</li> <li>Answer a topic question</li> <li>Can apply a reading selection to their own life</li> <li>can appropriately apply different parts of language in a sentence</li> </ul>
	<ul> <li>apply target structure in constrained situation</li> <li>interpret the meaning of target structure</li> </ul>	
Score 2.0	<ul> <li>Can form sentences with some errors and/or omissions.</li> <li>Can create sentences from a guided prompt with some significant errors and/or omissions.</li> <li>Register is not consistent.</li> <li>can identify different parts of language</li> <li>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</li> </ul>	<ul> <li>Can complete prompted sentences with current vocabulary/fill in the blank</li> <li>Can complete a sentence from a picture prompt</li> <li>Marking the target structure in a paragraph</li> <li>Define vocabulary</li> </ul>

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0	and p	<ul> <li>can form sentences with significant errors and/or omissions.</li> <li>can create sentences from a guided prompt with significant errors and/or omissions.</li> <li>Not familiar with the appropriate use of register.</li> <li>help, a partial understanding of some of the simpler details processes and some of the more complex ideas and</li> </ul>
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
Score 0.0	Even	with help, no understanding or skill demonstrated.

	Strand: Speaking	
	Topic: Vacationing	
	Level 2	1
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.         • Can initiate speech spontaneously on familiar topics         • Can apply new vocabulary to the topic         • Can extrapolate on various topics.         • Can employ communicative negotiation strategies         3.5       In addition to score 3.0 performance, in-depth inferences and applications with partial success.	Sample Activities <ul> <li>Answers level 3 questions along with additional words that were not taught</li> <li>Open-ended assignment requiring the structure in several different situations</li> <li>Circumlocution</li> </ul>
Score 3.0	The student:• Uses complete sentences to respond appropriately on familiar topics• Avoids first language interference (direct translation)• Uses comprehensible pronunciation• Has natural fluidity• Uses current thematic vocabulary along with previous thematic vocabulary• Uses proper grammar in line with current topics learned (past and present)• apply target structure in guided situations as necessary• can appropriately apply different parts of language in a sentenceThe student exhibits no major errors or omissions.2.5• apply target structure in constrained situation	<ul> <li>Introduction of self or other</li> <li>Explain likes, dislikes</li> <li>Respond to interview</li> <li>can appropriately apply different parts of language in a sentence</li> </ul>
Score 2.0	<ul> <li>interpret the meaning of target structure</li> <li>There are no major errors or omissions regarding the simpler details and processes as the student:         <ul> <li>can respond to specific questions in formulaic ways</li> <li>can identify different parts of language</li> </ul> </li> <li>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</li> </ul>	<ul> <li>Memorized dialogue or answers to questions</li> <li>Marking the target structure in a paragraph</li> <li>Define vocabulary</li> </ul>

	1.5	5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
Score 1.0		With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
1.0	0.5			
		content.		
Score 0.0	Even w	Even with help, no understanding or skill demonstrated.		

DURATION: 3 Weeks         DURATION: 3 Weeks         MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: • Textbook, online resources       BIG IDEA(S): Talk about daily routines using reflexive pronouns and verbs         ENDURING UNDERSTANDINGS: • present/preterite and present progressive tense conjugations of several infinitives • difference between reciprocal and reflexive actions/verbs • reflexive pronouns • daily routines       ESENTIAL QUESTIONS: • Can you use the verb "tener que" and conjugate it properly? • Can you use reflexive pronouns? • Can you express your daily routines? • Can you express your daily routines using reflexive pronouns and you prove the tend of there prove within and you here and and interpret written • and spoken language on a variety of topics. • Can you express your daily outines using reflexive pronouns and verbs in present/preterite and present progressive tense. • EFERENCE/STANDARDS • 1.2, 2.2, 5.1, 5.2	Sucrow The City	CONTENT AREA: Spanish			UNIT TITLE	E: Daily Routines	
• Textbook, online resources       Talk about daily routines using reflexive pronouns and verbs         ENDURING UNDERSTANDINGS:       • present/preterite and present progressive tense conjugations of several infinitives       • Can you use the verb "tener que" and conjugate it properly?         • difference between reciprocal and reflexive actions/verbs       • Can you use the verb "tener que" and conjugate it properly?         • difference between reciprocal and reflexive actions/verbs       • Can you use reflexive pronouns?         • reflexive pronouns       • Can you express your daily routines?         • daily routines       • Standards, Concepts, Content, Skills, Products, Vocabulary         Standards, Concepts, Content, Skills, Products, Vocabulary         Standards, Concepts, Content, Skills, Products, Vocabulary         REFERENCE/STANDARD         i.e. GLE/CLE/MLS/NGSS       Students understand and interpret written and spoken language on a variety of topics.       X         2.2       Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.       X         5.1       Students use the language both within and beyond the school setting.       X         6.2.2       Students wile he language for personal enjoyment and enrichment.       X         6.3.1       Students wile be able to talk about daily routines using reflexive pronouns and verbs in present/preterite ar present progressive tense.		COURSE: Level 2			DURATION	N: 3 Weeks	
ENDURING UNDERSTANDINGS: <ul> <li>present/preterite and present progressive tense conjugations of several infinitives</li> <li>difference between reciprocal and reflexive actions/verbs</li> <li>efflexive pronouns</li> <li>daily routines</li> </ul> <ul> <li>Can you use the verb "tener que" and conjugate it properly?</li> <li>Can you use reflexive pronouns?</li> <li>Can you express your daily routines?</li> </ul> WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?         Standards, Concepts, Content, Skills, Products, Vocabulary         REFERENCE/STANDARD       STANDARDS: Content specific standards that mill be addressed in this unit.       MAIOR         1.2       Students understand and interpret written and spoken language on a variety of topics. <ul> <li>Students understand and interpret written an perspectives of the culture studied.</li> <li>S.1</li> <li>Students use the language both within and beyond the school setting.</li> <li>S.2</li> <li>Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</li> <li>OBJECTIVE # 1</li> <li>Students will be able to talk about daily routines using reflexive pronouns and verbs in present/preterite ar pregressive tense.</li> <li>REFERENCES/STANDARDS</li> <li>1.2, 2.2, 5.1, 5.2</li> </ul>	MATERIALS / IN	STRUCTIONAL RESOURCES FOR	THIS UNIT:	BIG IDEA(S):			
<ul> <li>present/preterite and present progressive tense conjugations of several infinitives</li> <li>difference between reciprocal and reflexive actions/verbs</li> <li>reflexive pronouns</li> <li>daily routines</li> <li>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DA T THE END OF THIS UNIT?</li> <li>Can you use the verb "tener que" and conjugate it properly?</li> <li>Can you use reflexive pronouns?</li> <li>Can you use the verb "tener que" and conjugate it properly?</li> <li>Can you use reflexive pronouns?</li> <li>Can you use reflexive pronouns?</li> <li>Can you use the verb "tener que" and conjugate it properly?</li> <li>Can you use reflexive pronouns?</li> <li>Can you use the verb "tener que" and conjugate it properly?</li> <li>Can you use reflexive pronouns?</li> <li>Can you use the verb "tener que" and conjugate it properly?</li> <li>Can you use the verb "tener que" and conjugate it properly?</li> <li>Can you use the verb "tener que" and conjugate it properly?</li> <li>Can you use the verb "tener the products of the relationship between the products, and perpertives of the culture studied.</li> <li>Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</li></ul>	Textboo	ok, online resources		Talk about daily	/ routines us	ing reflexive pronou	ns and verbs
conjugations of several infinitives       • Can you use reflexive pronouns?         • difference between reciprocal and reflexive actions/verbs       • Can you express your daily routines?         • reflexive pronouns       • Can you express your daily routines?         • daily routines       • Can you express your daily routines?         • daily routines       • Can you express your daily routines?         • Can you express your daily routines?       • Can you express your daily routines?         • daily routines       • Can you express your daily routines?         • daily routines       • Can you express your daily routines?         • daily routines       • Can you express your daily routines?         • tereflexive pronouns       • Can you express your daily routines?         • tereflexive pronouns       • Can you express your daily routines?         • tereflexive pronouns       • Can you express your daily routines?         • tereflexive pronouns       • Standards that wills be addressed in this unit.       MAJOR         • Students understand and interpret written and spoken language on a variety of topics.       • StanDaRD       • Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.       • X         • 5.1       Students use the language both within and beyond the school setting.       • X       Intervention         • 5.2       Students show e	ENDURING UND	ERSTANDINGS:		ESSENTIAL QUI	STIONS:		
<ul> <li>difference between reciprocal and reflexive actions/verbs</li> <li>reflexive pronouns</li> <li>daily routines</li> </ul> <ul> <li>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?     <ul> <li>Standards, Concepts, Content, Skills, Products, Vocabulary</li> <li>REFERENCE/STANDARD</li> <li>STANDARDS: Content specific standards that will be addressed in this unit.</li> <li>STANDARD</li> <li>Students understand and interpret written and spoken language on a variety of topics.</li> <li>Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</li> <li>Students use the language both within and beyond the school setting.</li> <li>Students show evidence of becoming lifelog error personal enjoyment and enrichment.</li> <li>OBJECTIVE # 1</li> <li>Students</li> <li>Students will be abt to talk about daily routines using reflexive pronouns and verbs in present/preterite ar present progressive tense.</li> <li>REFERENCE/STANDARDS</li> <li>1.2, 2.2, 5.1, 5.2</li> </ul> </li></ul>	<ul> <li>present</li> </ul>	/preterite and present progressi	ve tense	Can yo	ou use the ve	rb "tener que" and	conjugate it properly?
actions/verbs       reflexive pronouns         • daily routines       what SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?         WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?         REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i> STANDARDS: Content specific standards that and spoken language on a variety of topics.       MAJOR       SUPPORTING STANDARD         2.2       Students understand and interpret written and spoken language on a variety of topics.       x       Image: Colspan="2">Colspan="2"Colspan	conjuga	ations of several infinitives		Can yo	ou use reflexi	ive pronouns?	
reflexive pronouns     daily routines  WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?  Standards, Concepts, Content, Skills, Products, Vocabulary  REFERENCE/STANDARD STANDARD STANDARD STANDARD STANDARD A.C. GLE/CLE/MLS/NGSS UIB e addressed in this unit. STANDARD  2.2 Students understand and interpret written and spoken language on a variety of topics. 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied. 5.1 Students use the language both within and beyond the school setting. 5.2 Students show evidence of becoming life- long learners by using the language for personal enjoyment and enrichment. OBJECTIVE # 1 Students will be able to talk about daily routines using reflexive pronouns and verbs in present/preterite ar present progressive tense. REFERENCES/STANDARDS		·	kive	Can yo	ou express yo	our daily routines?	
• daily routines         WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?         Standards, Concepts, Content, Skills, Products, Vocabulary         REFERENCE/STANDARD         i.e. GLE/CLE/MLS/NGSS       STANDARDS: Content specific standards that will be addressed in this unit.       MAJOR       SUPPORTING STANDARD         1.2       Students understand and interpret written and spoken language on a variety of topics.       x		-					
WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?         Standards, Concepts, Content, Skills, Products, Vocabulary         REFERENCE/STANDARD       STANDARDS: Content specific standards that i.e. GLE/CLE/MLS/NGSS       MAJOR       SUPPORTING STANDARD         1.2       Students understand and interpret written and spoken language on a variety of topics.       X       X         2.2       Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.       X         5.1       Students use the language both within and beyond the school setting.       X         5.2       Students show evidence of becoming life-long language for personal enjoyment and enrichment.       X         OBJECTIVE # 1       Students will be able to talk about daily routines using reflexive pronouns and verbs in present/preterite ar present progressive tense.       1.2, 2.2, 5.1, 5.2		-					
Standards, Concepts, Content, Skills, Products, Vocabulary         REFERENCE/STANDARD       STANDARDS: Content specific standards that will be addressed in this unit.       MAJOR STANDARD       SUPPORTING STANDARD         1.2       Students understand and interpret written and spoken language on a variety of topics.       x       x         2.2       Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.       x         5.1       Students use the language both within and beyond the school setting.       x         5.2       Students show evidence of becoming life- long learners by using the language for personal enjoyment and enrichment.       x         OBJECTIVE # 1       Students will be able to talk about daily routines using reflexive pronouns and verbs in present/preterite ar present progressive tense.       • 1.2, 2.2, 5.1, 5.2	<ul> <li>daily ro</li> </ul>						
REFERENCE/STANDARD         STANDARDS: Content specific standards that will be addressed in this unit.         MAJOR STANDARD         SUPPORTING STANDARD           1.2         Students understand and interpret written and spoken language on a variety of topics.         x         x           2.2         Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.         x         x           5.1         Students use the language both within and beyond the school setting.         x         x           5.2         Students show evidence of becoming life- long learners by using the language for personal enjoyment and enrichment.         x           OBJECTIVE # 1         Students will be able to talk about daily routines using reflexive pro- present progressive tense.         sting reflexive pro- personal enjoyment and enrichment.		WHAT SHOULD ST					THIS UNIT?
i.e. GLE/CLE/MLS/NGSS       will be addressed in this unit.       STANDARD         1.2       Students understand and interpret written and spoken language on a variety of topics.       X         2.2       Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.       X         5.1       Students use the language both within and beyond the school setting.       X         5.2       Students show evidence of becoming life- long learners by using the language for personal enjoyment and enrichment.       X         OBJECTIVE # 1       Students will be able to talk about daily routines using reflexive procurs and verbs in present/preterite ar present progressive tense.       • 1.2, 2.2, 5.1, 5.2							
1.2       Students understand and interpret written and spoken language on a variety of topics.       x         2.2       Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.       x         5.1       Students use the language both within and beyond the school setting.       x         5.2       Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.       x         OBJECTIVE # 1       Students will be able to talk about daily routines using reflexive pronouns and verbs in present/preterite ar present progressive tense.       • 1.2, 2.2, 5.1, 5.2				-			SUPPORTING STANDARD
and spoken language on a variety of topics.       and spoken language on a variety of topics.         2.2       Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.       x         5.1       Students use the language both within and beyond the school setting.       x         5.2       Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.       x         OBJECTIVE # 1       Students will be able to talk about daily routines using reflexive pronouns and verbs in present/preterite ar present progressive tense.       • 1.2, 2.2, 5.1, 5.2	I.e. (						
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perspectives of the culture studied.         5.1       Students use the language both within and beyond the school setting.         5.2       Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.         OBJECTIVE # 1       Students will be able to talk about daily routines using reflexive pronouns and verbs in present/preterite ar present progressive tense.         REFERENCES/STANDARDS       • 1.2, 2.2, 5.1, 5.2		2.2	Students demonst	rate an understa	nding of	х	
5.1       Students use the language both within and beyond the school setting.       x         5.2       Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.       x         OBJECTIVE # 1       Students will be able to talk about daily routines using reflexive pronouns and verbs in present/preterite ar present progressive tense.         REFERENCES/STANDARDS       • 1.2, 2.2, 5.1, 5.2			the relationship be	ne relationship between the products and			
beyond the school setting.       beyond the school setting.         5.2       Students show evidence of becoming life- long learners by using the language for personal enjoyment and enrichment.       x         OBJECTIVE # 1       Students will be able to talk about daily routines using reflexive pronouns and verbs in present/preterite ar present progressive tense.         REFERENCES/STANDARDS       • 1.2, 2.2, 5.1, 5.2			perspectives of the	e culture studied			
beyond the school setting.       beyond the school setting.         5.2       Students show evidence of becoming life- long learners by using the language for personal enjoyment and enrichment.       x         OBJECTIVE # 1       Students will be able to talk about daily routines using reflexive pronouns and verbs in present/preterite ar present progressive tense.         REFERENCES/STANDARDS       • 1.2, 2.2, 5.1, 5.2		5.1	Students use the la	anguage both wit	hin and	x	
Iong learners by using the language for personal enjoyment and enrichment.         OBJECTIVE # 1         Students will be able to talk about daily routines using reflexive pronouns and verbs in present/preterite ar present progressive tense.         REFERENCES/STANDARDS       • 1.2, 2.2, 5.1, 5.2							
OBJECTIVE # 1       Students will be able to talk about daily routines using reflexive pronouns and verbs in present/preterite ar present progressive tense.         REFERENCES/STANDARDS       • 1.2, 2.2, 5.1, 5.2		5.2 Students show evi		dence of becomi	ng life-	x	
OBJECTIVE # 1       Students will be able to talk about daily routines using reflexive pronouns and verbs in present/preterite ar present progressive tense.         REFERENCES/STANDARDS       • 1.2, 2.2, 5.1, 5.2	long learners by us		sing the language	for			
present progressive tense.       REFERENCES/STANDARDS     • 1.2, 2.2, 5.1, 5.2	personal enjoyment		nt and enrichmer	nt.			
REFERENCES/STANDARDS         • 1.2, 2.2, 5.1, 5.2	<b>OBJECTIVE # 1</b>	FIVE # 1 Students will be able to talk about daily routine		s using reflexive pror	nouns and verbs in present/preterite and		
			present progressiv	ve tense.			
			• 1.2, 2.2, 5	5.1, 5.2			
i.e. GLE/CLE/MLS/NGSS	i.e. GLE/CLE/MLS	S/NGSS					

	WHAT SHOULD STU	JDENTS
UNDERSTAND? Concepts; essential truths that give meaning to the topic; ideas that transfer across situations. • present/preterite and present	KNOW? Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY	BE ABLE TO DO?     Skills; Products      Use present/preterite and present progressive tense of
<ul> <li>progressive tense of several infinitives</li> <li>difference between reciprocal and reflexive actions/verbs</li> <li>reflexive pronouns</li> <li>daily routine</li> </ul>	present progressive tense reciprocal and reflexive actions/verbs Recognize reflexive pronouns Talk about students daily routine	<ul> <li>verbs</li> <li>Know the difference between reciprocal and reflexive actions/verbs</li> <li>Use reflexive pronouns</li> <li>Talk about daily routine</li> </ul>
FACILITATING	ACTIVITIES – STRATEGIES AND ME	THODS FOR TEACHING AND LEARNING
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul> <li>Make listening comprehension activities, videos, and audio tracks available for students.</li> <li>Talk about routines</li> <li>Discuss about daily routine</li> </ul>		1. Students will be able to describe their daily routine.
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
Science	Family routines	
	HOW DO WE KNOW WHAT STUD	ENTS HAVE LEARNED?
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul> <li>Listening exercises activities in class.</li> <li>Writing exercises activities in class.</li> <li>Speaking exercises activities in class.</li> <li>Reading exercises activities in class.</li> </ul>	<ul> <li>Both</li> <li>Both</li> <li>Both</li> <li>Both</li> </ul>	2. Students will be able to describe their daily routine using reciprocal and reflexive actions verbs.

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?					
Possible Interventions					
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET			
		(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)			
<ul> <li>Extended help during intervention class.</li> <li>Reteach to a group of students</li> <li>Additional instructional</li> </ul>	Online practice Watch additional instructional videos	<b>3.</b> Students will be able to compare their daily Routine now and in the past.			
H	OW WILL WE RESPOND IF STUDENTS	HAVE ALREADY LEARNED?			
	Possible Extensions/E	nrichments			
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)			
<ul> <li>Watch different channels, in target language(BBC, CNN, Duolingo)</li> <li>Compare viral social media in Spanish and English (e.g. What color is the dress?)</li> </ul>	<ul> <li>Practice with a native language speakers</li> <li>Research topics more in depth</li> </ul>	4 Students will be able discuss about their daily routines in present, preterite, and present progressive tense of several verbs.			

	STANDARD: Reading Topic: Daily Routine	
	Level: 2	
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul> <li>Listen and translation a conversation of native language speakers.</li> <li>Answer questions with explanation of why</li> </ul>
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<ul> <li>The student:</li> <li>Comprehend main ideas and details of topics from a text</li> <li>Form their own conclusions about details not specifically listed in a text</li> <li>Apply interpretations through a diagram/picture/expression</li> </ul>	<ul> <li>Choose a right translation for unfamiliar vocabulary based on context clues.</li> <li>Answer questions in complete sentences.</li> </ul>
	The student exhibits no major errors or omissions.	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	<ul> <li>There are no major errors or omissions regarding the simpler details and processes as the student: <ul> <li>Recognizes reflexive verbs</li> <li>Performs basic processes, such as: Describing their daily routines</li> </ul> </li> <li>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</li> </ul>	<ul> <li>Can complete prompted sentences with current vocabulary/fill in blank</li> <li>Complete simple sentences</li> </ul>
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	

ALL OF THE COLOR	CONTENT AREA: Spanish	UNIT TITLE: Technology			
A STATE OF	COURSE: Level 3	DURATION: 3 Weeks			
MATERIALS / INSTR	UCTIONAL RESOURCES FOR THIS UNIT:	BIG IDEA(S):			
• Textbook,	online resources	Talking about current tee	hnology and its usa	ge	
ENDURING UNDERS	TANDINGS:	ESSENTIAL QUESTIONS:			
<ul> <li>Vocabulary</li> </ul>	to discuss current technology	Can I talk about current t	t technology?		
<ul> <li>Using pres</li> </ul>	ent and preterite tense verbs	Can I use the present ten	nse and in the preterite tense?		
• Using por a	nd para correctly	• Do I know when to use p	or and when to use	para?	
	WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AI		HIS UNIT?		
	Standards, Concepts, Content, Sl	kills, Products, Vocabulary			
REFERENCE/STAND	-	l be addressed in this unit.	MAJOR	SUPPORTING	
i.e. GLE/CLE/MLS/N	GSS		STANDARD	STANDARD	
1.1	Students engage in conversations, provide and obtain info	ormation, express feelings and	х		
	emotions, and exchange opinions				
1.2	Students understand and interpret written and spoken la	Students understand and interpret written and spoken language on a variety of topics			
1.3	Students present information, concepts, and ideas to an audience of listeners or readers on		х		
	a variety of topics.				
2.2		ip between the products and	x		

OBJECTIVE # 1	Students will be able to s	peak and write about current technology in the present	and past tense. They will also be able to			
	comprehend written and	spoken input about current technology and its usage. T	he students will be able to discuss similarities			
	and differences in techno	ology and its usage in the U.S. and other Spanish speakin	ng countries.			
REFERENCES/STANDARDS	STANDARDS Speaking, reading, writing, listening, culture					
i.e. GLE/CLE/MLS/NGSS						
		WHAT SHOULD STUDENTS				
UNDERS	TAND?	KNOW?	BE ABLE TO DO?			
Concepts; essential truths that	t give meaning to the topic;	Facts, Names, Dates, Places, Information,	Skills; Products			
ideas that transfer o	across situations.	ACADEMIC VOCABULARY	Speaking/Writing			
Reading/L	istening	Culture				
<ul> <li>Vocabulary about cur</li> </ul>	rent technology	Similarities and differences in technology	Discuss current technology			
• Verbs in the present a	and preterite tense	and its usage in the U.S. and other Spanish	Use por and para when describing			
• Differences between	por and para	speaking countries	new technology and what it is use			
			for			
	FACILITATING ACTIVIT	IES – STRATEGIES AND METHODS FOR TEACHING AND	LEARNING			
TEACHER INSTRUCT	ΓΙΟΝΑL ΑCTIVITY	STUDENT LEARNING TASK	DOK TARGET			
			(1=Recall, 2=Skill/Concept, 3=Strategic			
			Thinking, 4=Extended Thinking)			
Listening to the teach	er, each other, videos and	• Create a catalog for a tech company	1 - students recall the vocabulary			
audio tracks			2 - students make comparisons			
			3 - students can cite evidence to support			
			their claims			
			4 - students can relate findings to			
			phenomena			
INTERDISCIPLINAR	Y CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS			
		Present and preterite tense conjugations				

HOW	DO WE KNOW WHAT STUDENTS HAVE LEAR	NED?	
ASSESSMENT DESCRIPTIO	DN FORM	IATIVE OR	DOK TARGET
	SUM	MATIVE?	(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul> <li>Listening exercises in class</li> <li>Writing exercises in class</li> <li>Speaking activities in class</li> <li>Reading activities in class</li> </ul>	Both Both Both Both		<ul> <li>1-4 Level 1 example for listeninglisten to a passage and answer questions like who emailed the teacher?</li> <li>1-4 Level 2 example for speakingstudents talk about how students used technology in class.</li> <li>1-4 Level 3 example for readingAfter reading about use of technology in different cultures, student draws a conclusion about technology usage and explains it</li> <li>1-4 Level 4 example for writingstudents will do a research paper</li> </ul>
	ILL WE RESPOND IF STUDENTS HAVE NOT LE		
HOW W	Possible Interventions	AKINED?	
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK		DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Extended help during Intervention time	Online practice		1-4
<ul> <li>Reteach in small groups in class</li> <li>Additional instructional videos</li> </ul>	Watch additional instructional vide	20S	
HOW WILL	WE RESPOND IF STUDENTS HAVE ALREADY	LEARNED?	
	Possible Extensions/Enrichments		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK		<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul> <li>Watch YouTube channels in target language (BBC, CNN, Duolingo)</li> </ul>	<ul><li>Practice with native language speakers</li><li>Research topics more in depth</li></ul>		1-4

		Strand: Reading	
		Topic: Technology	
		Level 3	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities     Choose a probable meaning for unfamiliar     vocabulary based on context clues
	Stude	nt can: judge meaning of unfamiliar vocabulary from context clues	<ul> <li>Answer a true/false question with an explanation of why</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The st • •	udent can: comprehend main idea and details on familiar topics from a text form conclusions about details not specifically listed in text apply interpretations through a diagram/picture/expression	<ul> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret reading selection by drawing a picture/chart</li> </ul>
	The st	udent exhibits no major errors or omissions.	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	as the • Howe compl	are no major errors or omissions regarding the simpler details and processes student: interpret text literally pick out specific details from text ver, the student exhibits major errors or omissions regarding the more lex ideas and processes.	Literal recall questions
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	

		Strand: Listening Comprehension	
		Topic: Technology	
		Level 3	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Student can: judge meaning of unfamiliar vocabulary from context clues		<ul> <li>Sample Activities</li> <li>Choose a probable meaning for unfamiliar vocabulary based on context clues</li> <li>Answer a true/false question with an explanation of why</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	•	udent can: comprehend main idea and details on familiar topics from a listening election form conclusions about details not specifically spoken apply interpretations through a diagram/picture/expression	<ul> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret listening selection by drawing a picture/chart</li> </ul>
	The st 2.5	udent exhibits no major errors or omissions. No major errors or omissions regarding 2.0 content and partial knowledge of	
Score 2.0	as the • • Howe	the 3.0 content. are no major errors or omissions regarding the simpler details and processes student: interpret selection literally pick out specific details from selection ver, the student exhibits major errors or omissions regarding the more ex ideas and processes.	literal recall questions
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0		help, a partial understanding of some of the simpler details and processes and of the more complex ideas and processes. With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0		with help, no understanding or skill demonstrated.	

		Strand: Speaking		
		Topic: Technology		
		Level 3		
Score	In ad	dition to Score 3.0, in-depth inferences and applications that go beyond what	Sample Activities	
4.0	•	was taught. Can initiate speech spontaneously on familiar topics Can apply new vocabulary to the topic Can extrapolate on various topics.	<ul> <li>Answers level 3 questions along with additional words that were not taught</li> </ul>	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.		
Score 3.0		udent: Uses complete sentences to respond appropriately on familiar topics Avoids first language interference (direct translation) Uses comprehensible pronunciation Has natural fluidity Uses current thematic vocabulary along with previous thematic vocabulary Uses proper grammar in line with current topics learned (past and present) udent exhibits no major errors or omissions.	<ul> <li>Introduction of self or other</li> <li>Explain likes, dislikes</li> <li>Respond to interview</li> </ul>	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
Score 2.0	as the Howe	are no major errors or omissions regarding the simpler details and processes student: 0 can respond to specific questions in formulaic ways ver, the student exhibits major errors or omissions regarding the more lex ideas and processes.	<ul> <li>Memorized dialogue or answers to questions</li> </ul>	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
Score 1.0		help, a partial understanding of some of the simpler details and processes and of the more complex ideas and processes. With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
Score 0.0		with help, no understanding or skill demonstrated.		

		Strand: Culture						
		Topic: Technology						
		Level 3						
Score	In add	dition to Score 3.0, in-depth inferences and applications that go beyond what	Sample Activities					
4.0	<ul> <li>was taught.</li> <li>Create a cultural representation of the topic applied in our own culture.</li> <li>Critique the ideas of the topic taught by applying concepts from other cultures.</li> </ul>		<ul> <li>Can discuss ways cultural differences inform behaviors and language</li> <li>Design a cultural activity that mirrors one studied class.</li> <li>Defend/Discuss/Critique why certain cultural concepts learned would not work in another cultural.</li> </ul>					
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.						
Score 3.0			<ul> <li>Compare and contrast target culture with native or other cultural community</li> <li>Create a pamphlet/booklet on helpful hints for a traveler in that country</li> <li>Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another.</li> </ul>					
Score 2.0	the 3.0 content.		<ul> <li>List differences between native and target cultures</li> <li>Recall cultural topic information discussed in class</li> </ul>					
	comple 1.5	ex ideas and processes. Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.						
Score 1.0		Ip, a partial understanding of some of the simpler details and processes and some of e complex ideas and processes.						
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.						
Score 0.0	Even wi	Even with help, no understanding or skill demonstrated.						

	Strand: Writing	
	Topic: Technology	
	Grade: Level 3	
Score 4.0	<ul> <li>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</li> <li>can form complete and complex sentences/thoughts.</li> <li>can expand their thoughts in a variety of sentence structures.</li> </ul>	Sample Activities
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student:         • Can form complete sentences with little to no grammatical errors.         • Can create sentences from a guided prompt that are cohesive and on topic.         • Can apply appropriate register.         • Can show retention from previous topics discussed by using them with the current topic.         • Can effectively use appropriate thematic vocabulary: old and new         The student exhibits no major errors or omissions.         2.5       No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<ul> <li>Can form sentences with some errors and/or omissions.</li> <li>Can create sentences from a guided prompt with some significant errors and/or omissions.</li> <li>Register is not consistent.</li> </ul> However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	
	complex ideas and processes.         1.5       Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<ul> <li>can form sentences with significant errors and/or omissions.</li> <li>can create sentences from a guided prompt with significant errors and/or omissions.</li> <li>Not familiar with the appropriate use of register.</li> <li>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</li> </ul>	
	<b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

HUCT OF THE CITY	CONTENT AREA: Spanish COURSE: Level 3		UNIT TITLE: Travel				
E COT INTER			DURATION: 3 Weeks				
MATERIALS / INS	STRUCTIONAL RESO	URCES FOR THIS UN	IIT:	BIG IDEA(S):			
Textboo	ok, online resources			Talking ab	out travel pla	ans, activities, and schedules	
ENDURING UND	ERSTANDINGS:			ESSENTIAL QUESTI	ONS:		
<ul> <li>Vocabul</li> </ul>	lary used to discuss	travel				vel plans and activities?	
How to	tell time			Can I tell t	ime and talk a	about at what time things are schedul	led?
When to	o use ir/venir/traer/	llevar		Do I know	when to use	the verbs ir/venir/traer/llevar?	
	\A//   A -						
	WHAT			ND, AND BE ABLE TO ent, Skills, Products, N		IND OF THIS UNIT?	
REFERENCE	E/STANDARD	1	ontent specific stand		MAJOR	SUPPORTING STANDA	RD
	E/MLS/NGSS		addressed in this uni		STANDAR		
	1.1	Students engage i	n conversations, prov	vide and obtain	х		
			ess feelings and emot	ions, and			
		exchange opinion					
-	1.2		and and interpret writ	tten and spoken	х		
	1.3	language on a var	lety of topics information, concept	and ideas to an			
-	1.3		ers or readers on a va		х		
	2.1		rate an understandir		x		
-			een the practices and	•	~		
		the culture studie					
3	3.2	-	information and recognize the		x		
distinctive viewpoints that are o		•	ilable through the				
		foreign language a	and its culture				
OBJECTIVE # 1 REFERENCES/ST/			Г				
i.e. GLE/CLE/MLS			1.1, 1.2, 1.3, 2.	1, 3.2			
I.C. GLL/CLL/IVILS	/ 11000		WHAT SHOU	JLD STUDENTS			
	UNDERSTAND?			KNOW?		BE ABLE TO DO?	
Concepts; esse	ntial truths that give	e meaning to the	Facts, Names, De	ates, Places, Informat	tion,	Skills; Products	

topic; ideas that transfer across situations. Reading/Listening	ACADEMIC VOCABULARY Culture	Speaking/Writing
<ul> <li>Vocabulary used to discuss travel</li> <li>Telling time</li> <li>Using ir/venir/traer/llevar</li> </ul>	Look at vacation leave and travel habits of populations in other countries	☐Talk about my travel plans and activities ☐Tell time and talk about at what time things are scheduled ☐Use the verbs ir/venir/traer/llevar
FACILITATING ACTIV	/ ITIES – STRATEGIES AND METHODS FOR TEACHING	G AND LEARNING
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
Listening to the teacher, each other, videos     and audio tracks	Plan a trip to a foreign country	1-4
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
	Conjugating verbs	

HOV	V DO WE KNOW WHAT STUDENTS HAVE LEARNED	)?
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
Listening exercises in class	Both	1-4
Writing exercises in class	Both	1-4
<ul> <li>Speaking activities in class</li> </ul>	Both	1-4
Reading activities in class	Both	1-4
HOW V	I WILL WE RESPOND IF STUDENTS HAVE NOT LEARN	IED?
	Possible Interventions	
<ul> <li>TEACHER INSTRUCTIONAL ACTIVITY</li> <li>Extended help during Intervention time</li> <li>Reteach in small groups in class</li> <li>Additional instructional videos</li> </ul>	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) 1-4
HOW WI	LL WE RESPOND IF STUDENTS HAVE ALREADY LEA	RNED?
	Possible Extensions/Enrichments	
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul> <li>Watch YouTube channels in target language (BBC, CNN, Duolingo)</li> </ul>	Practice with native language speakers Research topics more in depth	1-4

		Strand: Reading	
		Topic: Travel	
		Level 3	
Score	In a	ddition to Score 3.0, in-depth inferences and applications that go beyond	Sample Activities
4.0	Stud	what was taught. lent can: judge meaning of unfamiliar vocabulary from context clues	<ul> <li>Choose a probable meaning for unfamiliar vocabulary based on context clues</li> <li>Answer a true/false question with an explanation of why</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	•	student can: comprehend main idea and details on familiar topics from a text form conclusions about details not specifically listed in text apply interpretations through a diagram/picture/expression	<ul> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret reading selection by drawing a picture/chart</li> </ul>
	The	student exhibits no major errors or omissions.	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score	Ther	e are no major errors or omissions regarding the simpler details and	Literal recall questions
2.0	proc	esses as the student:	
		interpret text literally	
		pick out specific details from text	
		rever, the student exhibits major errors or omissions regarding the more	
		plex ideas and processes.	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	

	Strand: Listening Comprehension	
	Topic: Travel	
Score	Level 3	Somela Astivition
4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Student can: judge meaning of unfamiliar vocabulary from context clues	Sample Activities <ul> <li>Choose a probable meaning for unfamiliar vocabulary based on context clues</li> <li>Answer a true/false question with an explanation of why</li> </ul>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<ul> <li>The student can:</li> <li>comprehend main idea and details on familiar topics from a listening selection</li> <li>form conclusions about details not specifically spoken</li> <li>apply interpretations through a diagram/picture/expression</li> </ul> The student exhibits no major errors or omissions.	<ul> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret listening selection by drawing a picture/chart</li> </ul>
	<ul> <li>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</li> </ul>	
Score 2.0	<ul> <li>There are no major errors or omissions regarding the simpler details and processes as the student:</li> <li>interpret selection literally</li> <li>pick out specific details from selection</li> <li>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</li> </ul>	literal recall questions
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	<b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

	Strand: Speaking			
	Topic: Travel			
Level 3				
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what	Sample Activities		
4.0	<ul> <li>was taught.</li> <li>Can initiate speech spontaneously on familiar topics</li> <li>Can apply new vocabulary to the topic</li> <li>Can extrapolate on various topics.</li> </ul>	<ul> <li>Answers level 3 questions along with additional words that were not taught</li> </ul>		
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.			
Score 3.0	<ul> <li>The student:</li> <li>Uses complete sentences to respond appropriately on familiar topics</li> <li>Avoids first language interference (direct translation)</li> <li>Uses comprehensible pronunciation</li> <li>Has natural fluidity</li> <li>Uses current thematic vocabulary along with previous thematic vocabulary</li> <li>Uses proper grammar in line with current topics learned (past and present)</li> <li>The student exhibits no major errors or omissions.</li> </ul>	<ul> <li>Introduction of self or other</li> <li>Explain likes, dislikes</li> <li>Respond to interview</li> </ul>		
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.			
Score 2.0	There are no major errors or omissions regarding the simpler details and processesas the student:••can respond to specific questions in formulaic waysHowever, the student exhibits major errors or omissions regarding the more complex ideas and processes.	Memorized dialogue or answers to questions		
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.			
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.			
	<b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.			
Score 0.0	Even with help, no understanding or skill demonstrated.			

		and: Culture
	То	ppic: Travel
	1	Level 3
Score 4.0	<ul> <li>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</li> <li>Create a cultural representation of the topic applied in our own culture.</li> <li>Critique the ideas of the topic taught by applying concepts from other cultures.</li> </ul>	<ul> <li>Sample Activities</li> <li>Can discuss ways cultural differences inform behaviors and language</li> <li>Design a cultural activity that mirrors one studied in class.</li> <li>Defend/Discuss/Critique why certain cultural concepts learned would not work in another cultural.</li> </ul>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<ul> <li>The student:</li> <li>Can compare and contrast practices, products and perspectives from different cultures</li> <li>Develop a logical argument on why the practices, products and perspectives discussed may work or not work in another culture.</li> <li>Cite evidence as to how practices, products and perspectives are used in another culture</li> <li>The student exhibits no major errors or omissions.</li> </ul>	<ul> <li>Compare and contrast target culture with native or other cultural community</li> <li>Create a pamphlet/booklet on helpful hints for a traveler in that country</li> <li>Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another.</li> </ul>
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<ul> <li>There are no major errors or omissions regarding the simpler details and processes as the student:</li> <li>recognizes cultural differences</li> <li>recognizes ways that cultural differences are manifested However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</li> </ul>	<ul> <li>List differences between native and target cultures</li> <li>Recall cultural topic information discussed in class</li> </ul>

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
Score 0.0	Even	with help, no understanding or skill demonstrated.

	Strand: Writing	
	Topic: Travel	
	Grade: Level 3	
Score 4.0	<ul> <li>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</li> <li>can form complete and complex sentences/thoughts.</li> <li>can expand their thoughts in a variety of sentence structures.</li> </ul>	•
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<ul> <li>The student:</li> <li>Can form complete sentences with little to no grammatical errors.</li> <li>Can create sentences from a guided prompt that are cohesive and on topic.</li> <li>Can apply appropriate register.</li> <li>Can show retention from previous topics discussed by using them with the current topic.</li> <li>Can effectively use appropriate thematic vocabulary: old and new</li> <li>The student exhibits no major errors or omissions.</li> </ul>	•
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<ul> <li>Can form sentences with some errors and/or omissions.</li> <li>Can create sentences from a guided prompt with some significant errors and/or omissions.</li> <li>Register is not consistent.</li> <li>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</li> </ul>	•
	1.5Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<ul> <li>can form sentences with significant errors and/or omissions.</li> <li>can create sentences from a guided prompt with significant errors and/or omissions.</li> <li>Not familiar with the appropriate use of register.</li> <li>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</li> </ul>	
Score 0.0	0.5With help, a partial understanding of the 2.0 content, but not the 3.0 content.Even with help, no understanding or skill demonstrated.	

SHET OF THE CITY	CONTENT AREA: Spanish	UNIT TITLE: Health and Fitness	
	COURSE: Level 3	DURATION: 3 Weeks	

1910 1001

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:	BIG IDEA(S):	
Textbook, online resources	Talking about Health and Fitness	
ENDURING UNDERSTANDINGS:	ESSENTIAL QUESTIONS:	
<ul> <li>Vocabulary about health, fitness, aches and pains</li> </ul>	Can I discuss health and fitness?	
<ul> <li>Using the verbs ser and estar at the appropriate times</li> </ul>	<ul> <li>Do I know when to use ser and when to use estar?</li> </ul>	
<ul> <li>Using superlatives like mayor que and peor</li> </ul>	<ul> <li>Can I express that things are better/best/worst, etc?</li> </ul>	
Describing aches and pains using doler	Can I talk about aches and pains?	

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?					
	Standards, Concepts, Content, Skills, Products, Vocabulary				
REFERENCE/STANDARDSTANDARDS: Content specific standards that will bei.e. GLE/CLE/MLS/NGSSaddressed in this unit.		MAJOR STANDARD	SUPPORTING STANDARD		
1.1	Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions		х		
1.2		rstand and interpret written and spoken variety of topics	х		
1.3		ent information, concepts, and ideas to an teners or readers on a variety of topics.	х		
2.1	Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied		x		
		orce and further their knowledge of other ough the foreign language.	x		
OBJECTIVE # 1					
REFERENCES/STANDARDS i.e. GLE/CLE/MLS/NGSS		1.1,1.2, 1.3, 2.1, 3.1			
	WHAT SHOULD STUDENTS				
UNDERSTAND?		KNOW?		BE ABLE TO DO?	

Concepts; essential truths that give meaning to the topic; ideas that transfer across situations. Reading/Listening	Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY <b>Culture</b>	Skills; Products Speaking/Writing
<ul> <li>Vocabulary about health, fitness, aches and pains</li> <li>Using the verbs ser and estar</li> <li>Using superlatives like mayor que and peor</li> <li>Describing aches and pains using doler</li> </ul>	□Look into popular fitness trends in Spanish speaking countries	<ul> <li>Discuss health and fitness</li> <li>Use ser and estar at the proper times</li> <li>Express that things are</li> <li>better/best/worst, etc using superlatives</li> <li>Talk about aches and pains</li> </ul>
FACILITATING ACT	IVITIES – STRATEGIES AND METHODS FOR TEACHING AND	LEARNING
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul> <li>Listening to the teacher, each other, videos and audio tracks</li> </ul>	<ul> <li>Create a doctor/patient scenario where patient describes aches and pains and doctor provides a health and fitness plan for patient</li> </ul>	1-4
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
• health	☐Verb conjugations ☐Body part vocabulary	

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?					
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET			
		(1=Recall, 2=Skill/Concept, 3=Strategic			
		Thinking, 4=Extended Thinking)			
Listening exercises in class	Both	1-4			
Writing exercises in class	Both	1-4			
<ul> <li>Speaking activities in class</li> </ul>	Both	1-4			
Reading activities in class	Both	1-4			
HOW	WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?				
	Possible Interventions				
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET			
		(1=Recall, 2=Skill/Concept, 3=Strategic			
		Thinking, 4=Extended Thinking)			
<ul> <li>Extended help during Intervention time</li> </ul>	Online practice	1-4			
<ul> <li>Reteach in small groups in class</li> </ul>	Watch additional instructional videos				
Additional instructional videos					
HOW W	ILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED	?			
	Possible Extensions/Enrichments				
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET			
		(1=Recall, 2=Skill/Concept, 3=Strategic			
		Thinking, 4=Extended Thinking)			
Watch YouTube channels in target language	Practice with native language speakers	1-4			
(BBC, CNN, Duolingo)	Research topics more in depth				

	Strand: Reading				
	Topic: Health and Fitness				
	Level 3				
Score	In addition to Score 3.0, in-depth inferences and applications that go	Sample Activities			
4.0	beyond what was taught. Student can: judge meaning of unfamiliar vocabulary from context clues	<ul> <li>Choose a probable meaning for unfamiliar vocabulary based on context clues</li> </ul>			
		<ul> <li>Answer a true/false question with an explanation of why</li> </ul>			

	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score       The student can:       •         3.0       • comprehend main idea and details on familiar topics from a text       •         • form conclusions about details not specifically listed in text       •         • apply interpretations through a diagram/picture/expression       •		<ul> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret reading selection by drawing a picture/chart</li> </ul>
	The student exhibits no major errors or omissions.         2.5       No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
		Literal recall questions
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	

	Strand: Listening Comprehension	l
	Topic: Health and Fitness	
	Level 3	1
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Student can: judge meaning of unfamiliar vocabulary from context clues	Sample Activities  Choose a probable meaning for unfamiliar vocabulary based on context clues Answer a true/false question with an explanation of why
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<ul> <li>The student can:</li> <li>comprehend main idea and details on familiar topics from a listening selection</li> <li>form conclusions about details not specifically spoken</li> <li>apply interpretations through a diagram/picture/expression</li> </ul> The student exhibits no major errors or omissions.	<ul> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret listening selection by drawing a picture/chart</li> </ul>
	<ul> <li>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</li> </ul>	
Score 2.0	<ul> <li>There are no major errors or omissions regarding the simpler details and processes as the student:</li> <li>interpret selection literally</li> <li>pick out specific details from selection</li> <li>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</li> </ul>	literal recall questions
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
Score 0.0	0.5With help, a partial understanding of the 2.0 content, but not the 3.0 content.Even with help, no understanding or skill demonstrated.	

	Strand: Speaking		
	Topic: Health and Fitness		
	Level 3		
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what	Sample Activities	
4.0	<ul> <li>was taught.</li> <li>Can initiate speech spontaneously on familiar topics</li> <li>Can apply new vocabulary to the topic</li> <li>Can extrapolate on various topics.</li> </ul>	<ul> <li>Answers level 3 questions along with additional words that were not taught</li> </ul>	
	3.5         In addition to score 3.0 performance, in-depth inferences and applications with partial success.		
Score 3.0	<ul> <li>The student:</li> <li>Uses complete sentences to respond appropriately on familiar topics</li> <li>Avoids first language interference (direct translation)</li> <li>Uses comprehensible pronunciation</li> <li>Has natural fluidity</li> <li>Uses current thematic vocabulary along with previous thematic vocabulary</li> <li>Uses proper grammar in line with current topics learned (past and present)</li> </ul>	<ul> <li>Introduction of self or other</li> <li>Explain likes, dislikes</li> <li>Respond to interview</li> </ul>	
	The student exhibits no major errors or omissions.2.5No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student:         • can respond to specific questions in formulaic ways         However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	Memorized dialogue or answers to questions	
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	<b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
Score 0.0	Even with help, no understanding or skill demonstrated.		

		and: Culture
	Торіс: Н	ealth and Fitness
		Level 3
Score 4.0	<ul> <li>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</li> <li>Create a cultural representation of the topic applied in our own culture.</li> <li>Critique the ideas of the topic taught by applying concepts from other cultures.</li> </ul>	<ul> <li>Sample Activities</li> <li>Can discuss ways cultural differences inform behaviors and language</li> <li>Design a cultural activity that mirrors one studied in class.</li> <li>Defend/Discuss/Critique why certain cultural concepts learned would not work in another cultural.</li> </ul>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<ul> <li>The student:</li> <li>Can compare and contrast practices, products and perspectives from different cultures</li> <li>Develop a logical argument on why the practices, products and perspectives discussed may work or not work in another culture.</li> <li>Cite evidence as to how practices, products and perspectives are used in another culture</li> <li>The student exhibits no major errors or omissions.</li> </ul>	<ul> <li>Compare and contrast target culture with native or other cultural community</li> <li>Create a pamphlet/booklet on helpful hints for a traveler in that country</li> <li>Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another.</li> </ul>
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score       There are no major errors or omissions regarding the simpler         2.0       details and processes as the student:         • recognizes cultural differences         • recognizes ways that cultural differences are manifested         However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		<ul> <li>List differences between native and target cultures</li> <li>Recall cultural topic information discussed in class</li> </ul>

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score	ore With help, a partial understanding of some of the simpler	
1.0	.0 details and processes and some of the more complex ideas and	
	processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	

	Strand: Writing	
	Topic: Health and Fitness	
	Grade: Level 3	
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	•
4.0	<ul> <li>can form complete and complex sentences/thoughts.</li> </ul>	
	<ul> <li>can expand their thoughts in a variety of sentence structures.</li> </ul>	
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial	
	success.	
Score	The student:	•
3.0	Can form complete sentences with little to no grammatical errors.	
	Can create sentences from a guided prompt that are cohesive and on topic.	
	Can apply appropriate register.	
	Can show retention from previous topics discussed by using them with the current topic.	
	Can effectively use appropriate thematic vocabulary: old and new	
	The student exhibits no major errors or omissions.	
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score	Can form sentences with some errors and/or omissions.	•
2.0	• Can create sentences from a guided prompt with some significant errors and/or omissions.	
	Register is not consistent.	
	However, the student exhibits major errors or omissions regarding the more complex ideas and	
	processes.	
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score	<ul> <li>can form sentences with significant errors and/or omissions.</li> </ul>	
1.0	• can create sentences from a guided prompt with significant errors and/or omissions.	
	Not familiar with the appropriate use of register.	
	With help, a partial understanding of some of the simpler details and processes and some of the	
	more complex ideas and processes.	
	<b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score	Even with help, no understanding or skill demonstrated.	
0.0		

STUCT OF THE GIP E	CONTENT AREA: Spa	inish	UNIT TITLE: Shoppir	ng	
A STATISTICS AND A STATISTICS	COURSE: Level 3		DURATION: 3 Week	(S	
	STRUCTIONAL RESOUI ok, online resources	RCES FOR THIS UNIT:	BIG IDEA(S):	ind bargaining in a m	narketalaga
Textboo	or, online resources		<ul> <li>Shopping a</li> </ul>	inu bargaining in a n	narketplace
ENDURING UND	ERSTANDINGS:		ESSENTIAL QUESTIC	ONS:	
<ul> <li>Vocabu</li> </ul>	lary used to shop and l	pargain	Can I shop	at a marketplace?	
<ul> <li>Using displayed</li> </ul>	irect object pronouns		<ul> <li>Can I barga</li> </ul>	ain while I'm shoppir	ng?
<ul> <li>Using in</li> </ul>	ndirect object pronoun	S		irect object pronour	
			Can I use in	ndirect object prono	ouns?
	WHAT SI	OULD STUDENTS KNOW, UNDERSTAND,	AND BE ABLE TO DO A	AT THE END OF THIS	UNIT?
		Standards, Concepts, Content,			
	CE/STANDARD	STANDARDS: Content specific stand		MAJOR	SUPPORTING STANDARD
i.e. GLE/C	CLE/MLS/NGSS	addressed in this unit		STANDARD	
	1.1	Students engage in conversations, provid		х	
		information, express feelings and emotion	ons, and exchange		
	4.0	opinions			
	1.2	Students understand and interpret writte	en and spoken	x	
	4.2	language on a variety of topics			
	1.3	Students present information, concepts, audience of listeners or readers on a vari		x	
	2.1	Students demonstrate an understanding	· ·	x	
	2.1	between the practices and perspectives		^	
		studied			
	4.2	Students demonstrate understanding of	the concept of	х	
		culture through comparisons of the cultu			
		their own.			
<b>OBJECTIVE # 1</b>				II_	
REFERENCES/ST	ANDARDS i.e. GLE/CLE	/MLS/NGSS			

	WHAT SHOULD STUDENTS	
UNDERSTAND?	KNOW?	BE ABLE TO DO?
Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.	Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY	Skills; Products Speaking/Writing
Reading/Listening	Culture	
<ul> <li>Vocabulary used to shop and bargain</li> </ul>	Talk about the practice of bargaining in	Shop at a marketplace
<ul> <li>Using direct object pronouns</li> </ul>	different cultures	Bargain while I'm shopping
<ul> <li>Using indirect object pronouns</li> </ul>		Use direct object pronouns
		Use indirect object pronouns
FACILITATING ACTIVITIE	ES – STRATEGIES AND METHODS FOR TEACHING AN	DLEARNING
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul> <li>Listening to the teacher, each other, videos and audio tracks</li> </ul>	<ul> <li>Create a marketplace in the classroom and bargain to buy/sell items</li> </ul>	1-4
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
•	□Numbers	
HOW D	O WE KNOW WHAT STUDENTS HAVE LEARNED?	
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET
		(1=Recall, 2=Skill/Concept, 3=Strategic
		Thinking, 4=Extended Thinking)
Listening exercises in class	Both	1-4
Writing exercises in class	Both	1-4
Speaking activities in class	Both	1-4
<ul> <li>Reading activities in class</li> </ul>	Both	1-4

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? Possible Interventions				
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic		
<ul> <li>Extended help during Intervention time</li> <li>Reteach in small groups in class</li> <li>Additional instructional videos</li> </ul>	Online practice Watch additional instructional videos	Thinking, 4=Extended Thinking) 1-4		
HOW WILL W	VE RESPOND IF STUDENTS HAVE ALREADY LEARNED Possible Extensions/Enrichments	?		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)		
<ul> <li>Watch YouTube channels in target language (BBC, CNN, Duolingo)</li> </ul>	Practice with native language speakers Research topics more in depth	1-4		

		Strand: Reading	
		Topic: Shopping	
		Level 3	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Student can: judge meaning of unfamiliar vocabulary from context clues		<ul> <li>Choose a probable meaning for unfamiliar vocabulary based on context clues</li> <li>Answer a true/false question with an explanation of</li> </ul>
		n addition to score 3.0 performance, in-depth inferences and pplications with partial success.	why
Score 3.0	<ul><li>con</li><li>forr</li><li>app</li></ul>	dent can: mprehend main idea and details on familiar topics from a text m conclusions about details not specifically listed in text oly interpretations through a diagram/picture/expression	<ul> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret reading selection by drawing a picture/chart</li> </ul>
	<b>2.5</b> N	dent exhibits no major errors or omissions. Io major errors or omissions regarding 2.0 content and partial nowledge of the 3.0 content.	
Score 2.0	There an process • inte • pick Howeve	are no major errors or omissions regarding the simpler details and ses as the student: erpret text literally k out specific details from text er, the student exhibits major errors or omissions regarding the more ex ideas and processes.	Literal recall questions
		artial knowledge of the 2.0 content, but major errors or omissions egarding the 3.0 content.	

	Strand: Listening Com	prehension
	Topic: Shoppi	ng
	Level 3	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go bey was taught.	yond what Sample Activities • Choose a probable meaning for unfamiliar
-1.0	<b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues	vocabulary based on context clues
		<ul> <li>Answer a true/false question with an explanation of why</li> </ul>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applic partial success.	ations with
Score	The student can:	Questions which require inference rather than specific
3.0	<ul> <li>comprehend main idea and details on familiar topics from a listening set for a set of the set of</li></ul>	
	<ul> <li>form conclusions about details not specifically spoken</li> <li>apply interpretations through a diagram/picture/expression</li> </ul>	<ul><li>Summarize</li><li>Interpret listening selection by drawing a picture/chart</li></ul>
		interpret instelling selection by drawing a pietare/enarc
	The student exhibits no major errors or omissions.	
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial know the 3.0 content.	vledge of
Score	There are no major errors or omissions regarding the simpler details and	processes  • literal recall questions
2.0	as the student:	
	interpret selection literally     price output and selection	
	<ul> <li>pick out specific details from selection</li> <li>However, the student exhibits major errors or omissions regarding the major</li> </ul>	
	complex ideas and processes.	
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions	regarding
	the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and pro- some of the more complex ideas and processes.	cesses and
	<b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.	0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	

	Strand: Speaking		
	Topic: Shopping		
	Level 3		
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what	Sample Activities	
4.0	<ul> <li>was taught.</li> <li>Can initiate speech spontaneously on familiar topics</li> <li>Can apply new vocabulary to the topic</li> <li>Can extrapolate on various topics.</li> </ul>	<ul> <li>Answers level 3 questions along with additional words that were not taught</li> </ul>	
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.		
Score 3.0	The student:• Uses complete sentences to respond appropriately on familiar topics• Avoids first language interference (direct translation)• Uses comprehensible pronunciation• Has natural fluidity• Uses current thematic vocabulary along with previous thematic vocabulary• Uses proper grammar in line with current topics learned (past and present)The student exhibits no major errors or omissions.2.5	<ul> <li>Introduction of self or other</li> <li>Explain likes, dislikes</li> <li>Respond to interview</li> </ul>	
	the 3.0 content.		
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: • can respond to specific questions in formulaic ways However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	Memorized dialogue or answers to questions	
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	<b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
Score 0.0	Even with help, no understanding or skill demonstrated.		

		rand: Culture
	То	pic: Shopping
		Level 3
Score 4.0	<ul> <li>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</li> <li>Create a cultural representation of the topic applied in our own culture.</li> <li>Critique the ideas of the topic taught by applying concepts from other cultures.</li> </ul>	<ul> <li>Sample Activities</li> <li>Can discuss ways cultural differences inform behaviors and language</li> <li>Design a cultural activity that mirrors one studied in class.</li> <li>Defend/Discuss/Critique why certain cultural concepts learned would not work in another cultural.</li> </ul>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<ul> <li>The student:</li> <li>Can compare and contrast practices, products and perspectives from different cultures</li> <li>Develop a logical argument on why the practices, products and perspectives discussed may work or not work in another culture.</li> <li>Cite evidence as to how practices, products and perspectives are used in another culture</li> <li>The student exhibits no major errors or omissions.</li> </ul>	<ul> <li>Compare and contrast target culture with native or other cultural community</li> <li>Create a pamphlet/booklet on helpful hints for a traveler in that country</li> <li>Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another.</li> </ul>
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<ul> <li>There are no major errors or omissions regarding the simpler details and processes as the student:</li> <li>recognizes cultural differences</li> <li>recognizes ways that cultural differences are manifested However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</li> </ul>	<ul> <li>List differences between native and target cultures</li> <li>Recall cultural topic information discussed in class</li> </ul>

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0			
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even	Even with help, no understanding or skill demonstrated.	

	Strand: Writing	
	Topic: Shopping	
	Grade: Level 3	
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	•
4.0	<ul> <li>can form complete and complex sentences/thoughts.</li> </ul>	
	<ul> <li>can expand their thoughts in a variety of sentence structures.</li> </ul>	
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial	
	success.	
Score	The student:	•
3.0	Can form complete sentences with little to no grammatical errors.	
	Can create sentences from a guided prompt that are cohesive and on topic.	
	Can apply appropriate register.	
	Can show retention from previous topics discussed by using them with the current topic.	
	Can effectively use appropriate thematic vocabulary: old and new	
	The student exhibits no major errors or omissions.	
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score	Can form sentences with some errors and/or omissions.	•
2.0	• Can create sentences from a guided prompt with some significant errors and/or omissions.	
	Register is not consistent.	
	However, the student exhibits major errors or omissions regarding the more complex ideas and	
	processes.	
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score	<ul> <li>can form sentences with significant errors and/or omissions.</li> </ul>	
1.0	• can create sentences from a guided prompt with significant errors and/or omissions.	
	Not familiar with the appropriate use of register.	
	With help, a partial understanding of some of the simpler details and processes and some of the	
	more complex ideas and processes.	
	<b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score	Even with help, no understanding or skill demonstrated.	
0.0		

CONTENT AREA: S	panish	UNIT TITLE: Goir	ng into the City	
COURSE: Level 3		DURATION: 3 W	eeks	
MATERIALS / INSTRUCTIONAL RES	OURCES FOR THIS UNIT:	BIG IDEA(S):		
Textbook, online resources	5	Going in	to the City	
ENDURING UNDERSTANDINGS:		ESSENTIAL QUES	TIONS:	
<ul> <li>Vocabulary about places ir</li> </ul>	a city	Can I tal	k about places aro	und the city?
<ul> <li>Using saber and conocer</li> </ul>		Can I say	y who I know, wha	t I know, and what I know how to do?
		-		r with something or someone and talk about
		meeting	someone for the	first time?
WHA	T SHOULD STUDENTS KNOW, U	JNDERSTAND, AND BE A	BLE TO DO AT THI	E END OF THIS UNIT?
	Standards, Conc	cepts, Content, Skills, Pro	ducts, Vocabulary	
<b>REFERENCE/STANDARD</b>	STANDARDS: Content speci		MAJOR	SUPPORTING STANDARD
i.e. GLE/CLE/MLS/NGSS	be addressed in	n this unit.	STANDARD	
1.1	Students engage in conversa	· ·	х	
	obtain information, express	feelings and emotions,		
	and exchange opinions			
1.2	Students understand and int	•	x	
1.2	spoken language on a variety			
1.3	Students present informatio to an audience of listeners o	<i>, , , , , , , , , ,</i>	x	
	of topics.	r reduers on a variety		
2.1	Students demonstrate an un	derstanding of the	x	
2.1	relationship between the practices		X	
perspectives of the culture studied				
OBJECTIVE # 1				
REFERENCES/STANDARDS i.e. GLE/CLE/MLS/NGSS				

	WHAT SHOULD STUDENTS	
UNDERSTAND?	KNOW?	BE ABLE TO DO?
Concepts; essential truths that give meaning to the	Facts, Names, Dates, Places, Information,	Skills; Products
topic; ideas that transfer across situations.	ACADEMIC VOCABULARY	Speaking/Writing
Reading/Listening	Culture	Speaking/ writing
Vocabulary about places in a city	Look into public transportation in the	Talk about places around the city
<ul> <li>Vocabulary about places in a city</li> <li>Using saber and conocer</li> </ul>	cities of Spanish speaking countries	Say who I know, what I know, and what I know how to
• Using saber and conocer	cities of spanish speaking countries	do
		Say that I am familiar with something or someone and
		talk about meeting someone for the first time
FACILITATING AC	TIVITIES – STRATEGIES AND METHODS FOR TE	ACHING AND LEARNING
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET
		(1=Recall, 2=Skill/Concept, 3=Strategic Thinking,
		4=Extended Thinking)
<ul> <li>Listening to the teacher, each other,</li> </ul>	<ul> <li>Describe a day in the city</li> </ul>	1-4
videos and audio tracks		
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
•	□Verbs ir, ser and estar	
	OW DO WE KNOW WHAT STUDENTS HAVE LE	
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET
		(1=Recall, 2=Skill/Concept, 3=Strategic Thinking,
		4=Extended Thinking)
Listening exercises in class	Both	1-4
Writing exercises in class	Both	1-4
Speaking activities in class	Both	1-4
<ul> <li>Reading activities in class</li> </ul>	Both	1-4

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? Possible Interventions			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul> <li>Extended help during Intervention time</li> <li>Reteach in small groups in class</li> <li>Additional instructional videos</li> </ul>	Online practice Watch additional instructional videos	1-4	
HOWN	NILL WE RESPOND IF STUDENTS HAVE ALREA Possible Extensions/Enrichments	DY LEARNED?	
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
Watch YouTube channels in target language (BBC, CNN, Duolingo)	Practice with native language speakers Research topics more in depth	1-4	

	Strand: Reading	
	Topic: Going into the C	ity
	Level 3	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Student can: judge meaning of unfamiliar vocabulary from context clues	Sample Activities <ul> <li>Choose a probable meaning for unfamiliar vocabulary based on context clues</li> <li>Answer a true/false question with an explanation of why</li> </ul>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<ul> <li>The student can:</li> <li>comprehend main idea and details on familiar topics from a text</li> <li>form conclusions about details not specifically listed in text</li> <li>apply interpretations through a diagram/picture/expression</li> </ul>	<ul> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret reading selection by drawing a picture/chart</li> </ul>
	The student exhibits no major errors or omissions.	
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<ul> <li>There are no major errors or omissions regarding the simpler details and processes as the student:</li> <li>interpret text literally</li> <li>pick out specific details from text</li> <li>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</li> </ul>	Literal recall questions
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	

	Strand: Listening Comp	rehension
	Topic: Going into th	e City
	Level 3	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyo what was taught. Student can: judge meaning of unfamiliar vocabulary from context clues	<ul> <li>Choose a probable meaning for unfamiliar vocabulary based on context clues</li> <li>Answer a true/false question with an explanation of why</li> </ul>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applicati with partial success.	ons
Score 3.0	<ul> <li>The student can:</li> <li>comprehend main idea and details on familiar topics from a listening sele</li> <li>form conclusions about details not specifically spoken</li> <li>apply interpretations through a diagram/picture/expression</li> </ul>	<ul> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret listening selection by drawing a picture/chart</li> </ul>
	The student exhibits no major errors or omissions.	
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowled of the 3.0 content.	dge
Score 2.0	<ul> <li>There are no major errors or omissions regarding the simpler details and processes as the student:</li> <li>interpret selection literally</li> <li>pick out specific details from selection</li> <li>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</li> </ul>	literal recall questions
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and of the more complex ideas and processes.	some
Score 0.0	0.5With help, a partial understanding of the 2.0 content, but not the 3.0 content.Even with help, no understanding or skill demonstrated.	

		Strand: Speaking	
		Topic: Going into the Cit	у
		Level 3	
Score	In	addition to Score 3.0, in-depth inferences and applications that go beyond	Sample Activities
4.0		<ul> <li>what was taught.</li> <li>Can initiate speech spontaneously on familiar topics</li> <li>Can apply new vocabulary to the topic</li> <li>Can extrapolate on various topics.</li> </ul>	<ul> <li>Answers level 3 questions along with additional words that were not taught</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score	The s	student:	Introduction of self or other
3.0		Uses complete sentences to respond appropriately on familiar topics	Explain likes, dislikes
		Avoids first language interference (direct translation)	Respond to interview
		Uses comprehensible pronunciation	
		Has natural fluidity Jses current thematic vocabulary along with previous thematic vocabulary	
		Uses proper grammar in line with current topics learned (past and present)	
		student exhibits no major errors or omissions.	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score		e are no major errors or omissions regarding the simpler details and	Memorized dialogue or answers to questions
2.0	proc	esses as the student:	
		<ul> <li>can respond to specific questions in formulaic ways</li> </ul>	
		ever, the student exhibits major errors or omissions regarding the more plex ideas and processes.	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions	
		regarding the 3.0 content.	_
Score	With help, a partial understanding of some of the simpler details and processes and some		
1.0	of the	e more complex ideas and processes.	
Score		With help, a partial understanding of the 2.0 content, but not the 3.0 content. with help, no understanding or skill demonstrated.	-
0.0	Lven	with help, no understanding of skill demonstrated.	

	St	rand: Culture
	Торіс:	Going into the City
		Level 3
Score 4.0	<ul> <li>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</li> <li>Create a cultural representation of the topic applied in our own culture.</li> <li>Critique the ideas of the topic taught by applying approach from other publications.</li> </ul>	<ul> <li>Sample Activities</li> <li>Can discuss ways cultural differences inform behaviors and language</li> <li>Design a cultural activity that mirrors one studied in class.</li> <li>Defend/Discuss/Critique why certain cultural concepts learned would not work in another cultural.</li> </ul>
	concepts from other cultures. <b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<ul> <li>The student:</li> <li>Can compare and contrast practices, products and perspectives from different cultures</li> <li>Develop a logical argument on why the practices, products and perspectives discussed may work or not work in another culture.</li> <li>Cite evidence as to how practices, products and perspectives are used in another culture</li> <li>The student exhibits no major errors or omissions.</li> </ul>	
	<ul> <li>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</li> </ul>	
Score 2.0	<ul> <li>There are no major errors or omissions regarding the simpler details and processes as the student:</li> <li>recognizes cultural differences</li> <li>recognizes ways that cultural differences are manifested However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</li> </ul>	<ul> <li>List differences between native and target cultures</li> <li>Recall cultural topic information discussed in class</li> </ul>
Score 1.0	1.5         Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.           With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	<b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

	Strand: Writing	
	Topic: Going into the City	
	Grade: Level 3	
Score 4.0	<ul> <li>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</li> <li>can form complete and complex sentences/thoughts.</li> <li>can expand their thoughts in a variety of sentence structures.</li> </ul>	•
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<ul> <li>The student:</li> <li>Can form complete sentences with little to no grammatical errors.</li> <li>Can create sentences from a guided prompt that are cohesive and on topic.</li> <li>Can apply appropriate register.</li> <li>Can show retention from previous topics discussed by using them with the current topic.</li> <li>Can effectively use appropriate thematic vocabulary: old and new</li> <li>The student exhibits no major errors or omissions.</li> </ul>	•
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<ul> <li>Can form sentences with some errors and/or omissions.</li> <li>Can create sentences from a guided prompt with some significant errors and/or omissions.</li> <li>Register is not consistent.</li> <li>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</li> </ul>	•
	<ul> <li>Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</li> </ul>	
Score 1.0	<ul> <li>can form sentences with significant errors and/or omissions.</li> <li>can create sentences from a guided prompt with significant errors and/or omissions.</li> <li>Not familiar with the appropriate use of register.</li> <li>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</li> </ul>	
	<b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	



COURSE: Level 3

UNIT TITLE: Childhood and Fairytales
DURATION: 3 Weeks

ATERIALS / INSTRUCTIONAL RESOURC	ES FOR THIS UNIT:	BIG IDEA(S):		
• Textbook, online resources		Discussir	ng your childhood ar	nd things that you used to do
NDURING UNDERSTANDINGS:		ESSENTIAL QUES	LIONS:	
<ul> <li>Vocabulary about childhood and</li> </ul>	d fairy tales	Can I tall	about my childhoo	bd?
• Using the imperfect tense		<ul> <li>Can I say</li> </ul>	what I used to do?	
<ul> <li>Being able to use the preterite a past</li> </ul>	and imperfect tenses to talk about the			
WHAT SHO	OULD STUDENTS KNOW, UNDERSTAND,			IS UNIT?
	Standards, Concepts, Content,			
<b>REFERENCE/STANDARD</b>	STANDARDS: Content specific st		MAJOR	SUPPORTING STANDARD
i.e. GLE/CLE/MLS/NGSS	be addressed in this		STANDARD	
1.1	Students engage in conversations,	-	х	
	obtain information, express feeling	gs and emotions,		
		and exchange opinions		
1.2	Students understand and interpre-		х	
	spoken language on a variety of to	-		
1.3	Students present information, con		х	
	to an audience of listeners or read	ers on a variety of		
	topics.			
2.2	Students demonstrate an understa	•	х	
	relationship between the products	s and perspectives		
	of the culture studied			
DBJECTIVE # 1				
EFERENCES/STANDARDS				
e. GLE/CLE/MLS/NGSS				

	WHAT SHOULD STUDENTS	
UNDERSTAND? Concepts; essential truths that give meaning to the topic; ideas that transfer across situations. Reading/Listening • Vocabulary about childhood and fairy tales • Using the imperfect tense	KNOW?         Facts, Names, Dates, Places, Information,         ACADEMIC VOCABULARY         Culture         Compare fairy tales commonly read in         the U.S. with popular fairy tales from other	BE ABLE TO DO? Skills; Products Speaking/Writing Talk about my childhood Say what I used to do
<ul> <li>Using the preterite and imperfect tenses to talk about the past</li> </ul>	countries	☐Tell a story about something that happened in the past
	- STRATEGIES AND METHODS FOR TEACHING A	
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul> <li>Listening to the teacher, each other, videos and audio tracks</li> </ul>	<ul> <li>Create a scrapbook about my childhood</li> <li>Write a fairy tale</li> </ul>	1-4
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
Communication arts	Preterite tense	
HOW DO	WE KNOW WHAT STUDENTS HAVE LEARNED?	
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
Listening exercises in class	Both	1-4
Writing exercises in class	Both	1-4
<ul> <li>Speaking activities in class</li> </ul>	Both	1-4
Reading activities in class	Both	1-4

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? Possible Interventions					
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)			
<ul> <li>Extended help during Intervention time</li> <li>Reteach in small groups in class</li> <li>Additional instructional videos</li> </ul>	Online practice Watch additional instructional videos	1-4			
HOW WILL WE F	HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? Possible Extensions/Enrichments				
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)			
<ul> <li>Watch YouTube channels in target language (BBC, CNN, Duolingo)</li> </ul>	Practice with native language speakers Research topics more in depth	1-4			

	Strand: Reading	
	Topic: Childhood and Fairy t	cales
	Level 3	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Student can: judge meaning of unfamiliar vocabulary from context clues	Sample Activities <ul> <li>Choose a probable meaning for unfamiliar vocabulary based on context clues</li> <li>Answer a true/false question with an explanation of why</li> </ul>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<ul> <li>The student can:</li> <li>comprehend main idea and details on familiar topics from a text</li> <li>form conclusions about details not specifically listed in text</li> <li>apply interpretations through a diagram/picture/expression</li> </ul> The student exhibits no major errors or omissions.	<ul> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret reading selection by drawing a picture/chart</li> </ul>
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<ul> <li>There are no major errors or omissions regarding the simpler details and processes as the student:</li> <li>interpret text literally</li> <li>pick out specific details from text</li> <li>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</li> </ul>	Literal recall questions
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	

	Strand: Listening Comprehension	
	Topic: Childhood and Fairy tales	
	Level 3	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what	Sample Activities
4.0	was taught. Student can: judge meaning of unfamiliar vocabulary from context clues	<ul> <li>Choose a probable meaning for unfamiliar vocabulary based on context clues</li> </ul>
		<ul> <li>Answer a true/false question with an explanation</li> </ul>
1		of why
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score	The student can:	Questions which require inference rather than specific
3.0	• comprehend main idea and details on familiar topics from a listening selection	recall
	form conclusions about details not specifically spoken	• Summarize
	apply interpretations through a diagram/picture/expression	Interpret listening selection by drawing a picture/chart
	The student exhibits no major errors or omissions.	
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of	
Score	the 3.0 content.           There are no major errors or omissions regarding the simpler details and processes	literal recall questions
2.0	as the student:	
	interpret selection literally	
	pick out specific details from selection	
	However, the student exhibits major errors or omissions regarding the more	
	complex ideas and processes.	
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding	
	the 3.0 content.	_
Score	With help, a partial understanding of some of the simpler details and processes and	
1.0	some of the more complex ideas and processes.	
	<b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

	Strand: Speaking		
	Topic: Childhood and Fairy tales		
	Level 3		
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what	Sample Activities	
4.0	<ul> <li>was taught.</li> <li>Can initiate speech spontaneously on familiar topics</li> <li>Can apply new vocabulary to the topic</li> <li>Can extrapolate on various topics.</li> </ul>	<ul> <li>Answers level 3 questions along with additional words that were not taught</li> </ul>	
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.		
Score 3.0	<ul> <li>The student:</li> <li>Uses complete sentences to respond appropriately on familiar topics</li> </ul>	<ul> <li>Introduction of self or other</li> <li>Explain likes, dislikes</li> </ul>	
	<ul> <li>Avoids first language interference (direct translation)</li> <li>Uses comprehensible pronunciation</li> <li>Has natural fluidity</li> </ul>	Respond to interview	
	<ul> <li>Uses current thematic vocabulary along with previous thematic vocabulary</li> <li>Uses proper grammar in line with current topics learned (past and present)</li> <li>The student exhibits no major errors or omissions.</li> </ul>		
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student:         • can respond to specific questions in formulaic ways         However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	Memorized dialogue or answers to questions	
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	<b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
Score 0.0	Even with help, no understanding or skill demonstrated.		

	Stra	nd: Culture
	Topic: Child	hood and Fairy tales
		Level 3
Score 4.0	<ul> <li>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</li> <li>Create a cultural representation of the topic applied in our own culture.</li> <li>Critique the ideas of the topic taught by applying concepts from other cultures.</li> </ul>	<ul> <li>Sample Activities</li> <li>Can discuss ways cultural differences inform behaviors and language</li> <li>Design a cultural activity that mirrors one studied in class.</li> <li>Defend/Discuss/Critique why certain cultural concepts learned would not work in another cultural.</li> </ul>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<ul> <li>The student:</li> <li>Can compare and contrast practices, products and perspectives from different cultures</li> <li>Develop a logical argument on why the practices, products and perspectives discussed may work or not work in another culture.</li> <li>Cite evidence as to how practices, products and perspectives are used in another culture</li> <li>The student exhibits no major errors or omissions.</li> </ul>	<ul> <li>Compare and contrast target culture with native or other cultural community</li> <li>Create a pamphlet/booklet on helpful hints for a traveler in that country</li> <li>Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another.</li> </ul>
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<ul> <li>There are no major errors or omissions regarding the simpler details and processes as the student:</li> <li>recognizes cultural differences</li> <li>recognizes ways that cultural differences are manifested However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</li> </ul>	<ul> <li>List differences between native and target cultures</li> <li>Recall cultural topic information discussed in class</li> </ul>

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score	With	help, a partial understanding of some of the simpler
1.0	detai	ils and processes and some of the more complex ideas and
	proc	esses.
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
Score 0.0	Even	with help, no understanding or skill demonstrated.

	Strand: Writing	
	Topic: Childhood and Fairy tales	
	Grade: Level 3	
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	•
4.0	<ul> <li>can form complete and complex sentences/thoughts.</li> </ul>	
	<ul> <li>can expand their thoughts in a variety of sentence structures.</li> </ul>	
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial	
	success.	
Score	The student:	•
3.0	Can form complete sentences with little to no grammatical errors.	
	Can create sentences from a guided prompt that are cohesive and on topic.	
	Can apply appropriate register.	
	• Can show retention from previous topics discussed by using them with the current topic.	
	Can effectively use appropriate thematic vocabulary: old and new	
	The student exhibits no major errors or omissions.	
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score	Can form sentences with some errors and/or omissions.	•
2.0	• Can create sentences from a guided prompt with some significant errors and/or omissions.	
	Register is not consistent.	
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0	
	content.	
Score	can form sentences with significant errors and/or omissions.	
1.0	• can create sentences from a guided prompt with significant errors and/or omissions.	
	<ul> <li>Not familiar with the appropriate use of register.</li> </ul>	
	With help, a partial understanding of some of the simpler details and processes and some of the	
	more complex ideas and processes.	
	<b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

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UNIT TITLE: Food and Cooking

COURSE: Level 3

DURATION: 3 Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: • Textbook, online resources	<ul> <li>BIG IDEA(S):</li> <li>Cooking and telling someone how to prepare a dish</li> </ul>
ENDURING UNDERSTANDINGS:	ESSENTIAL QUESTIONS:
<ul> <li>Vocabulary used in cooking</li> </ul>	• Can I use a recipe that is written in Spanish?
<ul> <li>Using ordinal numbers to organize a task</li> </ul>	• Can I tell someone how to prepare a dish?
Giving informal commands	• Can I enumerate a task using ordinal numbers?

WHAT	SHOULD STUDENTS K	NOW, UNDERSTAND, AND BE ABLE TO DO	AT THE END OF TH	IS UNIT?
	Standard	s, Concepts, Content, Skills, Products, Voca	abulary	
<b>REFERENCE/STANDARD</b> <i>i.e. GLE/CLE/MLS/NGSS</i>		ontent specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
1.1		conversations, provide and obtain ss feelings and emotions, and exchange	x	
1.2	Students understa language on a vari	nd and interpret written and spoken ety of topics	х	
1.3		nformation, concepts, and ideas to an ers or readers on a variety of topics.	x	
2.1		rate an understanding of the en the practices and perspectives of the	x	
3.1		and further their knowledge of other the foreign language.	x	
OBJECTIVE # 1				
REFERENCES/STANDARDS i.e. GLE/CLE/MLS/NGSS				
		WHAT SHOULD STUDENTS		
UNDERSTAND Concepts; essential truths that give ideas that transfer across	meaning to the topic;	KNOW? Facts, Names, Dates, Places, Informat ACADEMIC VOCABULARY	ion,	BE ABLE TO DO? Skills; Products Speaking/Writing

Reading/Listening	Culture	
Vocabulary used in cooking	□Look at recipes and traditional dishes from	Use a recipe that is written in Spanish
<ul> <li>Using ordinal numbers to organize a task</li> </ul>	Spanish speaking countries	Tell someone how to prepare a dish
Giving informal commands		Enumerate a task using ordinal numbers
FACILITATING ACTIVITI	ES – STRATEGIES AND METHODS FOR TEACHING A	ND LEARNING
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET
		(1=Recall, 2=Skill/Concept, 3=Strategic
		Thinking, 4=Extended Thinking)
• Listening to the teacher, each other, videos and	<ul> <li>Produce and record a cooking show</li> </ul>	1-4
audio tracks		
Culinary arts	☐Foods ☐numbers	
HOW D	O WE KNOW WHAT STUDENTS HAVE LEARNED?	
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET
		(1=Recall, 2=Skill/Concept, 3=Strategic
		Thinking, 4=Extended Thinking)
Listening exercises in class	Both	1-4
Writing exercises in class	Both	1-4
<ul> <li>Speaking activities in class</li> </ul>	Both	1-4
Reading activities in class	Both	1-4

HOW WIL	L WE RESPOND IF STUDENTS HAVE NOT LEARNED? Possible Interventions	
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul> <li>Extended help during Intervention time</li> <li>Reteach in small groups in class</li> <li>Additional instructional videos</li> </ul>	Online practice Watch additional instructional videos	1-4
HOW WILL V	NE RESPOND IF STUDENTS HAVE ALREADY LEARNED	D?
	Possible Extensions/Enrichments	
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul> <li>Watch YouTube channels in target language (BBC, CNN, Duolingo)</li> </ul>	Practice with native language speakers Research topics more in depth	1-4

	Strand: Reading	
	Topic: Food and Cooking	g
	Level 3	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Student can: judge meaning of unfamiliar vocabulary from context clues	Sample Activities <ul> <li>Choose a probable meaning for unfamiliar vocabulary based on context clues</li> <li>Answer a true/false question with an explanation of why</li> </ul>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<ul> <li>The student can:</li> <li>comprehend main idea and details on familiar topics from a text</li> <li>form conclusions about details not specifically listed in text</li> <li>apply interpretations through a diagram/picture/expression</li> </ul> The student exhibits no major errors or omissions.	<ul> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret reading selection by drawing a picture/chart</li> </ul>
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<ul> <li>There are no major errors or omissions regarding the simpler details and processes as the student:</li> <li>interpret text literally</li> <li>pick out specific details from text</li> <li>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</li> <li>1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</li> </ul>	Literal recall questions

	Strand: Listening Comprehension	l
	Topic: Food and Cooking	
	Level 3	T
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Student can: judge meaning of unfamiliar vocabulary from context clues	Sample Activities  Choose a probable meaning for unfamiliar vocabulary based on context clues Answer a true/false question with an explanation of why
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<ul> <li>The student can:</li> <li>comprehend main idea and details on familiar topics from a listening selection</li> <li>form conclusions about details not specifically spoken</li> <li>apply interpretations through a diagram/picture/expression</li> </ul> The student exhibits no major errors or omissions.	<ul> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret listening selection by drawing a picture/chart</li> </ul>
	<ul> <li>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</li> </ul>	
Score 2.0	<ul> <li>There are no major errors or omissions regarding the simpler details and processes as the student:</li> <li>interpret selection literally</li> <li>pick out specific details from selection</li> <li>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</li> </ul>	literal recall questions
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
Score 0.0	<ul> <li>0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.</li> <li>Even with help, no understanding or skill demonstrated.</li> </ul>	

	Strand: Speaking	
	Topic: Food and Cooking	
	Level 3	
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what	Sample Activities
4.0	<ul> <li>was taught.</li> <li>Can initiate speech spontaneously on familiar topics</li> <li>Can apply new vocabulary to the topic</li> <li>Can extrapolate on various topics.</li> </ul>	<ul> <li>Answers level 3 questions along with additional words that were not taught</li> </ul>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score	The student:	Introduction of self or other
3.0	Uses complete sentences to respond appropriately on familiar topics	Explain likes, dislikes
	Avoids first language interference (direct translation)	Respond to interview
	Uses comprehensible pronunciation	
	Has natural fluidity	
	Uses current thematic vocabulary along with previous thematic vocabulary	
	Uses proper grammar in line with current topics learned (past and present)	
	The student exhibits no major errors or omissions.	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student:	Memorized dialogue or answers to questions
	can respond to specific questions in formulaic ways	
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	<b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

	Stra	nd: Culture
	Topic: Fo	ood and Cooking
		Level 3
Score 4.0	<ul> <li>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</li> <li>Create a cultural representation of the topic applied in our own culture.</li> <li>Critique the ideas of the topic taught by applying concepts from other cultures.</li> </ul>	<ul> <li>Sample Activities</li> <li>Can discuss ways cultural differences inform behaviors and language</li> <li>Design a cultural activity that mirrors one studied in class.</li> <li>Defend/Discuss/Critique why certain cultural concepts learned would not work in another cultural.</li> </ul>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<ul> <li>The student:</li> <li>Can compare and contrast practices, products and perspectives from different cultures</li> <li>Develop a logical argument on why the practices, products and perspectives discussed may work or not work in another culture.</li> <li>Cite evidence as to how practices, products and perspectives are used in another culture</li> <li>The student exhibits no major errors or omissions.</li> </ul>	<ul> <li>Compare and contrast target culture with native or other cultural community</li> <li>Create a pamphlet/booklet on helpful hints for a traveler in that country</li> <li>Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another.</li> </ul>
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<ul> <li>There are no major errors or omissions regarding the simpler details and processes as the student:</li> <li>recognizes cultural differences</li> <li>recognizes ways that cultural differences are manifested However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</li> </ul>	<ul> <li>List differences between native and target cultures</li> <li>Recall cultural topic information discussed in class</li> </ul>

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0	detai	help, a partial understanding of some of the simpler ils and processes and some of the more complex ideas and esses.
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
Score 0.0	Even	with help, no understanding or skill demonstrated.

	Strand: Writing	
	Topic: Food and Cooking	
	Grade: Level 3	
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	•
4.0	<ul> <li>can form complete and complex sentences/thoughts.</li> </ul>	
	<ul> <li>can expand their thoughts in a variety of sentence structures.</li> </ul>	
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial	
	SUCCESS.	
Score	The student:	•
3.0	Can form complete sentences with little to no grammatical errors.	
	Can create sentences from a guided prompt that are cohesive and on topic.	
	Can apply appropriate register.	
	• Can show retention from previous topics discussed by using them with the current topic.	
	Can effectively use appropriate thematic vocabulary: old and new	
	The student exhibits no major errors or omissions.	
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score	Can form sentences with some errors and/or omissions.	•
2.0	• Can create sentences from a guided prompt with some significant errors and/or omissions.	
	Register is not consistent.	
	However, the student exhibits major errors or omissions regarding the more complex ideas and	
	processes.	
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score	<ul> <li>can form sentences with significant errors and/or omissions.</li> </ul>	
1.0	• can create sentences from a guided prompt with significant errors and/or omissions.	
	• Not familiar with the appropriate use of register.	
	With help, a partial understanding of some of the simpler details and processes and some of the	
	more complex ideas and processes.	
	<b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score	Even with help, no understanding or skill demonstrated.	
0.0		



UNIT TITLE: Clothing and Fashion

DURATION: 3 Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:			BIG IDEA(S):		
Textbook, online resources			Describing Clothing and Fashion		
ENDURING UNDERSTANDINGS:			ESSENTIAL QUES	STIONS:	
• Vocabulary for clothing and fa	shion		Can I ta	lk about my cloth	ing and how it fits?
Noun adjective agreement					hat someone is wearing?
Using affirmative and negative	e words (like algunos a	and ningunos)	•		
WHAT SI	OULD STUDENTS KN	OW, UNDERSTAN	D, AND BE ABLE T	O DO AT THE END	O OF THIS UNIT?
	Standards	s, Concepts, Conte	nt, Skills, Products	s, Vocabulary	
<b>REFERENCE/STANDARD</b>	STANDARDS: Co	ontent specific sta	andards that will	MAJOR	SUPPORTING STANDARD
i.e. GLE/CLE/MLS/NGSS	be a	addressed in this	unit.	STANDARD	
1.1		e in conversations	•	Х	
		ion, express feelir	-		
		exchange opinions			
1.2		stand and interpre		х	
spoken language on a variety of t					
1.3		nt information, co		x	
		ence of listeners or readers on a			
	variety of topics		1: C.I.		
2.2		nstrate an underst	-	x	
		etween the products and f the culture studied			
OBJECTIVE # 1			u		
REFERENCES/STANDARDS		•			
i.e. GLE/CLE/MLS/NGSS					
		WHAT SHOU	ILD STUDENTS		
UNDERSTAND?			KNOW? BE ABLE TO DO?		BE ABLE TO DO?
Concepts; essential truths that give m	Facts, Names, Dates, Places, Information,		mation,	Skills; Products	
ideas that transfer across si	ACADEN	ACADEMIC VOCABULARY Speaking/Writing		Speaking/Writing	

Reading/Listening	Culture	
Vocabulary for clothing and fashion	Research famous designers from	Talk about my clothing and how it fits
Correct endings for adjectives based on nouns	Spanish speaking countries	Describe an outfit that someone is wearing
Using affirmative and negative words (like		Use affirmative and negative words correctly
algunos and ningunos)		when discussing fashion
FACILITATING ACTIVITIES	S – STRATEGIES AND METHODS FOR TEACHI	
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET
		(1=Recall, 2=Skill/Concept, 3=Strategic Thinking,
		4=Extended Thinking)
<ul> <li>Listening to the teacher, each other, videos and</li> </ul>	Plan and narrate a runway show	1-4
audio tracks		
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
INTERDISCIPLINART CONNECTION	Conjugating verbs	
•	Descriptive words	
HOW DO	WE KNOW WHAT STUDENTS HAVE LEARNI	ED?
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET
		(1=Recall, 2=Skill/Concept, 3=Strategic Thinking,
		4=Extended Thinking)
Listening exercises in class	Both	1-4
Writing exercises in class	Both	1-4
Speaking activities in class	Both	1-4
Reading activities in class	Both	1-4
HOW WILL	WE RESPOND IF STUDENTS HAVE NOT LEAR	NED?
	Possible Interventions	
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET
		(1=Recall, 2=Skill/Concept, 3=Strategic Thinking,
		4=Extended Thinking)
Extended help during Intervention time	Online practice	1-4
Reteach in small groups in class	Watch additional instructional videos	
Additional instructional videos		

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? Possible Extensions/Enrichments			
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul> <li>Watch YouTube channels in target language (BBC, CNN, Duolingo)</li> </ul>	Practice with native language speakers Research topics more in depth	1-4	

		Strand: Reading	
		Topic: Clothing and Fashie	on
		Level 3	
Score 4.0		addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. dent can: judge meaning of unfamiliar vocabulary from context clues	Sample Activities <ul> <li>Choose a probable meaning for unfamiliar vocabulary based on context clues</li> <li>Answer a true/false question with an explanation of</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	why
Score 3.0	•	student can: comprehend main idea and details on familiar topics from a text form conclusions about details not specifically listed in text apply interpretations through a diagram/picture/expression	<ul> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret reading selection by drawing a picture/chart</li> </ul>
	2.5	student exhibits no major errors or omissions.         No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	proc • • How	re are no major errors or omissions regarding the simpler details and cesses as the student: interpret text literally pick out specific details from text vever, the student exhibits major errors or omissions regarding the more uplex ideas and processes.	Literal recall questions
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	

	Strand: Listening Comprehension	
	Topic: Clothing and Fashion	
	Level 3	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Student can: judge meaning of unfamiliar vocabulary from context clues	Sample Activities <ul> <li>Choose a probable meaning for unfamiliar vocabulary based on context clues</li> <li>Answer a true/false question with an explanation of why</li> </ul>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<ul> <li>The student can:</li> <li>comprehend main idea and details on familiar topics from a listening selection</li> <li>form conclusions about details not specifically spoken</li> <li>apply interpretations through a diagram/picture/expression</li> </ul> The student exhibits no major errors or omissions.	<ul> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret listening selection by drawing a picture/chart</li> </ul>
	<ul> <li>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</li> </ul>	
Score 2.0	<ul> <li>There are no major errors or omissions regarding the simpler details and processes as the student:</li> <li>interpret selection literally</li> <li>pick out specific details from selection</li> <li>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</li> </ul>	literal recall questions
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	<b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

	Strand: Speaking		
	Topic: Clothing and Fashion		
	Level 3		
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what	Sample Activities	
4.0	<ul> <li>was taught.</li> <li>Can initiate speech spontaneously on familiar topics</li> <li>Can apply new vocabulary to the topic</li> <li>Can extrapolate on various topics.</li> </ul>	<ul> <li>Answers level 3 questions along with additional words that were not taught</li> </ul>	
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.		
Score	The student:	Introduction of self or other	
3.0	Uses complete sentences to respond appropriately on familiar topics	Explain likes, dislikes	
	Avoids first language interference (direct translation)	Respond to interview	
	<ul> <li>Uses comprehensible pronunciation</li> <li>Has natural fluidity</li> </ul>		
	<ul> <li>Uses current thematic vocabulary along with previous thematic vocabulary</li> </ul>		
	<ul> <li>Uses proper grammar in line with current topics learned (past and present)</li> </ul>		
	The student exhibits no major errors or omissions.		
	<ul> <li>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</li> </ul>		
Score	There are no major errors or omissions regarding the simpler details and processes	Memorized dialogue or answers to questions	
2.0	<ul> <li>as the student:</li> <li>can respond to specific questions in formulaic ways</li> </ul>		
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	<b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
Score 0.0	Even with help, no understanding or skill demonstrated.		

		and: Culture
	Topic: Cl	othing and Fashion
	1	Level 3
Score 4.0	<ul> <li>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</li> <li>Create a cultural representation of the topic applied in our own culture.</li> <li>Critique the ideas of the topic taught by applying concepts from other cultures.</li> </ul>	<ul> <li>Sample Activities</li> <li>Can discuss ways cultural differences inform behaviors and language</li> <li>Design a cultural activity that mirrors one studied in class.</li> <li>Defend/Discuss/Critique why certain cultural concepts learned would not work in another cultural.</li> </ul>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<ul> <li>The student:</li> <li>Can compare and contrast practices, products and perspectives from different cultures</li> <li>Develop a logical argument on why the practices, products and perspectives discussed may work or not work in another culture.</li> <li>Cite evidence as to how practices, products and perspectives are used in another culture</li> <li>The student exhibits no major errors or omissions.</li> </ul>	<ul> <li>Compare and contrast target culture with native or other cultural community</li> <li>Create a pamphlet/booklet on helpful hints for a traveler in that country</li> <li>Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another.</li> </ul>
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
partial knowledge of the 3.0 content.         Score       There are no major errors or omissions regarding the simpler details and processes as the student: <ul> <li>recognizes cultural differences</li> <li>recognizes ways that cultural differences are manifested</li> <li>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</li> </ul>		<ul> <li>List differences between native and target cultures</li> <li>Recall cultural topic information discussed in class</li> </ul>

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score	With	help, a partial understanding of some of the simpler	
1.0	detai	ils and processes and some of the more complex ideas and	
	proc	esses.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even	Even with help, no understanding or skill demonstrated.	

	Strand: Writing	
	Topic: Clothing and Fashion	
	Grade: Level 3	
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	•
4.0	<ul> <li>can form complete and complex sentences/thoughts.</li> </ul>	
	<ul> <li>can expand their thoughts in a variety of sentence structures.</li> </ul>	
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial	
	success.	
Score	The student:	•
3.0	Can form complete sentences with little to no grammatical errors.	
	Can create sentences from a guided prompt that are cohesive and on topic.	
	Can apply appropriate register.	
	Can show retention from previous topics discussed by using them with the current topic.	
	Can effectively use appropriate thematic vocabulary: old and new	
	The student exhibits no major errors or omissions.	
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score	Can form sentences with some errors and/or omissions.	•
2.0	• Can create sentences from a guided prompt with some significant errors and/or omissions.	
	Register is not consistent.	
	However, the student exhibits major errors or omissions regarding the more complex ideas and	
	processes.	
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score	<ul> <li>can form sentences with significant errors and/or omissions.</li> </ul>	
1.0	• can create sentences from a guided prompt with significant errors and/or omissions.	
	Not familiar with the appropriate use of register.	
	With help, a partial understanding of some of the simpler details and processes and some of the	
	more complex ideas and processes.	
	<b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score	Even with help, no understanding or skill demonstrated.	
0.0		

THET OF THE CITY
CST. 1846

**DURATION: 3 Weeks** 

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: Textbook, online resources	BIG IDEA(S): Being able to describe yourself in detail
ENDURING UNDERSTANDINGS:	ESSENTIAL QUESTIONS:
Vocabulary/information that pertains to my life/myself	Can I talk about myself giving much detailed information?
Using the present, present progressive, preterite and imperfect tenses	Can I describe myself in full (physical/personality, likes, wants)?
Being able to use the above tenses to talk about the my life	Can I tell a story about myself (events in my personal life)?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?				
	Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD	STANDARDS: Content specific standards that will be addressed in this	MAJOR	SUPPORTING	
i.e. GLE/CLE/MLS/NGSS	unit.	STANDARD	STANDARD	
1.1	Students engage in conversations, provide and obtain information,	х		
	express feelings and emotions, and exchange opinions			
1.2	Students understand and interpret written and spoken language on a	х		
	variety of topics			
1.3	Students present information, concepts, and ideas to an audience of	х		
	listeners or readers on a variety of topics.			
2.2	Students demonstrate an understanding of the relationship between	х		
	the products and perspectives of the culture studied			
OBJECTIVE # 1				
REFERENCES/STANDARDS				
i.e. GLE/CLE/MLS/NGSS				

	WHAT SHOULD STUDENTS	
UNDERSTAND?	KNOW?	BE ABLE TO DO?
Concepts; essential truths that give meaning to the topic; ideas that transfer across situations. Reading/Listening	Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY <b>Culture</b>	Skills; Products Speaking/Writing
Vocabulary about my life Using the present, present progressive, preterite and imperfect tenses? Being able to use the above tenses to talk about my life.	• Compare my life and myself to other people, especially teenager's lives from the Hispanic community.	<ul> <li>Talk about myself (my life)</li> <li>Say what I like to do</li> <li>Tell a story about myself that happened, is happening or used to happen as a child</li> </ul>
FACILITATING ACTI	 VITIES – STRATEGIES AND METHODS FOR TEACHIN	G AND LEARNING
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking 4=Extended Thinking)
Listening to the teacher, each other, videos and audio tracks	Create a scrapbook about myself with detailed information about my life and events.	1-4
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
Communication arts	<ul> <li>present, present progressive, preterite and imperfect tenses</li> <li>Use of adjective and pronouns</li> </ul>	
НО	W DO WE KNOW WHAT STUDENTS HAVE LEARNED	)?
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking 4=Extended Thinking)
Listening exercises in class	Both	1-4
Writing exercises in class	Both	1-4
Speaking activities in class	Both	1-4
Reading activities in class	Both	1-4

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? Possible Interventions				
TEACHER INSTRUCTIONAL ACTIVITY     STUDENT LEARNING TASK     DOK TARGET				
		(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)		
Extended help during Intervention time	Online practice	1-4		
Reteach in small groups in class	□Video Chat and watch videos of students from			
Additional instructional videos	Spanish-speaking countries			
HOW W	ILL WE RESPOND IF STUDENTS HAVE ALREADY LEAI	RNED?		
	Possible Extensions/Enrichments			
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET		
		(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)		
Watch YouTube channels in target language	Practice with native language speakers	1-4		
(BBC, CNN, Duolingo)	Research topics more in depth			

		Strand: Reading	
		Topic: Personal and Public Identities (ABO	OUT MYSELF)
		Level 4 (pre-AP)	
Score	In	addition to Score 3.0, in-depth inferences and applications that go beyond	Sample Activities
4.0	Stud	what was taught. ent can: judge meaning of unfamiliar vocabulary from context clues	Choose a probable meaning for unfamiliar vocabulary based on context clues Answer a true/false question with an explanation of why
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score	The	student can:	Questions which require inference rather than specific recall
3.0	com	prehend main idea and details on familiar topics from a text	Summarize
	form	conclusions about details not specifically listed in text	Interpret reading selection by drawing a picture/chart
	appl	y interpretations through a diagram/picture/expression	
	The	student exhibits no major errors or omissions.	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score	Ther	e are no major errors or omissions regarding the simpler details and	Literal recall questions
2.0	proc	esses as the student:	
	inter	pret text literally	
	pick out specific details from text		
	How	ever, the student exhibits major errors or omissions regarding the more	
	com	plex ideas and processes.	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions	
		regarding the 3.0 content.	

		Strand: Listening Comprehension	
		Topic: Personal and Public Identities (ABOUT	MYSELF)
		Level 4 (pre-AP)	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Student can: judge meaning of unfamiliar vocabulary from context clues		Sample Activities Choose a probable meaning for unfamiliar vocabulary based on context clues Answer a true/false question with an explanation of why
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	com form	student can: prehend main idea and details on familiar topics from a listening selection conclusions about details not specifically spoken y interpretations through a diagram/picture/expression	Questions which require inference rather than specific recall Summarize Interpret listening selection by drawing a picture/chart
	The	student exhibits no major errors or omissions.	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score	Ther	e are no major errors or omissions regarding the simpler details and processes	literal recall questions
2.0			
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even	with help, no understanding or skill demonstrated.	

		Strand: Speaking		
		Topic: Personal and Public Identities (ABOUT MY	SELF)	
	_	Level 4 (pre-AP)	-	
Score	In ac	dition to Score 3.0, in-depth inferences and applications that go beyond what was	Sample Activities	
4.0		taught.	Answers level 3 questions along with additional	
		Can initiate speech spontaneously on familiar topics	words that were not taught	
		Can apply new vocabulary to the topic		
	(	Can extrapolate on various topics.		
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with		
		partial success.		
Score	The s	tudent:	Introduction of self or other	
3.0		complete sentences to respond appropriately on familiar topics	Explain likes, dislikes	
		Is first language interference (direct translation)	Respond to interview	
		comprehensible pronunciation		
		natural fluidity		
	Uses current thematic vocabulary along with previous thematic vocabulary			
		proper grammar in line with current topics learned (past and present)		
		tudent exhibits no major errors or omissions.		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
Score 2.0		e are no major errors or omissions regarding the simpler details and processes as tudent:	Memorized dialogue or answers to questions	
2.0	the s	can respond to specific questions in formulaic ways		
		can respond to specific questions in formulaic ways		
	However, the student exhibits major errors or omissions regarding the more complex			
		and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the		
		3.0 content.		
Score	With	help, a partial understanding of some of the simpler details and processes and		
1.0	some	e of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
Score 0.0	Even	with help, no understanding or skill demonstrated.		

	Stra	nd: Culture
	Topic: Personal and Puk	lic Identities (ABOUT MYSELF)
	Leve	l 4 (pre-AP)
Score	In addition to Score 3.0, in-depth inferences and applications	Sample Activities
4.0	that go beyond what was taught. Create a cultural representation of the topic applied in our own culture. Critique the ideas of the topic taught by applying concepts from other cultures.	Can discuss ways cultural differences inform behaviors and language Design a cultural activity that mirrors one studied in class. Defend/Discuss/Critique why certain cultural concepts learned would not work in another cultural.
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<ul> <li>The student:</li> <li>Can compare and contrast practices, products and perspectives from different cultures</li> <li>Develop a logical argument on why the practices, products and perspectives discussed may work or not work in another culture.</li> <li>Cite evidence as to how practices, products and perspectives are used in another culture</li> <li>The student exhibits no major errors or omissions.</li> </ul>	Compare and contrast target culture with native or other cultural community Create a pamphlet/booklet on helpful hints for a traveler in that country Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another.
	<ul> <li>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</li> </ul>	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: recognizes cultural differences recognizes ways that cultural differences are manifested However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	List differences between native and target cultures Recall cultural topic information discussed in class
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<ul> <li>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</li> <li>0.5 With help, a partial understanding of the 2.0 content, but not the</li> </ul>	
Score 0.0	3.0 content.         Even with help, no understanding or skill demonstrated.	

		Strand	l: Writing
		Topic: Personal and Public	c Identities (ABOUT MYSELF)
			/el 4 (pre-AP)
Score 4.0		ddition to Score 3.0, in-depth inferences and applications that go beyond what was taught. can form complete and complex sentences/thoughts. can expand their thoughts in a variety of sentence structures.	<ul> <li>Able to write about oneself using skills previously learned along with being able to incorporate information that was not previously used in the classroom.</li> <li>Summarize personal information about oneself and/or others</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	Can a Can a Can a Can a Can a	student: form complete sentences with little to no grammatical errors. create sentences from a guided prompt that are cohesive and on topic. apply appropriate register. show retention from previous topics discussed by using them with the current topic. effectively use appropriate thematic vocabulary: old and new student exhibits no major errors or omissions.	Questions which require inference rather than specific recall Summarize personal information about oneself and/or others
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	Can o Regis <b>How</b>	form sentences with some errors and/or omissions. create sentences from a guided prompt with some significant errors and/or omissions. ster is not consistent. ever, the student exhibits major errors or omissions rding the more complex ideas and processes.	List/recalling simple information like adjectives

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0	With	can form sentences with significant errors and/or omissions. can create sentences from a guided prompt with significant errors and/or omissions. Not familiar with the appropriate use of register. help, a partial understanding of some of the simpler details and esses and some of the more complex ideas and processes.
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
Score 0.0	Even	with help, no understanding or skill demonstrated.

## **5AP Standards**

		Strand: Cult	ure
		Topic: (Topics change depending o	n theme covered in class)
		Level 5	
Score	ln a	addition to Score 3.0, in-depth inferences and applications that go	Sample Activities
4.0		beyond what was taught.	Can discuss ways cultural differences inform behaviors and language Design a cultural activity that mirrors one studied in class. Defend/Discuss/Critique why certain cultural concepts learned would not work in another culture.
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	Can o Can il Deve Cite e <b>The s</b>	<b>g a Language Level 5 material, the student:</b> compare and contrast practices, products and perspectives from different cultures llustrate or explain the topic's practice, product and/or perspective lop a logical argument on why the practices, products and perspectives discussed may work or not work in another culture. evidence as to how practices, products and perspectives are used in another culture or influence another culture. <b>tudent exhibits</b> <i>TARGETED</i> , <i>COMPLEX ideas and processes</i> <b>with ajor errors or omissions.</b> No major errors or omissions regarding 2.0 content and partial	<ul> <li>Compare and contrast target culture with native or other cultural community</li> <li>Create a pamphlet/booklet on helpful hints for a traveler in that country</li> <li>Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another.</li> <li>Can research a topic, not discussed in class, and explain the cultural significance.</li> </ul>
Score 2.0	error stude Ident recog	knowledge of the 3.0 content. are FOUNDATIONAL, SIMPLE details and processes with no major s or omissions regarding the simpler details and processes as the ent: ifies cultural differences gnizes ways that cultural differences are manifested However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	List differences between native and target cultures Recall cultural topic information discussed in class. Can be done in a variety of ways including orally, written or in discussion)

	1.5	Partial knowledge of the 2.0 content, but major errors or
		omissions regarding the 3.0 content.
Score	With h	nelp, a partial understanding of some of the simpler details and processes
1.0	and so	ome of the more complex ideas and processes.
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0
		content.
Score	Even with help, no understanding or skill demonstrated.	
0.0		

		Strand: Writing (Presenta	ational/Interpersonal)
		Topic: (Topics change dependin	g on theme covered in class)
		Grade: L	evel 5
Score	In a	ddition to Score 3.0, in-depth inferences and applications that	Sample Activities
4.0		go beyond what was taught.	Communicate via presentational written correspondence. This involves summarizing main points from a written and audio source and formulating an opinion.
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	Can f Ean c Can a Can a Can a Can a Can a Can e The s profi comr	g a Language Level 5 material, the student: form complete sentences proficiently with few if any grammatical errors that impede communication. create sentences from a guided prompt that are cohesive and on topic. apply appropriate register. show retention from previous topics discussed by using them with the current topic. effectively use appropriate thematic vocabulary: old and new student exhibits <i>TARGETED</i> , <i>COMPLEX ideas and processes</i> ciently with few if any grammatical errors that impede munication.	<ul> <li>Communicate via interpersonal written correspondence. (email or postcard)</li> <li>Create sentences from a guided prompt (written, oral or illustrative)</li> <li>Answer a topic question</li> <li>Can apply a reading selection to their own life</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	majo proce	e are FOUNDATIONAL, SIMPLE details and processes with no or errors or omissions regarding the simpler details and esses as the student: Can form sentences with some errors and/or omissions. Can create sentences from a guided prompt with some significant errors and/or omissions. Uses appropriate register some of the time and/or with support. ever, the student exhibits major errors or omissions regarding nore complex ideas and processes.	<ul> <li>Can complete prompted sentences with current vocabulary/fill in the blank</li> <li>Can complete a sentence from a picture prompt</li> </ul>

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score	С	an form sentences with significant errors and/or omissions.
1.0	С	an create sentences from a guided prompt with significant
		errors and/or omissions.
	N	lot familiar with the appropriate use of register.
	With	help, a partial understanding of some of the simpler details
	and p	rocesses and some of the more complex ideas and processes.

		Strand: Speaking (Presentational)		
		Topic: (Topics change depending on theme covered in cl	lass)	
		Level 5		
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities	
			Answers level 3 questions along with additional words that were not taught	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.		
Score	Using	g a Language Level 5 material, the student:	Explain likes, dislikes or explain topics used in	
3.0	Uses	complete sentences to respond appropriately on familiar topics	current vocabulary	
	Avoid	Is first language interference (direct translation)	Respond to interview questions	
	Uses	comprehensible pronunciation	Answer questions	
	Has natural fluidity		Tell story	
	Uses	current thematic vocabulary along with previous thematic vocabulary	Narrate a situation (fashion show, presentation,	
	Uses proper grammar in line with current topics learned (past and present) this specificity is absolutely essential here – nice job!		picture prompt)	
	The student exhibits <i>TARGETED</i> , <i>COMPLEX</i> ideas and processes no major errors or omissions.			
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
Score	There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions		Memorized dialogue or answers to questions	
2.0	regarding the simpler details and processes as the student:		Read a response with scripted notes	
	can respond to specific questions in formulaic ways with a script			
	However, the student exhibits major errors or omissions regarding the more complex ideas			
	and processes.			
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0		
		content.		
Score		help, a partial understanding of some of the simpler details and processes and some of		
1.0	the n	nore complex ideas and processes.		
	<b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.			
Score 0.0	Even	with help, no understanding or skill demonstrated.		

		Strand: Reading (Interpretive)	
		Topic: (Topics change depending on theme covered in c	class)
		Level 5	
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was		Sample Activities
4.0	Stude	taught. ent can: judge meaning of unfamiliar vocabulary from context clues	Choose a probable meaning for unfamiliar vocabulary based on context clues Answer a true/false question with an explanation of why
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	Using a Language Level 5 material, the student: comprehend main idea and details on familiar topics from a text form conclusions about details not specifically listed in text apply interpretations through a diagram/picture/expression rephrase text to explain meaning The student exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions.		Questions which require inference rather than specific recall Summarize Interpret reading selection by drawing a picture/chart
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	regar interp pick c Howe	e are FOUNDATIONAL, SIMPLE details and processes no major errors or omissions ding the simpler details and processes as the student: poret text literally but specific details from text ever, the student exhibits major errors or omissions regarding the more complex ideas processes.	Literal recall questions
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
Score 0.0	Even with help, no understanding or skill demonstrated.		

		Strand: Listening Comprehension (Interpretive)	
		Topic: (Topics change depending on theme covered in cl	ass)
		Level 5	
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Student can: judge meaning of unfamiliar vocabulary from context clues		Sample Activities
4.0			Choose a probable meaning for unfamiliar vocabulary based on context clues Answer a true/false question with an explanation of why
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	comp form apply answ <b>The</b> s	g a Language Level 5 material, the student: orehend main idea and details on familiar topics from a listening selection conclusions about details not specifically spoken y interpretations through a diagram/picture/expression yer the above points with no more than 2 repetitions. student exhibits TARGETED, COMPLEX ideas and processes no major errors or sions.	Questions which require inference rather than specific recall Summarize Interpret listening selection by drawing a picture/chart
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student: interpret selection literally pick out specific details from selection However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		literal recall questions
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0		help, a partial understanding of some of the simpler details and processes and some of nore complex ideas and processes.	]
	<b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
Score 0.0	Even	with help, no understanding or skill demonstrated.	]

SHOT OF THE CITY	CONTENT AREA: Spanish	UNIT TITLE: Families and Communities (Vacationing/Taking a Trip)
	COURSE: Level 4 and 5 AP	DURATION: 3 Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:	BIG IDEA(S):
Textbook, online resources	Being able to describe your vacation in detail
ENDURING UNDERSTANDINGS:	ESSENTIAL QUESTIONS:
Vocabulary/information that pertains to vacationing	Can I talk about my vacation (trip) with much detailed information?
Using the present, present progressive, preterite, imperfect tenses and reflexive	Can I describe my trip planning, the actual trip and what I did during the trip?
Being able to use the above tenses to talk about the planning of the trip, taking the trip and after the trip	Can I give specific information about what I did during my vacation trip?

WHAT SHOULD STUDEN	rs know, understand, and be able to do a	T THE END OF TH	IS UNIT?
Star	dards, Concepts, Content, Skills, Products, Vocab	ulary	
FERENCE/STANDARD	STANDARDS: Content specific standards that	MAJOR	SUPPORTING STAN

<b>REFERENCE/STANDARD</b>	STANDARDS: Content specific standards that	MAJOR	SUPPORTING STANDARD
i.e. GLE/CLE/MLS/NGSS	will be addressed in this unit.	STANDARD	
1.1	Students engage in conversations, provide and	х	
	obtain information, express feelings and		
	emotions, and exchange opinions		
1.2	Students understand and interpret written and	х	
	spoken language on a variety of topics		
1.3	Students present information, concepts, and	х	
	ideas to an audience of listeners or readers on		
	a variety of topics.		
2.2	Students demonstrate an understanding of the	х	
	relationship between the products and		
	perspectives of the culture studied		
OBJECTIVE # 1			
	1.1, 1.2, 1.3, 2.2		
REFERENCES/STANDARDS	1.1, 1.2, 1.3, 2.2		
i.e. GLE/CLE/MLS/NGSS			

	WHAT SHOULD STUDENTS	
UNDERSTAND?	KNOW?	BE ABLE TO DO?
Concepts; essential truths that give meaning to the	Facts, Names, Dates, Places, Information,	Skills; Products
topic; ideas that transfer across situations.	ACADEMIC VOCABULARY	Speaking/Writing
Reading/Listening	Culture	
Vocabulary about vacationing/taking a trip	<ul> <li>Compare vacationing within my family and other</li> </ul>	<ul> <li>Talk about my family vacations</li> </ul>
Using the present, present progressive,	cultures, especially teenager's vacations in/from	• Say how I planned my trip, what I am going
preterite, imperfect tenses and reflexive	Spanish-speaking country.	to do and what I did during my vacation
tenses.		<ul> <li>Tell a story about is happening and</li> </ul>
Being able to use the above tenses to talk about		happened during my vacation
planning a trip, taking a trip and after the		• Tell a story about a vacation I used to take
trip		as a child with my family
FACILITATING ACT	VITIES – STRATEGIES AND METHODS FOR TEACHING AN	D LEARNING
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET
		(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
Listening to the teacher, each other, videos and	Fully describe (with detailed information) how I	1-4
audio tracks	planned my vacation, what I did and how it	
	went.	
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
Communication arts	<ul> <li>present, present progressive, preterite, imperfect</li> </ul>	
	tenses and reflexive	
	<ul> <li>Use of adjective and pronouns</li> </ul>	
	• Use of prepositions to find your way around during	
	the vacation trip	
нс	W DO WE KNOW WHAT STUDENTS HAVE LEARNED?	
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET
		(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
Listening exercises in class	Both	1-4
Writing exercises in class	Both	1-4
Speaking activities in class	Both	1-4
Reading activities in class	Both	1-4
		1

нс	<b>DW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED</b> Possible Interventions	)?
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
Extended help during Intervention time Reteach in small groups in class Additional instructional videos	<ul> <li>Online practice</li> <li>Video Chat and watch videos of students from Spanish-speaking countries</li> </ul>	1-4
HOW	VILL WE RESPOND IF STUDENTS HAVE ALREADY LEARN Possible Extensions/Enrichments	IED?
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
Watch YouTube channels in target language (BBC, CNN, Duolingo)	<ul><li>Practice with native language speakers</li><li>Research topics more in depth</li></ul>	1-4

		Strand: Reading	
		Topic: Families and Communities (Vacationing	g/Taking a Trip)
		Level 4 (pre-AP)	
Score	In	addition to Score 3.0, in-depth inferences and applications that go beyond	Sample Activities
4.0	Stud	what was taught. ent can: judge meaning of unfamiliar vocabulary from context clues	Choose a probable meaning for unfamiliar vocabulary based on context clues Answer a true/false question with an explanation of why
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score	The	student can:	Questions which require inference rather than specific recall
3.0	com	prehend main idea and details on familiar topics from a text	Summarize
	form	conclusions about details not specifically listed in text	Interpret reading selection by drawing a picture/chart
	appl	y interpretations through a diagram/picture/expression	
	The	student exhibits no major errors or omissions.	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score	Ther	e are no major errors or omissions regarding the simpler details and	Literal recall questions
2.0	proc	esses as the student:	
	inter	pret text literally	
	pick	out specific details from text	
	How	ever, the student exhibits major errors or omissions regarding the more	
	com	plex ideas and processes.	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions	
		regarding the 3.0 content.	

		Strand: Listening Comprehension	
		Topic: Families and Communities (Vacationing/Ta	aking a Trip)
		Level 4 (pre-AP)	_
Score 4.0		addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. ent can: judge meaning of unfamiliar vocabulary from context clues	Sample Activities Choose a probable meaning for unfamiliar vocabulary based on context clues Answer a true/false question with an explanation of why
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	com form	student can: prehend main idea and details on familiar topics from a listening selection a conclusions about details not specifically spoken y interpretations through a diagram/picture/expression	Questions which require inference rather than specific recall Summarize Interpret listening selection by drawing a picture/chart
	The	student exhibits no major errors or omissions.	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score	Ther	e are no major errors or omissions regarding the simpler details and processes	literal recall questions
2.0	inter pick <b>How</b>	e student: pret selection literally out specific details from selection ever, the student exhibits major errors or omissions regarding the more plex ideas and processes.	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0		help, a partial understanding of some of the simpler details and processes and some of nore complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even	with help, no understanding or skill demonstrated.	

		Strand: Speaking	
		Topic: Families and Communities (Vacationing/Taki	ng a Trip)
		Level 4 (pre-AP)	
Score	In a	ddition to Score 3.0, in-depth inferences and applications that go beyond what was	Sample Activities
4.0		taught.	Answers level 3 questions along with additional
		Can initiate speech spontaneously on familiar topics	words that were not taught
		Can apply new vocabulary to the topic	
		Can extrapolate on various topics.	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with	
		partial success.	
Score		student:	Introduction of self or other
3.0		complete sentences to respond appropriately on familiar topics	Explain likes, dislikes
		ds first language interference (direct translation)	Respond to interview
		comprehensible pronunciation	
		natural fluidity	
		current thematic vocabulary along with previous thematic vocabulary	
		proper grammar in line with current topics learned (past and present)	
		student exhibits no major errors or omissions.	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score	Thor	e are no major errors or omissions regarding the simpler details and processes as	Memorized dialogue or answers to questions
2.0		tudent:	Memorized dialogue of answers to questions
2.0	the s	can respond to specific questions in formulaic ways	
		currespond to specific questions in formalate ways	
	How	ever, the student exhibits major errors or omissions regarding the more complex	
		s and processes.	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the	
		3.0 content.	
Score	With	help, a partial understanding of some of the simpler details and processes and	
1.0	some	e of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score	Even	with help, no understanding or skill demonstrated.	
0.0			

	Stra	nd: Culture
	Topic: Families and Comm	unities (Vacationing/Taking a Trip)
	Leve	l 4 (pre-AP)
Score	In addition to Score 3.0, in-depth inferences and applications	Sample Activities
4.0	that go beyond what was taught. Create a cultural representation of the topic applied in our own culture. Critique the ideas of the topic taught by applying concepts from other cultures.	Can discuss ways cultural differences inform behaviors and language Design a cultural activity that mirrors one studied in class. Defend/Discuss/Critique why certain cultural concepts learned would not work in another cultural.
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<ul> <li>The student:</li> <li>Can compare and contrast practices, products and perspectives from different cultures</li> <li>Develop a logical argument on why the practices, products and perspectives discussed may work or not work in another culture.</li> <li>Cite evidence as to how practices, products and perspectives are</li> </ul>	Compare and contrast target culture with native or other cultural community Create a pamphlet/booklet on helpful hints for a traveler in that country Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another.
	Cite evidence as to now practices, products and perspectives areused in another cultureThe student exhibits no major errors or omissions.2.5No major errors or omissions regarding 2.0 content and	
	partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: recognizes cultural differences recognizes ways that cultural differences are manifested However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	List differences between native and target cultures Recall cultural topic information discussed in class
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<ul> <li>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</li> <li>0.5 With help, a partial understanding of the 2.0 content, but not the</li> </ul>	
Score 0.0	3.0 content. Even with help, no understanding or skill demonstrated.	

		Strand: W	Vriting
		Topic: Families and Communitie	es (Vacationing/Taking a Trip)
		Grade: Level	4 (pre-AP)
Score 4.0		Idition to Score 3.0, in-depth inferences and applications that go beyond what was taught. can form complete and complex sentences/thoughts. can expand their thoughts in a variety of sentence structures.	Able to write using skills previously learned along with being able to incorporate information that was not previously used in the classroom. Summarize personal information about oneself and/or others
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	Can a Can a Can a Can a Can a	student: form complete sentences with little to no grammatical errors. create sentences from a guided prompt that are cohesive and on topic. apply appropriate register. show retention from previous topics discussed by using them with the current topic. effectively use appropriate thematic vocabulary: old and new student exhibits no major errors or omissions. No major errors or omissions regarding 2.0 content and partial	Questions which require inference rather than specific recall Summarize personal information about oneself and/or others
Score 2.0	Can o Regis <b>How</b>	knowledge of the 3.0 content. form sentences with some errors and/or omissions. create sentences from a guided prompt with some significant errors and/or omissions. ster is not consistent. ever, the student exhibits major errors or omissions regarding more complex ideas and processes.	List/recalling simple information like adjectives

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
		can form sentences with significant errors and/or omissions.
9	With	can form sentences with significant errors and/or omissions. can create sentences from a guided prompt with significant errors and/or omissions. Not familiar with the appropriate use of register. help, a partial understanding of some of the simpler details and esses and some of the more complex ideas and processes.
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
Score 0.0	Even	with help, no understanding or skill demonstrated.

### **5AP Standards**

		Strand: Cultu		
		Topic: (Topics change depending or	n theme covered in class)	
	1	Level 5		
Score	Ina	addition to Score 3.0, in-depth inferences and applications that go	Sample Activities	
4.0	beyond what was taught.		Can discuss ways cultural differences inform behaviors and language Design a cultural activity that mirrors one studied in class. Defend/Discuss/Critique why certain cultural concepts learned would not work in another culture.	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.		
Score 3.0	Can i Can i Deve Cite	g a Language Level 5 material, the student:compare and contrast practices, products and perspectives fromdifferent culturesillustrate or explain the topic's practice, product and/or perspectiveelop a logical argument on why the practices, products andperspectives discussed may work or not work in another culture.evidence as to how practices, products and perspectives are used inanother culture or influence another culture.student exhibits TARGETED, COMPLEX ideas and processes withnajor errors or omissions.No major errors or omissions regarding 2.0 content and partialknowledge of the 3.0 content.	<ul> <li>Compare and contrast target culture with native or other cultural community</li> <li>Create a pamphlet/booklet on helpful hints for a traveler in that country</li> <li>Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another.</li> <li>Can research a topic, not discussed in class, and explain the cultural significance.</li> </ul>	
Score	Ther	re are FOUNDATIONAL, SIMPLE details and processes with no major	List differences between native and target cultures	
2.0	errors or omissions regarding the simpler details and processes with no major student: Identifies cultural differences recognizes ways that cultural differences are manifested However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		Recall cultural topic information discussed in class. Can be done in a variety of ways including orally, written or in discussion)	

	1.5	Partial knowledge of the 2.0 content, but major errors or	
		omissions regarding the 3.0 content.	
Score	With help, a partial understanding of some of the simpler details and processe		
1.0	and so	ome of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0	
		content.	
Score	Even v	Even with help, no understanding or skill demonstrated.	
0.0			

		Strand: Writing (Presenta	tional/Interpersonal)	
		Topic: (Topics change depending		
		Grade: Le		
Score	In ad	ldition to Score 3.0, in-depth inferences and applications that go	Sample Activities	
4.0	beyond what was taught.		Communicate via presentational written correspondence. This involves summarizing main points from a written and audio source and formulating an opinion.	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.		
Score 3.0	Can f Can c Can c Can a Can s t Can e The s profit		Communicate via interpersonal written correspondence. (email or postcard) Create sentences from a guided prompt (written, oral or illustrative) Answer a topic question Can apply a reading selection to their own life	
Score 2.0	communication.         2.5       No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.         core       There are FOUNDATIONAL, SIMPLE details and processes with no		Can complete prompted sentences with current vocabulary/fill in the blank Can complete a sentence from a picture prompt	

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score	C	an form sentences with significant errors and/or omissions.
1.0	C	an create sentences from a guided prompt with significant errors and/or omissions.
	N	ot familiar with the appropriate use of register.
		help, a partial understanding of some of the simpler details and
	proce	sses and some of the more complex ideas and processes.

		Strand: Speaking (Presentational)		
		Topic: (Topics change depending on theme covered in cl	lass)	
		Level 5		
Score	In	addition to Score 3.0, in-depth inferences and applications that go beyond what was	Sample Activities	
4.0		taught.	Answers level 3 questions along with additional words that were not taught	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.		
Score	Using	a Language Level 5 material, the student:	Explain likes, dislikes or explain topics used in	
3.0	Uses	complete sentences to respond appropriately on familiar topics	current vocabulary	
	Avoid	ds first language interference (direct translation)	Respond to interview questions	
	Uses	comprehensible pronunciation	Answer questions	
	Has n	natural fluidity	Tell story	
		current thematic vocabulary along with previous thematic vocabulary	Narrate a situation (fashion show, presentation,	
	Uses proper grammar in line with current topics learned (past and present) this specificity is absolutely essential here – nice job!		picture prompt)	
		student exhibits TARGETED, COMPLEX ideas and processes no major errors or sions.		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
Score	There	e are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions	Memorized dialogue or answers to questions	
2.0	regarding the simpler details and processes as the student: can respond to specific questions in formulaic ways with a script		Read a response with scripted notes	
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.			
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0		
		content.		
Score	With	help, a partial understanding of some of the simpler details and processes and some of		
1.0	the n	nore complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	]	
Score 0.0	Even	with help, no understanding or skill demonstrated.		

		Strand: Reading (Interpretive)	
		Topic: (Topics change depending on theme covered in c	class)
		Level 5	
Score	In	addition to Score 3.0, in-depth inferences and applications that go beyond what was	Sample Activities
4.0	taught. Student can: judge meaning of unfamiliar vocabulary from context clues		Choose a probable meaning for unfamiliar vocabulary based on context clues Answer a true/false question with an explanation of why
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	Using a Language Level 5 material, the student: comprehend main idea and details on familiar topics from a text form conclusions about details not specifically listed in text apply interpretations through a diagram/picture/expression rephrase text to explain meaning The student exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions.		Questions which require inference rather than specific recall Summarize Interpret reading selection by drawing a picture/chart
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
ScoreThere are FOUNDATIONAL, SIMPLE detail2.0regarding the simpler details and process interpret text literally pick out specific details from text		but specific details from text ever, the student exhibits major errors or omissions regarding the more complex ideas	Literal recall questions
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0		help, a partial understanding of some of the simpler details and processes and some e more complex ideas and processes.	
<b>C</b>	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	4
Score 0.0			

		Strand: Listening Comprehension (Interpretive)		
		Topic: (Topics change depending on theme covered in cl	ass)	
		Level 5		
Score	In	addition to Score 3.0, in-depth inferences and applications that go beyond what was	Sample Activities	
4.0	Stud	taught. ent can: judge meaning of unfamiliar vocabulary from context clues	Choose a probable meaning for unfamiliar vocabulary based on context clues Answer a true/false question with an explanation of why	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.		
Score 3.0	comp form apply answ <b>The</b> s	g a Language Level 5 material, the student: orehend main idea and details on familiar topics from a listening selection conclusions about details not specifically spoken y interpretations through a diagram/picture/expression yer the above points with no more than 2 repetitions. student exhibits TARGETED, COMPLEX ideas and processes no major errors or sions.	Questions which require inference rather than specific recall Summarize Interpret listening selection by drawing a picture/chart	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
Score 2.0	core There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omis		literal recall questions	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
Score 1.0		help, a partial understanding of some of the simpler details and processes and some of nore complex ideas and processes.	]	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
Score 0.0	Even	with help, no understanding or skill demonstrated.	]	

CONTENT AREA: Spanish COURSE: Level 4 and 5 AP		UNIT TITLE: Scient habitat) DURATION: 3 We		y (The environment, animals and
	MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:			
Textbook, online resources	<ul> <li>Being ab solutions</li> </ul>		ironmental issues, concerns and	
ENDURING UNDERSTANDINGS:		ESSENTIAL QUES	TIONS:	
Vocabulary/information that pertains to the enviro		Can I talk	k about environn	nental issues and concerns?
<ul> <li>Using the present, present progressive, preterite, i</li> </ul>	imperfect tenses		• •	al concerns about the environment?
<ul><li>and future tenses and the present participle</li><li>Being able to use the above tenses to talk about end</li></ul>	nvironmental	-	•	ation about solutions and how I can
issues and personal concerns for the future of the		help prot	tect the environ	ment?
Use comparative and superlatives and preposition	-			
WHAT SHOULD STUDENTS KI				
	ds, Concepts, Conten			
REFERENCE/STANDARD	· · · · · · · · · · · · · · · · · · ·	Content specific	MAJOR	SUPPORTING STANDARD
i.e. GLE/CLE/MLS/NGSS	standards that wi	ill be addressed in	STANDARD	
		unit.		
1.1	Students engage in provide and obtain		х	
	express feelings an	-		
	exchange opinions			
1.2	Students understan		х	
	written and spoken variety of topics	i language on a		
1.3	Students present in	nformation,	х	
		s to an audience of		
	listeners or readers topics.	s on a variety of		
2.2	Students demonstra	ate an	x	
	understanding of th	he relationship	~	
	between the produce			
	perspectives of the	culture studied		

OBJECTIVE # 1				
REFERENCES/STANDARDS	• 1.1,1.2,1.3,2.2			
i.e. GLE/CLE/MLS/NGSS				
	WHAT SHOULD STUDENTS			
UNDERSTAND? Concepts; essential truths that give meaning to the topic; ideas that transfer across situations. Reading/Listening Vocabulary about environment Using the present, present progressive, preterite, imperfect tenses and future tenses and the present participle Being able to use the above tenses to discuss environmental issues, concerns and possible solutions	KNOW? Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY Culture • Compare and contrast environmental issues and solutions in the USA vs in/from Spanish-speaking country.	BE ABLE TO DO?         Skills; Products         Speaking/Writing         • Talk about environmental issues, concerns and possible solutions         • Present concerns and propose possible solutions on how to protect the environment		
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING				
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)		
<ul> <li>Listening to the teacher, each other, videos and audio tracks</li> </ul>	<ul> <li>Fully describe (with detailed information) how I planned my vacation, what I did and how it went.</li> </ul>	1-4		
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS		
Communication arts	<ul> <li>present, present progressive, preterite, imperfect tenses and reflexive</li> <li>Use of adjective and pronouns</li> <li>Use of prepositions to find your way around during the vacation trip</li> </ul>			

НО	W DO WE KNOW WHAT STUDENTS HAVE LEARNED	?
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET
		(1=Recall, 2=Skill/Concept, 3=Strategic
		Thinking, 4=Extended Thinking)
<ul> <li>Listening exercises in class</li> </ul>	Both	1-4
<ul> <li>Writing exercises in class</li> </ul>	Both	1-4
<ul> <li>Speaking activities in class</li> </ul>	Both	1-4
<ul> <li>Reading activities in class</li> </ul>	Both	1-4
HOW	WILL WE RESPOND IF STUDENTS HAVE NOT LEARN	ED?
	Possible Interventions	
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET
		(1=Recall, 2=Skill/Concept, 3=Strategic
		Thinking, 4=Extended Thinking)
Extended help during Intervention time	Online practice	1-4
<ul> <li>Reteach in small groups in class</li> </ul>	<ul> <li>Video Chat and watch videos of students</li> </ul>	
<ul> <li>Additional instructional videos</li> </ul>	from Spanish-speaking countries	
HOW W	ILL WE RESPOND IF STUDENTS HAVE ALREADY LEAF	RNED?
	Possible Extensions/Enrichments	
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET
		(1=Recall, 2=Skill/Concept, 3=Strategic
		Thinking, 4=Extended Thinking)
Watch YouTube channels in target language	Practice with native language speakers	1-4

	Strand: Reading		
	Topic: Science and Technology (The environmen	t, animals and habitats)	
	Level 4 (pre-AP)		
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Student can: judge meaning of unfamiliar vocabulary from context clues	Sample Activities     Choose a probable meaning for unfamiliar vocabulary     based on context clues	
		<ul> <li>Answer a true/false question with an explanation of why</li> </ul>	
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.		
Score 3.0	<ul> <li>The student can:</li> <li>comprehend main idea and details on familiar topics from a text</li> <li>form conclusions about details not specifically listed in text</li> <li>apply interpretations through a diagram/picture/expression</li> </ul>	<ul> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret reading selection by drawing a picture/chart</li> </ul>	
	The student exhibits no major errors or omissions.		
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
Score 2.0	<ul> <li>There are no major errors or omissions regarding the simpler details and processes as the student:</li> <li>interpret text literally</li> <li>pick out specific details from text</li> <li>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</li> </ul>	Literal recall questions	
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		

	Strand: Listening Comprehension		
	Topic: Science and Technology (The environment, anin	nals and habitats)	
	Level 4 (pre-AP)		
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what	Sample Activities	
4.0	was taught.	Choose a probable meaning for unfamiliar	
	Student can: judge meaning of unfamiliar vocabulary from context clues	vocabulary based on context clues	
		<ul> <li>Answer a true/false question with an explanation of why</li> </ul>	
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.		
Score	The student can:	• Questions which require inference rather than specific	
3.0	comprehend main idea and details on familiar topics from a listening selection	recall	
	form conclusions about details not specifically spoken	Summarize	
	<ul> <li>apply interpretations through a diagram/picture/expression</li> </ul>	Interpret listening selection by drawing a picture/chart	
	The student exhibits no major errors or omissions.		
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student:	literal recall questions	
	interpret selection literally		
	pick out specific details from selection		
	However, the student exhibits major errors or omissions regarding the more		
	complex ideas and processes.		
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
Score	With help, a partial understanding of some of the simpler details and processes and		
1.0	some of the more complex ideas and processes.		
	<b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
Score 0.0	Even with help, no understanding or skill demonstrated.		

	Strand: Speaking	
	Topic: Science and Technology (The environment,	animals and habitats)
	Level 4 (pre-AP)	
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what	t Sample Activities
4.0	was taught.	Answers level 3 questions along with additional
	Can initiate speech spontaneously on familiar topics	words that were not taught
	Can apply new vocabulary to the topic	
	Can extrapolate on various topics.	
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications	
	with partial success.	
Score	The student:	Discuss environmental issues
3.0	Uses complete sentences to respond appropriately on familiar topics	<ul> <li>Discuss comparisons and contrasts</li> </ul>
	Avoids first language interference (direct translation)	<ul> <li>Respond to varied opinions and discussions</li> </ul>
	Uses comprehensible pronunciation	
	Has natural fluidity	
	Uses current thematic vocabulary along with previous thematic vocabulary	
	Uses proper grammar in line with current topics learned (past and present)	
	The student exhibits no major errors or omissions.	
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of	
	the 3.0 content.	
Score	There are no major errors or omissions regarding the simpler details and processes	Memorized dialogue or answers to questions
2.0	as the student:	
	can respond to specific questions in formulaic ways	
	However, the student exhibits major errors or omissions regarding the more	
	complex ideas and processes.	
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding	
	the 3.0 content.	,
Score	With help, a partial understanding of some of the simpler details and processes an	d
1.0	some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content	
Score	Even with help, no understanding or skill demonstrated.	
0.0		

	Str	and: Culture	
	Topic: Science and Technology	(The environment, animals and habitats)	
	Lev	el 4 (pre-AP)	
Score	In addition to Score 3.0, in-depth inferences and applications	Sample Activities	
4.0	<ul> <li>that go beyond what was taught.</li> <li>Create a cultural representation of the topic applied in our own culture.</li> <li>Critique the ideas of the topic taught by applying concepts from other cultures.</li> </ul>	<ul> <li>Can discuss ways cultural differences inform behaviors and language</li> <li>Design a cultural activity that mirrors one studied in class.</li> <li>Defend/Discuss/Critique why certain cultural concepts learned would not work in another cultural.</li> </ul>	
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.		
Score 3.0	<ul> <li>The student:</li> <li>Can compare and contrast practices, products and perspectives from different cultures</li> <li>Develop a logical argument on why the practices, products and perspectives discussed may work or not work in another culture.</li> <li>Cite evidence as to how practices, products and perspectives are used in another culture</li> <li>The student exhibits no major errors or omissions.</li> </ul>	<ul> <li>Compare and contrast target culture with native or other cultural community</li> <li>Create a presentation to discuss global environmental concerns and propose solutions</li> <li>Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another.</li> </ul>	
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
Score 2.0	<ul> <li>There are no major errors or omissions regarding the simpler details and processes as the student:</li> <li>recognizes cultural differences</li> <li>recognizes ways that cultural differences are manifested However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</li> </ul>	<ul> <li>List differences between native and target cultures</li> <li>Recall cultural topic information discussed in class</li> </ul>	
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.         0.5       With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
Score 0.0	Even with help, no understanding or skill demonstrated.		

	Stran	d: Writing
	Topic: Science and Technology (Th	e environment, animals and habitats)
	Grade: Le	vel 4 (pre-AP)
Score 4.0	<ul> <li>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</li> <li>can form complete and complex sentences/thoughts.</li> <li>can expand their thoughts in a variety of sentence structures.</li> </ul>	<ul> <li>Able to write using skills previously learned along with being able to incorporate information that was not previously used in the classroom.</li> <li>Summarize personal information about oneself and/or others</li> </ul>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<ul> <li>The student:</li> <li>Can form complete sentences with little to no grammatical errors.</li> <li>Can create sentences from a guided prompt that are cohesive and on topic.</li> <li>Can apply appropriate register.</li> <li>Can show retention from previous topics discussed by using them with the current topic.</li> <li>Can effectively use appropriate thematic vocabulary: old and new</li> <li>The student exhibits no major errors or omissions.</li> </ul>	<ul> <li>Questions which require inference rather than specific recall</li> <li>Summarize personal information about oneself and/or others</li> </ul>
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<ul> <li>Can form sentences with some errors and/or omissions.</li> <li>Can create sentences from a guided prompt with some significant errors and/or omissions.</li> <li>Register is not consistent.</li> <li>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</li> </ul>	List/recalling simple information like adjectives

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0		<ul> <li>can form sentences with significant errors and/or omissions.</li> <li>can create sentences from a guided prompt with significant errors and/or omissions.</li> <li>Not familiar with the appropriate use of register.</li> <li>help, a partial understanding of some of the simpler details and esses and some of the more complex ideas and processes.</li> </ul>
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
Score 0.0	Even	with help, no understanding or skill demonstrated.

	5AP Sta	ndards
	Strand:	Culture
	Topic: (Topics change dependi	ng on theme covered in class)
	Leve	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul> <li>Sample Activities</li> <li>Can discuss ways cultural differences inform behaviors and language</li> <li>Design a cultural activity that mirrors one studied in class.</li> <li>Defend/Discuss/Critique why certain cultural concepts learned would not work in another culture.</li> </ul>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<ul> <li>Using a Language Level 5 material, the student:         <ul> <li>Can compare and contrast practices, products and perspectives from different cultures</li> <li>Can illustrate or explain the topic's practice, product and/or perspective</li> <li>Develop a logical argument on why the practices, products and perspectives discussed may work or not work in another culture.</li> <li>Cite evidence as to how practices, products and perspectives are used in another culture or influence another culture.</li> </ul> </li> <li>The student exhibits <i>TARGETED</i>, <i>COMPLEX ideas and processes</i> with no major errors or omissions.</li> <li>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</li> </ul>	<ul> <li>Compare and contrast target culture with native or other cultural community</li> <li>Create a pamphlet/booklet on helpful hints for a traveler in that country</li> <li>Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another.</li> <li>Can research a topic, not discussed in class, and explain the cultural significance.</li> </ul>
Score 2.0	<ul> <li>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</li> <li>Identifies cultural differences</li> <li>recognizes ways that cultural differences are manifested However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</li> </ul>	<ul> <li>List differences between native and target cultures</li> <li>Recall cultural topic information discussed in class. Can be done in a variety of ways including orally, written or in discussion)</li> </ul>

	1.5	Partial knowledge of the 2.0 content, but major errors or
		omissions regarding the 3.0 content.
Score	With h	elp, a partial understanding of some of the simpler details and
1.0	proces	ses and some of the more complex ideas and processes.
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0
		content.
Score	Even v	vith help, no understanding or skill demonstrated.
0.0		

	Strand: Writing (Prese	ntational/Interpersonal)
		ding on theme covered in class)
Coore		:: Level 5
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities     Communicate via presentational written correspondence. This     involves summarizing main points from a written and audio source     and formulating an opinion.
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<ul> <li>Using a Language Level 5 material, the student:</li> <li>Can form complete sentences proficiently with few if any grammatical errors that impede communication.</li> <li>Can create sentences from a guided prompt that are cohesive and on topic.</li> <li>Can apply appropriate register.</li> <li>Can show retention from previous topics discussed by using them with the current topic.</li> <li>Can effectively use appropriate thematic vocabulary: old and new</li> <li>The student exhibits <i>TARGETED</i>, <i>COMPLEX ideas and processes</i> proficiently with few if any grammatical errors that impede communication.</li> </ul>	<ul> <li>Communicate via interpersonal written correspondence. (email or postcard)</li> <li>Create sentences from a guided prompt (written, oral or illustrative)</li> <li>Answer a topic question</li> <li>Can apply a reading selection to their own life</li> </ul>
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<ul> <li>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student: <ul> <li>Can form sentences with some errors and/or omissions.</li> <li>Can create sentences from a guided prompt with some significant errors and/or omissions.</li> <li>Uses appropriate register some of the time and/or with support.</li> </ul> </li> <li>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</li> </ul>	<ul> <li>Can complete prompted sentences with current vocabulary/fill in the blank</li> <li>Can complete a sentence from a picture prompt</li> </ul>

<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	1.
<ul> <li>Score         <ul> <li>can form sentences with significant errors and/or omissions.</li> <li>can create sentences from a guided prompt with significant errors and/or omissions.</li> <li>Not familiar with the appropriate use of register.</li> </ul> </li> <li>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</li> </ul>	1.0 W an

	Strand: Speaking (Presentational	)
	Topic: (Topics change depending on theme cov	vered in class)
	Level 5	
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what v	was Sample Activities
4.0	taught.	<ul> <li>Answers level 3 questions along with additional words that were not taught</li> </ul>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	h
Score	Using a Language Level 5 material, the student:	• Explain likes, dislikes or explain topics used in
3.0	Uses complete sentences to respond appropriately on familiar topics	current vocabulary
	Avoids first language interference (direct translation)	Respond to interview questions
	Uses comprehensible pronunciation	Answer questions
	Has natural fluidity	Tell story
	Uses current thematic vocabulary along with previous thematic vocabulary	<ul> <li>Narrate a situation (fashion show, presentation,</li> </ul>
	• Uses proper grammar in line with current topics learned (past and present) this specificity is absolutely essential here – nice job!	picture prompt)
	The student exhibits <i>TARGETED</i> , <i>COMPLEX ideas and processes</i> no major errors or omissions.	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of th 3.0 content.	he
Score	There are FOUNDATIONAL, SIMPLE details and processes with no major errors or	Memorized dialogue or answers to questions
2.0	omissions regarding the simpler details and processes as the student:	Read a response with scripted notes
	<ul> <li>can respond to specific questions in formulaic ways with a script</li> </ul>	
	However, the student exhibits major errors or omissions regarding the more complex	x
	ideas and processes.	
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding t	the
	3.0 content.	
Score	With help, a partial understanding of some of the simpler details and processes and	
1.0	some of the more complex ideas and processes.	
	<b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

	Strand: Reading (Interpretive)		
	Topic: (Topics change depending on theme covered	d in class)	
	Level 5		
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was	Sample Activities	
4.0	taught. Student can: judge meaning of unfamiliar vocabulary from context clues	<ul> <li>Choose a probable meaning for unfamiliar vocabulary based on context clues</li> <li>Answer a true/false question with an explanation of why</li> </ul>	
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.		
Score 3.0	<ul> <li>Using a Language Level 5 material, the student:</li> <li>comprehend main idea and details on familiar topics from a text</li> <li>form conclusions about details not specifically listed in text</li> <li>apply interpretations through a diagram/picture/expression</li> <li>rephrase text to explain meaning</li> <li>The student exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions.</li> </ul>	<ul> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret reading selection by drawing a picture/chart</li> </ul>	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
Score 2.0	<ul> <li>There are FOUNDATIONAL, SIMPLE details and processes no major errors or omissions regarding the simpler details and processes as the student:</li> <li>interpret text literally</li> <li>pick out specific details from text</li> <li>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</li> </ul>	Literal recall questions	
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	<b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
Score 0.0	Even with help, no understanding or skill demonstrated.		

	Strand: Listening Comprehension (Interpretive	e)
	Topic: (Topics change depending on theme covered i	in class)
	Level 5	
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was	Sample Activities
4.0	taught. Student can: judge meaning of unfamiliar vocabulary from context clues	<ul> <li>Choose a probable meaning for unfamiliar vocabulary based on context clues</li> <li>Answer a true/false question with an explanation of why</li> </ul>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<ul> <li>Using a Language Level 5 material, the student:</li> <li>comprehend main idea and details on familiar topics from a listening selection</li> <li>form conclusions about details not specifically spoken</li> <li>apply interpretations through a diagram/picture/expression</li> <li>answer the above points with no more than 2 repetitions.</li> </ul>	<ul> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret listening selection by drawing a picture/chart</li> </ul>
	The student exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions.         2.5       No major errors or omissions regarding 2.0 content and partial knowledge of the	
	3.0 content.	
Score 2.0	<ul> <li>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</li> <li>interpret selection literally</li> <li>pick out specific details from selection</li> <li>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</li> </ul>	literal recall questions
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	<b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

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UNIT TITLE: Beauty and Aesthetics

DURATION: 3 Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:	BIG IDEA(S):
Textbook, online resources, guest speakers, field trips	Effective communication on the topic of the arts (visual arts, film, music etc.)
ENDURING UNDERSTANDINGS:	ESSENTIAL QUESTIONS:
Vocabulary/information that pertains to the arts	Can I talk about the arts in the target language?
Using the present, present progressive, preterite, imperfect, future	Can I describe my thoughts and feelings about the arts?
tenses as well as the subjunctive, revisiting saber and conocer	Can I discuss and recognize different kinds of cultural arts in Spanish speaking
Being able to use the above tenses to talk about the arts with native	countries as well as my own?

WHAT SHOULD	WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?				
	Standards, Concepts, Content, Skills, Products, Vocabulary				
<b>REFERENCE/STANDARD</b> <i>i.e.</i> GLE/CLE/MLS/NGSS	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD		
Standard 1.1	Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions	X			
Standard 1.2	Students understand and interpret written and spoken language on a variety of topics	x			
Standard 2.2:	Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied	x			
Standard 3.1	Students reinforce and further their knowledge of other disciplines through the foreign language	X			
Standard 4.2	Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.	X			

OBJECTIVE # 1					
REFERENCES/STANDARDSi.e. GLE/CLE/MLS/NGSS					
WHAT SHOULD STUDENTS					
UNDERSTAND?	KNOW?	BE ABLE TO DO?			
Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.	Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY	Skills; Products			
Vocabulary about the arts topics Using the present, present progressive, preterite, imperfect tenses, future and subjunctive verb tenses and prior grammar/vocabulary Cultural differences that exist between art styles in the US and abroad	Different kinds of art media that are present in various cultures and eras	Effectively communicate with native speakers and non-native speakers in the target language about likes and dislikes concerning visual art, music, film etc.)			
FACILITATING A	CTIVITIES – STRATEGIES AND METHODS FOR TEACHI	NG AND LEARNING			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)			
interesting and engaging presentation of instructional material using PowerPoint and/or other technology	Assignment example: Research a particular artist or style of art and create an individual interpretation and present the project and information in the target language	1-4			
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS				
Art and Music	<ul> <li>present, present progressive, preterite, imperfect, future tenses and other grammar and vocab concepts</li> <li>Use of adjective and pronouns</li> <li>Geographical information</li> </ul>	How do styles of art differ between Spanish speaking countries and my own?			

	HOW DO WE KNOW WHAT STUDENTS HAVE LEARN	FD2		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)		
Listening exercises in class Writing exercises in class Speaking activities in class Reading activities in class	Both Both Both Both	1-4		
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? Possible Interventions				
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)		
Offer help or tutoring during AIP or a scheduled before or after school time Reteach in small groups in class Additional videos or learning material	<ul> <li>Online practice</li> <li>Video Chat and watch videos of students from Spanish-speaking countries</li> </ul>	1-4		
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?				
INSTRUCTIONAL ACTIVITY/METHOD	Possible Extensions/Enrichments STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)		
Watch YouTube channels in target language (BBC, CNN, Duolingo)	Practice with native language speakers Research topics more in depth	1-4		

		Strand: Reading	
		Topic: Contemporary Life	
		Level 4 (pre-AP)	
Score 4.0		ddition to Score 3.0, in-depth inferences and applications that go beyond what was taught. ent can: judge meaning of unfamiliar vocabulary from context clues	Sample Activities Choose a probable meaning for unfamiliar vocabulary based on context clues Answer a true/false question with an explanation of why
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	comp form	student can: prehend main idea and details on familiar topics from a text conclusions about details not specifically listed in text y interpretations through a diagram/picture/expression	Questions which require inference rather than specific recall Summarize Interpret reading selection by drawing a picture/chart
	The student exhibits no major errors or omissions.		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0			Literal recall questions
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	······································		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	core Even with help, no understanding or skill demonstrated.		

		Strand: Listening Comprehension	
		Topic: Contemporary Life	
		Level 4 (pre-AP)	T
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Student can: judge meaning of unfamiliar vocabulary from context clues		Sample Activities Choose a probable meaning for unfamiliar vocabulary based on context clues Answer a true/false question with an explanation of why
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	comp form apply	student can: prehend main idea and details on familiar topics from a listening selection conclusions about details not specifically spoken y interpretations through a diagram/picture/expression	Questions which require inference rather than specific recall Summarize Interpret listening selection by drawing a picture/chart
	_	student exhibits no major errors or omissions.	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0			literal recall questions
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0			

		Strand: Speaking	
		Topic: Contemporary Life	
		Level 4 (pre-AP)	
Score	In ad	ddition to Score 3.0, in-depth inferences and applications that go beyond what was	Sample Activities
4.0		taught.	Answers level 3 questions along with additional
		Can initiate speech spontaneously on familiar topics	words that were not taught
		Can apply new vocabulary to the topic	
		Can extrapolate on various topics.	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with	
		partial success.	
Score	The s	student:	Introduction of self or other
3.0		complete sentences to respond appropriately on familiar topics	Explain likes, dislikes
		ds first language interference (direct translation)	Respond to interview
		comprehensible pronunciation	
		natural fluidity	
		current thematic vocabulary along with previous thematic vocabulary	
		proper grammar in line with current topics learned (past and present)	
	-	tudent exhibits no major errors or omissions.	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the	
		3.0 content.	
Score		e are no major errors or omissions regarding the simpler details and processes as	Memorized dialogue or answers to questions
2.0	the s	tudent:	
	can respond to specific questions in formulaic ways		
	How	ever, the student exhibits major errors or omissions regarding the more complex	
		and processes.	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the	
		3.0 content.	
Score	With help, a partial understanding of some of the simpler details and processes and		
1.0	some	e of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score	Even	with help, no understanding or skill demonstrated.	
0.0			

		Strand:	Culture	
		Topic: Conte	mporary Life	
		Level 4	(pre-AP)	
Score	· · ·		Sample Activities	
4.0		go beyond what was taught. Create a cultural representation of the topic applied in our own culture. Critique the ideas of the topic taught by applying concepts from other cultures.	Can discuss ways cultural differences inform behaviors and language Design a cultural activity that mirrors one studied in class. Defend/Discuss/Critique why certain cultural concepts learned would not work in another cultural.	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.		
Score 3.0	Can of Deve	student: compare and contrast practices, products and perspectives from different cultures elop a logical argument on why the practices, products and perspectives discussed may work or not work in another culture. evidence as to how practices, products and perspectives are used in another culture student exhibits no major errors or omissions. No major errors or omissions regarding 2.0 content and	Compare and contrast target culture with native or other cultural community Create a pamphlet/booklet on helpful hints for a traveler in that country Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another.	
	2.5	partial knowledge of the 3.0 content.		
Score 2.0	Score There are no major errors or omissions regarding the simpler		List differences between native and target cultures Recall cultural topic information discussed in class	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
Score 1.0		help, a partial understanding of some of the simpler details processes and some of the more complex ideas and processes. With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
Score 0.0				

	Strand:	Writing
	Topic: Conter	
	Grade: Leve	4 (pre-AP)
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. can form complete and complex sentences/thoughts. can expand their thoughts in a variety of sentence structures.	Able to write about oneself using skills previously learned along with being able to incorporate information that was not previously used in the classroom. Summarize personal information about oneself and/or others
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student:Can form complete sentences with little to no grammatical errors.Can create sentences from a guided prompt that are cohesive and on topic.Can apply appropriate register.Can show retention from previous topics discussed by using them with the current topic.Can effectively use appropriate thematic vocabulary: old and newThe student exhibits no major errors or omissions.2.5	Questions which require inference rather than specific recall Summarize personal information about oneself and/or others
	knowledge of the 3.0 content.	
Score 2.0	<ul> <li>Can form sentences with some errors and/or omissions.</li> <li>Can create sentences from a guided prompt with some significant errors and/or omissions.</li> <li>Register is not consistent.</li> <li>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</li> </ul>	List/recalling simple information like adjectives
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	

Score	C	can form sentences with significant errors and/or omissions.	
1.0	C	can create sentences from a guided prompt with significant errors	
		and/or omissions.	
	٦	Not familiar with the appropriate use of register.	
	With	With help, a partial understanding of some of the simpler details and	
	proce	processes and some of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not	
		the 3.0 content.	
Score	Even with help, no understanding or skill demonstrated.		
0.0			

		5AP Standar	as
		Strand: Cult	ure
		Topic: (Topics change depending or	n theme covered in class)
		Level 5	
Score	In a	addition to Score 3.0, in-depth inferences and applications that go	Sample Activities
4.0		beyond what was taught.	Can discuss ways cultural differences inform behaviors and language Design a cultural activity that mirrors one studied in class. Defend/Discuss/Critique why certain cultural concepts learned would not work in another culture.
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	Can c Can il Devel Cite e a <b>The s</b>	<b>g a Language Level 5 material, the student:</b> compare and contrast practices, products and perspectives from lifferent cultures llustrate or explain the topic's practice, product and/or perspective lop a logical argument on why the practices, products and perspectives discussed may work or not work in another culture. evidence as to how practices, products and perspectives are used in mother culture or influence another culture. <b>tudent exhibits</b> <i>TARGETED</i> , <i>COMPLEX ideas and processes</i> <b>with ajor errors or omissions</b> . No major errors or omissions regarding 2.0 content and partial	<ul> <li>Compare and contrast target culture with native or other cultural community</li> <li>Create a pamphlet/booklet on helpful hints for a traveler in that country</li> <li>Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another.</li> <li>Can research a topic, not discussed in class, and explain the cultural significance.</li> </ul>
Score 2.0	error stude Ident recog	knowledge of the 3.0 content. are FOUNDATIONAL, SIMPLE details and processes with no major s or omissions regarding the simpler details and processes as the ent: ifies cultural differences gnizes ways that cultural differences are manifested However, the tudent exhibits major errors or omissions regarding the more complex ideas and processes.	List differences between native and target cultures Recall cultural topic information discussed in class. Can be done in a variety of ways including orally, written or in discussion)

#### 5AP Standards

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score	With	help, a partial understanding of some of the simpler details and	
1.0	proce	sses and some of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the	
		3.0 content.	
Score	Even	Even with help, no understanding or skill demonstrated.	
0.0			

		Strand: Writing (Presenta	tional/Interpersonal)
		Topic: (Topics change depending	
		Grade: Le	
Score	In ad	ldition to Score 3.0, in-depth inferences and applications that go	Sample Activities
4.0		beyond what was taught.	Communicate via presentational written correspondence. This involves summarizing main points from a written and audio source and formulating an opinion.
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	Can f Can c Can c Can a Can s t Can e The s profit	nunication.	Communicate via interpersonal written correspondence. (email or postcard) Create sentences from a guided prompt (written, oral or illustrative) Answer a topic question Can apply a reading selection to their own life
Score 2.0	····· · · · · · · · · · · · · · · · ·		Can complete prompted sentences with current vocabulary/fill in the blank Can complete a sentence from a picture prompt

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score	С	an form sentences with significant errors and/or omissions.
1.0	C	an create sentences from a guided prompt with significant errors and/or omissions.
	N	ot familiar with the appropriate use of register.
		help, a partial understanding of some of the simpler details and
	proce	sses and some of the more complex ideas and processes.

		Strand: Speaking (Presentational)		
		Topic: (Topics change depending on theme covered in cl	ass)	
		Level 5		
Score	In	addition to Score 3.0, in-depth inferences and applications that go beyond what was	Sample Activities	
4.0		taught.	Answers level 3 questions along with additional words that were not taught	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.		
Score	Using	a Language Level 5 material, the student:	Explain likes, dislikes or explain topics used in	
3.0	Uses	complete sentences to respond appropriately on familiar topics	current vocabulary	
	Avoid	Is first language interference (direct translation)	Respond to interview questions	
	Uses	comprehensible pronunciation	Answer questions	
		atural fluidity	Tell story	
	Uses	current thematic vocabulary along with previous thematic vocabulary	Narrate a situation (fashion show, presentation,	
	Uses proper grammar in line with current topics learned (past and present) this specificity is absolutely essential here – nice job!		picture prompt)	
	The s	tudent exhibits TARGETED, COMPLEX ideas and processes no major errors or sions.		
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.			
Score	There	e are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions	Memorized dialogue or answers to questions	
2.0	regarding the simpler details and processes as the student: can respond to specific questions in formulaic ways with a script		Read a response with scripted notes	
	Howe	ever, the student exhibits major errors or omissions regarding the more complex ideas		
	and processes.			
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0		
		content.		
Score	With	help, a partial understanding of some of the simpler details and processes and some of		
1.0	the m	nore complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
Score 0.0	Even	with help, no understanding or skill demonstrated.		

		Strand: Reading (Interpretive)	
		Topic: (Topics change depending on theme covered in c	:lass)
		Level 5	
Score	In	addition to Score 3.0, in-depth inferences and applications that go beyond what was	Sample Activities
4.0	taught. Student can: judge meaning of unfamiliar vocabulary from context clues		Choose a probable meaning for unfamiliar vocabulary based on context clues Answer a true/false question with an explanation of why
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	comp form apply rephr <b>The s</b>	a Language Level 5 material, the student: brehend main idea and details on familiar topics from a text conclusions about details not specifically listed in text interpretations through a diagram/picture/expression rase text to explain meaning student exhibits TARGETED, COMPLEX ideas and processes no major errors or sions.	Questions which require inference rather than specific recall Summarize Interpret reading selection by drawing a picture/chart
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0			Literal recall questions
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0		help, a partial understanding of some of the simpler details and processes and some e more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even	with help, no understanding or skill demonstrated.	

		Strand: Listening Comprehension (Interpretive)	
		Topic: (Topics change depending on theme covered in cl	ass)
		Level 5	
Score	In	addition to Score 3.0, in-depth inferences and applications that go beyond what was	Sample Activities
4.0	Stude	taught. ent can: judge meaning of unfamiliar vocabulary from context clues	Choose a probable meaning for unfamiliar vocabulary based on context clues Answer a true/false question with an explanation of why
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	comp form	g a Language Level 5 material, the student: prehend main idea and details on familiar topics from a listening selection conclusions about details not specifically spoken y interpretations through a diagram/picture/expression	Questions which require inference rather than specific recall Summarize Interpret listening selection by drawing a
	The s omis	er the above points with no more than 2 repetitions. Student exhibits TARGETED, COMPLEX ideas and processes no major errors or sions.	picture/chart
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	regan inter pick o <b>How</b>	e are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions rding the simpler details and processes as the student: pret selection literally out specific details from selection ever, the student exhibits major errors or omissions regarding the more complex ideas processes.	literal recall questions
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0		help, a partial understanding of some of the simpler details and processes and some of nore complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even	with help, no understanding or skill demonstrated.	

COURSE: Level 4 and 5 AP     DURATION: 1.5 Months       MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: Textbook, online resources, guest speakers, field trips     BIG IDEA(5): Effective communication on the topic of careers and recreational cultur activities (work time-recreational time theme)       ENDURING UNDERSTANDINGS: Vocabulary/information that pertains to my careers and pastimes Using the present, progressive, preterite, imperfect, future Being able to use the above tenses to talk about the my life     ESSENTIAL QUESTIONS: Can I talk about different careers? Can I dak: about differences between careers in the US and a Can I describe what I do / would like to do in my free time? Can I daks: about the my life       WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT? Standards, Concepts, Content, Skills, Products, Vocabulary     SUPPORTING STANDARD SUPPORTING STANDARD i.e. GLE/CLE/MLS/NGSS       1.1     Students engage in conversations, pointons     X       2.1     Students engage in conversations, and perspectives of the culture studied     X       3.1     Students reinforce and further their knowledge of other disciplines through the foreign language     X       4.2     Students demonstrate understanding of the concept of culture through comparisons of the culture studied and their own.     X	ALLEY OF THE CITY	CONTENT AREA: Spanish		UNIT TITLE: Conter	mporary Life	
Textbook, online resources, guest speakers, field trips       Effective communication on the topic of careers and recreational culturactivities (work time-recreational time theme)         ENDURING UNDERSTANDINGS:       Vocabulary/information that pertains to my careers and pastimes Using the present, present progressive, preterite, imperfect, future tenses as well as the subjunctive       ESSENTIAL QUESTIONS:         Being able to use the above tenses to talk about the my life       Can I talk about different careers?       Can I discuss similarities and differences between careers in the US and a discuss similarities and differences between careers in the US and a discuss similarities and differences between careers in the US and a discuss similarities and differences between careers in the US and a discuss similarities and differences between careers in the US and a discuss similarities and differences between careers in the US and a discuss similarities and differences between careers in the US and a discuss similarities and differences between careers in the US and a discuss similarities and differences between careers in the US and a discuss similarities and differences between careers in the US and a discuss similarities and differences between careers in the US and a discuss similarities and differences between careers in the US and a discuss similarities and differences between careers in the US and a discuss similarities and differences and the set of the sum and the set of tareers and a discuss similarities and differences between careers in the US and a discuss and addiscuss and addiscus and addis addiscuss and addiscuss and addiscuss and ad	TOOLET AND THE REAL PROPERTY OF THE REAL PROPERTY O	COURSE: Level 4 and 5 AP		DURATION: 1.5 M	onths	
ENDURING UNDERSTANDINGS:         Vocabulary/information that pertains to my careers and pastimes       ESSENTIAL QUESTIONS:         Using the present, present progressive, preterite, imperfect, future       Can I talk about different careers?         Can I discuss similarities and differences between careers in the US and a         Being able to use the above tenses to talk about the my life       Can I discuss similarities and differences between careers in the US and a         WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?         Standards, Concepts, Content, Skills, Products, Vocabulary         REFERENCE/STANDARD         i.e. GLE/CLE/MLS/NGSS       TANDARDS: Content specific standards       MAJOR       SUPPORTING STANDARD         1.1       Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions       X       Image: Content specifies standards         2.1       Students demonstrate an understanding of the culture studied       X       Image: Content specifies standards       X         4.2       Students demonstrate understanding of the colture studied       X       Image: Content specifies standards       X         1.1       Students demonstrate understanding of the colture studied       X       Image: Content specifies standards       X         2.1       Students demonstrate understanding of the colture stud				Effective comm		-
Vocabulary/information that pertains to my careers and pastimes Using the present, present progressive, preterite, imperfect, future tenses as well as the subjunctive Being able to use the above tenses to talk about the my life       Can I talk about different careers? Can I describe what I do / would like to do in my free time? Can I discuss similarities and differences between careers in the US and a Support of the content, Skills, Products, Vocabulary         WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?         Standards, Concepts, Content, Skills, Products, Vocabulary         REFERENCE/STANDARD       STANDARDS: Content specific standards <i>i.e. GLE/CLE/MLS/NGSS</i> that will be addressed in this unit. sprovide and obtain information, express feelings and emotions, and exchange opinions       X         2.1       Students demonstrate an understanding and perspectives of the culture studied       X         3.1       Students reinforce and further their knowledge of other disciplines through the foreign language       X         4.2       Students demonstrate understanding for comparisons of the culture studied and the concept of culture through comparisons of the cultures studied and       X				activities (w	vork time-recrea	tional time theme)
Using the present, present progressive, preterite, imperfect, future tenses as well as the subjunctive Being able to use the above tenses to talk about the my life       Can I describe what I do / would like to do in my free time? Can I discuss similarities and differences between careers in the US and a function of the subjunctive Standards, Concepts, Content, Skills, Products, Vocabulary         WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?         Standards, Concepts, Content, Skills, Products, Vocabulary         REFERENCE/STANDARD         i.e. GLE/CLE/MLS/NGSS         Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions         X demonstrate an understanding of the relationship between the practices and perspectives of the culture studied         3.1         Students reinforce and further their Knowledge of other disciplines through the foreign language         4.2	ENDURING UNI	DERSTANDINGS:		ESSENTIAL QUESTIO	NS:	
tenses as well as the subjunctive Being able to use the above tenses to talk about the my life       Can I discuss similarities and differences between careers in the US and a subject of the use the above tenses to talk about the my life         Can I discuss similarities and differences between careers in the US and a subject of the use the above tenses to talk about the my life         WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?         Standards, Concepts, Content, Skills, Products, Vocabulary         REFERENCE/STANDARD       STANDARDS: Content specific standards that will be addressed in this unit.       STANDARD       SUPPORTING STANDARD         1.1       Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions       X </td <td>Vocabulary</td> <td>//information that pertains to m</td> <td>y careers and pastimes</td> <td>Can I talk about</td> <td>different careers</td> <td>5?</td>	Vocabulary	//information that pertains to m	y careers and pastimes	Can I talk about	different careers	5?
Being able to use the above tenses to talk about the my life         WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?         Standards, Concepts, Content, Skills, Products, Vocabulary         REFERENCE/STANDARD       STANDARDS: Content specific standards       MAJOR       SUPPORTING STANDARD         i.e. GLE/CLE/MLS/NGSS       that will be addressed in this unit.       STANDARD       STANDARD         1.1       Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions       X         2.1       Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied       X         3.1       Students reinforce and further their knowledge of other disciplines through the foreign language       X         4.2       Students demonstrate understanding comparisons of the culture studied and comparisons comparisons of the culture studied and comparisons comparisons comparison			terite, imperfect, future			
WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?           Standards, Concepts, Content, Skills, Products, Vocabulary           REFERENCE/STANDARD         STANDARDS: Content specific standards that will be addressed in this unit.         MAJOR         SUPPORTING STANDARD           1.1         Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions         X         X           2.1         Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied         X           3.1         Students reinforce and further their the foreign language         X           4.2         Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and         X		-		Can I discuss sim	nilarities and diffe	erences between careers in the US and abroad?
Standards, Concepts, Content, Skills, Products, Vocabulary         REFERENCE/STANDARD       STANDARDS: Content specific standards that will be addressed in this unit.       MAJOR STANDARD       SUPPORTING STANDARD         1.1       Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions       X       X         2.1       Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied       X         3.1       Students reinforce and further their the foreign language       X         4.2       Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and       X	Being able	to use the above tenses to talk a	bout the my life			
REFERENCE/STANDARD i.e. GLE/CLE/MLS/NGSSSTANDARDS: Content specific standards that will be addressed in this unit.MAJOR STANDARDSUPPORTING STANDARD1.1Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinionsXX2.1Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studiedX3.1Students reinforce and further their the foreign languageX4.2Students demonstrate understanding of the concept of culture through comparisons of the cultures studied andX		WHAT SHOULD S	TUDENTS KNOW, UNDER	STAND, AND BE ABLE	TO DO AT THE E	ND OF THIS UNIT?
i.e. GLE/CLE/MLS/NGSSthat will be addressed in this unit.STANDARD1.1Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinionsX2.1Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studiedX3.1Students reinforce and further their the foreign languageX4.2Students demonstrate understanding of the concept of culture through comparisons of the cultures studied andX					-	
1.1       Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions       X         2.1       Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied       X         3.1       Students reinforce and further their knowledge of other disciplines through the foreign language       X         4.2       Students demonstrate understanding of the culture studied and       X		-		-		SUPPORTING STANDARD
provide and obtain information, express feelings and emotions, and exchange opinionsprovide and obtain information, express feelings and emotions, and exchange opinions2.1Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studiedX3.1Students reinforce and further their knowledge of other disciplines through the foreign languageX4.2Students demonstrate understanding of the concept of culture through comparisons of the cultures studied andX	i.e					
feelings and emotions, and exchange opinionsfeelings and emotions, and exchange opinions2.1Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studiedX3.1Students reinforce and further their knowledge of other disciplines through the foreign languageX4.2Students demonstrate understanding of the concept of culture through comparisons of the cultures studied andX		1.1			Х	
opinions2.1Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied3.1Students reinforce and further their knowledge of other disciplines through the foreign language4.2Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and			-			
2.1Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studiedX3.1Students reinforce and further their knowledge of other disciplines through the foreign languageX4.2Students demonstrate understanding of the concept of culture through comparisons of the cultures studied andX			•	ns, and exchange		
of the relationship between the practices and perspectives of the culture studied3.1Students reinforce and further their knowledge of other disciplines through the foreign languageX4.2Students demonstrate understanding of the concept of culture through comparisons of the cultures studied andX		2.1		to an understanding	v	
and perspectives of the culture studied         3.1       Students reinforce and further their       X         knowledge of other disciplines through       the foreign language         4.2       Students demonstrate understanding of       X         the concept of culture through       comparisons of the cultures studied and       X		2.1			^	
3.1       Students reinforce and further their       X         knowledge of other disciplines through       the foreign language         4.2       Students demonstrate understanding of       X         the concept of culture through       comparisons of the cultures studied and       X						
knowledge of other disciplines through the foreign language       4.2         4.2       Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and       X		3.1			Х	
the foreign language       4.2       Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and		0.1				
4.2 Students demonstrate understanding of X the concept of culture through comparisons of the cultures studied and			-			
comparisons of the cultures studied and		4.2			Х	
			the concept of cultur	re through		
their own.			comparisons of the o	cultures studied and		
			their own.			
OBJECTIVE # 1						
REFERENCES/STANDARDS 1.1,2.1,3.1,4.2	-		1.1,2.1,3.1,4.2			
i.e. GLE/CLE/MLS/NGSS	i.e. GLE/CLE/ML	LS/NGSS				

	WHAT SHOULD STUDENTS	
UNDERSTAND?	KNOW?	BE ABLE TO DO?
Concepts; essential truths that give meaning to	Facts, Names, Dates, Places, Information,	Skills; Products
the topic; ideas that transfer across situations.	ACADEMIC VOCABULARY	
Vocabulary about careers and recreational activities Using the present, present progressive, preterite, imperfect tenses, future and subjunctive verb tenses Cultural differences that exist between	<ul> <li>How and when to use the Subjunctive verb tense.</li> <li>Region specific recreational activities and careers</li> </ul>	• Effectively communicate with native speakers and non native speakers in the target language about professions and free time activities
careers in the US and abroad		
FACILITATING	ACTIVITIES – STRATEGIES AND METHODS FOR TEAC	HING AND LEARNING
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
Interesting and engaging presentation of instructional material using PowerPoint or and/or other technology	Assignment Example: Interview a native speaker about their career and/or free time activities	1-4
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	
Business / marketing	<ul> <li>present, present progressive, preterite, imperfect, future tenses</li> <li>Use of adjective and pronouns</li> <li>Geographical information</li> </ul>	• Can I choose a career to use my language skill? Can I work or study abroad?
	HOW DO WE KNOW WHAT STUDENTS HAVE LEAR	
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
Listening exercises in class	Both	1-4
Writing exercises in class	Both	1-4
Speaking activities in class	Both	1-4
Reading activities in class	Both	1-4

н	OW WILL WE RESPOND IF STUDENTS HAVE NOT LEA Possible Interventions	ARNED?
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
Offer help or tutoring during AIP or a scheduled before or after school time Reteach in small groups in class Additional videos or learning material	<ul> <li>Online practice</li> <li>Video Chat and watch videos of students from Spanish-speaking countries</li> </ul>	1-4
но\	N WILL WE RESPOND IF STUDENTS HAVE ALREADY Possible Extensions/Enrichments	LEARNED?
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
Watch YouTube channels in target language (BBC, CNN, Duolingo)	Practice with native language speakers Research topics more in depth	1-4

		Strand: Reading	
		Topic: Contemporary Life	
		Level 4 (pre-AP)	
Score 4.0		ddition to Score 3.0, in-depth inferences and applications that go beyond what was taught. ent can: judge meaning of unfamiliar vocabulary from context clues	Sample Activities Choose a probable meaning for unfamiliar vocabulary based on context clues Answer a true/false question with an explanation of why
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	comp form	student can: prehend main idea and details on familiar topics from a text conclusions about details not specifically listed in text y interpretations through a diagram/picture/expression	Questions which require inference rather than specific recall Summarize Interpret reading selection by drawing a picture/chart
	The s 2.5	Student exhibits no major errors or omissions.           No major errors or omissions regarding 2.0 content and partial knowledge of the	
Score 2.0	the s inter pick How	3.0 content. e are no major errors or omissions regarding the simpler details and processes as student: pret text literally out specific details from text ever, the student exhibits major errors or omissions regarding the more complex s and processes.	Literal recall questions
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0		help, a partial understanding of some of the simpler details and processes and e of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even	with help, no understanding or skill demonstrated.	

		Strand: Listening Comprehension	
		Topic: Contemporary Life	
		Level 4 (pre-AP)	
Score 4.0		ddition to Score 3.0, in-depth inferences and applications that go beyond what was taught. ent can: judge meaning of unfamiliar vocabulary from context clues	Sample Activities Choose a probable meaning for unfamiliar vocabulary based on context clues Answer a true/false question with an explanation of why
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	com form apply	student can: prehend main idea and details on familiar topics from a listening selection conclusions about details not specifically spoken y interpretations through a diagram/picture/expression student exhibits no major errors or omissions.	Questions which require inference rather than specific recall Summarize Interpret listening selection by drawing a picture/chart
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<b>the s</b> inter pick <b>How</b>	e are no major errors or omissions regarding the simpler details and processes as student: pret selection literally out specific details from selection ever, the student exhibits major errors or omissions regarding the more complex s and processes.	literal recall questions
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0		help, a partial understanding of some of the simpler details and processes and e of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even	with help, no understanding or skill demonstrated.	

		Strand: Speaking	
		Topic: Contemporary Life	
		Level 4 (pre-AP)	
Score	In ac	ddition to Score 3.0, in-depth inferences and applications that go beyond what was	Sample Activities
4.0		taught.	Answers level 3 questions along with additional
		Can initiate speech spontaneously on familiar topics	words that were not taught
		Can apply new vocabulary to the topic	
	(	Can extrapolate on various topics.	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with	
		partial success.	
Score		tudent:	Introduction of self or other
3.0		complete sentences to respond appropriately on familiar topics	Explain likes, dislikes
		ds first language interference (direct translation)	Respond to interview
		comprehensible pronunciation	
		natural fluidity	
		current thematic vocabulary along with previous thematic vocabulary	
		proper grammar in line with current topics learned (past and present)	
		tudent exhibits no major errors or omissions.	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the	
		3.0 content.	· · · ·
Score		e are no major errors or omissions regarding the simpler details and processes as	Memorized dialogue or answers to questions
2.0	the s	tudent:	
		can respond to specific questions in formulaic ways	
	How	ever, the student exhibits major errors or omissions regarding the more complex	
		and processes.	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the	
		3.0 content.	
Score	With	help, a partial understanding of some of the simpler details and processes and	
1.0	some	e of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score	Even	with help, no understanding or skill demonstrated.	
0.0			

		Strand:	Culture
		Topic: Conte	mporary Life
		Level 4	(pre-AP)
Score	In a	ddition to Score 3.0, in-depth inferences and applications that	Sample Activities
4.0		go beyond what was taught. Create a cultural representation of the topic applied in our own culture. Critique the ideas of the topic taught by applying concepts from other cultures.	Can discuss ways cultural differences inform behaviors and language Design a cultural activity that mirrors one studied in class. Defend/Discuss/Critique why certain cultural concepts learned would not work in another cultural.
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	Can of Deve	student: compare and contrast practices, products and perspectives from different cultures elop a logical argument on why the practices, products and perspectives discussed may work or not work in another culture. evidence as to how practices, products and perspectives are used in another culture student exhibits no major errors or omissions. No major errors or omissions regarding 2.0 content and	Compare and contrast target culture with native or other cultural community Create a pamphlet/booklet on helpful hints for a traveler in that country Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another.
	2.5	partial knowledge of the 3.0 content.	
Score 2.0	deta recog recog How	e are no major errors or omissions regarding the simpler ils and processes as the student: gnizes cultural differences gnizes ways that cultural differences are manifested ever, the student exhibits major errors or omissions regarding more complex ideas and processes.	List differences between native and target cultures Recall cultural topic information discussed in class
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0		help, a partial understanding of some of the simpler details processes and some of the more complex ideas and processes. With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even	with help, no understanding or skill demonstrated.	

	Strand: W	/riting
	Topic: Contem	-
	Grade: Level	4 (pre-AP)
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. can form complete and complex sentences/thoughts. can expand their thoughts in a variety of sentence structures.	Able to write about oneself using skills previously learned along with being able to incorporate information that was not previously used in the classroom. Summarize personal information about oneself and/or others
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<ul> <li>The student:</li> <li>Can form complete sentences with little to no grammatical errors.</li> <li>Can create sentences from a guided prompt that are cohesive and on topic.</li> <li>Can apply appropriate register.</li> <li>Can show retention from previous topics discussed by using them with the current topic.</li> <li>Can effectively use appropriate thematic vocabulary: old and new The student exhibits no major errors or omissions.</li> </ul>	Questions which require inference rather than specific recall Summarize personal information about oneself and/or others
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<ul> <li>Can form sentences with some errors and/or omissions.</li> <li>Can create sentences from a guided prompt with some significant errors and/or omissions.</li> <li>Register is not consistent.</li> <li>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</li> </ul>	List/recalling simple information like adjectives

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0	With	<ul> <li>can form sentences with significant errors and/or omissions.</li> <li>can create sentences from a guided prompt with significant errors and/or omissions.</li> <li>Not familiar with the appropriate use of register.</li> <li>help, a partial understanding of some of the simpler details and esses and some of the more complex ideas and processes.</li> </ul>
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
Score 0.0	Even	with help, no understanding or skill demonstrated.

		5AP Standar	ras
		Strand: Cult	ure
		Topic: (Topics change depending o	n theme covered in class)
	-	Level 5	
Score	In a	addition to Score 3.0, in-depth inferences and applications that go	Sample Activities
4.0		beyond what was taught.	Can discuss ways cultural differences inform behaviors and language Design a cultural activity that mirrors one studied in class. Defend/Discuss/Critique why certain cultural concepts learned would not work in another culture.
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	Can c Can il Deve Cite e <b>The s</b>	<b>g a Language Level 5 material, the student:</b> compare and contrast practices, products and perspectives from different cultures llustrate or explain the topic's practice, product and/or perspective lop a logical argument on why the practices, products and perspectives discussed may work or not work in another culture. evidence as to how practices, products and perspectives are used in another culture or influence another culture. <b>tudent exhibits</b> <i>TARGETED</i> , <i>COMPLEX ideas and processes</i> <b>with</b> <b>ajor errors or omissions.</b> No major errors or omissions regarding 2.0 content and partial	<ul> <li>Compare and contrast target culture with native or other cultural community</li> <li>Create a pamphlet/booklet on helpful hints for a traveler in that country</li> <li>Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another.</li> <li>Can research a topic, not discussed in class, and explain the cultural significance.</li> </ul>
Score 2.0	error stude Ident recog	knowledge of the 3.0 content. a are FOUNDATIONAL, SIMPLE details and processes with no major s or omissions regarding the simpler details and processes as the ent: ifies cultural differences gnizes ways that cultural differences are manifested However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	List differences between native and target cultures Recall cultural topic information discussed in class. Can be done in a variety of ways including orally, written or in discussion)

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score	With	help, a partial understanding of some of the simpler details and
1.0	proce	sses and some of the more complex ideas and processes.
	0.5	With help, a partial understanding of the 2.0 content, but not the
		3.0 content.
Score	Even	with help, no understanding or skill demonstrated.
0.0		

		Strand: Writing (Presenta	tional/Interpersonal)
		Topic: (Topics change depending	
		Grade: Le	
Score	In ad	ldition to Score 3.0, in-depth inferences and applications that go	Sample Activities
4.0	beyond what was taught.		Communicate via presentational written correspondence. This involves summarizing main points from a written and audio source and formulating an opinion.
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	Can f Can c Can c Can a Can s t Can e The s profit		Communicate via interpersonal written correspondence. (email or postcard) Create sentences from a guided prompt (written, oral or illustrative) Answer a topic question Can apply a reading selection to their own life
Score 2.0	communication.         2.5       No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.         core       There are FOUNDATIONAL, SIMPLE details and processes with no		Can complete prompted sentences with current vocabulary/fill in blank Can complete a sentence from a picture prompt

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score	C	an form sentences with significant errors and/or omissions.
1.0	C	an create sentences from a guided prompt with significant errors and/or omissions.
	N	ot familiar with the appropriate use of register.
		help, a partial understanding of some of the simpler details and
	proce	sses and some of the more complex ideas and processes.

		Strand: Speaking (Presentational)		
		Topic: (Topics change depending on theme covered in cl	ass)	
		Level 5		
Score	In	addition to Score 3.0, in-depth inferences and applications that go beyond what was	Sample Activities	
4.0		taught.	Answers level 3 questions along with additional words that were not taught	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.		
Score	Using	a Language Level 5 material, the student:	Explain likes, dislikes or explain topics used in	
3.0	Uses	complete sentences to respond appropriately on familiar topics	current vocabulary	
	Avoid	Is first language interference (direct translation)	Respond to interview questions	
	Uses	comprehensible pronunciation	Answer questions	
	Has n	natural fluidity	Tell story	
		current thematic vocabulary along with previous thematic vocabulary	Narrate a situation (fashion show, presentation,	
	Uses proper grammar in line with current topics learned (past and present) this specificity is absolutely essential here – nice job!		picture prompt)	
		tudent exhibits TARGETED, COMPLEX ideas and processes no major errors or sions.		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
Score	There	e are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions	Memorized dialogue or answers to questions	
2.0	regar	ding the simpler details and processes as the student:	Read a response with scripted notes	
	can respond to specific questions in formulaic ways with a script			
	However, the student exhibits major errors or omissions regarding the more complex ideas			
	and p	processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0		
		content.		
Score	With	help, a partial understanding of some of the simpler details and processes and some of		
1.0	the n	nore complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	]	
Score 0.0	Even	with help, no understanding or skill demonstrated.		

		Strand: Reading (Interpretive)		
		Topic: (Topics change depending on theme covered in c	:lass)	
		Level 5		
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Student can: judge meaning of unfamiliar vocabulary from context clues		Sample Activities	
4.0			Choose a probable meaning for unfamiliar vocabulary based on context clues Answer a true/false question with an explanation of why	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.		
Score 3.0	comp form apply rephr <b>The s</b>	a Language Level 5 material, the student: brehend main idea and details on familiar topics from a text conclusions about details not specifically listed in text interpretations through a diagram/picture/expression rase text to explain meaning student exhibits TARGETED, COMPLEX ideas and processes no major errors or sions.	Questions which require inference rather than specific recall Summarize Interpret reading selection by drawing a picture/chart	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
Score 2.0	core There are FOUNDATIONAL, SIMPLE details and processes no major errors or omissions		Literal recall questions	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
Score 1.0		help, a partial understanding of some of the simpler details and processes and some e more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
Score 0.0	Even	with help, no understanding or skill demonstrated.		

		Strand: Listening Comprehension (Interpretive)		
		Topic: (Topics change depending on theme covered in cl	ass)	
		Level 5		
Score	In	addition to Score 3.0, in-depth inferences and applications that go beyond what was	Sample Activities	
4.0	Stud	taught. ent can: judge meaning of unfamiliar vocabulary from context clues	Choose a probable meaning for unfamiliar vocabulary based on context clues Answer a true/false question with an explanation of why	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.		
Score 3.0	comp form apply answ <b>The</b> s	g a Language Level 5 material, the student: orehend main idea and details on familiar topics from a listening selection conclusions about details not specifically spoken y interpretations through a diagram/picture/expression yer the above points with no more than 2 repetitions. student exhibits TARGETED, COMPLEX ideas and processes no major errors or sions.	Questions which require inference rather than specific recall Summarize Interpret listening selection by drawing a picture/chart	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
Score 2.0	There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions		literal recall questions	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
Score 1.0		help, a partial understanding of some of the simpler details and processes and some of nore complex ideas and processes.	]	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
Score 0.0	Even	with help, no understanding or skill demonstrated.	]	

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UNIT TITLE: Global Challenges

COURSE: Level 4 and 5 AP

**DURATION: 1.5 Months** 

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: Textbook, online resources, guest speakers, field trips		BIG IDEA(S): Effective communic	ation on the topic of c	urrent events
ENDURING UNDERSTANDINGS:	ESSENTIAL QUESTIO	NS:		
Vocabulary/information that pertains to current events Using the present, present progressive, preterite, imperfect, future tenses as well as the subjunctive, revisiting saber and conocer Being able to use the above tenses to talk about current events with native and non-native speakers		<ul> <li>Can I talk about a variety of current event topics (politics, pop culture, social media, etc.) ?</li> <li>Can I discuss similarities and differences between current events in the US and abroad?</li> <li>Do I have an understanding of current events going on is Spanish speaking countries?</li> </ul>		
WHAT SHOU	LD STUDENTS KNOW, UNDERSTA	ND, AND BE ABLE TO DO AT 1	THE END OF THIS UNIT	?
	Standards, Concepts, Con	tent, Skills, Products, Vocabula	ary	
<b>REFERENCE/STANDARD</b> <i>i.e. GLE/CLE/MLS/NGSS</i>		ent specific standards Iressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
Standard 1.1	provide and obtain	Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange		
Standard 1.3	Students present in	Students present information, concepts, and ideas to an audience of listeners or		
Standard 2.1	Students demonstrate an understand of the relationship between the practices and perspectives of the cult studied		X	
Standard 3.1	Standard 3.1       Students reinforce and further their         knowledge of other disciplines through       the foreign language		X	
Standard 4.2	Students demonstr the concept of cult	Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and		

OBJECTIVE # 1		
REFERENCES/STANDARDS	1.1,1.3,2.1,3.1,4.2	
i.e. GLE/CLE/MLS/NGSS		
	WHAT SHOULD STUDENTS	
UNDERSTAND? Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.	KNOW? Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>
Vocabulary about current event related topics Using the present, present progressive, preterite, imperfect tenses, future and subjunctive verb tenses and prior grammar/vocabulary Cultural differences that exist between current events in the US and abroad	• What events are current and considered "hot" issues across the US and the world.	Effectively communicate with native speakers and non-native speakers in the target language about current events
FACILITATING ACTIVI	TIES – STRATEGIES AND METHODS FOR TEACHING	AND LEARNING
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
interesting and engaging presentation of instructional material using PowerPoint and/or other technology	Assignment example: Research and present on a current event happening in a Spanish speaking country	1-4
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
Social studies	<ul> <li>present, present progressive, preterite, imperfect, future tenses</li> <li>Use of adjective and pronouns</li> <li>Geographical information</li> </ul>	How do things happening in other countries affect my life in the United States?

ЦОМ	DO WE KNOW WHAT STUDENTS HAVE LEARNED?	
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinki 4=Extended Thinking)
Listening exercises in class Writing exercises in class Speaking activities in class Reading activities in class	Both Both Both Both	1-4
HOW V	VILL WE RESPOND IF STUDENTS HAVE NOT LEARNED Possible Interventions	2?
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinki 4=Extended Thinking)
Offer help or tutoring during AIP or a scheduled before or after school time Reteach in small groups in class Additional videos or learning material	<ul> <li>Online practice</li> <li>Video Chat and watch videos of students from Spanish-speaking countries</li> </ul>	1-4
HOW WIL	L WE RESPOND IF STUDENTS HAVE ALREADY LEARN Possible Extensions/Enrichments	IED?
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinki 4=Extended Thinking)
Watch YouTube channels in target language (BBC, CNN, Duolingo)	<ul><li>Practice with native language speakers</li><li>Research topics more in depth</li></ul>	1-4

		Strand: Reading	
		Topic: Global Challenges	
	_	Level 4 (pre-AP)	
Score	In a	ddition to Score 3.0, in-depth inferences and applications that go beyond what was	Sample Activities
4.0	Stud	taught. ent can: judge meaning of unfamiliar vocabulary from context clues	Choose a probable meaning for unfamiliar vocabulary based on context clues Answer a true/false question with an explanation of why
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0		student can: prehend main idea and details on familiar topics from a text	Questions which require inference rather than specific recall
5.0		conclusions about details not specifically listed in text	Summarize
		y interpretations through a diagram/picture/expression	Interpret reading selection by drawing a picture/chart
	The	student exhibits no major errors or omissions.	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0		e are no major errors or omissions regarding the simpler details and processes as student:	Literal recall questions
2.0	interpret text literally pick out specific details from text		
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even	with help, no understanding or skill demonstrated.	

		Strand: Listening Comprehension		
		Topic: Global Challenges		
		Level 4 (pre-AP)	1	
Score 4.0	In a	ddition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities Choose a probable meaning for unfamiliar	
	Stud	ent can: judge meaning of unfamiliar vocabulary from context clues	vocabulary based on context clues Answer a true/false question with an explanation of why	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.		
Score		student can:	Questions which require inference rather than specific	
3.0	-	prehend main idea and details on familiar topics from a listening selection	recall	
		conclusions about details not specifically spoken / interpretations through a diagram/picture/expression	Summarize Interpret listening selection by drawing a picture/chart	
	appr			
	The	student exhibits no major errors or omissions.		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
Score		e are no major errors or omissions regarding the simpler details and processes as	literal recall questions	
2.0	the student:			
		pret selection literally		
	pick out specific details from selection However, the student exhibits major errors or omissions regarding the more complex			
	ideas and processes.			
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
Score		help, a partial understanding of some of the simpler details and processes and		
1.0	some	e of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
Score 0.0				

		Strand: Speaking		
		Topic: Global Challenges		
		Level 4 (pre-AP)		
Score	In a	ddition to Score 3.0, in-depth inferences and applications that go beyond what	Sample Activities	
4.0		was taught.	Answers level 3 questions along with additional	
		Can initiate speech spontaneously on familiar topics	words that were not taught	
		Can apply new vocabulary to the topic		
	(	Can extrapolate on various topics.		
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with		
		partial success.		
Score		tudent:	Introduction of self or other	
3.0		complete sentences to respond appropriately on familiar topics	Explain likes, dislikes	
		ds first language interference (direct translation)	Respond to interview	
		comprehensible pronunciation		
		natural fluidity		
		current thematic vocabulary along with previous thematic vocabulary		
		proper grammar in line with current topics learned (past and present)		
		tudent exhibits no major errors or omissions.		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of		
		the 3.0 content.		
Score	Ther	e are no major errors or omissions regarding the simpler details and processes	Memorized dialogue or answers to questions	
2.0	as th	e student:		
		can respond to specific questions in formulaic ways		
	How	ever, the student exhibits major errors or omissions regarding the more		
		plex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0		
		content.		
Score		help, a partial understanding of some of the simpler details and processes and some of		
1.0	the m	nore complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
Score 0.0	Even	with help, no understanding or skill demonstrated.		

	Stra	nd: Culture
	Topic: G	lobal Challenges
	Leve	el 4 (pre-AP)
Score	In addition to Score 3.0, in-depth inferences and applications	Sample Activities
4.0	that go beyond what was taught. Create a cultural representation of the topic applied in our own culture. Critique the ideas of the topic taught by applying concepts from other cultures.	Can discuss ways cultural differences inform behaviors and language Design a cultural activity that mirrors one studied in class. Defend/Discuss/Critique why certain cultural concepts learned would not work in another cultural.
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<ul> <li>The student:</li> <li>Can compare and contrast practices, products and perspectives from different cultures</li> <li>Develop a logical argument on why the practices, products and perspectives discussed may work or not work in another culture.</li> <li>Cite evidence as to how practices, products and perspectives are used in another culture</li> <li>The student exhibits no major errors or omissions.</li> </ul>	Compare and contrast target culture with native or other cultural community Create a pamphlet/booklet on helpful hints for a traveler in that country Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another.
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: recognizes cultural differences recognizes ways that cultural differences are manifested However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	List differences between native and target cultures Recall cultural topic information discussed in class
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<ul> <li>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</li> <li>0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.</li> </ul>	
Score 0.0	Even with help, no understanding or skill demonstrated.	

	Strand: W			
	Topic: Global			
Grade: Level 4 (pre-AP)				
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. can form complete and complex sentences/thoughts. can expand their thoughts in a variety of sentence structures.	Able to write about oneself using skills previously learned along with being able to incorporate information that was not previously used in the classroom. Summarize personal information about oneself and/or others		
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.			
Score 3.0	<ul> <li>The student:</li> <li>Can form complete sentences with little to no grammatical errors.</li> <li>Can create sentences from a guided prompt that are cohesive and on topic.</li> <li>Can apply appropriate register.</li> <li>Can show retention from previous topics discussed by using them with the current topic.</li> <li>Can effectively use appropriate thematic vocabulary: old and new</li> <li>The student exhibits no major errors or omissions.</li> </ul>	Questions which require inference rather than specific recall Summarize personal information about oneself and/or others		
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.			
Score 2.0	<ul> <li>Can form sentences with some errors and/or omissions.</li> <li>Can create sentences from a guided prompt with some significant errors and/or omissions.</li> <li>Register is not consistent.</li> <li>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</li> </ul>	List/recalling simple information like adjectives		

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0	With	can form sentences with significant errors and/or omissions. can create sentences from a guided prompt with significant errors and/or omissions. Not familiar with the appropriate use of register. help, a partial understanding of some of the simpler details and esses and some of the more complex ideas and processes.
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
Score 0.0	Even	with help, no understanding or skill demonstrated.

#### **5AP Standards**

		Strand: Cult	ure	
		Topic: (Topics change depending o	n theme covered in class)	
		Level 5		
Score	ln a	addition to Score 3.0, in-depth inferences and applications that go	Sample Activities	
4.0	beyond what was taught.		Can discuss ways cultural differences inform behaviors and language Design a cultural activity that mirrors one studied in class. Defend/Discuss/Critique why certain cultural concepts learned would not work in another culture.	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.		
Score 3.0	Can c Can il Deve Cite e <b>The s</b>	g a Language Level 5 material, the student:compare and contrast practices, products and perspectives fromdifferent culturesllustrate or explain the topic's practice, product and/or perspectivelop a logical argument on why the practices, products andperspectives discussed may work or not work in another culture.evidence as to how practices, products and perspectives are used inanother culture or influence another culture.student exhibits TARGETED, COMPLEX ideas and processes withrajor errors or omissions.No major errors or omissions regarding 2.0 content and partialknowledge of the 3.0 content.	<ul> <li>Compare and contrast target culture with native or other cultural community</li> <li>Create a pamphlet/booklet on helpful hints for a traveler in that country</li> <li>Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable/appropriate in one culture but not in another.</li> <li>Can research a topic, not discussed in class, and explain the cultural significance.</li> </ul>	
Score 2.0	error stude Ident recog	e are FOUNDATIONAL, SIMPLE details and processes with no major rs or omissions regarding the simpler details and processes as the ent: iffies cultural differences gnizes ways that cultural differences are manifested However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	List differences between native and target cultures Recall cultural topic information discussed in class. Can be done in a variety of ways including orally, written or in discussion)	

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score	With	help, a partial understanding of some of the simpler details and
1.0	proce	sses and some of the more complex ideas and processes.
	0.5	With help, a partial understanding of the 2.0 content, but not the
		3.0 content.
Score	Even	with help, no understanding or skill demonstrated.
0.0		

		Strand: Writing (Presenta	tional/Interpersonal)					
	Topic: (Topics change depending on theme covered in class) Grade: Level 5							
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities					
4.0			Communicate via presentational written correspondence. This involves summarizing main points from a written and audio source and formulating an opinion.					
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.						
Score 3.0	Can f Can c Can a Can a Can s t Can e The s profi	g a Language Level 5 material, the student:form complete sentences proficiently with few if any grammaticalerrors that impede communication.create sentences from a guided prompt that are cohesive and oncopic.apply appropriate register.show retention from previous topics discussed by using them withthe current topic.effectively use appropriate thematic vocabulary: old and newstudent exhibits TARGETED, COMPLEX ideas and processesciently with few if any grammatical errors that impedemunication.No major errors or omissions regarding 2.0 content and partial	Communicate via interpersonal written correspondence. (email or postcard) Create sentences from a guided prompt (written, oral or illustrative) Answer a topic question Can apply a reading selection to their own life					
Score 2.0	majo proce	knowledge of the 3.0 content. e are FOUNDATIONAL, SIMPLE details and processes with no or errors or omissions regarding the simpler details and esses as the student: Can form sentences with some errors and/or omissions. Can create sentences from a guided prompt with some significant errors and/or omissions. Uses appropriate register some of the time and/or with support. ever, the student exhibits major errors or omissions regarding nore complex ideas and processes.	Can complete prompted sentences with current vocabulary/fill in the blank Can complete a sentence from a picture prompt					

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score	C	an form sentences with significant errors and/or omissions.
1.0	C	an create sentences from a guided prompt with significant errors and/or omissions.
	N	ot familiar with the appropriate use of register.
		help, a partial understanding of some of the simpler details and
	proce	sses and some of the more complex ideas and processes.

		Strand: Speaking (Presentational)		
		Topic: (Topics change depending on theme covered in cl	ass)	
		Level 5		
Score	In	addition to Score 3.0, in-depth inferences and applications that go beyond what was	Sample Activities	
4.0		taught.	Answers level 3 questions along with additional words that were not taught	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.		
Score	Using	a Language Level 5 material, the student:	Explain likes, dislikes or explain topics used in	
3.0	Uses	complete sentences to respond appropriately on familiar topics	current vocabulary	
	Avoid	Is first language interference (direct translation)	Respond to interview questions	
	Uses	comprehensible pronunciation	Answer questions	
		natural fluidity	Tell story	
		current thematic vocabulary along with previous thematic vocabulary	Narrate a situation (fashion show, presentation,	
		proper grammar in line with current topics learned (past and present) this specificity is absolutely essential here – nice job!	picture prompt)	
		tudent exhibits TARGETED, COMPLEX ideas and processes no major errors or sions.		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
Score	There	e are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions	Memorized dialogue or answers to questions	
2.0	regar	ding the simpler details and processes as the student:	Read a response with scripted notes	
		can respond to specific questions in formulaic ways with a script		
	Howe	ever, the student exhibits major errors or omissions regarding the more complex ideas		
	and p	processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0		
		content.	_	
Score	With	help, a partial understanding of some of the simpler details and processes and some of		
1.0	the n	nore complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	]	
Score 0.0	Even	with help, no understanding or skill demonstrated.		

		Strand: Reading (Interpretive)	
		Topic: (Topics change depending on theme covered in c	class)
		Level 5	
Score	In	addition to Score 3.0, in-depth inferences and applications that go beyond what was	Sample Activities
4.0	Stude	taught. ent can: judge meaning of unfamiliar vocabulary from context clues	Choose a probable meaning for unfamiliar vocabulary based on context clues Answer a true/false question with an explanation of why
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	Using a Language Level 5 material, the student:comprehend main idea and details on familiar topics from a textform conclusions about details not specifically listed in textapply interpretations through a diagram/picture/expressionrephrase text to explain meaningThe student exhibits TARGETED, COMPLEX ideas and processes no major errors oromissions.		Questions which require inference rather than specific recall Summarize Interpret reading selection by drawing a picture/chart
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	regar interp pick o Howe	e are FOUNDATIONAL, SIMPLE details and processes no major errors or omissions ding the simpler details and processes as the student: poret text literally but specific details from text ever, the student exhibits major errors or omissions regarding the more complex ideas processes.	Literal recall questions
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0		help, a partial understanding of some of the simpler details and processes and some e more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even	with help, no understanding or skill demonstrated.	

		Strand: Listening Comprehension (Interpretive)	
		Topic: (Topics change depending on theme covered in cl	ass)
		Level 5	
Score	In	addition to Score 3.0, in-depth inferences and applications that go beyond what was	Sample Activities
4.0	Stud	taught. ent can: judge meaning of unfamiliar vocabulary from context clues	Choose a probable meaning for unfamiliar vocabulary based on context clues Answer a true/false question with an explanation of why
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	comp form apply answ <b>The</b> s	g a Language Level 5 material, the student: orehend main idea and details on familiar topics from a listening selection conclusions about details not specifically spoken y interpretations through a diagram/picture/expression yer the above points with no more than 2 repetitions. student exhibits TARGETED, COMPLEX ideas and processes no major errors or sions.	Questions which require inference rather than specific recall Summarize Interpret listening selection by drawing a picture/chart
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	regat inter pick How	e are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions rding the simpler details and processes as the student: pret selection literally out specific details from selection ever, the student exhibits major errors or omissions regarding the more complex ideas processes.	literal recall questions
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0		help, a partial understanding of some of the simpler details and processes and some of nore complex ideas and processes.	]
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even	with help, no understanding or skill demonstrated.	]

# WORLD LANGUAGES COURSE-LEVEL EXPECTATIONS

Missouri Department of Elementary and Secondary Education February, 2011

### Communication

1. Students enga	ge in conversations, provide a	nd obtain information, express	s feelings and emotions, and e	xchange opinions	
	Level I	Level II	Level III	Level IV	Level V
Interpersonal Mode Sbeaking	<ul> <li>a. Ask and answer questions about very familiar topics.</li> <li>b. Engage in common classroom interactions such as, greetings, stating needs and preferences.</li> <li>c. Share likes and dislikes.</li> <li>d. Exchange descriptions of people and places, in addition to products of the target culture.</li> <li>e. Use common social amenities such as please, thank you, excuse me.</li> </ul>	<ul> <li>a. Demonstrate competencies previously introduced</li> <li>b. Use target language to acquire goods, services or information.</li> <li>c. Exchange information about personal events, memorable experiences and/or other topics.</li> <li>d. Ask for repetition and repeat to ensure comprehension.</li> </ul>	<ul> <li>a. Demonstrate competencies previously introduced</li> <li>b. Extend, accept, and refuse invitations appropriate to varied situations.</li> <li>c. Use expressions for managing conversations, such as, interrupting, apologizing, expressing agreement, and disagreement.</li> <li>d. Develop and propose solutions to issues and problems.</li> </ul>	<ul> <li>a. Demonstrate competencies previously introduced</li> <li>b. Exchange and support opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues.</li> <li>c. Discuss aspects of a field of study and/or employment opportunities.</li> </ul>	<ul> <li>a. Demonstrate competencies previously introduced</li> <li>b. Analyze and express personal reactions to expository and literary texts.</li> </ul>
National Standards	1.1	1.1	1.1	1.1	1.1
Missouri Standards	1.1a, 1.1b, 1.1c, 1.1d, 1.1e	1.1a, 1.1b, 1.1c, 1.1d, 1.1e	1.1a, 1.1b, 1.1c, 1.1d, 1.1e	1.1a, 1.1b, 1.1c, 1.1d, 1.1e	1.1a, 1.1b, 1.1c, 1.1d, 1.1e

	Level I	Level II	Level III	Level IV	Level V
Interpretive Mode	<ul> <li>a. Identify people, places and things based on oral and written descriptions.</li> <li>b. Comprehend the principal</li> </ul>	<ul> <li>a. Demonstrate competencies previously introduced</li> <li>b. Identify principal characters and main ideas in oral and written</li> </ul>	<ul> <li>Demonstrate competencies previously introduced</li> <li>Identify principal elements of non-fiction articles such as main</li> </ul>	<ul> <li>a. Demonstrate competencies previously introduced</li> <li>b. Identify and interpret the main plot, subplot, characters (their</li> </ul>	<ul> <li>a. Demonstrate competencies previously introduced</li> <li>b. Analyze the main plot, subplot characters (their descriptions,</li> </ul>
Reading and Listening	<ul> <li>message contained in various target language media, such as, illustrated texts, posters, and advertisements.</li> <li>c. Interpret gestures, intonation and other visual and auditory clues in target language materials.</li> </ul>	narratives in the target language. c. Use comprehension strategies such as prediction, background knowledge, cognates and context clues to assist understanding.	idea and supporting details found in a variety of media.	descriptions, roles, and significance to the story) in authentic literary texts in the target language.	roles, and significance to the story) in authentic literary text in the target language.
ational Standards	1.2	1.2	1.2	1.2	1.2
lissouri Standards	1.2a, 1.2b, 1.2c, 1.2d	1.2a, 1.2b, 1.2c, 1.2d	1.2a, 1.2b, 1.2c, 1.2d	1.2a, 1.2b, 1.2c, 1.2d	1.2a, 1.2b, 1.2c, 1.2d

### Communication

3. Students prese	. Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics						
	Level I	Level II	Level III	Level IV	Level V		
Presentational Mode Multing Nutiting	<ul> <li>a. Tell or retell familiar stories or personal narratives both orally and/or in writing using prompts.</li> <li>b. Prepare illustrated stories about activities or events and share them orally or in writing.</li> </ul>	<ul> <li>a. Demonstrate competencies previously introduced</li> <li>b. Perform short plays and skits, recite selected poems and anecdotes, or sing songs and share them with an audience orally or in writing.</li> <li>c. Write brief messages such as postcards, short letters or e-mails on very familiar topics.</li> </ul>	<ul> <li>a. Demonstrate competencies previously introduced</li> <li>b. Prepare a written summary of the plot and characters in selected pieces of literature (fiction or nonfiction) written in the target language.</li> </ul>	<ul> <li>a. Demonstrate competencies previously introduced</li> <li>b. Prepare a research-based analysis of a current event or issue from the perspective of both the native and target language cultures.</li> </ul>	<ul> <li>a. Demonstrate competencies previously introduced</li> <li>b. Prepare a formal, research-based written analysis of a field of study, including perspectives from both the native and target cultures, making extensive use of target language sources.</li> </ul>		
National Standards	1.3	1.3	1.3	1.3	1.3		
Missouri Standards	1.3a, 1.3b, 1.3c, 1.3d, 1.3e	1.3a, 1.3b, 1.3c, 1.3d, 1.3e	1.3a, 1.3b, 1.3c, 1.3d, 1.3e	1.3a, 1.3b, 1.3c, 1.3d, 1.3e	1.3a, 1.3b, 1.3c, 1.3d, 1.3e		

### Cultures

	Level I	Level II	Level III	Level IV	Level V
Practices of the Culture Bersbectives and Bersbectives	<ul> <li>a. Use appropriate patterns of behavior (for the people of the target culture) in familiar situations such as greetings.</li> <li>b. Describe the practices of common cultural activities and holiday celebrations.</li> <li>c. Identify common social etiquette within the cultures studied.</li> </ul>	<ul> <li>a. Demonstrate competencies previously introduced</li> <li>b. Identify the relationship between the practices and perspectives of common cultural activities and holiday celebrations.</li> <li>c. Compare everyday social etiquette within the culture studied to their native culture.</li> <li>d. Identify common beliefs, attitudes and characteristics within the culture studied.</li> </ul>	<ul> <li>a. Demonstrate competencies previously introduced</li> <li>b. Observe and imitate appropriate patterns of social behavior in the culture studied.</li> <li>c. Explain the similarities and differences of the cultural activities and celebrations of the culture studied to their own culture.</li> <li>d. Compare the similarities and differences in the social etiquette within the culture studied to their own culture.</li> </ul>	<ul> <li>a. Demonstrate competencies previously introduced</li> <li>b. Interact with culturally appropriate patterns of behavior in familiar situations.</li> <li>c. Describe the historical significance of activities and celebrations in the culture studied.</li> <li>d. Investigate and explain how previous cultures influenced the modern culture studied.</li> </ul>	within the culture studied.
National Standards	2.1	2.1	2.1	2.1	2.1

2. Students demo	onstrate an understanding of t	he relationship between the p	roducts and perspectives of the	ne cultures studied	
	Level I	Level II	Level III	Level IV	Level V
Products of the Culture Bersbectives Bersbectives	<ul> <li>a. Demonstrate competencies previously introduced</li> <li>b. Identify objects and symbols commonly used to represent the culture studied.</li> <li>c. Identify important historical and contemporary figures and events of the culture studied.</li> </ul>	<ul> <li>a. Demonstrate competencies previously introduced</li> <li>b. Compare the most common objects and symbols used to represent the target culture and their own culture.</li> <li>c. Compare important historical and contemporary figures and events of the culture studied and their own culture.</li> </ul>	<ul> <li>a. Demonstrate competencies previously introduced</li> <li>b. Identify contributions of important historical and/or contemporary figures in the culture studied.</li> <li>c. Identify historical and contemporary influences that the culture studied has had on their own culture.</li> </ul>	<ul> <li>a. Demonstrate competencies previously introduced</li> <li>b. Connect objects, important people and symbols of other cultures to the underlying beliefs and perspective of the people.</li> </ul>	<ul> <li>a. Demonstrate competencies previously introduced</li> <li>b. Identify major contributions and historical figures from the cultures studied that are significant in the world today.</li> <li>c. Identify some historical and contemporary influences from other cultures that impact the culture studied.</li> </ul>
National Standards	2.2	2.2	2.2	2.2	2.2
Missouri Standards	2.2a, 2.2b, 2.2c	2.2a, 2.2b, 2.2c	2.2a, 2.2b, 2.2c	2.2a, 2.2b, 2.2c	2.2a, 2.2b, 2.2c

### Connections

1. Students reinfor	ce and further their knowled	ge of other disciplines through	the world language		
	Level I	Level II	Level III	Level IV	Level V
Interdisciplinary Connections	<ul> <li>a. Demonstrate competencies previously introduced</li> <li>b. Identify concepts learned in other subject areas in the target language, including such things as weather, math facts, measurements, flora, fauna, geographical concepts, etc.</li> <li>c. Use target language vocabulary to refer to items and concepts learned in other subject areas.</li> </ul>	<ul> <li>a. Demonstrate competencies previously introduced</li> <li>b. Discuss topics from other school subjects in the target language such as language arts, fine arts, geographical terms and concepts, historical facts and famous people, mathematical concepts and scientific concepts.</li> <li>c. Summarize articles or short videos in the target language on topics being studied in other classes.</li> </ul>	<ul> <li>a. Demonstrate competencies previously introduced</li> <li>b. Present information orally or in writing on topics being studied in other classes.</li> <li>c. Elaborate on their study of other classes by studying similar topics in target language.</li> </ul>	<ul> <li>a. Demonstrate competencies previously introduced</li> <li>b. Acquire information from a variety of sources written in the target language about topics being studied in other school subjects.</li> <li>c. Compare information available on a variety of topics such as art, literature, history, politics, economics, and contemporary global issues.</li> </ul>	<ul> <li>a. Demonstrate competencies previously introduced</li> <li>b. Obtain and use information available in the target language related to field of study and topics of interest.</li> <li>c. Use target language resources to gather information on the work and knowledge of professionals in their fields of study.</li> </ul>
National Standards	3.1	3.1	3.1	3.1	3.1
Missouri Standards	3.1a	3.1a	3.1a	3.1a	3.1a

2. Students acqui	Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture				
	Level I	Level II	Level III	Level IV	Level V
Distinctive Viewpoints of Information	<ul> <li>a. Read, listen to and talk about age- appropriate school content, folk tales short stories, poems, songs written for native speakers of the target language.</li> <li>b. Broaden understanding of world culture through authentic spoken and written information.</li> </ul>	<ul><li>prepare reports on topics of personal interest or those with which they have limited previous experience.</li><li>b. Broaden understanding of</li></ul>	<ul> <li>a. Use a variety of sources intended for same age speakers of the target language and compare these sources to information obtained on the same topics written in English.</li> <li>b. Obtain information and viewpoints available through target language media and compare with information and viewpoints written in the United States for English-speaking audience.</li> </ul>	<ul> <li>a. Distinguish the viewpoints in print and in on-line newspapers, magazines and e-mails to identify perspectives of target culture.</li> <li>b. Regularly use information from target language sources to communicate in oral and written formats with target- language speakers.</li> </ul>	•
National Standards	3.2	3.2	3.2	3.2	3.2
Missouri Standards	3.2a	3.2a	3.2a	3.2a	3.2a

### Comparisons

1. Students will d	. Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own					
	Level I	Level II	Level III	Level IV	Level V	
Language Comparisons	<ul> <li>a. Cite examples of cognates that enhance comprehension of spoken and written language and demonstrate an awareness of false cognates.</li> <li>b. Demonstrate an awareness of the various ways of expressing ideas, recognizing that languages can not be interpreted literally.</li> <li>c. Report similarities and differences between the sound and writing system of target and native language.</li> </ul>	<ul> <li>a. Demonstrate competencies previously introduced</li> <li>b. Use cognates to enhance spoken and written language.</li> <li>c. Recognize familiar false cognates and use appropriately.</li> <li>d. Demonstrate an awareness of the various ways of expressing ideas, such as recognizing idiomatic expressions.</li> <li>e. Recognize critical sound differences in the target language that must be mastered.</li> </ul>	<ul> <li>a. Demonstrate competencies previously introduced</li> <li>b. Demonstrate an increased awareness of the various ways of expressing ideas, such as understanding the role of dialect and differentiated speech to indicate age, social status or gender.</li> <li>c. Report similarities and differences between the sound and writing system of target and native language, including time and tense.</li> </ul>	<ul> <li>a. Demonstrate competencies previously introduced</li> <li>b. Apply the various ways of expressing ideas using idiomatic expressions, dialect and differentiated speech to indicate age, social status or gender.</li> <li>c. Apply knowledge of the similarities and differences between the sound and writing system of the target language and native language in communication.</li> </ul>	<ul> <li>a. Demonstrate competencies previously introduced</li> <li>b. Analyze elements of the target language and reflect on how language influences the way cultures organize information and view the world.</li> </ul>	
National Standards	4.1	4.1	4.1	4.1	4.1	
Missouri Standards	4.1a, 4.1b, 4.1c	4.1a, 4.1b, 4.1c	4.1a, 4.1b, 4.1c	4.1a, 4.1b, 4.1c	4.1a, 4.1b, 4.1c	

2. Students dem	onstrate understanding of the one constrate understanding of the one constraints of the one	concept of culture through con	nparisons of the cultures stud	Level IV	Level V
Cultural Comparisons	<ul> <li>a. Recognize common tangible and intangible products of the culture studied.</li> <li>b. Compare simple patterns of behavior or interaction in selected social and cultural settings such as greetings, personal space, etc.</li> <li>c. Demonstrate an awareness of the role of gestures and nonverbal cues in communication.</li> </ul>	<ul> <li>a. Demonstrate competencies previously introduced</li> <li>b. Compare and contrast tangible and intangible products of the target and native cultures such as, clothing, housing, foods, toys, music, myths and folktales.</li> <li>c. Compare simple patterns of behavior or interaction in various social and cultural settings such as celebrations and patterns of every day life.</li> <li>d. Demonstrate an awareness that gestures are an important part of communication and that gestures differ among languages and cultures.</li> </ul>	<ul> <li>a. Demonstrate competencies previously introduced</li> <li>b. Analyze the relationship between cultural perspectives and products from the target culture and their own.</li> <li>c. Demonstrate an awareness that the students themselves have a culture, based on comparisons of simple daily activities in the target culture and their own.</li> <li>d. Compare and contrast verbal/nonverbal behavior within activities in the target culture and their own.</li> </ul>	<ul> <li>a. Demonstrate competencies previously introduced</li> <li>b. Identify and analyze cultural perspectives as reflected in a variety of non-fiction and fiction texts.</li> </ul>	<ul> <li>a. Demonstrate competencies previously introduced</li> <li>b. Identify and analyze cultural perspectives as reflected in a variety of literary genres.</li> </ul>
National Standards	4.2	4.2	4.2	4.2	4.2
Missouri Standards	4.2a, 4.2b, 4.2c	4.2a, 4.2b, 4.2c	4.2a, 4.2b, 4.2c	4.2a, 4.2b, 4.2c	4.2a, 4.2b, 4.2c

Comparisons

### Communities

1. Students use	the target language within an	nd beyond the school setting	g		
	Level I	Level II	Level III	Level IV	Level V
Language Use Within and Beyond the Classroom	<ul> <li>a. Recognize the target language when encountered outside the world language classroom.</li> <li>b. Recognize words borrowed from the target language.</li> </ul>	<ul> <li>a. Demonstrate competencies previously introduced</li> <li>b. Share knowledge and skills from the target language with family and others in the school community.</li> <li>c. Communicate on a personal level with speakers of the target language via letters, e-mail, etc.</li> </ul>	<ul> <li>a. Demonstrate competencies previously introduced</li> <li>b. Perform for a school or community celebration, using their knowledge of the target language and culture.</li> <li>c. Participate in activities in the target language that benefit other members of the school or community, such as tutoring.</li> </ul>	<ul> <li>a. Demonstrate competencies previously introduced</li> <li>b. Present information about the target language and culture to others.</li> <li>c. Write a newsletter (class, school, etc.) for peers in country of target language.</li> </ul>	<ul> <li>a. Demonstrate competencies previously introduced</li> <li>b. Explore avenues for interaction with native speakers.</li> <li>c. Interview native speakers within and beyond the school setting through avenues such as E-mail, face-to-face encounters, pen pals, internships, exchange programs, etc.</li> </ul>
National Standards	5.1	5.1	5.1	5.1	5.1
Missouri Standards	5.1a, 5.1b, 5.1c	5.1a, 5.1b, 5.1c	5.1a, 5.1b, 5.1c	5.1a, 5.1b, 5.1c	5.1a, 5.1b, 5.1c

2. Students show	v evidence of becoming lifelo	ong learners by using the tar	get language for personal e	njoyment and enrichment	
	Level I	Level II	Level III	Level IV	Level V
Language Use for Personal Enjoyment and Enrichment	<ul> <li>a. Attend or view via media cultural events and social activities.</li> <li>b. Explore topics of personal interest from the target culture.</li> </ul>	<ul> <li>a. Demonstrate competencies previously introduced</li> <li>b. Explore hobbies, activities and topics of personal interest related to the target culture.</li> <li>c. Access information from a variety of authentic sources with high visual support, i.e. the Internet, music videos, magazines, etc.</li> <li>d. Identify careers where skills in another language or cultural understanding are needed.</li> </ul>	<ul> <li>a. Demonstrate competencies previously introduced</li> <li>b. Plan real or imaginary travel.</li> <li>c. Make connections with local groups and communities where the target language is spoken.</li> <li>d. Explore careers and businesses where skills in another language or cultural understanding are needed.</li> </ul>	<ul> <li>a. Demonstrate competencies previously introduced</li> <li>b. Access or acquire cultural information through community sources.</li> <li>c. Read, listen or watch authentic materials or media for personal enjoyment.</li> </ul>	<ul> <li>a. Demonstrate competencies previously introduced</li> <li>b. Learn more about personal interests by consulting various target language references.</li> <li>c. Develop or maintain face- to-face or media relationship with members of the target culture.</li> <li>d. Explore a self-selected career where target language and cultural skills are needed.</li> </ul>
National Standards	5.2	5.2	5.2	5.2	5.2
Missouri Standards	5.2a, 5.2b, 5.2c, 5.2d, 5.2e, 5.2f	5.2a, 5.2b, 5.2c, 5.2d, 5.2e, 5.2f	5.2a, 5.2b, 5.2c, 5.2d, 5.2e, 5.2f	5.2a, 5.2b, 5.2c, 5.2d, 5.2e, 5.2f	5.2a, 5.2b, 5.2c, 5.2d, 5.2e, 5.2f



## WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

### **GOAL AREAS**

### 

Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes

#### Interpersonal Communication:

Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

### STANDARDS

#### Interpretive Communication:

Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

#### Presentational Communication:

Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

### 

Interact with cultural competence and understanding

### CONNECTIONS

Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and careerrelated situations

### COMPARISONS

Develop insight into the nature of language and culture in order to interact with cultural competence

### 

Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world

#### Relating Cultural Practices to Perspectives:

Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

#### Relating Cultural Products to Perspectives:

Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

### Making Connections:

Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

#### Acquiring Information and Diverse Perspectives:

Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

### Language Comparisons:

Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

### School and Global Communities:

Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

### **Cultural Comparisons:**

Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

### Lifelong Learning:

Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.



## WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

The five "C" goal areas (Communication, Cultures, Connections, Comparisons, and Communities) stress the application of learning a language beyond the instructional setting. The goal is to prepare learners to apply the skills and understandings measured by the Standards, to bring a global competence to their future careers and experiences.

The National Standards for Learning Languages have been revised based on what language educators have learned from more than 15 years of implementing the Standards. The guiding principle was to clarify what language learners would do to demonstrate progress on each Standard.

These revised Standards include language to reflect the current educational landscape, including:

- Common Core State Standards
- College and Career Readiness
- 21st century skills

These Standards are equally applicable to:

- learners at all levels, from pre-kindergarten through postsecondary levels
- native speakers and heritage speakers, including ESL students
- American Sign Language
- Classical Languages (Latin and Greek)

The 2011 report, *A Decade of Foreign Language Standards: Impact, Influence, and Future Directions,* provided evidence of and support for the following concepts which influenced these revisions:

- The National Standards are influencing language learning from elementary, through secondary, to postsecondary levels.
- The integrated nature of the five "C" goal areas has been accepted by the profession.
- Educators asked for more description of what language learners should know and be able to do in the goal areas of Connections and Communities.

- Over 40 states have used the five "C" goal areas to create state standards for learning languages (identifiable even if configured in slightly different ways).
- Some state documents are beginning to describe cultural outcomes in terms of processes of observation and experience.
- Many local curricula are also aligned with the five "C" goal areas and the details of the 11 standards.

Based on this consensus from all levels of language educators, **the five goal areas and the 11 standards have been maintained**. The World-Readiness Standards for Learning Languages clarify and better illustrate each goal area and standard in order to guide implementation and influence assessment, curriculum, and instruction.

Responses to the online feedback survey gave overwhelming support to the proposed revisions:

- **93.4%** of respondents said the "refreshed" Standards describe **appropriate** (39.1%) or **very appropriate expectations** (54.3%) for language learners.
- **94.9%** of respondents said the "refreshed" Standards provide **equally clear** (10.9%), **somewhat clearer** (26.8%), or **much clearer direction** (57.2%) for language educators and learners.

In response to additional suggestions from the feedback and comments received, specific descriptions of performance at each level (Novice, Intermediate, Advanced, and Superior), sample indicators of progress, and sample learning scenarios will be the next areas addressed in this revision process.