



# 7-12 World Language Spanish

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



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

**Curriculum Committee Chairpersons**

Jessica Hoormann, Administration Building, Curriculum and Instruction Specialist  
Scott Voelkl, St. Charles West High School, Assistant Principal

**Curriculum Team Leader**

Amy Delaney

**Curriculum Developers**

Jillian Eads

James Eddy

Aimee Holland

Laura Lopez-Reese

Edgar Montenegro



**Grades 7-12 Spanish World Language Curriculum**  
**TABLE OF CONTENTS**

Table of Contents.....Pg. 2  
District Mission Statement.....Pg. 3  
District Vision.....Pg. 3  
District Values.....Pg. 3  
District Goals.....Pg. 4  
Philosophical Foundation.....Pg. 5  
Course Description.....Pg. 6-7  
Rationale.....Pg. 8  
Scope and Sequence.....Pg. 9-24  
Curriculum.....Pg. 25-295  
Appendix.....Pg. 296-305  
    Grade Level Expectations  
    Grade Level Outcomes

### **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 readings 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.

Scope and Sequence: SPANISH 1

Level	Unit Title	Grammar concepts	Vocabulary	Culture	Skills <i>What the student is able to do</i>
1	About Me	<ul style="list-style-type: none"> <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 style="list-style-type: none"> <li>• Alphabet letter sounds, letter combinations and rules that apply</li> <li>• Greetings/Farewells /Courtesy words</li> <li>• Weather/Temperature</li> <li>• Calendar &amp; Seasons</li> <li>• Numbers 0 to 31</li> <li>• Talking about oneself (name, age, feelings)</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Where Spanish is spoken around the world.</li> </ul>	<ul style="list-style-type: none"> <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 greet people in a variety of ways.</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 count from 0 - 31.</li> <li>• I can talk about myself (name, age, feelings).</li> </ul>
1	School	<ul style="list-style-type: none"> <li>• Definite &amp; Indefinite Articles</li> <li>• Possessive Pronouns</li> <li>• Numbers 31-101</li> <li>• Time</li> <li>• Interrogative Pronouns</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom objects</li> <li>• Student survival phrases (bathroom, etc)</li> <li>• Classroom commands</li> <li>• Places &amp; People</li> </ul>		<ul style="list-style-type: none"> <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>

			<ul style="list-style-type: none"> <li>around school</li> <li>What?, When?, Where?, etc.</li> </ul>		<ul style="list-style-type: none"> <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 style="list-style-type: none"> <li>Introduce Indirect Object Pronouns w/ Gustar</li> <li>Comparisons</li> <li>Infinitives</li> </ul>	<ul style="list-style-type: none"> <li>Hobbies/Activities</li> <li>I don't like, I like and I love...</li> </ul>		<ul style="list-style-type: none"> <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 style="list-style-type: none"> <li>Conjugation of regular, irregular and stem-changing verbs</li> <li>Subject pronouns</li> </ul>	<ul style="list-style-type: none"> <li>Conjugation</li> <li>Infinitive</li> <li>Verb</li> <li>First, second, third person</li> </ul>		<ul style="list-style-type: none"> <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 style="list-style-type: none"> <li>Ser</li> <li>Tener</li> <li>Noun &amp; Adjective Agreement</li> <li>Subject Pronouns</li> </ul>	<ul style="list-style-type: none"> <li>Physical and personality traits</li> </ul>		<ul style="list-style-type: none"> <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 style="list-style-type: none"> <li>• Estar</li> <li>• Prepositions</li> <li>• Ir</li> <li>• Informal Future (ir + a + inf)</li> </ul>	<ul style="list-style-type: none"> <li>• Prepositions</li> <li>• Locations around town</li> </ul>		<ul style="list-style-type: none"> <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 style="list-style-type: none"> <li>• Ser</li> <li>• Name family members</li> <li>• Describe family members (physical and personality).</li> <li>• possessive adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• Nuclear &amp; Extended family vocab</li> <li>•</li> </ul>		<ul style="list-style-type: none"> <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 style="list-style-type: none"> <li>• Tell what food you like &amp; dislike</li> <li>• Paying the bill</li> </ul>	<ul style="list-style-type: none"> <li>• Food Vocab</li> <li>• How much is the amount of the bill</li> </ul>	<ul style="list-style-type: none"> <li>• Restaurant etiquette</li> </ul>	<ul style="list-style-type: none"> <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 <i>What the student is able to do</i>
Clothing	<ul style="list-style-type: none"> <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 style="list-style-type: none"> <li>• clothing (<b>see separate list</b>)</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 (<b>see separate list</b>)</li> </ul>		<ul style="list-style-type: none"> <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 style="list-style-type: none"> <li>• present/preterite conjugations of several infinitives (<b>see separate list</b>)</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 style="list-style-type: none"> <li>• vacationing and traveling vocabulary (<b>see separate list</b>)</li> <li>• verbs (<b>see separate list</b>)</li> <li>• adjective to describe hobbies/activities/sporting events</li> <li>• likes/dislikes/loves</li> </ul>		<ul style="list-style-type: none"> <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 style="list-style-type: none"> <li>• present/preterite and present progressive tense conjugations of</li> </ul>	<ul style="list-style-type: none"> <li>• house (<b>see separate list</b>)</li> <li>• verbs: ser/estar/vivir</li> </ul>		<ul style="list-style-type: none"> <li>• I can describe the house and household items.</li> </ul>

chores	<p>estar/ser/tener/tener que/vivir/limpiar/recoger..<b>etc.</b></p> <ul style="list-style-type: none"> <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 style="list-style-type: none"> <li>• /limpiar/recoger/gustar, acabar de/tener que (<b>see separate list</b>)</li> <li>• adjective to describe the house, rooms and house items</li> <li>• prepositions/directions</li> <li>• cardinal and ordinal numbers</li> <li>• chores (<b>see separate list</b>)</li> <li>• transitions words(<b>see separate list</b>)</li> </ul>		<ul style="list-style-type: none"> <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 style="list-style-type: none"> <li>• present/preterite and present progressive tense conjugations of several infinitives (<b>see separate list</b>)</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 style="list-style-type: none"> <li>• sports vocabulary (<b>see separate list</b>)</li> <li>• verbs (<b>see separate list</b>)</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 style="list-style-type: none"> <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 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 style="list-style-type: none"> <li>• present/preterite and <b>present progressive</b> tense conjugations of several infinitives (<b>see separate list</b>)</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 style="list-style-type: none"> <li>• reciprocal vs.reflexive verbs (<b>see separate list</b>)</li> <li>• reflexive pronouns</li> <li>• daily routines</li> </ul>		<ul style="list-style-type: none"> <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>
----------------	---	--	--	---

Scope and Sequence: SPANISH 3

	Unit Title	Grammar concepts	Vocabulary	Culture	Skills <i>What the student is able to do</i>
	Technology	<ul style="list-style-type: none"> <li>Present and preterite tense conjugations of several infinitives (<b>see separate list</b>)</li> <li>adjectives to describe technological devices</li> <li>Por v. para</li> </ul>	<ul style="list-style-type: none"> <li>technology vocabulary and how to use it (<b>see separate list</b>)</li> <li>Verbs in the present and preterite tenses (<b>see separate list</b>)</li> </ul>	Compare technology and its usage in the US with that in different Spanish speaking countries	<ul style="list-style-type: none"> <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 style="list-style-type: none"> <li>Telling time</li> <li>Clarification on when to use ir/venir/traer/llevar</li> </ul>	<ul style="list-style-type: none"> <li>travel vocabulary (<b>see separate list</b>)</li> <li>verbs:ir/venir/traer/llevar</li> </ul>	Look at vacation leave and travel habits of populations in other countries	<ul style="list-style-type: none"> <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 style="list-style-type: none"> <li>present/preterite and present progressive tense conjugations of several infinitives (<b>see separate list</b>)</li> <li>Superlatives</li> <li>Ser v. estar</li> <li>doler</li> </ul>	<ul style="list-style-type: none"> <li>health vocabulary (<b>see separate list</b>)</li> <li>Fitness vocabulary (<b>see separate list</b>)</li> <li>health, aches and pains</li> </ul>	Look into popular fitness trends in Spanish speaking countries	<ul style="list-style-type: none"> <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 style="list-style-type: none"> <li>• present/preterite and present progressive tense conjugations of several infinitives (<b>see separate list</b>)</li> <li>• Direct Object Pronouns (DOPs)</li> <li>• Indirect Object Pronouns (IOPs)</li> </ul>	<ul style="list-style-type: none"> <li>• Shopping vocabulary (<b>see separate list</b>)</li> <li>• Bargaining vocabulary (<b>see separate list</b>)</li> </ul>	Talk about the practice of bargaining around the world	<ul style="list-style-type: none"> <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 style="list-style-type: none"> <li>• present/preterite and present progressive tense conjugations of several infinitives (<b>see separate list</b>)</li> <li>• Saber v. conocer</li> </ul>	<ul style="list-style-type: none"> <li>• Places in the city vocabulary (<b>see separate list</b>)</li> <li>• Verbs in the present and preterite tenses (<b>see separate list</b>)</li> </ul>	Look into public transportation in Spanish speaking countries	<ul style="list-style-type: none"> <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 style="list-style-type: none"> <li>• Imperfect tense</li> <li>• Imperfect tense v. preterite tense</li> </ul>	<ul style="list-style-type: none"> <li>• Childhood vocabulary (<b>see separate list</b>)</li> <li>• Fairy tale vocabulary (<b>see separate list</b>)</li> </ul>	Compare fairy tales commonly read in the US with popular fairy tales from other countries	<ul style="list-style-type: none"> <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 style="list-style-type: none"> <li>• Ordinal numbers</li> <li>• Affirmative and negative informal commands</li> </ul>	<ul style="list-style-type: none"> <li>• Food vocabulary (<b>see separate list</b>)</li> <li>• Cooking vocabulary (<b>see separate list</b>)</li> <li>• Measurement vocabulary (<b>see separate list</b>)</li> </ul>	Look at recipes and traditional dishes from Spanish speaking countries	<ul style="list-style-type: none"> <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>

	<p>Clothing and Fashion</p>	<ul style="list-style-type: none"> <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 style="list-style-type: none"> <li>• clothing (<b>see separate list</b>)</li> <li>• verbs: to wear, to use, to like and dislike</li> </ul>	<p>Research famous designers from Spanish speaking countries</p>	<ul style="list-style-type: none"> <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>
--	-----------------------------	--	--	--	---

Scope and Sequence: SPANISH 4 (Pre-AP)

THEMES and Units	Reviewed/Continued Grammar concepts	New Grammar concepts	Skills <i>What the student is able to do</i>
<p><b>Personal and Public Identities:</b></p> <p><b>About myself</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> VERB TENSES:</li> <li>-present</li> <li>-preterite</li> <li>-present progressive</li> <li>-imperfect</li> <li>-reflexive</li> <li><input type="checkbox"/> VERBS:</li> <li><b>-see separate list</b></li> <li>-saber vs conocer</li> <li>-estar vs ser</li> <li><input type="checkbox"/> Comparatives and superlatives</li> <li><input type="checkbox"/> Adverbs</li> <li><input type="checkbox"/> Types of pronouns: Personal, reflexive, IOPs, DOPs</li> <li><input type="checkbox"/> noun-adjective agreement to describe a person's physical and personality characteristics</li> <li><input type="checkbox"/> Types of adjectives: regular, demonstrative and possessive</li> </ul>	<p>Comparatives/Superlatives with Adverbs</p> <p>Comparatives/Superlatives with Adjectives</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can talk about myself in comparison to other people and things</li> <li><input type="checkbox"/> I can properly use and distinguish between the past tense preterite and past tense imperfect</li> <li><input type="checkbox"/> I can use both the present and present progressive tenses to describe myself and others</li> <li><input type="checkbox"/> I can use saber and conocer correctly in verbal and written communication</li> <li><input type="checkbox"/> I can address someone from a Spanish-speaking country formally and/or informally and talk about myself</li> <li><input type="checkbox"/> I can express how I am feeling.</li> <li><input type="checkbox"/> I can talk about my thoughts, likes and dislikes.</li> </ul>
<p><b>Families and Communities:</b></p> <p><b>Vacationing/ Taking a trip</b></p>	<p>VERB TENSES:</p> <ul style="list-style-type: none"> <li>-present</li> <li>-preterite</li> <li>-present progressive</li> <li>-imperfect</li> <li>-reflexive</li> <li><input type="checkbox"/> VERBS:</li> <li><b>see separate list</b></li> <li>-saber vs conocer</li> <li>-estar vs ser</li> <li>-gustar: likes and dislikes of the items/activities during vacation</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> VERBS:</li> <li>-haber</li> <li>-comparisons between Ir / Venir / Llevar /Traer</li> <li><input type="checkbox"/> Por vs Para</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can use my knowledge of Spanish to effectively communicate on a beach vacation in a Spanish speaking country.</li> <li><input type="checkbox"/> I can talk about prices of objects</li> <li><input type="checkbox"/> I can ask to use the restroom, the swimming pool, etc.</li> <li><input type="checkbox"/> I can recognize when to use por y para</li> <li><input type="checkbox"/> I can use these verbs with fluency without mistaking them (ir/venir/llevar/traer)</li> <li><input type="checkbox"/> I can give directions to go to different places             <ul style="list-style-type: none"> <li><input type="checkbox"/> I can indicate where people and items are located.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> comparatives and superlatives</li> <li><input type="checkbox"/> Adverbs</li> <li><input type="checkbox"/> Types of pronouns: Personal, reflexive, IOPs, DOPs</li> <li><input type="checkbox"/> noun-adjective agreement to describe people and places when vacationing</li> <li><input type="checkbox"/> Types of adjectives: regular, demonstrative and possessive</li> <li><input type="checkbox"/> prepositions to tell where places and people are located or give directions</li> <li><input type="checkbox"/> cardinal and ordinal numbers to give address, amounts and order of placement of items</li> <li><input type="checkbox"/> varied transition words</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> I can talk about what I like to do and have done on vacation</li> <li><input type="checkbox"/> I can use compound sentences using varied transition words.</li> </ul>
--	--	--	---

<p><b>Science and Technology:</b></p> <p><b>The Environment and Animals and Habitats</b></p>	<p>VERB TENSES:          -present          -present progressive          -preterite          -imperfect          -reflexive</p> <ul style="list-style-type: none"> <li>• VERBS:  <b>-see separate list</b>            -saber vs conocer            -estar vs ser            -haber/existir            -gustar: likes and dislikes of surroundings/environment</li> <li>• comparatives and superlatives</li> <li>• Adverbs</li> <li>• Types of pronouns:            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>• prepositions to tell where places are located or give directions</li> <li>• varied transition words</li> </ul>	<ul style="list-style-type: none"> <li>• VERB TENSES:            -future:near and formal            -conditional            -use hypothetical situation terms (will/would)            -present participle            -Environmental vocabulary (<b>see separate list</b>)            -Animal and habitat vocabulary (<b>see separate list</b>)</li> </ul>	<p>I can use the following VERB tenses with fluidity and accuracy:</p> <ul style="list-style-type: none"> <li>-present</li> <li>-present progressive</li> <li>-preterite</li> <li>-reflexive</li> <li>-preterite</li> <li>-imperfect</li> <li>-future:near and formal</li> <li>-conditional</li> </ul> <ul style="list-style-type: none"> <li>• I can communicate in hypothetical situations when discussing the environment and animal habitats and effects.</li> </ul> <p>I can discuss different ways to help protect the environment.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can express what I like and don't like about past and current environmental issues.</li> <li><input type="checkbox"/> I can make comparisons on the effects of climate change and the effects on the environment.</li> <li><input type="checkbox"/> I can form opinions on my thoughts and views on varied environmental topics.</li> <li><input type="checkbox"/> I can make cultural comparisons on varied environmental methods and practices, especially within the Hispanic communities around the world and within the USA.</li> </ul>
<p><b>Contemporary Life:</b></p> <p><b>Professions and Careers and Cultural Activities</b></p>	<p>VERB TENSES:          -present          -present progressive          -preterite          -imperfect          -future:near and formal          -conditional          -use hypothetical situation terms (will/would)</p>	<ul style="list-style-type: none"> <li>• VERB TENSES:            -subjunctive moods            -expressing what current likes and dislikes about life            -expressing hopes/dreams/wishes            -profession and career vocabulary (<b>see separate list</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• I can use the following VERB tenses with fluidity and accuracy:</li> </ul> <ul style="list-style-type: none"> <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> </ul>

	<p>-present participle</p> <ul style="list-style-type: none"> <li>• VERBS:</li> </ul> <p><b>-see separate list</b></p> <p>-saber vs conocer</p> <p>-estar vs ser</p> <p>-haber/existir</p> <p>-gustar: likes and dislikes of a job</p> <ul style="list-style-type: none"> <li>• Comparatives and superlatives</li> <li>• Adverbs</li> <li>• Types of pronouns:</li> </ul> <p>Personal, reflexive, IOPs, DOPs</p> <ul style="list-style-type: none"> <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>		<p>-subjunctive moods</p> <ul style="list-style-type: none"> <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>
<p><b>Global Challenges:</b></p> <p><b>Current Events</b></p>	<p>VERB TENSES:</p> <p>-present</p> <p>-present progressive</p> <p>-preterite</p> <p>-imperfect</p> <p>-future:near and formal</p> <p>-conditional</p> <p>-use hypothetical situation terms (will/would)</p> <p>-present participle</p> <p>-subjunctive moods</p> <ul style="list-style-type: none"> <li>• VERBS:</li> </ul> <p><b>-see separate list</b></p> <p>-saber vs conocer</p> <p>-estar vs ser</p> <p>-haber/existir</p> <p>-gustar: likes and dislikes</p> <ul style="list-style-type: none"> <li>• Comparatives and superlatives</li> <li>• Adverbs</li> </ul>	<p>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.).</p>	<ul style="list-style-type: none"> <li>• I can use the following VERB tenses with fluidity and accuracy: <ul style="list-style-type: none"> <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> </ul> </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 style="list-style-type: none"> <li>• Types of pronouns: 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 style="list-style-type: none"> <li>• I can form opinions on my thoughts and views on varied current events/topics.</li> </ul>
<p><b>Beauty and Aesthetics:</b></p> <p><b>The Arts</b></p>	<p>VERB TENSES:</p> <ul style="list-style-type: none"> <li>-present</li> <li>-present progressive</li> <li>-preterite</li> <li>-imperfect</li> <li>-future:near and formal</li> <li>-conditional</li> <li>-use hypothetical situation terms (will/would)</li> <li>-present participle</li> <li>-subjunctive moods <ul style="list-style-type: none"> <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 <ul style="list-style-type: none"> <li>• Comparatives and superlatives</li> <li>• Adverbs</li> </ul> </li> <li>• Types of pronouns: 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>	<p>Intense reading, discussion and listening of the arts through multimedia and resources (books, galleries, newspaper, magazines, TV channels, programs, radio, online sites, etc.).</p> <p>Such arts include, theatre, music, fashion, etc.</p>	<ul style="list-style-type: none"> <li>• I can use the following VERB tenses with fluidity and accuracy:</li> </ul> <ul style="list-style-type: none"> <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> </ul> <ul style="list-style-type: none"> <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>

Scope and Sequence: SPANISH AP 5

THEMES	Content and Culture	Communication Forms	Skills <i>What the student is able to do</i>
<b>UNIT 1 Families and Communities</b>	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	Intense writing, reading, discussion and listening of real-life scenarios based highly on cultural aspects. All will be practiced through 3 modes of communication: <ul style="list-style-type: none"> <li>● Interpersonal (spoken and written)</li> <li>● Interpretive (audio, visual, audiovisual, written and print)</li> <li>● Presentational (spoken and written)</li> </ul>	<ul style="list-style-type: none"> <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>
<b>UNIT 2 Science and Technology</b>	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	Intense writing, reading, discussion and listening of real-life scenarios based highly on cultural events. All will be practiced through 3 modes of communication: <ul style="list-style-type: none"> <li>● Interpersonal (spoke and written)</li> <li>● Interpretive (audio, visual, audiovisual, written and print)</li> <li>● Presentational (spoken and written)</li> </ul>	<ul style="list-style-type: none"> <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>
<b>UNIT 3 Beauty and Aesthetics</b>	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	Intense writing, reading, discussion and listening of real-life scenarios based highly on cultural events. All will be practiced through 3 modes of communication: <ul style="list-style-type: none"> <li>● Interpersonal (spoke and written)</li> <li>● Interpretive (audio, visual, audiovisual, written and print)</li> <li>● Presentational (spoken and written)</li> </ul>	<ul style="list-style-type: none"> <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>
<b>UNIT 4 Personal and Public</b>	Content 1: Alienation and Assimilation Content 2: Heroes and Historical Figures	Intense writing, reading, discussion and listening of real-life scenarios based highly on	<ul style="list-style-type: none"> <li>☐ I can compare and contrast how various aspects of our</li> </ul>



<b>Identities</b>	Content 3: National and Ethnic Identities Content 4: Personal Beliefs Content 5: Personal Interests Content 6: Self-Image	cultural events. All will be practiced through 3 modes of communication: <ul style="list-style-type: none"> <li>● Interpersonal (spoke and written)</li> <li>● Interpretive (audio, visual, audiovisual, written and print)</li> <li>● Presentational (spoken and written)</li> </ul>	identity/personality are expressed in various situations. <ul style="list-style-type: none"> <li><input type="checkbox"/> I can discuss how the identity of a person develops over time.</li> <li><input type="checkbox"/> I can discuss how language and culture influence the identity of the person.</li> <li><input type="checkbox"/> I can describe my national identity.</li> <li><input type="checkbox"/> I can compare and contrast ethnic identity to national identity.</li> <li><input type="checkbox"/> I can identify and discuss my personal beliefs and how they formed.</li> </ul>
<b>UNIT 5 Global Challenges</b>	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	Intense writing, reading, discussion and listening of real-life scenarios based highly on cultural events. All will be practiced through 3 modes of communication: <ul style="list-style-type: none"> <li>● Interpersonal (spoke and written)</li> <li>● Interpretive (audio, visual, audiovisual, written and print)</li> <li>● Presentational (spoken and written)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify and discuss the social, political and environmental challenges facing society in the world.</li> <li><input type="checkbox"/> I can discuss the origins of these challenges.</li> <li><input type="checkbox"/> I can identify and discuss possible solutions to those challenges.</li> </ul>
<b>UNIT 6 Contemporary Life</b>	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	Intense writing, reading, discussion and listening of real-life scenarios based highly on cultural events. All will be practiced through 3 modes of communication: <ul style="list-style-type: none"> <li>● Interpersonal (spoke and written)</li> <li>● Interpretive (audio, visual, audiovisual, written and print)</li> <li>● Presentational (spoken and written)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can discuss how individuals and societies define their own quality of life.</li> <li><input type="checkbox"/> I can discuss how cultural practices and perspectives influence people in contemporary life?</li> <li><input type="checkbox"/> I can identify and discuss some challenges of contemporary life.</li> </ul>



<b>CONTENT AREA: World Language</b>	<b>UNIT TITLE: About Me</b>
<b>COURSE: Spanish Level 1</b>	<b>UNIT DURATION: 5 weeks</b>

<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b>	<b>BIG IDEA(S):</b>
<ul style="list-style-type: none"> <li>Textbook, online resources</li> </ul>	<ul style="list-style-type: none"> <li>Introductions and greetings in different settings</li> </ul>
<b>ENDURING UNDERSTANDINGS:</b>	<b>ESSENTIAL QUESTIONS:</b>
<ul style="list-style-type: none"> <li>Vocabulary used with Introductions and Greetings</li> <li>Making a simple sentence with a set group of verbs</li> <li>Understand the difference between “tú” vs “usted”</li> <li>Where Spanish is spoken</li> <li>Counting, Weather, Calendar</li> </ul>	<ul style="list-style-type: none"> <li>Can I introduce myself?</li> <li>Can I greet people?</li> <li>Can I formulate simple sentences with verbs?</li> <li>Can I use numbers 0 through 31?</li> <li>Can I distinguish between singular /plural and masculine/feminine nouns and adjectives?</li> </ul>

**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. GLE/CLE/MLS/NGSS</i>	<b>STANDARDS: Content specific standards that will be addressed in this unit.</b>	<b>MAJOR STANDARD</b>	<b>SUPPORTING STANDARD</b>
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	
4.1	Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.	x	
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	

<b>OBJECTIVE # 1 (per unit)</b>	<b>About me: Students will be able to describe and introduce themselves in verbal and written language using basic Spanish language skills from the unit and previous units.</b>	
<b>REFERENCES/STANDARDS</b>	<ul style="list-style-type: none"> <li>1.1., 1.2, 4.1, 2.1</li> </ul>	
<b>WHAT SHOULD STUDENTS...</b>		
<p><b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i></p> <p><b>Reading, Listening Standards</b></p>	<p><b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i></p> <p><b>Culture</b></p>	<p><b>BE ABLE TO DO?</b> <i>Skills; Products</i></p> <p><b>Speaking, Writing</b></p>
<ul style="list-style-type: none"> <li>• Introductions and Greetings</li> <li>• Forming simple sentences in affirmative and negative</li> <li>• Using numbers</li> <li>• Letters / The Alphabet</li> <li>• Calendar, Counting, Weather</li> <li>• Formal vs Informal Speech</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizing formal and informal modes of speaking in Spanish (tu and usted)</li> <li>• Where Spanish is spoken</li> </ul>	<p>Students will be able to understand:</p> <ul style="list-style-type: none"> <li>• Introductions</li> <li>• Differentiate tu vs. usted form</li> <li>• numbers through 31</li> <li>• Alphabet pronunciation</li> <li>• Definite Articles</li> <li>• Number and letter pronunciation</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Listening to the teacher, each other, videos, and audio tracks</li> </ul>	<ul style="list-style-type: none"> <li>• Answering questions based on listening exercises.</li> </ul>	<p>Level 1: recall vocabulary</p> <p>Level 2: apply concepts</p> <p>Level 3: evaluate and associate ideas learned</p> <p>Level 4: analyze information from unit and synthesize information from topics past and other curriculums</p>
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	<b>INQUIRY CONNECTIONS</b>
<ul style="list-style-type: none"> <li>• Social Studies</li> </ul>	<ul style="list-style-type: none"> <li>• Geography / map skills</li> </ul>	

<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Listening exercises in class</li> <li>• Listening Test exercises</li> <li>• Online Videos with exercises</li> </ul>	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
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		
<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Extended help during Intervention Time</li> <li>• Reteach in small groups in class</li> <li>• Additional instructional videos</li> </ul>	<ul style="list-style-type: none"> <li>• Recorded practice online</li> <li>• What 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
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>		
<i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Watch YouTube channels in target language. (BBC, CNN, Duolingo)</li> </ul>	<ul style="list-style-type: none"> <li>• Learn numbers 1-100</li> <li>• Practice with native language speakers</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**

<b>Strand: Reading</b>			
<b>Topic: About Me</b>			
<b>Level 1</b>			
<b>Score</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Activities</b>
<b>4.0</b>	<b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues		<ul style="list-style-type: none"> <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.	
<b>Score 3.0</b>	<b>The student can:</b> <ul style="list-style-type: none"> <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> <b>The student exhibits no major errors or omissions.</b>		<ul style="list-style-type: none"> <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.	
<b>Score 2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>interpret text literally</li> <li>pick out specific details from text</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <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.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		

Strand: Writing		
Topic: About Me		
Grade: Level 1		
Score 4.0	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <ul style="list-style-type: none"> <li>• can form complete and complex sentences/thoughts.</li> <li>• can expand their thoughts in a variety of sentence structures.</li> </ul>	
		<ul style="list-style-type: none"> <li>• Communicate via presentational written correspondence. This involves summarizing main points from a written and audio source and formulating an opinion.</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0	<p><b>The student:</b></p> <ul style="list-style-type: none"> <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> <p><b>The student exhibits no major errors or omissions.</b></p>	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0	<ul style="list-style-type: none"> <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> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0	<ul style="list-style-type: none"> <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> <p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>	
	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: About Me		
Level 1		
Score		Sample Activities
Score 4.0	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b> <b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues	<ul style="list-style-type: none"> <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	<b>The student can:</b> <ul style="list-style-type: none"> <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> <b>The student exhibits no major errors or omissions.</b>	<ul style="list-style-type: none"> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret listening 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	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>interpret selection literally</li> <li>pick out specific details from selection</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>	<ul style="list-style-type: none"> <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	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<b>Even with help, no understanding or skill demonstrated.</b>	

Strand: Speaking		
Topic: About Me		
Level 1		
Score		Sample Activities
Score 4.0	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <ul style="list-style-type: none"> <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 style="list-style-type: none"> <li>• Answers level 3 questions along with additional words that were not taught</li> </ul>
	<p><b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
Score 3.0	<p><b>The student:</b></p> <ul style="list-style-type: none"> <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> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>• Introduction of self or other</li> <li>• Explain likes, dislikes</li> <li>• Respond to interview</li> </ul>
	<p><b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
Score 2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>o can respond to specific questions in formulaic ways</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <li>• Memorized dialogue or answers to questions</li> </ul>
	<p><b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	
Score 1.0	<p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>	
	<p><b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
Score 0.0	<p><b>Even with help, no understanding or skill demonstrated.</b></p>	



Strand: Culture		
Topic: About Me		
Level 1		
Score		Sample Activities
4.0	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <ul style="list-style-type: none"> <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 style="list-style-type: none"> <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>
	<p><b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
3.0	<p><b>The student:</b></p> <ul style="list-style-type: none"> <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> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <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>
	<p><b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● recognizes cultural differences</li> <li>● recognizes ways that cultural differences are manifested</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <li>● List differences between native and target cultures</li> <li>● Recall cultural topic information discussed in class</li> </ul>
	<p><b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	
1.0	<p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>	
	<p><b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
0.0	<p><b>Even with help, no understanding or skill demonstrated.</b></p>	



**CONTENT AREA: Spanish**

**COURSE: Level 1**

**UNIT TITLE: School**

**DURATION: 3 Weeks**

<p><b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>● Textbook, online resources</li> </ul>	<p><b>BIG IDEA(S):</b></p> <ul style="list-style-type: none"> <li>● Talking about people and places around school</li> </ul>
<p><b>ENDURING UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>● Vocabulary used with school and numbers 31-101</li> <li>● Using definite and indefinite articles</li> <li>● Using possessive pronouns</li> <li>● Telling time</li> <li>● Asking questions using interrogative pronouns</li> </ul>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>● Can I talk about people and places around school?</li> <li>● Can I use definite and indefinite articles to identify objects?</li> <li>● Can I show possession by using possessive pronouns correctly?</li> <li>● Can I tell time?</li> <li>● Can I ask questions using interrogative pronouns?</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>i.e. GLE/CLE/MLS/NGSS</i>	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	
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	
1.1	Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions	x	

<b>OBJECTIVE # 1</b>	<b>Students will be able to tell time and describe, understand and talk about school vocabulary in written language and verbally using basic Spanish language skills from this unit and previous units.</b>	
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> <li>1.1,1.2,1.3,2.1</li> </ul>	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i> <b>Reading/Listening</b>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i> <b>Culture</b>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i> <b>Speaking/Writing</b>
<ul style="list-style-type: none"> <li>School vocabulary and numbers</li> <li>Definite and indefinite articles</li> <li>What belongs to whom</li> <li>Telling time</li> <li>Asking questions</li> </ul>	<ul style="list-style-type: none"> <li>Differences in school schedules/days</li> <li>Differences in dress codes/uniforms</li> </ul>	<ul style="list-style-type: none"> <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>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Listening to the teacher, each other, videos and audio tracks</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer questions about school schedules</li> <li>Tell someone what time your classes are</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
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	<b>INQUIRY CONNECTIONS</b>
<ul style="list-style-type: none"> <li>Social studies</li> </ul>	<ul style="list-style-type: none"> <li>School subjects</li> <li>Telling time</li> </ul>	

<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <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
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b> <i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Extended help during Intervention time</li> <li>• Reteach in small groups in class</li> <li>• Additional instructional videos</li> </ul>	<ul style="list-style-type: none"> <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
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b> <i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Watch YouTube channels in target language (BBC, CNN, Duolingo)</li> </ul>	<ul style="list-style-type: none"> <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**

<b>Strand: Reading</b>		
<b>Topic: It's Time for School</b>		
<b>Level 1</b>		
<b>Score</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	<b>Sample Activities</b>
<b>4.0</b>	<b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues	<ul style="list-style-type: none"> <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.	
<b>Score 3.0</b>	<b>The student can:</b> <ul style="list-style-type: none"> <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> <b>The student exhibits no major errors or omissions.</b>	<ul style="list-style-type: none"> <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.	
<b>Score 2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>interpret text literally</li> <li>pick out specific details from text</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>	<ul style="list-style-type: none"> <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.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

<b>Strand: Writing</b>		
<b>Topic: It's Time for School</b>		
<b>Grade: Level 1</b>		
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <ul style="list-style-type: none"> <li>• can form complete and complex sentences/thoughts.</li> <li>• can expand their thoughts in a variety of sentence structures.</li> </ul>	
		<ul style="list-style-type: none"> <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.
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <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> <p><b>The student exhibits no major errors or omissions.</b></p>	
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
<b>Score 2.0</b>	<ul style="list-style-type: none"> <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> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
<b>Score 1.0</b>	<ul style="list-style-type: none"> <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> <p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>	
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

Strand: Listening Comprehension			
Topic: It's Time for School			
Level 1			
Score 4.0	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b> <b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues		<b>Sample Activities</b> <ul style="list-style-type: none"> <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	<b>The student can:</b> <ul style="list-style-type: none"> <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> <b>The student exhibits no major errors or omissions.</b>		<ul style="list-style-type: none"> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret listening 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	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>interpret selection literally</li> <li>pick out specific details from selection</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <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	<b>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	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<b>Even with help, no understanding or skill demonstrated.</b>		

Strand: Speaking		
Topic: It's Time For School		
Level 1		
Score		Sample Activities
4.0	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <ul style="list-style-type: none"> <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 style="list-style-type: none"> <li>• Answers level 3 questions along with additional words that were not taught</li> </ul>
	<p><b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
3.0	<p><b>The student:</b></p> <ul style="list-style-type: none"> <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> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>• Introduction of self or other</li> <li>• Explain likes, dislikes</li> <li>• Respond to interview</li> </ul>
	<p><b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>o can respond to specific questions in formulaic ways</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <li>• Memorized dialogue or answers to questions</li> </ul>
	<p><b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	
1.0	<p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>	
	<p><b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
0.0	<p><b>Even with help, no understanding or skill demonstrated.</b></p>	



Standard: Culture		
Topic: It's Time For School		
Level 1		
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	
	<ul style="list-style-type: none"> <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>	<p style="text-align: center;"><b>Sample Activities</b></p> <ul style="list-style-type: none"> <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.
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <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> <p><b>The student exhibits no major errors or omissions.</b></p>	
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● recognizes cultural differences</li> <li>● recognizes ways that cultural differences are manifested</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	



<p><b>CONTENT AREA:</b> Spanish</p> <p><b>COURSE:</b> Level 1</p>	<p><b>UNIT TITLE:</b> Hobbies, Likes and Dislikes</p> <p><b>DURATION:</b> 3 Weeks</p>
---	---

<p><b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>Textbook, online resources</li> </ul>	<p><b>BIG IDEA(S):</b></p> <ul style="list-style-type: none"> <li>Expressing our likes and dislikes about hobbies and activities</li> </ul>
<p><b>ENDURING UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>Vocabulary used to discuss activities and hobbies including infinitive verbs</li> <li>Using the verb <i>gustar</i> with infinitives and indirect object pronouns</li> <li>Being able to say what we like to do more</li> </ul>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>Can I talk about activities and hobbies?</li> <li>Can I say what I like and don't like to do?</li> <li>Can I compare activities/hobbies by saying which I like to do more?</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>i.e. GLE/CLE/MLS/NGSS</i>	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	
1.3	Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	x	
1.1	Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions	x	
4.1	Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.	x	

<b>OBJECTIVE # 1</b>	<b>Students will be able to describe activities they like to do in verbal and written language using basic Spanish language skills from this unit and previous units.</b>
----------------------	---

<p><b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i></p>	<ul style="list-style-type: none"> <li>1.2, 1.3, 1.1, 4.1</li> </ul>
---	--

WHAT SHOULD STUDENTS...		
<p><b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i></p> <p><b>Reading/Listening</b></p> <ul style="list-style-type: none"> <li>• Activities and hobbies including infinitive verbs</li> <li>• The verb gustar with infinitives and indirect object pronouns</li> <li>• Say what we like to do more</li> </ul>	<p><b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i></p> <p><b>Culture</b></p> <ul style="list-style-type: none"> <li>• Activities that are popular in different Spanish speaking countries</li> </ul>	<p><b>BE ABLE TO DO?</b> <i>Skills; Products</i></p> <p><b>Speaking/Writing</b></p> <ul style="list-style-type: none"> <li>• Talk about activities and hobbies</li> <li>• Say what I like and don't like to do</li> <li>• Compare activities/hobbies by saying which I like to do more</li> </ul>
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
<p><b>TEACHER INSTRUCTIONAL ACTIVITY</b></p> <ul style="list-style-type: none"> <li>• Listening to the teacher, each other, videos and audio tracks</li> </ul>	<p><b>STUDENT LEARNING TASK</b></p> <ul style="list-style-type: none"> <li>• Write about hobbies and activities</li> <li>• Ask classmates which hobbies and activities they like more</li> </ul>	<p><b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)</p> <p>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</p>
<p><b>INTERDISCIPLINARY CONNECTION</b></p>	<p><b>PRIOR KNOWLEDGE CONNECTIONS</b></p> <ul style="list-style-type: none"> <li>• What is a hobby or activity</li> </ul>	<p><b>INQUIRY CONNECTIONS</b></p>
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
<p><b>ASSESSMENT DESCRIPTION</b></p> <ul style="list-style-type: none"> <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>	<p><b>FORMATIVE OR SUMMATIVE?</b></p> <p>Both Both Both Both</p>	<p><b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)</p> <p>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</p>

<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		
<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Extended help during Intervention time</li> <li>Reteach in small groups in class</li> <li>Additional instructional videos</li> </ul>	<ul style="list-style-type: none"> <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
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>		
<i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Watch YouTube channels in target language (BBC, CNN, Duolingo)</li> </ul>	<ul style="list-style-type: none"> <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**

<b>Strand: Reading</b>			
<b>Topic: Hobbies, Likes and Dislikes</b>			
<b>Level 1</b>			
<b>Score</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Activities</b>
<b>4.0</b>	<b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues		<ul style="list-style-type: none"> <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.	
<b>Score 3.0</b>	<b>The student can:</b> <ul style="list-style-type: none"> <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> <b>The student exhibits no major errors or omissions.</b>		<ul style="list-style-type: none"> <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.	
<b>Score 2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>interpret text literally</li> <li>pick out specific details from text</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <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.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		

Strand: Writing		
Topic: Hobbies, Likes and Dislikes		
Grade: Level 1		
Score 4.0	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <ul style="list-style-type: none"> <li>• can form complete and complex sentences/thoughts.</li> <li>• can expand their thoughts in a variety of sentence structures.</li> </ul>	
		<ul style="list-style-type: none"> <li>• Communicate via presentational written correspondence. This involves summarizing main points from a written and audio source and formulating an opinion.</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0	<p><b>The student:</b></p> <ul style="list-style-type: none"> <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> <p><b>The student exhibits no major errors or omissions.</b></p>	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0	<ul style="list-style-type: none"> <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> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0	<ul style="list-style-type: none"> <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> <p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
Score 0.0	<b>Even with help, no understanding or skill demonstrated.</b>	

**PROFICIENCY SCALES FOR THIS STANDARD**

<b>Strand: Listening Comprehension</b>		
<b>Topic: Hobbies, Likes and Dislikes</b>		
<b>Level 1</b>		
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	
	<b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues	
	<b>Sample Activities</b>	
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
<b>Score 3.0</b>	<p><b>The student can:</b></p> <ul style="list-style-type: none"> <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> <p><b>The student exhibits no major errors or omissions.</b></p>	
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● interpret selection literally</li> <li>● pick out specific details from selection</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

<b>Strand: Speaking</b>		
<b>Topic: Hobbies, Likes and Dislikes</b>		
<b>Level 1</b>		
<b>Score</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	<b>Sample Activities</b>
<b>4.0</b>	<ul style="list-style-type: none"> <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 style="list-style-type: none"> <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.	
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <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> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <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.	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>○ can respond to specific questions in formulaic ways</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <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.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	



<b>Strand: Culture</b>		
<b>Topic: Hobbies, Likes and Dislikes</b>		
<b>Level 1</b>		
<b>Score</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	<b>Sample Activities</b>
<b>4.0</b>	<ul style="list-style-type: none"> <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 style="list-style-type: none"> <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.
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <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> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <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.
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● recognizes cultural differences</li> <li>● recognizes ways that cultural differences are manifested</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <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.
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	



<b>CONTENT AREA:</b> Spanish	<b>UNIT TITLE:</b> The Conjugation Process
<b>COURSE:</b> Level 1	<b>DURATION:</b> 3 Weeks

<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b>		<b>BIG IDEA(S):</b>	
<ul style="list-style-type: none"> <li>Textbook, online resources</li> </ul>		<ul style="list-style-type: none"> <li>Conjugating regular, irregular, and stem changing verbs in the present tense in all forms except vosotros.</li> </ul>	
<b>ENDURING UNDERSTANDINGS:</b>		<b>ESSENTIAL QUESTIONS:</b>	
<ul style="list-style-type: none"> <li>Knowing what an infinitive is</li> <li>Being able to apply patterns to conjugate regular verbs in the present tense</li> <li>Using irregular verbs in the present tense</li> <li>Applying patterns to conjugate stem changing verbs in the present tense</li> </ul>		<ul style="list-style-type: none"> <li>Can I apply grammar rules of conjugation to create a coherent sentence?</li> <li>Can I conjugate verbs properly to ask a coherent question?</li> </ul>	
<b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b>			
Standards, Concepts, Content, Skills, Products, Vocabulary			
<b>REFERENCE/STANDARD</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<b>STANDARDS: Content specific standards that will be addressed in this unit.</b>	<b>MAJOR STANDARD</b>	<b>SUPPORTING STANDARD</b>
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	
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	
4.1	Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.	x	
<b>OBJECTIVE # 1</b>	<b>Students will be able to conjugate verbs in verbal and written language using basic Spanish language skills.</b>		
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> <li>1.1, 1.2, 2.1, 3.1, 4.1</li> </ul>		

WHAT SHOULD STUDENTS...		
<p><b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i></p> <p><b>Reading/Listening</b></p> <ul style="list-style-type: none"> <li>Identify an infinitive</li> <li>Conjugate regular verbs in the present tense</li> <li>Use irregular verbs in the present tense</li> <li>Conjugate stem changing verbs in the present tense</li> </ul>	<p><b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i></p> <p><b>Culture</b></p> <ul style="list-style-type: none"> <li>Differences in the forms that verbs are conjugated in - Vosotros</li> </ul>	<p><b>BE ABLE TO DO?</b> <i>Skills; Products</i></p> <p><b>Speaking/Writing</b></p> <ul style="list-style-type: none"> <li>Apply grammar rules of conjugation to create a coherent sentence</li> <li>Conjugate verbs properly to ask a coherent question</li> </ul>
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
<p><b>TEACHER INSTRUCTIONAL ACTIVITY</b></p> <ul style="list-style-type: none"> <li>Listening to the teacher, each other, videos and audio tracks</li> </ul>	<p><b>STUDENT LEARNING TASK</b></p> <ul style="list-style-type: none"> <li>Write sentences with conjugated verbs</li> <li>Ask questions with conjugated verbs</li> </ul>	<p><b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)</p> <p>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</p>
<p><b>INTERDISCIPLINARY CONNECTION</b></p> <ul style="list-style-type: none"> <li>Communication Arts</li> </ul>	<p><b>PRIOR KNOWLEDGE CONNECTIONS</b></p> <ul style="list-style-type: none"> <li>How to conjugate verbs in English</li> <li>What an infinitive verb is in English</li> <li>Subject pronouns</li> </ul>	<p><b>INQUIRY CONNECTIONS</b></p>
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
<p><b>ASSESSMENT DESCRIPTION</b></p> <ul style="list-style-type: none"> <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>	<p><b>FORMATIVE OR SUMMATIVE?</b></p> <p>Both Both Both Both</p>	<p><b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)</p> <p>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</p>

<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		
<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Extended help during Intervention time</li> <li>Reteach in small groups in class</li> <li>Additional instructional videos</li> </ul>	<ul style="list-style-type: none"> <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
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>		
<i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Watch YouTube channels in target language (BBC, CNN, Duolingo)</li> </ul>	<ul style="list-style-type: none"> <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: Verb Conjugation			
Level 1			
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
4.0	<b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues		<ul style="list-style-type: none"> <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	<b>The student can:</b> <ul style="list-style-type: none"> <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> <b>The student exhibits no major errors or omissions.</b>		<ul style="list-style-type: none"> <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	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>interpret text literally</li> <li>pick out specific details from text</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <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	<b>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	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<b>Even with help, no understanding or skill demonstrated.</b>		

Strand: Writing		
Topic: Verb Conjugation		
Grade: Level 1		
Score 4.0	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <ul style="list-style-type: none"> <li>• Can form complete and complex sentences/thoughts.</li> <li>• Can expand their thoughts in a variety of sentence structures.</li> </ul>	
		<ul style="list-style-type: none"> <li>• Communicate via presentational written correspondence. This involves summarizing main points from a written and audio source and formulating an opinion.</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0	<p><b>The student:</b></p> <ul style="list-style-type: none"> <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> <p><b>The student exhibits no major errors or omissions.</b></p>	
		<ul style="list-style-type: none"> <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 style="list-style-type: none"> <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> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	
		<ul style="list-style-type: none"> <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 1.0	<ul style="list-style-type: none"> <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> <p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>	
	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: Verb Conjugation			
Level 1			
Score	Description		Sample Activities
Score 4.0	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <p><b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues</p>		<ul style="list-style-type: none"> <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	<p><b>The student can:</b></p> <ul style="list-style-type: none"> <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> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret listening 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	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>interpret selection literally</li> <li>pick out specific details from selection</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <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	<p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<p><b>Even with help, no understanding or skill demonstrated.</b></p>		

Strand: Speaking			
Topic: Verb Conjugation			
Level 1			
Score 4.0	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Activities</b>
	<ul style="list-style-type: none"> <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>		
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<b>The student:</b>		<ul style="list-style-type: none"> <li>• Introduction of self or other</li> <li>• Explain likes, dislikes</li> <li>• Respond to interview</li> </ul>
	<ul style="list-style-type: none"> <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> <b>The student exhibits no major errors or omissions.</b>		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b>		<ul style="list-style-type: none"> <li>• Memorized dialogue or answers to questions</li> </ul>
	<ul style="list-style-type: none"> <li>o can respond to specific questions in formulaic ways</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<b>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	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<b>Even with help, no understanding or skill demonstrated.</b>		



<b>Strand: Culture</b>		
<b>Topic: Verb Conjugation</b>		
<b>Level 1</b>		
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <ul style="list-style-type: none"> <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>	
	<b>Sample Activities</b>	
	<ul style="list-style-type: none"> <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.
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <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> <p><b>The student exhibits no major errors or omissions.</b></p>	
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● recognizes cultural differences</li> <li>● recognizes ways that cultural differences are manifested</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
<b>Score 1.0</b>	<p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>	
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
<b>Score 0.0</b>	<p><b>Even with help, no understanding or skill demonstrated.</b></p>	



<p><b>CONTENT AREA:</b> Spanish</p> <p><b>COURSE:</b> Level 1</p>	<p><b>UNIT TITLE:</b> Describe People and Things</p> <p><b>DURATION:</b> 3 Weeks</p>
---	--

<p><b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>Textbook, online resources</li> </ul>	<p><b>BIG IDEA(S):</b></p> <ul style="list-style-type: none"> <li>Describing the characteristics and traits of people and things</li> </ul>
<p><b>ENDURING UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>Using the verbs <i>ser</i> and <i>tener</i> to describe people, making sure adjectives agree in gender and in number</li> <li>Vocabulary to describe physical characteristics and personality traits</li> </ul>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>Can I describe someone using the verbs <i>ser</i> and <i>tener</i> and appropriate vocabulary?</li> <li>Can I describe people with proper noun/adjective agreement?</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>i.e. GLE/CLE/MLS/NGSS</i>	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	
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	
4.1	Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.	x	

<b>OBJECTIVE # 1</b>	<b>Students will be able to describe physical characteristics and personality traits of different people in written and verbal language using basic Spanish language skills from this unit and previous units.</b>	
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> <li>1.1,1.2, 1.3, 2.1, 4.1</li> </ul>	
<b>WHAT SHOULD STUDENTS...</b>		
<p style="text-align: center;"><b>UNDERSTAND?</b></p> <p style="text-align: center;"><i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i></p> <p style="text-align: center;"><b>Reading/Listening</b></p>	<p style="text-align: center;"><b>KNOW?</b></p> <p style="text-align: center;"><i>Facts, Names, Dates, Places, Information,</i></p> <p style="text-align: center;"><i>ACADEMIC VOCABULARY</i></p> <p style="text-align: center;"><b>Culture</b></p>	<p style="text-align: center;"><b>BE ABLE TO DO?</b></p> <p style="text-align: center;"><i>Skills; Products</i></p> <p style="text-align: center;"><b>Speaking/Writing</b></p>
<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>Gender with nouns</li> </ul>	<ul style="list-style-type: none"> <li>Describe someone using the verbs ser and tener and appropriate vocabulary</li> <li>Describe people with proper noun/adjective agreement</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Listening to the teacher, each other, videos and audio tracks</li> </ul>	<ul style="list-style-type: none"> <li>Describe self, classmates and famous people</li> <li>Answer questions about people from audio sources or written materials</li> </ul>	<ul style="list-style-type: none"> <li>Level 1: recall vocabulary</li> <li>Level 2: apply concepts</li> <li>Level 3: evaluate and associate ideas learned</li> <li>Level 4: analyze information from unit and synthesize information from topics past and other curriculums</li> </ul>
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	<b>INQUIRY CONNECTIONS</b>
<ul style="list-style-type: none"> <li>Communication arts</li> </ul>	<ul style="list-style-type: none"> <li>noun/adjective agreement</li> </ul>	

<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <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
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		
<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Extended help during Intervention time</li> <li>• Reteach in small groups in class</li> <li>• Additional instructional videos</li> </ul>	<ul style="list-style-type: none"> <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 WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?***Possible Extensions/Enrichments*

<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"><li>• Watch YouTube channels in target language (BBC, CNN, Duolingo)</li></ul>	<ul style="list-style-type: none"><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**

<b>Strand: Reading</b>			
<b>Topic: Describe People and Things</b>			
<b>Level 1</b>			
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <p><b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues</p>		<b>Sample Activities</b>
			<ul style="list-style-type: none"> <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.	
<b>Score 3.0</b>	<p><b>The student can:</b></p> <ul style="list-style-type: none"> <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> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <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.	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● interpret text literally</li> <li>● pick out specific details from text</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <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.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		

<b>Strand: Writing</b>		
<b>Topic: Describe People and Things</b>		
<b>Grade: Level 1</b>		
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <ul style="list-style-type: none"> <li>• can form complete and complex sentences/thoughts.</li> <li>• can expand their thoughts in a variety of sentence structures.</li> </ul>	
		<ul style="list-style-type: none"> <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.
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <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> <p><b>The student exhibits no major errors or omissions.</b></p>	
		<ul style="list-style-type: none"> <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.
<b>Score 2.0</b>	<ul style="list-style-type: none"> <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> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	
		<ul style="list-style-type: none"> <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.
<b>Score 1.0</b>	<ul style="list-style-type: none"> <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> <p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>	
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

Strand: Listening Comprehension			
Topic: Describe People and Things			
Level 1			
Score 4.0	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b> <b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues		<b>Sample Activities</b> <ul style="list-style-type: none"> <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	<b>The student can:</b> <ul style="list-style-type: none"> <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> <b>The student exhibits no major errors or omissions.</b>		<ul style="list-style-type: none"> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret listening 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	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>interpret selection literally</li> <li>pick out specific details from selection</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <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	<b>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	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<b>Even with help, no understanding or skill demonstrated.</b>		



<b>Strand: Speaking</b>		
<b>Topic: Describe People and Things</b>		
<b>Level 1</b>		
<b>Score</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	<b>Sample Activities</b>
<b>4.0</b>	<ul style="list-style-type: none"> <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 style="list-style-type: none"> <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.	
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <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> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <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.	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>○ can respond to specific questions in formulaic ways</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <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.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

<b>Strand: Culture</b>			
<b>Topic: Describe People and Things</b>			
<b>Level 1</b>			
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b> <ul style="list-style-type: none"> <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>		<b>Sample Activities</b>
			<ul style="list-style-type: none"> <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.	
<b>Score 3.0</b>	<b>The student:</b> <ul style="list-style-type: none"> <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> <b>The student exhibits no major errors or omissions.</b>		<ul style="list-style-type: none"> <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.	
<b>Score 2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>● recognizes cultural differences</li> <li>● recognizes ways that cultural differences are manifested</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <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.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		



<b>CONTENT AREA:</b> Spanish	<b>UNIT TITLE:</b> Locations
<b>COURSE:</b> Level 1	<b>DURATION:</b> 3 Weeks

<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b>		<b>BIG IDEA(S):</b>	
<ul style="list-style-type: none"> <li>Textbook, online resources</li> </ul>		<ul style="list-style-type: none"> <li>Saying where things are located, where I'm going, and what I'm going to do</li> </ul>	
<b>ENDURING UNDERSTANDINGS:</b>		<b>ESSENTIAL QUESTIONS:</b>	
<ul style="list-style-type: none"> <li>Using the verb <i>estar</i> to express location</li> <li>Using the verb <i>ir</i> to say where someone is going</li> <li>Using the verb <i>ir</i> to express what someone is going to do in the future</li> <li>Using prepositions to describe locations</li> <li>Vocabulary of places around town</li> </ul>		<ul style="list-style-type: none"> <li>Can I say where someone or something is located?</li> <li>Can I say where someone is going?</li> <li>Can I say what someone is going to do?</li> </ul>	
<b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b>			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	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	
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	
4.1	Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.	x	
<b>OBJECTIVE # 1</b>	<b>Students will be able to describe locations, understand and talk about places around town in written language and verbally using basic Spanish language skills from this unit and previous units.</b>		
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> <li>1.1, 1.2, 1.3, 2.1, 4.1</li> </ul>		

<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i> <b>Reading/Listening</b>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i> <b>Culture</b>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i> <b>Speaking/Writing</b>
<ul style="list-style-type: none"> <li>• Use the verb estar to express location</li> <li>• Use the verb ir to say where someone is going and to express what someone is going to do in the future</li> <li>• Use prepositions to describe locations</li> <li>• Places around town</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about town squares and marketplaces</li> <li>• Differences in grocery stores and supermarkets in the US compared to other countries</li> </ul>	<ul style="list-style-type: none"> <li>• Say where someone or something is located</li> <li>• Say where someone is going and what someone is going to do?</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Listening to the teacher, each other, videos and audio tracks</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about where you are going and what you are going to do</li> <li>• Answer questions about locations from audio sources or written materials</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
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	<b>INQUIRY CONNECTIONS</b>
<ul style="list-style-type: none"> <li>• Communication Arts</li> </ul>	<ul style="list-style-type: none"> <li>• The verb estar</li> <li>• What is a preposition</li> </ul>	

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)
<ul style="list-style-type: none"> <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 WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Extended help during Intervention time</li> <li>• Reteach in small groups in class</li> <li>• Additional instructional videos</li> </ul>	<ul style="list-style-type: none"> <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 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 style="list-style-type: none"> <li>• Watch YouTube channels in target language (BBC, CNN, Duolingo)</li> </ul>	<ul style="list-style-type: none"> <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**

<b>Strand: Reading</b>			
<b>Topic: Locations</b>			
<b>Level 1</b>			
<b>Score</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Activities</b>
<b>4.0</b>	<b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues		<ul style="list-style-type: none"> <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.	
<b>3.0</b>	<b>The student can:</b> <ul style="list-style-type: none"> <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> <b>The student exhibits no major errors or omissions.</b>		<ul style="list-style-type: none"> <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.	
<b>2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>interpret text literally</li> <li>pick out specific details from text</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <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.	
<b>1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		

Strand: Writing		
Topic: Locations		
Grade: Level 1		
Score 4.0	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	
	<ul style="list-style-type: none"> <li>• can form complete and complex sentences/thoughts.</li> <li>• can expand their thoughts in a variety of sentence structures.</li> </ul>	
		<ul style="list-style-type: none"> <li>• Communicate via presentational written correspondence. This involves summarizing main points from a written and audio source and formulating an opinion.</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0	<b>The student:</b>	
	<ul style="list-style-type: none"> <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> <p><b>The student exhibits no major errors or omissions.</b></p>	
		<ul style="list-style-type: none"> <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 style="list-style-type: none"> <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> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	
	<ul style="list-style-type: none"> <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 1.0	<ul style="list-style-type: none"> <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> <p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>	
	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: Locations			
Level 1			
Score	Description		Sample Activities
Score 4.0	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <p><b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues</p>		<ul style="list-style-type: none"> <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	<p><b>The student can:</b></p> <ul style="list-style-type: none"> <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> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret listening 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	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>interpret selection literally</li> <li>pick out specific details from selection</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <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	<p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<p><b>Even with help, no understanding or skill demonstrated.</b></p>		

Strand: Speaking		
Topic: Locations		
Level 1		
Score 4.0	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <ul style="list-style-type: none"> <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>	
	<p><b>Sample Activities</b></p> <ul style="list-style-type: none"> <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	<p><b>The student:</b></p> <ul style="list-style-type: none"> <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> <p><b>The student exhibits no major errors or omissions.</b></p>	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>o can respond to specific questions in formulaic ways</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0	<p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
Score 0.0	<p><b>Even with help, no understanding or skill demonstrated.</b></p>	

Strand: Culture			
Topic: Locations			
Level 1			
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b> <ul style="list-style-type: none"> <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>		<b>Sample Activities</b> <ul style="list-style-type: none"> <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.	
<b>Score 3.0</b>	<b>The student:</b> <ul style="list-style-type: none"> <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> <b>The student exhibits no major errors or omissions.</b>		<ul style="list-style-type: none"> <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.	
<b>Score 2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>● recognizes cultural differences</li> <li>● recognizes ways that cultural differences are manifested</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <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.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		



<p><b>CONTENT AREA:</b> Spanish</p> <p><b>COURSE:</b> Level 1</p>	<p><b>UNIT TITLE:</b> Family</p> <p><b>DURATION:</b> 3 Weeks</p>
---	--

<p><b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>Textbook, online resources</li> </ul>	<p><b>BIG IDEA(S):</b></p> <ul style="list-style-type: none"> <li>Describing family members and familial relationships</li> </ul>
<p><b>ENDURING UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>Vocabulary about family members and relationships</li> <li>Using <i>ser</i> to describe family members</li> <li>Using possessive adjectives to describe familial relationships</li> </ul>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>Can I describe my family members?</li> <li>Can I talk about family relationships?</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>i.e. GLE/CLE/MLS/NGSS</i>	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	
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	
4.1	Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.	x	

<b>OBJECTIVE # 1</b>	<b>Students will be able to describe and talk about families and relationships in verbal and written language using basic Spanish language skills from the unit and previous units.</b>	
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> <li>1.1, 1.2, 1.3, 2.1, 4.1</li> </ul>	
<b>WHAT SHOULD STUDENTS...</b>		
<p><b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i></p> <p><b>Reading/Listening</b></p>	<p><b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i></p> <p><b>Culture</b></p>	<p><b>BE ABLE TO DO?</b> <i>Skills; Products</i></p> <p><b>Speaking/Writing</b></p>
<ul style="list-style-type: none"> <li>family members and relationships</li> <li>describe family members using ser</li> <li>Use possessive adjectives to describe familial relationships</li> </ul>	<ul style="list-style-type: none"> <li>Different familial relationships and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>Describe my family members</li> <li>Talk about family relationships</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Listening to the teacher, each other, videos and audio tracks</li> </ul>	<ul style="list-style-type: none"> <li>Describe family member and express relationships</li> <li>Make a sample family tree with family work vocabulary and possessive adjectives</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
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	<b>INQUIRY CONNECTIONS</b>
<ul style="list-style-type: none"> <li>Communication arts</li> </ul>	<ul style="list-style-type: none"> <li>How a family tree works</li> </ul>	

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)
<ul style="list-style-type: none"> <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 WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Extended help during Intervention time</li> <li>• Reteach in small groups in class</li> <li>• Additional instructional videos</li> </ul>	<ul style="list-style-type: none"> <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 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 style="list-style-type: none"> <li>Watch YouTube channels in target language (BBC, CNN, Duolingo)</li> </ul>	<ul style="list-style-type: none"> <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**

<b>Strand: Reading</b>			
<b>Topic: Family</b>			
<b>Level 1</b>			
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <p><b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues</p>		<b>Sample Activities</b>
			<ul style="list-style-type: none"> <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.	
<b>Score 3.0</b>	<p><b>The student can:</b></p> <ul style="list-style-type: none"> <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> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <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.	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● interpret text literally</li> <li>● pick out specific details from text</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <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.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		



Strand: Writing		
Topic: Family		
Grade: Level 1		
Score 4.0	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	
	<ul style="list-style-type: none"> <li>• can form complete and complex sentences/thoughts.</li> <li>• can expand their thoughts in a variety of sentence structures.</li> </ul>	
		<ul style="list-style-type: none"> <li>• Communicate via presentational written correspondence. This involves summarizing main points from a written and audio source and formulating an opinion.</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0	<b>The student:</b>	
	<ul style="list-style-type: none"> <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> <p><b>The student exhibits no major errors or omissions.</b></p>	
		<ul style="list-style-type: none"> <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 style="list-style-type: none"> <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> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	
	<ul style="list-style-type: none"> <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 1.0	<ul style="list-style-type: none"> <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> <p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>	
	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: Family			
Level 1			
Score	Description		Sample Activities
Score 4.0	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <p><b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues</p>		<ul style="list-style-type: none"> <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	<p><b>The student can:</b></p> <ul style="list-style-type: none"> <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> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret listening 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	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>interpret selection literally</li> <li>pick out specific details from selection</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <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	<p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<p><b>Even with help, no understanding or skill demonstrated.</b></p>		

Strand: Speaking		
Topic: Family		
Level 1		
Score		Sample Activities
Score 4.0	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <ul style="list-style-type: none"> <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 style="list-style-type: none"> <li>• Answers level 3 questions along with additional words that were not taught</li> </ul>
	<p><b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
Score 3.0	<p><b>The student:</b></p> <ul style="list-style-type: none"> <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> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>• Introduction of self or other</li> <li>• Explain likes, dislikes</li> <li>• Respond to interview</li> </ul>
	<p><b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
Score 2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>o can respond to specific questions in formulaic ways</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <li>• Memorized dialogue or answers to questions</li> </ul>
	<p><b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	
Score 1.0	<p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>	
	<p><b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
Score 0.0	<p><b>Even with help, no understanding or skill demonstrated.</b></p>	

Strand: Culture		
Topic: Family		
Level 1		
Score		Sample Activities
4.0	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <ul style="list-style-type: none"> <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 style="list-style-type: none"> <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>
	<p><b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
Score 3.0	<p><b>The student:</b></p> <ul style="list-style-type: none"> <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> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <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>
	<p><b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
Score 2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● recognizes cultural differences</li> <li>● recognizes ways that cultural differences are manifested</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <li>● List differences between native and target cultures</li> <li>● Recall cultural topic information discussed in class</li> </ul>
	<p><b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	
Score 1.0	<p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>	
	<p><b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
Score 0.0	<p><b>Even with help, no understanding or skill demonstrated.</b></p>	



<p><b>CONTENT AREA:</b> Spanish</p> <p><b>COURSE:</b> Level 1</p>	<p><b>UNIT TITLE:</b> Food</p> <p><b>DURATION:</b> 3 Weeks</p>
---	--

<p><b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>Textbook, online resources</li> </ul>	<p><b>BIG IDEA(S):</b></p> <ul style="list-style-type: none"> <li>Order and discuss foods that you like in a restaurant</li> </ul>
<p><b>ENDURING UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>Vocabulary relating to food and restaurants</li> <li>Ordering in a restaurant</li> <li>Asking for and paying the bill in a restaurant</li> </ul>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>Can I order in a restaurant?</li> <li>Can I ask for and pay the bill in a restaurant?</li> <li>Can I talk about foods I like and dislike?</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>i.e. GLE/CLE/MLS/NGSS</i>	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	
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	
4.1	Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.	x	

<b>OBJECTIVE # 1</b>	<b>Students will be able to describe and identify food items and discuss restaurants and grocery stores in verbal and written language using basic Spanish language skills from the unit and previous units.</b>	
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> <li>1.1, 1.2, 1.3, 2.1, 4.1</li> </ul>	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i> <b>Reading/Listening</b>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information,</i> <b>ACADEMIC VOCABULARY</b> <b>Culture</b>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i> <b>Speaking/Writing</b>
<ul style="list-style-type: none"> <li>food and restaurant vocabulary</li> <li>Ordering in a restaurant</li> <li>Asking for and paying the bill in a restaurant</li> </ul>	<ul style="list-style-type: none"> <li>Differences in restaurant culture</li> <li>Differences in tipping</li> <li>Different foods</li> </ul>	<ul style="list-style-type: none"> <li>order in a restaurant</li> <li>ask for and pay the bill in a restaurant</li> <li>talk about foods I like and dislike</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Listening to the teacher, each other, videos and audio tracks</li> </ul>	<ul style="list-style-type: none"> <li>Act out a restaurant skit where groups order food from a server</li> <li>Answer questions about food or restaurants from audio sources or written materials</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
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	<b>INQUIRY CONNECTIONS</b>
<ul style="list-style-type: none"> <li>Sociology</li> </ul>	<ul style="list-style-type: none"> <li>Going to a restaurant</li> <li>tipping</li> </ul>	

<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <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
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		
<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Extended help during Intervention time</li> <li>• Reteach in small groups in class</li> <li>• Additional instructional videos</li> </ul>	<ul style="list-style-type: none"> <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 WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?***Possible Extensions/Enrichments*

<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"><li>• Watch YouTube channels in target language (BBC, CNN, Duolingo)</li></ul>	<ul style="list-style-type: none"><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	Description		Sample Activities
Score 4.0	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <p><b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues</p>		<ul style="list-style-type: none"> <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	<p><b>The student can:</b></p> <ul style="list-style-type: none"> <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> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <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	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>interpret text literally</li> <li>pick out specific details from text</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <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	<p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<p><b>Even with help, no understanding or skill demonstrated.</b></p>		

Strand: Writing		
Topic: Food		
Grade: Level 1		
Score 4.0	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <ul style="list-style-type: none"> <li>• can form complete and complex sentences/thoughts.</li> <li>• can expand their thoughts in a variety of sentence structures.</li> </ul>	
		<p><b>Sample Activities</b></p> <ul style="list-style-type: none"> <li>• Communicate via presentational written correspondence. This involves summarizing main points from a written and audio source and formulating an opinion.</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0	<p><b>The student:</b></p> <ul style="list-style-type: none"> <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> <p><b>The student exhibits no major errors or omissions.</b></p>	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0	<ul style="list-style-type: none"> <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> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.

<b>Score 1.0</b>	<ul style="list-style-type: none"> <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> <p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>	
	<b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

Strand: Listening Comprehension			
Topic: Food			
Level 1			
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <p><b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues</p>		<p><b>Sample Activities</b></p> <ul style="list-style-type: none"> <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.	
<b>Score 3.0</b>	<p><b>The student can:</b></p> <ul style="list-style-type: none"> <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> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret listening 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.	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>interpret selection literally</li> <li>pick out specific details from selection</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <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.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		

Strand: Speaking		
Topic: Food		
Level 1		
Score		Sample Activities
4.0	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <ul style="list-style-type: none"> <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 style="list-style-type: none"> <li>• Answers level 3 questions along with additional words that were not taught</li> </ul>
	<p><b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
3.0	<p><b>The student:</b></p> <ul style="list-style-type: none"> <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> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>• Introduction of self or other</li> <li>• Explain likes, dislikes</li> <li>• Respond to interview</li> </ul>
	<p><b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>o can respond to specific questions in formulaic ways</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <li>• Memorized dialogue or answers to questions</li> </ul>
	<p><b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	
1.0	<p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>	
	<p><b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
0.0	<p><b>Even with help, no understanding or skill demonstrated.</b></p>	

Strand: Culture			
Topic: Food			
Level 1			
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <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> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <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.	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• recognizes cultural differences</li> <li>• recognizes ways that cultural differences are manifested</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <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.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		



<p><b>CONTENT AREA:</b> Spanish</p> <p><b>COURSE:</b> Level 2</p>	<p><b>UNIT TITLE:</b> Clothing</p> <p><b>DURATION:</b> 3 Weeks</p>
---	--

<p><b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>Textbook, online resources</li> </ul>	<p><b>BIG IDEA(S):</b></p> <ul style="list-style-type: none"> <li>Talk and express how I feel about different kinds of clothing.</li> </ul>
<p><b>ENDURING UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <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>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <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, AND BE ABLE TO DO AT THE END OF THIS UNIT?**

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	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	
3.1	Students reinforce and further their knowledge of other disciplines through the foreign language.	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 school setting.	x	
		x	

<b>OBJECTIVE # 1</b>	Students will be able to describe their clothing and talk about fashion using present tense conjugations of verbs. .	
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> <li>1.1, 3.1, 3.2,5.1</li> </ul>	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>present tense conjugations of verbs to express what a person is wearing &amp; doing</li> <li></li> </ul>	<ul style="list-style-type: none"> <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 style="list-style-type: none"> <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>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Listen to the listening comprehension activities, videos and audio track</li> <li>Activities where students can listen IOPs to express what a person likes and does not like to wear.</li> </ul>	<ul style="list-style-type: none"> <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
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <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 style="list-style-type: none"> <li>• Both</li> <li>• Both</li> <li>• Both</li> <li>• Both</li> </ul>	<b>2.</b> Students will be able to describe their clothing and others and express their likes and dislikes.
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		
<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Extended help during interventions class</li> <li>• Reteach to a group of students</li> <li>• Additional instruction</li> </ul>	<ul style="list-style-type: none"> <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.
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>		
<i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Watch different channels, in target language(BBC, CNN, Duolingo)</li> </ul>	<ul style="list-style-type: none"> <li>• Practice with a native language speakers</li> <li>• Research topics more in depth</li> </ul>	<b>4.</b> 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
<b>4.0</b>	<b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b> <b>Students can: participate in a conversation about different kind of clothing</b>	<ul style="list-style-type: none"> <li>● Listen and translation a conversation of native language speakers.</li> <li>● Answer questions with explanation of why</li> </ul>
<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>3.0</b>	<b>The student can:</b> <ul style="list-style-type: none"> <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> <b>The student exhibits no major errors or omissions.</b>	<ul style="list-style-type: none"> <li>● Choose a right meaning for unfamiliar vocabulary based on context clues.</li> <li>● Answer true/false question with explanation of why</li> </ul>
<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
<b>2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>● Recognizes or recalls specific terminology, such as: <b>Clothing vocabulary.</b></li> <li>● Performs basic processes, such as: Pick out specific details from test</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>	<ul style="list-style-type: none"> <li>● Questions which require inference rather than specific recall</li> <li>● summarize</li> </ul>
<b>1.5</b>	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
<b>1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
<b>LND</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

Strand: Writing			
Topic: Cothing			
Grade: Level 2			
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b> <ul style="list-style-type: none"> <li>• can form complete and complex sentences/thoughts.</li> <li>• can expand their thoughts in a variety of sentence structures.</li> </ul>		<b>Sample Activities</b> <ul style="list-style-type: none"> <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.	
<b>Score 3.0</b>	<b>The student:</b> <ul style="list-style-type: none"> <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> <b>The student exhibits no major errors or omissions.</b>		<ul style="list-style-type: none"> <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>
	<b>2.5</b>	<ul style="list-style-type: none"> <li>• apply target structure in constrained situation</li> <li>• interpret the meaning of target structure</li> </ul>	
<b>Score 2.0</b>	<ul style="list-style-type: none"> <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> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <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>

	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>		<ul style="list-style-type: none"> <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> <p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>	
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>		<b>Even with help, no understanding or skill demonstrated.</b>	

Strand: Speaking		
Topic: Cothing		
Level 2		
Score		Sample Activities
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <ul style="list-style-type: none"> <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>• Can employ communicative negotiation strategies</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Answers level 3 questions along with additional words that were not taught</b></li> <li>• <b>Open-ended assignment requiring the structure in several different situations</b></li> <li>• <b>Circumlocution</b></li> </ul>
	<p><b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <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>• apply target structure in guided situations as necessary</li> <li>• can appropriately apply different parts of language in a sentence</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <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>
	<p><b>2.5</b></p> <ul style="list-style-type: none"> <li>• apply target structure in constrained situation</li> <li>• interpret the meaning of target structure</li> </ul>	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• can respond to specific questions in formulaic ways</li> <li>• can identify different parts of language</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <li>• Memorized dialogue or answers to 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.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		

Strand: Listening Comprehension			
Topic: Cothing			
Level 2			
Score 4.0	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <p><b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues</p>		<p><b>Sample Activities</b></p> <ul style="list-style-type: none"> <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	<p><b>The student can:</b></p> <ul style="list-style-type: none"> <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> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret listening selection by drawing a picture/chart</li> </ul>
	2.5	<ul style="list-style-type: none"> <li>apply target structure in constrained situation</li> <li>interpret the meaning of target structure.</li> </ul>	
Score 2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>interpret selection literally</li> <li>pick out specific details from selection</li> <li>can identify different parts of language</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <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	<p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>		
	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.		



<p><b>CONTENT AREA:</b> Spanish</p> <p><b>COURSE:</b> Level 2</p>	<p><b>UNIT TITLE:</b> House and House Chores</p> <p><b>DURATION:</b> 4 Weeks</p>
---	--

<p><b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>Textbook, online resources</li> </ul>	<p><b>BIG IDEA(S):</b></p> <p>Identify specific house items, places and people around my neighborhood</p>
<p><b>ENDURING UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>present/preterite and present progressive tense conjugations of <i>estar/ser/tener/tener que/vivir/limpiar/recoger..etc.</i></li> <li>noun-adjective agreement to describe rooms and items around the house</li> <li>cardinal and ordinal numbers to give address, amounts and order of placement of items</li> <li>describe your daily house chores</li> <li>command someone to do a chore</li> </ul>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>Can command someone to do a chore</li> <li>can the students ask to use the restroom, the swimming pool, etc?</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, AND BE ABLE TO DO AT THE END OF THIS UNIT?**

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
1.3	Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	x	
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 language through comparisons of the language studied and their own.	x	
5.1	Students use the language both within and beyond the school setting.	x	

<b>OBJECTIVE # 1</b>	Students will be able to talk about chores and responsibilities, and give direction to go and find specific items in the house.
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> <li>1.3, 3.1, 4.1, 5.1</li> </ul>



WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>• present/preterite and present progressive tense conjugations of regular and irregular verbs.</li> <li>• noun-adjective agreement to describe rooms and items.</li> <li>• cardinal and ordinal numbers to give address, amounts and order of placement of items</li> <li>• command someone to do a chore</li> </ul>	<ul style="list-style-type: none"> <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 style="list-style-type: none"> <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>
FACILITATING ACTIVITIES – 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)
<ul style="list-style-type: none"> <li>• Make listening comprehension activities, videos, and audio tracks available for students.</li> </ul>	<ul style="list-style-type: none"> <li>• Write and talk about the students houses and house chores.</li> <li>• Read about houses and house chores in latin countries.</li> </ul>	<ol style="list-style-type: none"> <li>1. Students will be able to describe their room and items at home. .</li> </ol>
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
<ul style="list-style-type: none"> <li>• Social Studies and Art.</li> </ul>	<ul style="list-style-type: none"> <li>• Family houses and chores experiences</li> </ul>	
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)
<ul style="list-style-type: none"> <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 style="list-style-type: none"> <li>• Both</li> <li>• Both</li> <li>• Both</li> <li>• Both</li> </ul>	<ol style="list-style-type: none"> <li>2. Students will be able to talk about their chores and responsibilities and express their feelings.</li> </ol>

<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		
<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Extended help during intervention class.</li> <li>Reteach to a group of students</li> <li>Additional instructional</li> </ul>	<ul style="list-style-type: none"> <li>Online practice</li> <li>Watch additional instructional videos</li> </ul>	3. Students can command someone to do chores and give direction to go to different rooms at home.
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>		
<i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Watch different channels, in target language(BBC, CNN, Duolingo)</li> </ul>	<ul style="list-style-type: none"> <li>Practice with a native language speakers</li> <li>Research topics more in depth</li> </ul>	4. Students can write an essay comparing command and responsibilities in the past and present time and express feelings.

**PROFICIENCY SCALES FOR THIS STANDARD**

<b>STANDARD:STANDARD: Reading</b> <b>Topic: House and Chores</b> <b>Level: 2</b>		
SCORE	DESCRIPTION	SAMPLE TASKS
<b>4.0</b>	<b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	<ul style="list-style-type: none"> <li>● Listen and translation a conversation of native language speakers.</li> <li>● Answer questions with explanation of why</li> </ul>
<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <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> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>● Choose a right translation for unfamiliar vocabulary based on context clues.</li> <li>● Answer questions in complete sentences.</li> </ul>
<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
<b>2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● Recognizes the vocabulary about house and house chores.</li> <li>● Performs basic processes, such as: Describing their houses.</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <li>● Can complete prompted sentences with current vocabulary/fill in blank</li> <li>● Complete simple sentences</li> </ul>
<b>1.5</b>	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
<b>1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
<b>LND</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

Strand: Culture		
Topic: Cothing		
Level 2		
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b> <ul style="list-style-type: none"> <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>	
	<b>Sample Activities</b> <ul style="list-style-type: none"> <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.
<b>Score 3.0</b>	<b>The student:</b> <ul style="list-style-type: none"> <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> <b>The student exhibits no major errors or omissions.</b>	
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
<b>Score 2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>• recognizes cultural differences</li> <li>• recognizes ways that cultural differences are manifested</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>	
	<ul style="list-style-type: none"> <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.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		

Strand: Writing			
Topic: House and Chores			
Grade: Level 2			
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <ul style="list-style-type: none"> <li>• can form complete and complex sentences/thoughts.</li> <li>• can expand their thoughts in a variety of sentence structures.</li> </ul>		<p><b>Sample Activities</b></p> <ul style="list-style-type: none"> <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.	
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <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> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <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>
	<b>2.5</b>	<ul style="list-style-type: none"> <li>• apply target structure in constrained situation</li> <li>• interpret the meaning of target structure</li> </ul>	
<b>Score 2.0</b>	<ul style="list-style-type: none"> <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> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <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>

	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>		<ul style="list-style-type: none"> <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> <p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>	
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>		<b>Even with help, no understanding or skill demonstrated.</b>	

<b>Strand: Speaking</b>			
<b>Topic: House and Chores</b>			
<b>Level 2</b>			
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Activities</b>
	<ul style="list-style-type: none"> <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>• Can employ communicative negotiation strategies</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Answers level 3 questions along with additional words that were not taught</b></li> <li>• <b>Open-ended assignment requiring the structure in several different situations</b></li> <li>• <b>Circumlocution</b></li> </ul>
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <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>• apply target structure in guided situations as necessary</li> <li>• can appropriately apply different parts of language in a sentence</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <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>
	<b>2.5</b>	<ul style="list-style-type: none"> <li>• apply target structure in constrained situation</li> <li>• interpret the meaning of target structure</li> </ul>	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• can respond to specific questions in formulaic ways</li> <li>• can identify different parts of language</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <li>• Memorized dialogue or answers to 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.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		

Strand: Listening Comprehension			
Topic: House and Chores			
Level 2			
Score 4.0	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <p><b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues</p>		<p><b>Sample Activities</b></p> <ul style="list-style-type: none"> <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	<p><b>The student can:</b></p> <ul style="list-style-type: none"> <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> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret listening selection by drawing a picture/chart</li> </ul>
	2.5	<ul style="list-style-type: none"> <li>apply target structure in constrained situation</li> <li>interpret the meaning of target structure.</li> </ul>	
Score 2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>interpret selection literally</li> <li>pick out specific details from selection</li> <li>can identify different parts of language</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <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	<p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<p><b>Even with help, no understanding or skill demonstrated.</b></p>		

<b>Strand: Culture</b>		
<b>Topic: House and Chores</b>		
<b>Level 2</b>		
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <ul style="list-style-type: none"> <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>	
		<b>Sample Activities</b>
		<ul style="list-style-type: none"> <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.
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <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> <p><b>The student exhibits no major errors or omissions.</b></p>	
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• recognizes cultural differences</li> <li>• recognizes ways that cultural differences are manifested</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	
		<ul style="list-style-type: none"> <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.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		



<p><b>CONTENT AREA:</b> Spanish</p> <p><b>COURSE:</b> Level 2</p>	<p><b>UNIT TITLE:</b> Vacationing</p> <p><b>DURATION:</b> 3 Weeks</p>
---	---

<p><b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>• Textbook, online resources</li> </ul>	<p><b>BIG IDEA(S):</b></p> <p>Talking about vacations</p>
<p><b>ENDURING UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <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>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <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>i.e. GLE/CLE/MLS/NGSS</i>	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	
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>	Students will be able to use the vocabulary and verbs for vacationing and traveling.	
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> <li>1.1, 1.2, 1.3, 2.1</li> </ul>	
WHAT SHOULD STUDENTS...		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>Preterite Tense of Verbs</li> <li>Vacationing and traveling vocabulary</li> <li>Cardinal and ordinal numbers to give addresses, amounts, and order of placement</li> <li>IOPs &amp; DOPs</li> </ul>	<ul style="list-style-type: none"> <li>Differences about time &amp; schedules</li> <li>Differences about hobbies</li> <li>Preterite Tense of Verbs</li> </ul>	<ul style="list-style-type: none"> <li>Talk about vacationing and traveling</li> <li>Describe hobbies/ activities/ sporting events</li> <li>Use reciprocal and reflexive verbs in compound sentences</li> <li>Preterite Tense of Verbs</li> </ul>
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Listen to the listening comprehension activities, videos and audio tracks.</li> </ul>	<ul style="list-style-type: none"> <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 their vacation and traveling.
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	<b>INQUIRY CONNECTIONS</b>
<ul style="list-style-type: none"> <li>Social Studies and Science</li> </ul>	<ul style="list-style-type: none"> <li>Family traveling experience</li> </ul>	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <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 style="list-style-type: none"> <li>Both</li> <li>Both</li> <li>Both</li> <li>Both</li> </ul>	2. Students will be able to talk about activities during their favor vacation using preterite tense of verbs.

<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		
<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Extended help during interventions class</li> <li>Reteach to a group of students</li> <li>Additional instruction</li> </ul>	<ul style="list-style-type: none"> <li>Online practice</li> <li>Watch additional instructional videos</li> </ul>	3. Students can recommend places for vacationing and traveling.
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>		
<i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Watch different channels, in target language(BBC, CNN, Duolingo)</li> </ul>	<ul style="list-style-type: none"> <li>Practice with a native language speakers</li> <li>Research topics more in depth</li> </ul>	4. Students can write a paper comparing different Places for vacationing using preterite tense and IOPS & DOPs.

**PROFICIENCY SCALES FOR THIS STANDARD**

<b>STANDARD: Reading</b> <b>Topic: Vacationing</b> <b>Level: 2</b>		
<b>SCORE</b>	<b>DESCRIPTION</b>	<b>SAMPLE TASKS</b>
<b>4.0</b>	<b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	<ul style="list-style-type: none"> <li>● Listen and translation a conversation of native language speakers.</li> <li>● Answer questions with explanation of why</li> </ul>
<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>3.0</b>	<b>The student:</b> <ul style="list-style-type: none"> <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> <b>The student exhibits no major errors or omissions.</b>	<ul style="list-style-type: none"> <li>● Choose a right meaning for unfamiliar vocabulary based on context clues.</li> <li>● Answer true/false question with explanation of why</li> </ul>
<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
<b>2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>● Recognizes or recalls specific terminology, such as: Vacationing and traveling</li> <li>● Performs basic processes, such as: Preterite tense verbs</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>	<ul style="list-style-type: none"> <li>● Can complete prompted sentences with current vocabulary/fill in blank</li> <li>● Complete simple sentences</li> </ul>
<b>1.5</b>	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
<b>1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
<b>LND</b>	<b>Even with help, no understanding or skill demonstrated.</b>	



<b>Strand: Culture</b>		
<b>Topic: Vacationing</b>		
<b>Level 2</b>		
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <ul style="list-style-type: none"> <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>	
	<b>Sample Activities</b>	
	<ul style="list-style-type: none"> <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.
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <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> <p><b>The student exhibits no major errors or omissions.</b></p>	
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• recognizes cultural differences</li> <li>• recognizes ways that cultural differences are manifested</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	
	<ul style="list-style-type: none"> <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.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		

Strand: Writing			
Topic: Vacationing			
Grade: Level 2			
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
4.0	<ul style="list-style-type: none"> <li>• can form complete and complex sentences/thoughts.</li> <li>• can expand their thoughts in a variety of sentence structures.</li> </ul>		<ul style="list-style-type: none"> <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>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><b>The student:</b></p> <ul style="list-style-type: none"> <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> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <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>
	2.5	<ul style="list-style-type: none"> <li>• apply target structure in constrained situation</li> <li>• interpret the meaning of target structure</li> </ul>	
Score 2.0	<ul style="list-style-type: none"> <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> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <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>

	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>		<ul style="list-style-type: none"> <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> <p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>	
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>		<b>Even with help, no understanding or skill demonstrated.</b>	

Strand: Speaking			
Topic: Vacationing			
Level 2			
Score 4.0	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b> <ul style="list-style-type: none"> <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>• Can employ communicative negotiation strategies</li> </ul>		<b>Sample Activities</b> <ul style="list-style-type: none"> <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>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<b>The student:</b> <ul style="list-style-type: none"> <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>• apply target structure in guided situations as necessary</li> <li>• can appropriately apply different parts of language in a sentence</li> </ul> <b>The student exhibits no major errors or omissions.</b>		<ul style="list-style-type: none"> <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>
	2.5	<ul style="list-style-type: none"> <li>• apply target structure in constrained situation</li> <li>• interpret the meaning of target structure</li> </ul>	
Score 2.0	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>• can respond to specific questions in formulaic ways</li> <li>• can identify different parts of language</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <li>• Memorized dialogue or answers to 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.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		



<p><b>CONTENT AREA:</b> Spanish</p> <p><b>COURSE:</b> Level 2</p>	<p><b>UNIT TITLE:</b> Daily Routines</p> <p><b>DURATION:</b> 3 Weeks</p>
---	--

<p><b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>Textbook, online resources</li> </ul>	<p><b>BIG IDEA(S):</b> Talk about daily routines using reflexive pronouns and verbs</p>
<p><b>ENDURING UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <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> </ul>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <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 <i>i.e. GLE/CLE/MLS/NGSS</i>	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	
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	
<b>OBJECTIVE # 1</b>	Students will be able to talk about daily routines using reflexive pronouns and verbs in present/preterite and present progressive tense.		
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> <li>1.2, 2.2, 5.1, 5.2</li> </ul>		

<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>
<ul style="list-style-type: none"> <li>• present/preterite and present progressive tense of several infinitives</li> <li>• difference between reciprocal and reflexive actions/verbs</li> <li>• reflexive pronouns</li> <li>• daily routine</li> </ul>	<input type="checkbox"/> present/preterite and present progressive tense <input type="checkbox"/> reciprocal and reflexive actions/verbs <input type="checkbox"/> Recognize reflexive pronouns <input type="checkbox"/> Talk about students daily routine	<ul style="list-style-type: none"> <li>• Use present/preterite and present progressive tense of 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>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Make listening comprehension activities, videos, and audio tracks available for students.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about routines</li> <li>• Discuss about daily routine</li> </ul>	1. Students will be able to describe their daily routine.
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	<b>INQUIRY CONNECTIONS</b>
<ul style="list-style-type: none"> <li>• Science</li> </ul>	<input type="checkbox"/> Family routines	
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <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 style="list-style-type: none"> <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.



<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		
<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Extended help during intervention class.</li> <li>Reteach to a group of students</li> <li>Additional instructional</li> </ul>	<input type="checkbox"/> Online practice <input type="checkbox"/> Watch additional instructional videos	<b>3.</b> Students will be able to compare their daily Routine now and in the past.
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>		
<i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <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 style="list-style-type: none"> <li>Practice with a native language speakers</li> <li>Research topics more in depth</li> </ul>	<b>4..</b> Students will be able discuss about their daily routines in present, preterite, and present progressive tense of several verbs.

**PROFICIENCY SCALES FOR THIS STANDARD**

<b>STANDARD: Reading Topic: Daily Routine Level: 2</b>		
<b>SCORE</b>	<b>DESCRIPTION</b>	<b>SAMPLE TASKS</b>
<b>4.0</b>	<b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	<ul style="list-style-type: none"> <li>• Listen and translation a conversation of native language speakers.</li> <li>• Answer questions with explanation of why</li> </ul>
<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <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> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>• Choose a right translation for unfamiliar vocabulary based on context clues.</li> <li>• Answer questions in complete sentences.</li> </ul>
<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
<b>2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• Recognizes reflexive verbs</li> <li>• Performs basic processes, such as: Describing their daily routines</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <li>• Can complete prompted sentences with current vocabulary/fill in blank</li> <li>• Complete simple sentences</li> </ul>
<b>1.5</b>	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
<b>1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
<b>LND</b>	<b>Even with help, no understanding or skill demonstrated.</b>	



<p><b>CONTENT AREA:</b> Spanish</p> <p><b>COURSE:</b> Level 3</p>	<p><b>UNIT TITLE:</b> Technology</p> <p><b>DURATION:</b> 3 Weeks</p>
---	--

<p><b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>• Textbook, online resources</li> </ul>	<p><b>BIG IDEA(S):</b></p> <ul style="list-style-type: none"> <li>• Talking about current technology and its usage</li> </ul>
<p><b>ENDURING UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>• Vocabulary to discuss current technology</li> <li>• Using present and preterite tense verbs</li> <li>• Using <i>por</i> and <i>para</i> correctly</li> </ul>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>• Can I talk about current technology?</li> <li>• Can I use the present tense and in the preterite tense?</li> <li>• Do I know when to use <i>por</i> and when to use <i>para</i>?</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>i.e. GLE/CLE/MLS/NGSS</i>	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	
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	
2.2	Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied	x	

<b>OBJECTIVE # 1</b>	Students will be able to speak 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. The students will be able to discuss similarities and differences in technology and its usage in the U.S. and other Spanish speaking countries.	
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	Speaking, reading, writing, listening, culture	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i> <b>Reading/Listening</b>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information,</i> <b>ACADEMIC VOCABULARY</b> <b>Culture</b>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i> <b>Speaking/Writing</b>
<ul style="list-style-type: none"> <li>● Vocabulary about current technology</li> <li>● Verbs in the present and preterite tense</li> <li>● Differences between por and para</li> </ul>	<ul style="list-style-type: none"> <li>● Similarities and differences in technology and its usage in the U.S. and other Spanish speaking countries</li> </ul>	<ul style="list-style-type: none"> <li>● Discuss current technology</li> <li>● Use por and para when describing new technology and what it is used for</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>● Listening to the teacher, each other, videos and audio tracks</li> </ul>	<ul style="list-style-type: none"> <li>● Create a catalog for a tech company</li> </ul>	<ul style="list-style-type: none"> <li>1 - students recall the vocabulary</li> <li>2 - students make comparisons</li> <li>3 - students can cite evidence to support their claims</li> <li>4 - students can relate findings to phenomena</li> </ul>
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	<b>INQUIRY CONNECTIONS</b>
	<ul style="list-style-type: none"> <li>● Present and preterite tense conjugations</li> </ul>	

<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <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	<p>1-4 Level 1 example for listening..listen to a passage and answer questions like who emailed the teacher?</p> <p>1-4 Level 2 example for speaking...students talk about how students used technology in class.</p> <p>1-4 Level 3 example for reading...After reading about use of technology in different cultures, student draws a conclusion about technology usage and explains it</p> <p>1-4 Level 4 example for writing...students will do a research paper</p>
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		
<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Extended help during Intervention time</li> <li>• Reteach in small groups in class</li> <li>• Additional instructional videos</li> </ul>	<ul style="list-style-type: none"> <li>• Online practice</li> <li>• Watch additional instructional videos</li> </ul>	1-4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>		
<i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Watch YouTube channels in target language (BBC, CNN, Duolingo)</li> </ul>	<ul style="list-style-type: none"> <li>• Practice with native language speakers</li> <li>• Research topics more in depth</li> </ul>	1-4

**PROFICIENCY SCALES FOR THIS STANDARD**

<b>Strand: Reading</b>		
<b>Topic: Technology</b>		
<b>Level 3</b>		
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	
	<b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues	
	<b>Sample Activities</b>	
		<ul style="list-style-type: none"> <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.
<b>Score 3.0</b>	<p><b>The student can:</b></p> <ul style="list-style-type: none"> <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> <p><b>The student exhibits no major errors or omissions.</b></p>	
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● interpret text literally</li> <li>● pick out specific details from text</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.

**PROFICIENCY SCALES FOR THIS STANDARD**

<b>Strand: Listening Comprehension</b>			
<b>Topic: Technology</b>			
<b>Level 3</b>			
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Activities</b>
	<b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues		<ul style="list-style-type: none"> <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.	
<b>Score 3.0</b>	<b>The student can:</b> <ul style="list-style-type: none"> <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 style="list-style-type: none"> <li>● Questions which require inference rather than specific recall</li> <li>● Summarize</li> <li>● Interpret listening selection by drawing a picture/chart</li> </ul>
	<b>The student exhibits no major errors or omissions.</b>		
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>● interpret selection literally</li> <li>● pick out specific details from selection</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <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.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		

**PROFICIENCY SCALES FOR THIS STANDARD**

<b>Strand: Speaking</b>		
<b>Topic: Technology</b>		
<b>Level 3</b>		
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <ul style="list-style-type: none"> <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>	
	<b>Sample Activities</b>	
	<ul style="list-style-type: none"> <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.
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <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> <p><b>The student exhibits no major errors or omissions.</b></p>	
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>○ can respond to specific questions in formulaic ways</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	



<b>Strand: Culture</b>		
<b>Topic: Technology</b>		
<b>Level 3</b>		
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <ul style="list-style-type: none"> <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>	
	<b>Sample Activities</b>	
	<ul style="list-style-type: none"> <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.
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <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> <p><b>The student exhibits no major errors or omissions.</b></p>	
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● recognizes cultural differences</li> <li>● recognizes ways that cultural differences are manifested</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

Strand: Writing		
Topic: Technology		
Grade: Level 3		
Score		Sample Activities
Score 4.0	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <ul style="list-style-type: none"> <li>• can form complete and complex sentences/thoughts.</li> <li>• can expand their thoughts in a variety of sentence structures.</li> </ul>	
	<p><b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
Score 3.0	<p><b>The student:</b></p> <ul style="list-style-type: none"> <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> <p><b>The student exhibits no major errors or omissions.</b></p>	
	<p><b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
Score 2.0	<ul style="list-style-type: none"> <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> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	
	<p><b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	
Score 1.0	<ul style="list-style-type: none"> <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> <p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>	
	<p><b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
Score 0.0	<p><b>Even with help, no understanding or skill demonstrated.</b></p>	



<b>CONTENT AREA:</b> Spanish  <b>COURSE:</b> Level 3	<b>UNIT TITLE:</b> Travel  <b>DURATION:</b> 3 Weeks
--	---

<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> <ul style="list-style-type: none"> <li>Textbook, online resources</li> </ul>	<b>BIG IDEA(S):</b> <ul style="list-style-type: none"> <li>Talking about travel plans, activities, and schedules</li> </ul>
<b>ENDURING UNDERSTANDINGS:</b> <ul style="list-style-type: none"> <li>Vocabulary used to discuss travel</li> <li>How to tell time</li> <li>When to use ir/venir/traer/llevar</li> </ul>	<b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>Can I talk about my travel plans and activities?</li> <li>Can I tell time and talk about at what time things are scheduled?</li> <li>Do I know when to use the verbs ir/venir/traer/llevar?</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>i.e. GLE/CLE/MLS/NGSS</i>	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	
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	
3.2	Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture	x	

<b>OBJECTIVE # 1</b>	
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	1.1, 1.2, 1.3, 2.1, 3.2

**WHAT SHOULD STUDENTS...**

<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information,</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>
--	--	--

<i>topic; ideas that transfer across situations.</i> <b>Reading/Listening</b>	<b>ACADEMIC VOCABULARY</b> <b>Culture</b>	<b>Speaking/Writing</b>
<ul style="list-style-type: none"> <li>Vocabulary used to discuss travel</li> <li>Telling time</li> <li>Using ir/venir/traer/llevar</li> </ul>	<input type="checkbox"/> Look at vacation leave and travel habits of populations in other countries	<input type="checkbox"/> Talk about my travel plans and activities <input type="checkbox"/> Tell time and talk about at what time things are scheduled <input type="checkbox"/> Use the verbs ir/venir/traer/llevar
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Listening to the teacher, each other, videos and audio tracks</li> </ul>	<ul style="list-style-type: none"> <li>Plan a trip to a foreign country</li> </ul>	1-4
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	<b>INQUIRY CONNECTIONS</b>
<ul style="list-style-type: none"> <li></li> </ul>	<input type="checkbox"/> Conjugating verbs	<input type="checkbox"/>

<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <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	1-4 1-4 1-4 1-4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		
<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Extended help during Intervention time</li> <li>• Reteach in small groups in class</li> <li>• Additional instructional videos</li> </ul>	<input type="checkbox"/> Online practice <input type="checkbox"/> Watch additional instructional videos	1-4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>		
<i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Watch YouTube channels in target language (BBC, CNN, Duolingo)</li> </ul>	<input type="checkbox"/> Practice with native language speakers <input type="checkbox"/> Research topics more in depth	1-4

PROFICIENCY SCALES FOR THIS STANDARD

Strand: Reading			
Topic: Travel			
Level 3			
Score 4.0	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>  <b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues</p>		<p><b>Sample Activities</b></p> <ul style="list-style-type: none"> <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	<p><b>The student can:</b></p> <ul style="list-style-type: none"> <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> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <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	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• interpret text literally</li> <li>• pick out specific details from text</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <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.	

**PROFICIENCY SCALES FOR THIS STANDARD**

<b>Strand: Listening Comprehension</b>			
<b>Topic: Travel</b>			
<b>Level 3</b>			
<b>Score</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Activities</b>
<b>4.0</b>	<b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues		<ul style="list-style-type: none"> <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.	
<b>Score 3.0</b>	<b>The student can:</b> <ul style="list-style-type: none"> <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> <b>The student exhibits no major errors or omissions.</b>		<ul style="list-style-type: none"> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret listening 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.	
<b>Score 2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>interpret selection literally</li> <li>pick out specific details from selection</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <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.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		

**PROFICIENCY SCALES FOR THIS STANDARD**

<b>Strand: Speaking</b>		
<b>Topic: Travel</b>		
<b>Level 3</b>		
<b>Score</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	<b>Sample Activities</b>
<b>4.0</b>	<ul style="list-style-type: none"> <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 style="list-style-type: none"> <li>• <b>Answers level 3 questions along with additional words that were not taught</b></li> </ul>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <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> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <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.	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• can respond to specific questions in formulaic ways</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <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.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	



**PROFICIENCY SCALES FOR THIS STANDARD**

<b>Strand: Culture</b>			
<b>Topic: Travel</b>			
<b>Level 3</b>			
<b>Score</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Activities</b>
<b>4.0</b>	<ul style="list-style-type: none"> <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 style="list-style-type: none"> <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.	
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <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> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <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.	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• recognizes cultural differences</li> <li>• recognizes ways that cultural differences are manifested</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <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.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		

**PROFICIENCY SCALES FOR THIS STANDARD**

<b>Strand: Writing</b>			
<b>Topic: Travel</b>			
<b>Grade: Level 3</b>			
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <ul style="list-style-type: none"> <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.	
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <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> <p><b>The student exhibits no major errors or omissions.</b></p>		•
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<ul style="list-style-type: none"> <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> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		•
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<ul style="list-style-type: none"> <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> <p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		



<b>CONTENT AREA:</b> Spanish	<b>UNIT TITLE:</b> Health and Fitness
<b>COURSE:</b> Level 3	<b>DURATION:</b> 3 Weeks

<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> <ul style="list-style-type: none"> <li>Textbook, online resources</li> </ul>	<b>BIG IDEA(S):</b> <ul style="list-style-type: none"> <li>Talking about Health and Fitness</li> </ul>
<b>ENDURING UNDERSTANDINGS:</b> <ul style="list-style-type: none"> <li>Vocabulary about health, fitness, aches and pains</li> <li>Using the verbs ser and estar at the appropriate times</li> <li>Using superlatives like mayor que and peor</li> <li>Describing aches and pains using doler</li> </ul>	<b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>Can I discuss health and fitness?</li> <li>Do I know when to use ser and when to use estar?</li> <li>Can I express that things are better/best/worst, etc...?</li> <li>Can I talk about aches and pains?</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>i.e. GLE/CLE/MLS/NGSS</i>	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	
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	
3.1	Students reinforce and further their knowledge of other disciplines through the foreign language.	x	

<b>OBJECTIVE # 1</b>	
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	1.1, 1.2, 1.3, 2.1, 3.1

WHAT SHOULD STUDENTS...		
UNDERSTAND?	KNOW?	BE ABLE TO DO?

<p><i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i></p> <p><b>Reading/Listening</b></p>	<p><i>Facts, Names, Dates, Places, Information,</i> <b>ACADEMIC VOCABULARY</b></p> <p><b>Culture</b></p>	<p><i>Skills; Products</i></p> <p><b>Speaking/Writing</b></p>
<ul style="list-style-type: none"> <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>	<input type="checkbox"/> Look into popular fitness trends in Spanish speaking countries	<input type="checkbox"/> Discuss health and fitness <input type="checkbox"/> Use ser and estar at the proper times <input type="checkbox"/> Express that things are better/best/worst, etc... using superlatives <input type="checkbox"/> Talk about aches and pains
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<p><b>TEACHER INSTRUCTIONAL ACTIVITY</b></p>	<p><b>STUDENT LEARNING TASK</b></p>	<p><b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)</p>
<ul style="list-style-type: none"> <li>• Listening to the teacher, each other, videos and audio tracks</li> </ul>	<ul style="list-style-type: none"> <li>• Create a doctor/patient scenario where patient describes aches and pains and doctor provides a health and fitness plan for patient</li> </ul>	<p>1-4</p>
<p><b>INTERDISCIPLINARY CONNECTION</b></p>	<p><b>PRIOR KNOWLEDGE CONNECTIONS</b></p>	<p><b>INQUIRY CONNECTIONS</b></p>
<ul style="list-style-type: none"> <li>• health</li> </ul>	<input type="checkbox"/> Verb conjugations <input type="checkbox"/> Body part vocabulary	

<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <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	1-4 1-4 1-4 1-4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		
<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Extended help during Intervention time</li> <li>• Reteach in small groups in class</li> <li>• Additional instructional videos</li> </ul>	<input type="checkbox"/> Online practice <input type="checkbox"/> Watch additional instructional videos	1-4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>		
<i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Watch YouTube channels in target language (BBC, CNN, Duolingo)</li> </ul>	<input type="checkbox"/> Practice with native language speakers <input type="checkbox"/> Research topics more in depth	1-4

PROFICIENCY SCALES FOR THIS STANDARD

Strand: Reading		
Topic: Health and Fitness		
Level 3		
Score 4.0	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <p><b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues</p>	<p><b>Sample Activities</b></p> <ul style="list-style-type: none"> <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>
	<p><b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
Score 3.0	<p><b>The student can:</b></p> <ul style="list-style-type: none"> <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> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret reading selection by drawing a picture/chart</li> </ul>
	<p><b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
Score 2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>interpret text literally</li> <li>pick out specific details from text</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <li>Literal recall questions</li> </ul>
	<p><b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	

**PROFICIENCY SCALES FOR THIS STANDARD**

<b>Strand: Listening Comprehension</b>			
<b>Topic: Health and Fitness</b>			
<b>Level 3</b>			
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Activities</b>
	<b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues		<ul style="list-style-type: none"> <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.	
<b>Score 3.0</b>	<b>The student can:</b> <ul style="list-style-type: none"> <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> <b>The student exhibits no major errors or omissions.</b>		<ul style="list-style-type: none"> <li>• Questions which require inference rather than specific recall</li> <li>• Summarize</li> <li>• Interpret listening 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.	
<b>Score 2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>• interpret selection literally</li> <li>• pick out specific details from selection</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <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.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		



**PROFICIENCY SCALES FOR THIS STANDARD**

<b>Strand: Speaking</b>			
<b>Topic: Health and Fitness</b>			
<b>Level 3</b>			
<b>Score</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Activities</b>
<b>4.0</b>	<ul style="list-style-type: none"> <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 style="list-style-type: none"> <li>• <b>Answers level 3 questions along with additional words that were not taught</b></li> </ul>
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <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> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <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.	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• can respond to specific questions in formulaic ways</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <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.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		

**PROFICIENCY SCALES FOR THIS STANDARD**

<b>Strand: Culture</b>			
<b>Topic: Health and Fitness</b>			
<b>Level 3</b>			
<b>Score</b>			<b>Sample Activities</b>
<b>4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <ul style="list-style-type: none"> <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 style="list-style-type: none"> <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.	
<b>3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <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> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <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.	
<b>2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• recognizes cultural differences</li> <li>• recognizes ways that cultural differences are manifested</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <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.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		

**PROFICIENCY SCALES FOR THIS STANDARD**

<b>Strand: Writing</b>			
<b>Topic: Health and Fitness</b>			
<b>Grade: Level 3</b>			
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b> <ul style="list-style-type: none"> <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.	
<b>Score 3.0</b>	<b>The student:</b> <ul style="list-style-type: none"> <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> <b>The student exhibits no major errors or omissions.</b>		•
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<ul style="list-style-type: none"> <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> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		•
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<ul style="list-style-type: none"> <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> <b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		



<p><b>CONTENT AREA: Spanish</b></p> <p><b>COURSE: Level 3</b></p>	<p><b>UNIT TITLE: Shopping</b></p> <p><b>DURATION: 3 Weeks</b></p>
---	--

<p><b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>• Textbook, online resources</li> </ul>	<p><b>BIG IDEA(S):</b></p> <ul style="list-style-type: none"> <li>• Shopping and bargaining in a marketplace</li> </ul>
<p><b>ENDURING UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>• Vocabulary used to shop and bargain</li> <li>• Using direct object pronouns</li> <li>• Using indirect object pronouns</li> </ul>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>• Can I shop at a marketplace?</li> <li>• Can I bargain while I'm shopping?</li> <li>• Can I use direct object pronouns?</li> <li>• Can I use indirect object pronouns?</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>i.e. GLE/CLE/MLS/NGSS</i>	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	
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	
4.2	Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.	x	

<b>OBJECTIVE # 1</b>	
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i>	

WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i> <b>Reading/Listening</b>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i> <b>Culture</b>	BE ABLE TO DO? <i>Skills; Products</i> <b>Speaking/Writing</b>
<ul style="list-style-type: none"> <li>Vocabulary used to shop and bargain</li> <li>Using direct object pronouns</li> <li>Using indirect object pronouns</li> </ul>	<input type="checkbox"/> Talk about the practice of bargaining in different cultures	<input type="checkbox"/> Shop at a marketplace <input type="checkbox"/> Bargain while I'm shopping <input type="checkbox"/> Use direct object pronouns <input type="checkbox"/> Use indirect object pronouns
FACILITATING ACTIVITIES – 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)
<ul style="list-style-type: none"> <li>Listening to the teacher, each other, videos and audio tracks</li> </ul>	<ul style="list-style-type: none"> <li>Create a marketplace in the classroom and bargain to buy/sell items</li> </ul>	1-4
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
<ul style="list-style-type: none"> <li></li> </ul>	<input type="checkbox"/> Numbers	<input type="checkbox"/>
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)
<ul style="list-style-type: none"> <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	1-4 1-4 1-4 1-4

<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		
<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Extended help during Intervention time</li> <li>Reteach in small groups in class</li> <li>Additional instructional videos</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Online practice</li> <li><input type="checkbox"/> Watch additional instructional videos</li> </ul>	1-4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>		
<i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Watch YouTube channels in target language (BBC, CNN, Duolingo)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Practice with native language speakers</li> <li><input type="checkbox"/> Research topics more in depth</li> </ul>	1-4

**PROFICIENCY SCALES FOR THIS STANDARD**

<b>Strand: Reading</b>		
<b>Topic: Shopping</b>		
<b>Level 3</b>		
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>  <b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues</p>	
		<b>Sample Activities</b>
		<ul style="list-style-type: none"> <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.
<b>Score 3.0</b>	<p><b>The student can:</b></p> <ul style="list-style-type: none"> <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> <p><b>The student exhibits no major errors or omissions.</b></p>	
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• interpret text literally</li> <li>• pick out specific details from text</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.



**PROFICIENCY SCALES FOR THIS STANDARD**

<b>Strand: Listening Comprehension</b>		
<b>Topic: Shopping</b>		
<b>Level 3</b>		
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <p><b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues</p>	
		<b>Sample Activities</b>
		<ul style="list-style-type: none"> <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.
<b>Score 3.0</b>	<p><b>The student can:</b></p> <ul style="list-style-type: none"> <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> <p><b>The student exhibits no major errors or omissions.</b></p>	
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• interpret selection literally</li> <li>• pick out specific details from selection</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

**PROFICIENCY SCALES FOR THIS STANDARD**

<b>Strand: Speaking</b>			
<b>Topic: Shopping</b>			
<b>Level 3</b>			
<b>Score</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Activities</b>
<b>4.0</b>	<ul style="list-style-type: none"> <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 style="list-style-type: none"> <li>• <b>Answers level 3 questions along with additional words that were not taught</b></li> </ul>
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <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> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <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.	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• can respond to specific questions in formulaic ways</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <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.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		

**PROFICIENCY SCALES FOR THIS STANDARD**

<b>Strand: Culture</b>			
<b>Topic: Shopping</b>			
<b>Level 3</b>			
<b>Score</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Activities</b>
<b>4.0</b>	<ul style="list-style-type: none"> <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 style="list-style-type: none"> <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.	
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <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> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <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.	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• recognizes cultural differences</li> <li>• recognizes ways that cultural differences are manifested</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <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.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		

**PROFICIENCY SCALES FOR THIS STANDARD**

<b>Strand: Writing</b>			
<b>Topic: Shopping</b>			
<b>Grade: Level 3</b>			
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <ul style="list-style-type: none"> <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.	
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <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> <p><b>The student exhibits no major errors or omissions.</b></p>		•
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<ul style="list-style-type: none"> <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> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		•
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<ul style="list-style-type: none"> <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> <p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		



<b>CONTENT AREA:</b> Spanish  <b>COURSE:</b> Level 3	<b>UNIT TITLE:</b> Going into the City  <b>DURATION:</b> 3 Weeks
--	--

<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> <ul style="list-style-type: none"> <li>Textbook, online resources</li> </ul>	<b>BIG IDEA(S):</b> <ul style="list-style-type: none"> <li>Going into the City</li> </ul>
<b>ENDURING UNDERSTANDINGS:</b> <ul style="list-style-type: none"> <li>Vocabulary about places in a city</li> <li>Using saber and conocer</li> </ul>	<b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>Can I talk about places around the city?</li> <li>Can I say who I know, what I know, and what I know how to do?</li> <li>Can I say that I am familiar with something or someone and talk about meeting someone for the first time?</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>i.e. GLE/CLE/MLS/NGSS</i>	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	
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>	
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	

WHAT SHOULD STUDENTS...		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i> <b>Reading/Listening</b>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information,</i> <b>ACADEMIC VOCABULARY</b> <b>Culture</b>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i> <b>Speaking/Writing</b>
<ul style="list-style-type: none"> <li>Vocabulary about places in a city</li> <li>Using saber and conocer</li> </ul>	<input type="checkbox"/> Look into public transportation in the cities of Spanish speaking countries	<input type="checkbox"/> Talk about places around the city <input type="checkbox"/> Say who I know, what I know, and what I know how to do <input type="checkbox"/> Say that I am familiar with something or someone and talk about meeting someone for the first time
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Listening to the teacher, each other, videos and audio tracks</li> </ul>	<ul style="list-style-type: none"> <li>Describe a day in the city</li> </ul>	1-4
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	<b>INQUIRY CONNECTIONS</b>
<ul style="list-style-type: none"> <li></li> </ul>	<input type="checkbox"/> Verbs ir, ser and estar	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <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	1-4 1-4 1-4 1-4

<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		
<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Extended help during Intervention time</li> <li>Reteach in small groups in class</li> <li>Additional instructional videos</li> </ul>	<input type="checkbox"/> Online practice <input type="checkbox"/> Watch additional instructional videos	1-4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>		
<i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Watch YouTube channels in target language (BBC, CNN, Duolingo)</li> </ul>	<input type="checkbox"/> Practice with native language speakers <input type="checkbox"/> Research topics more in depth	1-4



PROFICIENCY SCALES FOR THIS STANDARD

Strand: Reading			
Topic: Going into the City			
Level 3			
Score 4.0	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>  <b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues</p>		<p><b>Sample Activities</b></p> <ul style="list-style-type: none"> <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	<p><b>The student can:</b></p> <ul style="list-style-type: none"> <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> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <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	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• interpret text literally</li> <li>• pick out specific details from text</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <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.	

**PROFICIENCY SCALES FOR THIS STANDARD**

<b>Strand: Listening Comprehension</b>			
<b>Topic: Going into the City</b>			
<b>Level 3</b>			
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>  <b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues</p>		<b>Sample Activities</b>
			<ul style="list-style-type: none"> <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.	
<b>Score 3.0</b>	<p><b>The student can:</b></p> <ul style="list-style-type: none"> <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> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>• Questions which require inference rather than specific recall</li> <li>• Summarize</li> <li>• Interpret listening 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.	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• interpret selection literally</li> <li>• pick out specific details from selection</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <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.	
<b>Score 1.0</b>	<p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<p><b>Even with help, no understanding or skill demonstrated.</b></p>		

**PROFICIENCY SCALES FOR THIS STANDARD**

<b>Strand: Speaking</b>		
<b>Topic: Going into the City</b>		
<b>Level 3</b>		
<b>Score</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	<b>Sample Activities</b>
<b>4.0</b>	<ul style="list-style-type: none"> <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 style="list-style-type: none"> <li>• <b>Answers level 3 questions along with additional words that were not taught</b></li> </ul>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <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> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <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.	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• can respond to specific questions in formulaic ways</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <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.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

### PROFICIENCY SCALES FOR THIS STANDARD

Strand: Culture		
Topic: Going into the City		
Level 3		
Score 4.0	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <ul style="list-style-type: none"> <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>	
	<p><b>Sample Activities</b></p> <ul style="list-style-type: none"> <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>	
	<p><b>3.5</b></p>	<p>In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>
Score 3.0	<p><b>The student:</b></p> <ul style="list-style-type: none"> <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> <p><b>The student exhibits no major errors or omissions.</b></p>	
	<p><b>2.5</b></p>	<p>No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>
	<p><b>2.0</b></p>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• recognizes cultural differences</li> <li>• recognizes ways that cultural differences are manifested</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>
Score 2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• recognizes cultural differences</li> <li>• recognizes ways that cultural differences are manifested</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	
	<p><b>1.5</b></p>	<p>Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>
Score 1.0	<p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>	
	<p><b>0.5</b></p>	<p>With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>
Score 0.0	<p><b>Even with help, no understanding or skill demonstrated.</b></p>	

**PROFICIENCY SCALES FOR THIS STANDARD**

<b>Strand: Writing</b>		
<b>Topic: Going into the City</b>		
<b>Grade: Level 3</b>		
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <ul style="list-style-type: none"> <li>• can form complete and complex sentences/thoughts.</li> <li>• can expand their thoughts in a variety of sentence structures.</li> </ul>	•
	<p><b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <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> <p><b>The student exhibits no major errors or omissions.</b></p>	•
	<p><b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
<b>Score 2.0</b>	<ul style="list-style-type: none"> <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> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	•
	<p><b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	
<b>Score 1.0</b>	<ul style="list-style-type: none"> <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> <p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>	
	<p><b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
<b>Score 0.0</b>	<p><b>Even with help, no understanding or skill demonstrated.</b></p>	



<p><b>CONTENT AREA:</b> Spanish</p> <p><b>COURSE:</b> Level 3</p>	<p><b>UNIT TITLE:</b> Childhood and Fairytales</p> <p><b>DURATION:</b> 3 Weeks</p>
---	--

<p><b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>Textbook, online resources</li> </ul>	<p><b>BIG IDEA(S):</b></p> <ul style="list-style-type: none"> <li>Discussing your childhood and things that you used to do</li> </ul>
<p><b>ENDURING UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>Vocabulary about childhood and fairy tales</li> <li>Using the imperfect tense</li> <li>Being able to use the preterite and imperfect tenses to talk about the past</li> </ul>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>Can I talk about my childhood?</li> <li>Can I say what I used to do?</li> <li>Can I tell a story about something that happened in the past?</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>i.e. GLE/CLE/MLS/NGSS</i>	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	
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	
2.2	Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied	x	

<b>OBJECTIVE # 1</b>	
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	

WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i> <b>Reading/Listening</b>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i> <b>Culture</b>	BE ABLE TO DO? <i>Skills; Products</i> <b>Speaking/Writing</b>
<ul style="list-style-type: none"> <li>Vocabulary about childhood and fairy tales</li> <li>Using the imperfect tense</li> <li>Using the preterite and imperfect tenses to talk about the past</li> </ul>	<input type="checkbox"/> Compare fairy tales commonly read in the U.S. with popular fairy tales from other countries	<input type="checkbox"/> Talk about my childhood <input type="checkbox"/> Say what I used to do <input type="checkbox"/> Tell a story about something that happened in the past
FACILITATING ACTIVITIES – 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)
<ul style="list-style-type: none"> <li>Listening to the teacher, each other, videos and audio tracks</li> </ul>	<ul style="list-style-type: none"> <li>Create a scrapbook about my childhood</li> <li>Write a fairy tale</li> </ul>	1-4
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	INQUIRY CONNECTIONS
<ul style="list-style-type: none"> <li>Communication arts</li> </ul>	<input type="checkbox"/> Preterite tense	<input type="checkbox"/>
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)
<ul style="list-style-type: none"> <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	1-4 1-4 1-4 1-4

<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		
<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Extended help during Intervention time</li> <li>Reteach in small groups in class</li> <li>Additional instructional videos</li> </ul>	<input type="checkbox"/> Online practice <input type="checkbox"/> Watch additional instructional videos	1-4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>		
<i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Watch YouTube channels in target language (BBC, CNN, Duolingo)</li> </ul>	<input type="checkbox"/> Practice with native language speakers <input type="checkbox"/> Research topics more in depth	1-4



**PROFICIENCY SCALES FOR THIS STANDARD**

<b>Strand: Reading</b>		
<b>Topic: Childhood and Fairy tales</b>		
<b>Level 3</b>		
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>  <b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues</p>	
		<b>Sample Activities</b>
		<ul style="list-style-type: none"> <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.
<b>Score 3.0</b>	<p><b>The student can:</b></p> <ul style="list-style-type: none"> <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> <p><b>The student exhibits no major errors or omissions.</b></p>	
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• interpret text literally</li> <li>• pick out specific details from text</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.

**PROFICIENCY SCALES FOR THIS STANDARD**

<b>Strand: Listening Comprehension</b>			
<b>Topic: Childhood and Fairy tales</b>			
<b>Level 3</b>			
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Activities</b>
	<b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues		<ul style="list-style-type: none"> <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.	
<b>Score 3.0</b>	<b>The student can:</b> <ul style="list-style-type: none"> <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> <b>The student exhibits no major errors or omissions.</b>		<ul style="list-style-type: none"> <li>• Questions which require inference rather than specific recall</li> <li>• Summarize</li> <li>• Interpret listening 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.	
<b>Score 2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>• interpret selection literally</li> <li>• pick out specific details from selection</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <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.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		

**PROFICIENCY SCALES FOR THIS STANDARD**

<b>Strand: Speaking</b>			
<b>Topic: Childhood and Fairy tales</b>			
<b>Level 3</b>			
<b>Score</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Activities</b>
<b>4.0</b>	<ul style="list-style-type: none"> <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 style="list-style-type: none"> <li>• <b>Answers level 3 questions along with additional words that were not taught</b></li> </ul>
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <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> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <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.	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• can respond to specific questions in formulaic ways</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <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.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		

**PROFICIENCY SCALES FOR THIS STANDARD**

<b>Strand: Culture</b>		
<b>Topic: Childhood and Fairy tales</b>		
<b>Level 3</b>		
<b>Score</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	<b>Sample Activities</b>
<b>4.0</b>	<ul style="list-style-type: none"> <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 style="list-style-type: none"> <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.	
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <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> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <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.	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• recognizes cultural differences</li> <li>• recognizes ways that cultural differences are manifested</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <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.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		

**PROFICIENCY SCALES FOR THIS STANDARD**

<b>Strand: Writing</b>			
<b>Topic: Childhood and Fairy tales</b>			
<b>Grade: Level 3</b>			
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b> <ul style="list-style-type: none"> <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.	
<b>Score 3.0</b>	<b>The student:</b> <ul style="list-style-type: none"> <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> <b>The student exhibits no major errors or omissions.</b>		•
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<ul style="list-style-type: none"> <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> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		•
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<ul style="list-style-type: none"> <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> <b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		



<b>CONTENT AREA:</b> Spanish	<b>UNIT TITLE:</b> Food and Cooking
<b>COURSE:</b> Level 3	<b>DURATION:</b> 3 Weeks

<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> <ul style="list-style-type: none"> <li>Textbook, online resources</li> </ul>	<b>BIG IDEA(S):</b> <ul style="list-style-type: none"> <li>Cooking and telling someone how to prepare a dish</li> </ul>
<b>ENDURING UNDERSTANDINGS:</b> <ul style="list-style-type: none"> <li>Vocabulary used in cooking</li> <li>Using ordinal numbers to organize a task</li> <li>Giving informal commands</li> </ul>	<b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>Can I use a recipe that is written in Spanish?</li> <li>Can I tell someone how to prepare a dish?</li> <li>Can I enumerate a task using ordinal numbers?</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>i.e. GLE/CLE/MLS/NGSS</i>	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	
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	
3.1	Students reinforce and further their knowledge of other disciplines through the foreign language.	x	

<b>OBJECTIVE # 1</b>	
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	

**WHAT SHOULD STUDENTS...**

<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products Speaking/Writing</i>
--	--	---

<b>Reading/Listening</b>	<b>Culture</b>	
<ul style="list-style-type: none"> <li>• Vocabulary used in cooking</li> <li>• Using ordinal numbers to organize a task</li> <li>• Giving informal commands</li> </ul>	<input type="checkbox"/> Look at recipes and traditional dishes from Spanish speaking countries	<input type="checkbox"/> Use a recipe that is written in Spanish <input type="checkbox"/> Tell someone how to prepare a dish <input type="checkbox"/> Enumerate a task using ordinal numbers
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Listening to the teacher, each other, videos and audio tracks</li> </ul>	<ul style="list-style-type: none"> <li>• Produce and record a cooking show</li> </ul>	1-4
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	<b>INQUIRY CONNECTIONS</b>
<ul style="list-style-type: none"> <li>• Culinary arts</li> </ul>	<input type="checkbox"/> Foods <input type="checkbox"/> numbers	<input type="checkbox"/>
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <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	1-4 1-4 1-4 1-4



<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		
<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Extended help during Intervention time</li> <li>Reteach in small groups in class</li> <li>Additional instructional videos</li> </ul>	<input type="checkbox"/> Online practice <input type="checkbox"/> Watch additional instructional videos	1-4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>		
<i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Watch YouTube channels in target language (BBC, CNN, Duolingo)</li> </ul>	<input type="checkbox"/> Practice with native language speakers <input type="checkbox"/> Research topics more in depth	1-4

**PROFICIENCY SCALES FOR THIS STANDARD**

<b>Strand: Reading</b>		
<b>Topic: Food and Cooking</b>		
<b>Level 3</b>		
<b>Score</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	<b>Sample Activities</b>
<b>4.0</b>	<p><b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues</p>	<ul style="list-style-type: none"> <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>
	<p><b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
<b>3.0</b>	<p><b>The student can:</b></p> <ul style="list-style-type: none"> <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> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret reading selection by drawing a picture/chart</li> </ul>
	<p><b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
<b>2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>interpret text literally</li> <li>pick out specific details from text</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <li>Literal recall questions</li> </ul>
	<p><b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	

**PROFICIENCY SCALES FOR THIS STANDARD**

<b>Strand: Listening Comprehension</b>			
<b>Topic: Food and Cooking</b>			
<b>Level 3</b>			
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Activities</b>
	Student can: judge meaning of unfamiliar vocabulary from context clues		<ul style="list-style-type: none"> <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.	
<b>Score 3.0</b>	<b>The student can:</b> <ul style="list-style-type: none"> <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> <b>The student exhibits no major errors or omissions.</b>		<ul style="list-style-type: none"> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret listening 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.	
<b>Score 2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>interpret selection literally</li> <li>pick out specific details from selection</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <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.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		

**PROFICIENCY SCALES FOR THIS STANDARD**

<b>Strand: Speaking</b>			
<b>Topic: Food and Cooking</b>			
<b>Level 3</b>			
<b>Score</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Activities</b>
<b>4.0</b>	<ul style="list-style-type: none"> <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 style="list-style-type: none"> <li>• <b>Answers level 3 questions along with additional words that were not taught</b></li> </ul>
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <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> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <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.	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• can respond to specific questions in formulaic ways</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <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.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		

**PROFICIENCY SCALES FOR THIS STANDARD**

<b>Strand: Culture</b>		
<b>Topic: Food and Cooking</b>		
<b>Level 3</b>		
<b>Score</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	<b>Sample Activities</b>
<b>4.0</b>	<ul style="list-style-type: none"> <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 style="list-style-type: none"> <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.	
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <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> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <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.	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• recognizes cultural differences</li> <li>• recognizes ways that cultural differences are manifested</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <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.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		

**PROFICIENCY SCALES FOR THIS STANDARD**

<b>Strand: Writing</b>			
<b>Topic: Food and Cooking</b>			
<b>Grade: Level 3</b>			
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b> <ul style="list-style-type: none"> <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.	
<b>Score 3.0</b>	<b>The student:</b> <ul style="list-style-type: none"> <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> <b>The student exhibits no major errors or omissions.</b>		•
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<ul style="list-style-type: none"> <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> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		•
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<ul style="list-style-type: none"> <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> <b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		



<b>CONTENT AREA:</b> Spanish	<b>UNIT TITLE:</b> Clothing and Fashion
<b>COURSE:</b> Level 3	<b>DURATION:</b> 3 Weeks

<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> <ul style="list-style-type: none"> <li>Textbook, online resources</li> </ul>	<b>BIG IDEA(S):</b> <ul style="list-style-type: none"> <li>Describing Clothing and Fashion</li> </ul>
<b>ENDURING UNDERSTANDINGS:</b> <ul style="list-style-type: none"> <li>Vocabulary for clothing and fashion</li> <li>Noun adjective agreement</li> <li>Using affirmative and negative words (like algunos and ningunos)</li> </ul>	<b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>Can I talk about my clothing and how it fits?</li> <li>Can I describe an outfit that someone is wearing?</li> <li>Can I use affirmative and negative words correctly when discussing fashion?</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>i.e. GLE/CLE/MLS/NGSS</i>	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	
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	
2.2	Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied	x	

<b>OBJECTIVE # 1</b>	
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	•

**WHAT SHOULD STUDENTS...**

<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products Speaking/Writing</i>
--	--	---



<b>Reading/Listening</b>	<b>Culture</b>	
<ul style="list-style-type: none"> <li>Vocabulary for clothing and fashion</li> <li>Correct endings for adjectives based on nouns</li> <li>Using affirmative and negative words (like algunos and ningunos)</li> </ul>	<input type="checkbox"/> Research famous designers from Spanish speaking countries	<input type="checkbox"/> Talk about my clothing and how it fits <input type="checkbox"/> Describe an outfit that someone is wearing <input type="checkbox"/> Use affirmative and negative words correctly when discussing fashion
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Listening to the teacher, each other, videos and audio tracks</li> </ul>	<ul style="list-style-type: none"> <li>Plan and narrate a runway show</li> </ul>	1-4
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	<b>INQUIRY CONNECTIONS</b>
<ul style="list-style-type: none"> <li></li> </ul>	<input type="checkbox"/> Conjugating verbs <input type="checkbox"/> Descriptive words	
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <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	1-4 1-4 1-4 1-4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		
<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Extended help during Intervention time</li> <li>Reteach in small groups in class</li> <li>Additional instructional videos</li> </ul>	<input type="checkbox"/> Online practice <input type="checkbox"/> Watch additional instructional videos	1-4

**HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?***Possible Extensions/Enrichments*

<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"><li>Watch YouTube channels in target language (BBC, CNN, Duolingo)</li></ul>	<input type="checkbox"/> Practice with native language speakers <input type="checkbox"/> Research topics more in depth	1-4

**PROFICIENCY SCALES FOR THIS STANDARD**

<b>Strand: Reading</b>		
<b>Topic: Clothing and Fashion</b>		
<b>Level 3</b>		
<b>Score</b>	<b>4.0</b>	<b>Sample Activities</b>
	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <p><b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues</p>	<ul style="list-style-type: none"> <li>• <b>Choose a probable meaning for unfamiliar vocabulary based on context clues</b></li> <li>• <b>Answer a true/false question with an explanation of why</b></li> </ul>
	<p><b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
	<p><b>Score 3.0</b></p> <p><b>The student can:</b></p> <ul style="list-style-type: none"> <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> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>• Questions which require inference rather than specific recall</li> <li>• Summarize</li> <li>• Interpret reading selection by drawing a picture/chart</li> </ul>
	<p><b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
	<p><b>Score 2.0</b></p> <p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• interpret text literally</li> <li>• pick out specific details from text</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <li>• Literal recall questions</li> </ul>
	<p><b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	

**PROFICIENCY SCALES FOR THIS STANDARD**

<b>Strand: Listening Comprehension</b>			
<b>Topic: Clothing and Fashion</b>			
<b>Level 3</b>			
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Activities</b>
	<b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues		<ul style="list-style-type: none"> <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.	
<b>Score 3.0</b>	<b>The student can:</b> <ul style="list-style-type: none"> <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> <b>The student exhibits no major errors or omissions.</b>		<ul style="list-style-type: none"> <li>• Questions which require inference rather than specific recall</li> <li>• Summarize</li> <li>• Interpret listening 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.	
<b>Score 2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>• interpret selection literally</li> <li>• pick out specific details from selection</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <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.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		

**PROFICIENCY SCALES FOR THIS STANDARD**

<b>Strand: Speaking</b>		
<b>Topic: Clothing and Fashion</b>		
<b>Level 3</b>		
<b>Score</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	<b>Sample Activities</b>
<b>4.0</b>	<ul style="list-style-type: none"> <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 style="list-style-type: none"> <li>• <b>Answers level 3 questions along with additional words that were not taught</b></li> </ul>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <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> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <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.	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• can respond to specific questions in formulaic ways</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <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.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

**PROFICIENCY SCALES FOR THIS STANDARD**

<b>Strand: Culture</b>			
<b>Topic: Clothing and Fashion</b>			
<b>Level 3</b>			
<b>Score</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Activities</b>
<b>4.0</b>	<ul style="list-style-type: none"> <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 style="list-style-type: none"> <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.	
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <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> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <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.	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• recognizes cultural differences</li> <li>• recognizes ways that cultural differences are manifested</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <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.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		

**PROFICIENCY SCALES FOR THIS STANDARD**

<b>Strand: Writing</b>			
<b>Topic: Clothing and Fashion</b>			
<b>Grade: Level 3</b>			
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b> <ul style="list-style-type: none"> <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.	
<b>Score 3.0</b>	<b>The student:</b> <ul style="list-style-type: none"> <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> <b>The student exhibits no major errors or omissions.</b>		•
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<ul style="list-style-type: none"> <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> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		•
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<ul style="list-style-type: none"> <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> <b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		





<p><b>CONTENT AREA:</b> Spanish</p> <p><b>COURSE:</b> Level 4 and 5 AP</p>	<p><b>UNIT TITLE:</b> Public and Personal Identities (About Myself)</p> <p><b>DURATION:</b> 3 Weeks</p>
--	---

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

**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>i.e. GLE/CLE/MLS/NGSS</i>	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	
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	
2.2	Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied	x	

<p><b>OBJECTIVE # 1</b></p> <p><b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i></p>	
---	--

<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i> <b>Reading/Listening</b>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information,</i> <b>ACADEMIC VOCABULARY</b> <b>Culture</b>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i> <b>Speaking/Writing</b>
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.	<ul style="list-style-type: none"> <li>Compare my life and myself to other people, especially teenager's lives from the Hispanic community.</li> </ul>	<ul style="list-style-type: none"> <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>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (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
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	<b>INQUIRY CONNECTIONS</b>
Communication arts	<ul style="list-style-type: none"> <li>present, present progressive, preterite and imperfect tenses</li> <li>Use of adjective and pronouns</li> </ul>	
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (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 1-4 1-4 1-4

<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		
<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (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	<input type="checkbox"/> Online practice <input type="checkbox"/> Video Chat and watch videos of students from Spanish-speaking countries	1-4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>		
<i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
Watch YouTube channels in target language (BBC, CNN, Duolingo)	<input type="checkbox"/> Practice with native language speakers <input type="checkbox"/> Research topics more in depth	1-4

**PROFICIENCY SCALES FOR THIS STANDARD**

<b>Strand: Reading</b>		
<b>Topic: Personal and Public Identities (ABOUT MYSELF)</b>		
<b>Level 4 (pre-AP)</b>		
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	
	<p><b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues</p>	
		<b>Sample Activities</b>
		<p><b>Choose a probable meaning for unfamiliar vocabulary based on context clues</b></p> <p><b>Answer a true/false question with an explanation of why</b></p>
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
<b>Score 3.0</b>	<p><b>The student can:</b> 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</p> <p><b>The student exhibits no major errors or omissions.</b></p>	
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> interpret text literally pick out specific details from text</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.

**PROFICIENCY SCALES FOR THIS STANDARD**

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

**PROFICIENCY SCALES FOR THIS STANDARD**

<b>Strand: Speaking</b>			
<b>Topic: Personal and Public Identities (ABOUT MYSELF)</b>			
<b>Level 4 (pre-AP)</b>			
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Activities</b>
	<p>Can initiate speech spontaneously on familiar topics                      Can apply new vocabulary to the topic                      Can extrapolate on various topics.</p>		<b>Answers level 3 questions along with additional words that were not taught</b>
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<p><b>The student:</b>                      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)  <b>The student exhibits no major errors or omissions.</b></p>		<p>Introduction of self or other                      Explain likes, dislikes                      Respond to interview</p>
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b>                      can respond to specific questions in formulaic ways</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		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.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		

**PROFICIENCY SCALES FOR THIS STANDARD**

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

**PROFICIENCY SCALES FOR THIS STANDARD**

<b>Strand: Writing</b>			
<b>Topic: Personal and Public Identities (ABOUT MYSELF)</b>			
<b>Grade: Level 4 (pre-AP)</b>			
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>                      can form complete and complex sentences/thoughts.                      can expand their thoughts in a variety of sentence structures.</p>		<p>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</p>
	<b>3.5</b>	<p>In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
<b>Score 3.0</b>	<p><b>The student:</b>                      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  <b>The student exhibits no major errors or omissions.</b></p>		<p>Questions which require inference rather than specific recall                      Summarize personal information about oneself and/or others</p>
	<b>2.5</b>	<p>No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
<b>Score 2.0</b>	<p>Can form sentences with some errors and/or omissions.                      Can create sentences from a guided prompt with some significant errors and/or omissions.                      Register is not consistent.  <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<p>List/recalling simple information like adjectives</p>



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

5AP Standards

Strand: Culture			
Topic: (Topics change depending on theme covered in class)			
Level 5			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		<b>Sample Activities</b>
			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	<p><b>Using a Language Level 5 material, the student:</b> Can compare and contrast practices, products and perspectives from different cultures Can illustrate or explain the topic’s practice, product and/or perspective 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 or influence another culture. <b>The student exhibits TARGETED, COMPLEX ideas and processes with no major errors or omissions.</b></p>		<p>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. Can research a topic, not discussed in class, and explain the cultural significance.</p>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b> Identifies cultural differences recognizes ways that cultural differences are manifested <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<p>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)</p>

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

Strand: Writing (Presentational/Interpersonal)		
Topic: (Topics change depending on theme covered in class)		
Grade: Level 5		
Score		Sample Activities
4.0	In addition to Score 3.0, in-depth inferences and applications that 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.	
3.0	<p><b>Using a Language Level 5 material, the student:</b></p> <p>Can form complete sentences proficiently with few if any grammatical errors that impede communication.</p> <p>Can create sentences from a guided prompt that are cohesive and on topic.</p> <p>Can apply appropriate register.</p> <p>Can show retention from previous topics discussed by using them with the current topic.</p> <p>Can effectively use appropriate thematic vocabulary: old and new</p> <p><b>The student exhibits TARGETED, COMPLEX ideas and processes proficiently with few if any grammatical errors that impede communication.</b></p>	<ul style="list-style-type: none"> <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.	
2.0	<p><b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b></p> <p>Can form sentences with some errors and/or omissions.</p> <p>Can create sentences from a guided prompt with some significant errors and/or omissions.</p> <p>Uses appropriate register some of the time and/or with support.</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <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.	
<b>Score 1.0</b>		<p>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.</p> <p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>	

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

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

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





<b>CONTENT AREA:</b> Spanish	<b>UNIT TITLE:</b> Families and Communities (Vacationing/Taking a Trip)
<b>COURSE:</b> Level 4 and 5 AP	<b>DURATION:</b> 3 Weeks

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

**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. GLE/CLE/MLS/NGSS</i>	<b>STANDARDS: Content specific standards that will be addressed in this unit.</b>	<b>MAJOR STANDARD</b>	<b>SUPPORTING STANDARD</b>
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	
2.2	Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied	x	
<b>OBJECTIVE # 1</b>			
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	1.1, 1.2, 1.3, 2.2		

<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i> <b>Reading/Listening</b>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information,</i> <b>ACADEMIC VOCABULARY</b> <b>Culture</b>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i> <b>Speaking/Writing</b>
Vocabulary about vacationing/taking a trip Using the present, present progressive, preterite, imperfect tenses and reflexive tenses. Being able to use the above tenses to talk about planning a trip, taking a trip and after the trip	<ul style="list-style-type: none"> <li>Compare vacationing within my family and other cultures, especially teenager's vacations in/from Spanish-speaking country.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about my family vacations</li> <li>Say how I planned my trip, what I am going to do and what I did during my vacation</li> <li>Tell a story about is happening and happened during my vacation</li> <li>Tell a story about a vacation I used to take as a child with my family</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
Listening to the teacher, each other, videos and audio tracks	Fully describe (with detailed information) how I planned my vacation, what I did and how it went.	1-4
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	<b>INQUIRY CONNECTIONS</b>
Communication arts	<ul style="list-style-type: none"> <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>	
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (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 1-4 1-4 1-4

<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		
<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (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 style="list-style-type: none"> <li>• Online practice</li> <li>• Video Chat and watch videos of students from Spanish-speaking countries</li> </ul>	1-4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>		
<i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<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 style="list-style-type: none"> <li>• Practice with native language speakers</li> <li>• Research topics more in depth</li> </ul>	1-4

**PROFICIENCY SCALES FOR THIS STANDARD**

<b>Strand: Reading</b>			
<b>Topic: Families and Communities (Vacationing/Taking a Trip)</b>			
<b>Level 4 (pre-AP)</b>			
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Activities</b>
	<b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues		<b>Choose a probable meaning for unfamiliar vocabulary based on context clues</b> <b>Answer a true/false question with an explanation of why</b>
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<b>The student can:</b> 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  <b>The student exhibits no major errors or omissions.</b>		Questions which require inference rather than specific recall Summarize Interpret reading selection by drawing a picture/chart
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> interpret text literally pick out specific details from text <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		Literal recall questions
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	

**PROFICIENCY SCALES FOR THIS STANDARD**

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

**PROFICIENCY SCALES FOR THIS STANDARD**

<b>Strand: Speaking</b>			
<b>Topic: Families and Communities (Vacationing/Taking a Trip)</b>			
<b>Level 4 (pre-AP)</b>			
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Activities</b>
	<p>Can initiate speech spontaneously on familiar topics                      Can apply new vocabulary to the topic                      Can extrapolate on various topics.</p>		<b>Answers level 3 questions along with additional words that were not taught</b>
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<p><b>The student:</b>                      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)  <b>The student exhibits no major errors or omissions.</b></p>		<p>Introduction of self or other                      Explain likes, dislikes                      Respond to interview</p>
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b>                      can respond to specific questions in formulaic ways</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		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.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		

**PROFICIENCY SCALES FOR THIS STANDARD**

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

**PROFICIENCY SCALES FOR THIS STANDARD**

<b>Strand: Writing</b>		
<b>Topic: Families and Communities (Vacationing/Taking a Trip)</b>		
<b>Grade: Level 4 (pre-AP)</b>		
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>                      can form complete and complex sentences/thoughts.                      can expand their thoughts in a variety of sentence structures.</p>	
	<p>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</p>	
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
<b>Score 3.0</b>	<p><b>The student:</b>                      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  <b>The student exhibits no major errors or omissions.</b></p>	
	<p>Questions which require inference rather than specific recall                      Summarize personal information about oneself and/or others</p>	
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
<b>Score 2.0</b>	<p>Can form sentences with some errors and/or omissions.                      Can create sentences from a guided prompt with some significant errors and/or omissions.                      Register is not consistent.  <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	
	<p>List/recalling simple information like adjectives</p>	



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

5AP Standards

Strand: Culture			
Topic: (Topics change depending on theme covered in class)			
Level 5			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		<b>Sample Activities</b>
			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	<p><b>Using a Language Level 5 material, the student:</b> Can compare and contrast practices, products and perspectives from different cultures Can illustrate or explain the topic’s practice, product and/or perspective 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 or influence another culture. <b>The student exhibits TARGETED, COMPLEX ideas and processes with no major errors or omissions.</b></p>		<p>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. Can research a topic, not discussed in class, and explain the cultural significance.</p>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b> Identifies cultural differences recognizes ways that cultural differences are manifested <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<p>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)</p>

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

<b>Strand: Writing (Presentational/Interpersonal)</b>		
<b>Topic: (Topics change depending on theme covered in class)</b>		
<b>Grade: Level 5</b>		
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	
		<b>Sample Activities</b> 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.
<b>Score 3.0</b>	<p><b>Using a Language Level 5 material, the student:</b>            Can form complete sentences proficiently with few if any grammatical errors that impede communication.            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  <b>The student exhibits TARGETED, COMPLEX ideas and processes proficiently with few if any grammatical errors that impede communication.</b></p>	
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
<b>Score 2.0</b>	<p><b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b>            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.  <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	
		Can complete prompted sentences with current vocabulary/fill in the blank Can complete a sentence from a picture prompt

	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>		<p>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.</p> <p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>	

Strand: Speaking (Presentational)			
Topic: (Topics change depending on theme covered in class)			
Level 5			
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
4.0			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	<p><b>Using a Language Level 5 material, the student:</b>            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) this specificity is absolutely essential here – nice job!  <b>The student exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions.</b></p>		Explain likes, dislikes or explain topics used in current vocabulary Respond to interview questions Answer questions Tell story Narrate a situation (fashion show, presentation, picture prompt)
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b>            can respond to specific questions in formulaic ways with a script  <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		Memorized dialogue or answers to questions Read a response with scripted notes
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<b>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	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<b>Even with help, no understanding or skill demonstrated.</b>		

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

Strand: Listening Comprehension (Interpretive)			
Topic: (Topics change depending on theme covered in class)			
Level 5			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. <b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues		<b>Sample Activities</b> 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	<b>Using a Language Level 5 material, the student:</b> comprehend main idea and details on familiar topics from a listening selection form conclusions about details not specifically spoken apply interpretations through a diagram/picture/expression answer the above points with no more than 2 repetitions. <b>The student exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions.</b>		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>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b> interpret selection literally pick out specific details from selection <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		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	<b>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	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<b>Even with help, no understanding or skill demonstrated.</b>		





<p><b>CONTENT AREA:</b> Spanish</p> <p><b>COURSE:</b> Level 4 and 5 AP</p>	<p><b>UNIT TITLE:</b> Science and Technology (The environment, animals and habitat)</p> <p><b>DURATION:</b> 3 Weeks</p>
--	---

<p><b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>Textbook, online resources</li> </ul>	<p><b>BIG IDEA(S):</b></p> <ul style="list-style-type: none"> <li>Being able to discuss environmental issues, concerns and solutions.</li> </ul>
<p><b>ENDURING UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>Vocabulary/information that pertains to the environment</li> <li>Using the present, present progressive, preterite, imperfect tenses and future tenses and the present participle</li> <li>Being able to use the above tenses to talk about environmental issues and personal concerns for the future of the planet</li> <li>Use comparative and superlatives and prepositions</li> </ul>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>Can I talk about environmental issues and concerns?</li> <li>Can I describe my personal concerns about the environment?</li> <li>Can I give specific information about solutions and how I can help protect the environment?</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>i.e. GLE/CLE/MLS/NGSS</i>	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	
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	
2.2	Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied	x	

<b>OBJECTIVE # 1</b>		
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	<ul style="list-style-type: none"> <li>1.1,1.2,1.3,2.2</li> </ul>	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i> <b>Reading/Listening</b>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i> <b>Culture</b>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i> <b>Speaking/Writing</b>
<ul style="list-style-type: none"> <li>Vocabulary about environment</li> <li>Using the present, present progressive, preterite, imperfect tenses and future tenses and the present participle</li> <li>Being able to use the above tenses to discuss environmental issues, concerns and possible solutions</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast environmental issues and solutions in the USA vs in/from Spanish-speaking country.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about environmental issues, concerns and possible solutions</li> <li>Present concerns and propose possible solutions on how to protect the environment</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>Listening to the teacher, each other, videos and audio tracks</li> </ul>	<ul style="list-style-type: none"> <li>Fully describe (with detailed information) how I planned my vacation, what I did and how it went.</li> </ul>	1-4
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	<b>INQUIRY CONNECTIONS</b>
<ul style="list-style-type: none"> <li>Communication arts</li> </ul>	<ul style="list-style-type: none"> <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>	

<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <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	1-4 1-4 1-4 1-4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		
<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Extended help during Intervention time</li> <li>• Reteach in small groups in class</li> <li>• Additional instructional videos</li> </ul>	<ul style="list-style-type: none"> <li>• Online practice</li> <li>• Video Chat and watch videos of students from Spanish-speaking countries</li> </ul>	1-4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>		
<i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> <li>• Watch YouTube channels in target language (BBC, CNN, Duolingo)</li> </ul>	<ul style="list-style-type: none"> <li>• Practice with native language speakers</li> <li>• Research topics more in depth</li> </ul>	1-4

PROFICIENCY SCALES FOR THIS STANDARD

Strand: Reading			
Topic: Science and Technology (The environment, animals and habitats)			
Level 4 (pre-AP)			
Score 4.0	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>  <b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues</p>		<p><b>Sample Activities</b></p> <ul style="list-style-type: none"> <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	<p><b>The student can:</b></p> <ul style="list-style-type: none"> <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> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <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	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• interpret text literally</li> <li>• pick out specific details from text</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <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.	

### PROFICIENCY SCALES FOR THIS STANDARD

Strand: Listening Comprehension			
Topic: Science and Technology (The environment, animals and habitats)			
Level 4 (pre-AP)			
Score			Sample Activities
4.0	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <p><b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues</p>		<ul style="list-style-type: none"> <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.	
3.0	<p><b>The student can:</b></p> <ul style="list-style-type: none"> <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> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>• Questions which require inference rather than specific recall</li> <li>• Summarize</li> <li>• Interpret listening 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.	
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• interpret selection literally</li> <li>• pick out specific details from selection</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <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.	
1.0	<p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
0.0	<p><b>Even with help, no understanding or skill demonstrated.</b></p>		

**PROFICIENCY SCALES FOR THIS STANDARD**

Strand: Speaking		
Topic: Science and Technology (The environment, animals and habitats)		
Level 4 (pre-AP)		
Score	Description	Sample Activities
4.0	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <ul style="list-style-type: none"> <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 style="list-style-type: none"> <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.	
3.0	<p><b>The student:</b></p> <ul style="list-style-type: none"> <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> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>• Discuss environmental issues</li> <li>• Discuss comparisons and contrasts</li> <li>• Respond to varied opinions and discussions</li> </ul>
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• can respond to specific questions in formulaic ways</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <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.	
1.0	<b>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	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
0.0	<b>Even with help, no understanding or skill demonstrated.</b>	

**PROFICIENCY SCALES FOR THIS STANDARD**

Strand: Culture			
Topic: Science and Technology (The environment, animals and habitats)			
Level 4 (pre-AP)			
Score			Sample Activities
4.0	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <ul style="list-style-type: none"> <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 style="list-style-type: none"> <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.	
3.0	<p><b>The student:</b></p> <ul style="list-style-type: none"> <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> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <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>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• recognizes cultural differences</li> <li>• recognizes ways that cultural differences are manifested</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <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.	
1.0	<p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
0.0	<p><b>Even with help, no understanding or skill demonstrated.</b></p>		

**PROFICIENCY SCALES FOR THIS STANDARD**

<b>Strand: Writing</b>		
<b>Topic: Science and Technology (The environment, animals and habitats)</b>		
<b>Grade: Level 4 (pre-AP)</b>		
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <ul style="list-style-type: none"> <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.
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <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> <p><b>The student exhibits no major errors or omissions.</b></p>	
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
<b>Score 2.0</b>	<ul style="list-style-type: none"> <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> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	



	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>		<ul style="list-style-type: none"> <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> <p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>	
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>		<b>Even with help, no understanding or skill demonstrated.</b>	

5AP Standards

**Strand: Culture**

**Topic: (Topics change depending on theme covered in class)**

**Level 5**

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><b>Using a Language Level 5 material, the student:</b></p> <ul style="list-style-type: none"> <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> <p><b>The student exhibits <i>TARGETED, COMPLEX</i> ideas and processes with no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <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>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are <i>FOUNDATIONAL, SIMPLE</i> details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• Identifies cultural differences</li> <li>• recognizes ways that cultural differences are manifested</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <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>

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

Strand: Writing (Presentational/Interpersonal)		
Topic: (Topics change depending on theme covered in class)		
Grade: Level 5		
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	
		<b>Sample Activities</b>
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
<b>Score 3.0</b>	<p><b>Using a Language Level 5 material, the student:</b></p> <ul style="list-style-type: none"> <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> </ul> <p><b>The student exhibits TARGETED, COMPLEX ideas and processes proficiently with few if any grammatical errors that impede communication.</b></p>	
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
<b>Score 2.0</b>	<p><b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <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> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	
		<ul style="list-style-type: none"> <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.	
<b>Score 1.0</b>		<ul style="list-style-type: none"> <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> <p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>	

Strand: Speaking (Presentational)			
Topic: (Topics change depending on theme covered in class)			
Level 5			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
			<ul style="list-style-type: none"> <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	<p><b>Using a Language Level 5 material, the student:</b></p> <ul style="list-style-type: none"> <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) this specificity is absolutely essential here – nice job!</li> </ul> <p><b>The student exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>Explain likes, dislikes or explain topics used in current vocabulary</li> <li>Respond to interview questions</li> <li>Answer questions</li> <li>Tell story</li> <li>Narrate a situation (fashion show, presentation, picture prompt)</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>can respond to specific questions in formulaic ways with a script</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <li>Memorized dialogue or answers to questions</li> <li>Read a response with scripted notes</li> </ul>
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<p><b>Even with help, no understanding or skill demonstrated.</b></p>		

Strand: Reading (Interpretive)			
Topic: (Topics change depending on theme covered in class)			
Level 5			
Score 4.0	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b> <b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues		<b>Sample Activities</b> <ul style="list-style-type: none"> <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	<b>Using a Language Level 5 material, the student:</b> <ul style="list-style-type: none"> <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> </ul> <b>The student exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions.</b>		<ul style="list-style-type: none"> <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	<b>There are FOUNDATIONAL, SIMPLE details and processes no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>interpret text literally</li> <li>pick out specific details from text</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <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	<b>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	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<b>Even with help, no understanding or skill demonstrated.</b>		

Strand: Listening Comprehension (Interpretive)			
Topic: (Topics change depending on theme covered in class)			
Level 5			
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
4.0	<b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues		<ul style="list-style-type: none"> <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	<b>Using a Language Level 5 material, the student:</b> <ul style="list-style-type: none"> <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> <b>The student exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions.</b>		<ul style="list-style-type: none"> <li>Questions which require inference rather than specific recall</li> <li>Summarize</li> <li>Interpret listening 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	<b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>interpret selection literally</li> <li>pick out specific details from selection</li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		<ul style="list-style-type: none"> <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	<b>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	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<b>Even with help, no understanding or skill demonstrated.</b>		





<b>CONTENT AREA:</b> Spanish	<b>UNIT TITLE:</b> Beauty and Aesthetics
<b>COURSE:</b> Level 4 and 5 AP	<b>DURATION:</b> 3 Weeks

<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> Textbook, online resources, guest speakers, field trips	<b>BIG IDEA(S):</b> Effective communication on the topic of the arts (visual arts, film, music etc.)
<b>ENDURING UNDERSTANDINGS:</b> Vocabulary/information that pertains to the arts 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 the arts with native and non-native speakers	<b>ESSENTIAL QUESTIONS:</b> Can I talk about the arts in the target language? Can I describe my thoughts and feelings about the arts? Can I discuss and recognize different kinds of cultural arts in Spanish speaking countries as well as my own?

**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. GLE/CLE/MLS/NGSS</i>	<b>STANDARDS: Content specific standards that will be addressed in this unit.</b>	<b>MAJOR STANDARD</b>	<b>SUPPORTING STANDARD</b>
<b>Standard 1.1</b>	Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions	X	
<b>Standard 1.2</b>	Students understand and interpret written and spoken language on a variety of topics	X	
<b>Standard 2.2:</b>	Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied	X	
<b>Standard 3.1</b>	Students reinforce and further their knowledge of other disciplines through the foreign language	X	
<b>Standard 4.2</b>	Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.	X	

<b>OBJECTIVE # 1</b>		
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>		
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>
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.)
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (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
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	<b>INQUIRY CONNECTIONS</b>
Art and Music	<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>• How do styles of art differ between Spanish speaking countries and my own?</li> </ul>

<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (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
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b> <i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (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 style="list-style-type: none"> <li>• Online practice</li> <li>• Video Chat and watch videos of students from Spanish-speaking countries</li> </ul>	1-4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b> <i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<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

**PROFICIENCY SCALES FOR THIS STANDARD**

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

**PROFICIENCY SCALES FOR THIS STANDARD**

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

**PROFICIENCY SCALES FOR THIS STANDARD**

<b>Strand: Speaking</b>			
<b>Topic: Contemporary Life</b>			
<b>Level 4 (pre-AP)</b>			
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Activities</b>
	<p>Can initiate speech spontaneously on familiar topics                      Can apply new vocabulary to the topic                      Can extrapolate on various topics.</p>		<b>Answers level 3 questions along with additional words that were not taught</b>
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<p><b>The student:</b>                      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)  <b>The student exhibits no major errors or omissions.</b></p>		<p>Introduction of self or other                      Explain likes, dislikes                      Respond to interview</p>
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b>                      can respond to specific questions in formulaic ways</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		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.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		

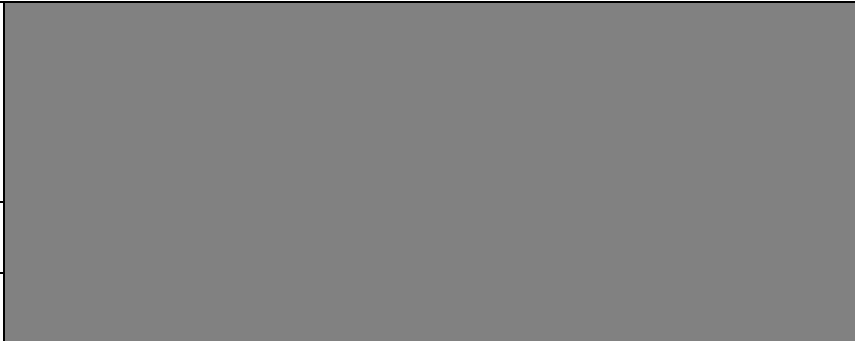
**PROFICIENCY SCALES FOR THIS STANDARD**

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

**PROFICIENCY SCALES FOR THIS STANDARD**

<b>Strand: Writing</b>			
<b>Topic: Contemporary Life</b>			
<b>Grade: Level 4 (pre-AP)</b>			
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>                      can form complete and complex sentences/thoughts.                      can expand their thoughts in a variety of sentence structures.</p>		<p>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</p>
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<p><b>The student:</b>                      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  <b>The student exhibits no major errors or omissions.</b></p>		<p>Questions which require inference rather than specific recall                      Summarize personal information about oneself and/or others</p>
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<p>Can form sentences with some errors and/or omissions.                      Can create sentences from a guided prompt with some significant errors and/or omissions.                      Register is not consistent.  <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<p>List/recalling simple information like adjectives</p>
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	



<b>Score 1.0</b>	<p>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.</p> <p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>	
	<p><b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
<b>Score 0.0</b>	<p><b>Even with help, no understanding or skill demonstrated.</b></p>	

5AP Standards

Strand: Culture

Topic: (Topics change depending on theme covered in class)

Level 5

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

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

<b>Strand: Writing (Presentational/Interpersonal)</b>		
<b>Topic: (Topics change depending on theme covered in class)</b>		
<b>Grade: Level 5</b>		
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	
		<b>Sample Activities</b> 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.
<b>Score 3.0</b>	<p><b>Using a Language Level 5 material, the student:</b>            Can form complete sentences proficiently with few if any grammatical errors that impede communication.            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  <b>The student exhibits TARGETED, COMPLEX ideas and processes proficiently with few if any grammatical errors that impede communication.</b></p>	
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
<b>Score 2.0</b>	<p><b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b>            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.  <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	
		Can complete prompted sentences with current vocabulary/fill in the blank Can complete a sentence from a picture prompt

	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>		<p>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.</p> <p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>	

Strand: Speaking (Presentational)			
Topic: (Topics change depending on theme covered in class)			
Level 5			
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
4.0			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	<p><b>Using a Language Level 5 material, the student:</b>            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) this specificity is absolutely essential here – nice job!  <b>The student exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions.</b></p>		Explain likes, dislikes or explain topics used in current vocabulary Respond to interview questions Answer questions Tell story Narrate a situation (fashion show, presentation, picture prompt)
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b>            can respond to specific questions in formulaic ways with a script  <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		Memorized dialogue or answers to questions Read a response with scripted notes
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	<b>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	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<b>Even with help, no understanding or skill demonstrated.</b>		

Strand: Reading (Interpretive)			
Topic: (Topics change depending on theme covered in class)			
Level 5			
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
4.0	<b>Student can:</b> 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	<b>Using a Language Level 5 material, the student:</b> 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 <b>The student exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions.</b>		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	<b>There are FOUNDATIONAL, SIMPLE details and processes no major errors or omissions regarding the simpler details and processes as the student:</b> interpret text literally pick out specific details from text <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		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	<b>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	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<b>Even with help, no understanding or skill demonstrated.</b>		

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





<b>CONTENT AREA:</b> Spanish	<b>UNIT TITLE:</b> Contemporary Life
<b>COURSE:</b> Level 4 and 5 AP	<b>DURATION:</b> 1.5 Months

<b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> Textbook, online resources, guest speakers, field trips		<b>BIG IDEA(S):</b> Effective communication on the topic of careers and recreational cultural activities (work time-recreational time theme)	
<b>ENDURING UNDERSTANDINGS:</b> 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		<b>ESSENTIAL QUESTIONS:</b> 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 abroad?	
<b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b>			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	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	
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 concept of culture through comparisons of the cultures studied and their own.	X	
<b>OBJECTIVE # 1</b>			
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>		1.1,2.1,3.1,4.2	

<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	<b>BE ABLE TO DO?</b> <i>Skills; Products</i>
Vocabulary about careers and recreational activities Using the present, present progressive, preterite, imperfect tenses, future and subjunctive verb tenses Cultural differences that exist between careers in the US and abroad	<ul style="list-style-type: none"> <li>• How and when to use the Subjunctive verb tense.</li> <li>• Region specific recreational activities and careers</li> </ul>	<ul style="list-style-type: none"> <li>• Effectively communicate with native speakers and non native speakers in the target language about professions and free time activities</li> </ul>
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (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
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	<b>INQUIRY CONNECTIONS</b>
Business / marketing	<ul style="list-style-type: none"> <li>• present, present progressive, preterite, imperfect, future tenses</li> <li>• Use of adjective and pronouns</li> <li>• Geographical information</li> </ul>	<ul style="list-style-type: none"> <li>• Can I choose a career to use my language skill? Can I work or study abroad?</li> </ul>
<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (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 1-4 1-4 1-4

<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		
<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (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 style="list-style-type: none"> <li>• Online practice</li> <li>• Video Chat and watch videos of students from Spanish-speaking countries</li> </ul>	1-4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>		
<i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<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

PROFICIENCY SCALES FOR THIS STANDARD

Strand: Reading			
Topic: Contemporary Life			
Level 4 (pre-AP)			
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. <b>Student can:</b> 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	<b>The student can:</b> 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  <b>The student exhibits no major errors or omissions.</b>		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	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> interpret text literally pick out specific details from text <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		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	<b>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	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<b>Even with help, no understanding or skill demonstrated.</b>		

**PROFICIENCY SCALES FOR THIS STANDARD**

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

**PROFICIENCY SCALES FOR THIS STANDARD**

<b>Strand: Speaking</b>			
<b>Topic: Contemporary Life</b>			
<b>Level 4 (pre-AP)</b>			
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Activities</b>
	<p>Can initiate speech spontaneously on familiar topics                      Can apply new vocabulary to the topic                      Can extrapolate on various topics.</p>		<b>Answers level 3 questions along with additional words that were not taught</b>
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<p><b>The student:</b>                      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)  <b>The student exhibits no major errors or omissions.</b></p>		<p>Introduction of self or other                      Explain likes, dislikes                      Respond to interview</p>
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b>                      can respond to specific questions in formulaic ways</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<p>Memorized dialogue or answers to questions</p>
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		

**PROFICIENCY SCALES FOR THIS STANDARD**

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

**PROFICIENCY SCALES FOR THIS STANDARD**

<b>Strand: Writing</b>		
<b>Topic: Contemporary Life</b>		
<b>Grade: Level 4 (pre-AP)</b>		
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <p>can form complete and complex sentences/thoughts. can expand their thoughts in a variety of sentence structures.</p>	<p>Able to write about oneself using skills previously learned along with being able to incorporate information that was not previously used in the classroom.</p> <p>Summarize personal information about oneself and/or others</p>
	<p><b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
<b>Score 3.0</b>	<p><b>The student:</b></p> <p>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</p> <p><b>The student exhibits no major errors or omissions.</b></p>	<p>Questions which require inference rather than specific recall Summarize personal information about oneself and/or others</p>
	<p><b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
<b>Score 2.0</b>	<p>Can form sentences with some errors and/or omissions. Can create sentences from a guided prompt with some significant errors and/or omissions. Register is not consistent.</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<p>List/recalling simple information like adjectives</p>



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

5AP Standards

Strand: Culture

Topic: (Topics change depending on theme covered in class)

Level 5

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

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

<b>Strand: Writing (Presentational/Interpersonal)</b>			
<b>Topic: (Topics change depending on theme covered in class)</b>			
<b>Grade: Level 5</b>			
<b>Score</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Activities</b>
<b>4.0</b>			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.	
<b>Score 3.0</b>	<p><b>Using a Language Level 5 material, the student:</b>            Can form complete sentences proficiently with few if any grammatical errors that impede communication.            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  <b>The student exhibits TARGETED, COMPLEX ideas and processes proficiently with few if any grammatical errors that impede communication.</b></p>		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
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<p><b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b>            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.  <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		Can complete prompted sentences with current vocabulary/fill in the blank Can complete a sentence from a picture prompt

	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>		<p>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.</p> <p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>	

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

Strand: Reading (Interpretive)		
Topic: (Topics change depending on theme covered in class)		
Level 5		
Score		Sample Activities
4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. <b>Student can:</b> 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.	
3.0	<b>Using a Language Level 5 material, the student:</b> 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 <b>The student exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions.</b>	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.	
2.0	<b>There are FOUNDATIONAL, SIMPLE details and processes no major errors or omissions regarding the simpler details and processes as the student:</b> interpret text literally pick out specific details from text <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>	Literal recall questions
	1.5   Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0	<b>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   With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
0.0	<b>Even with help, no understanding or skill demonstrated.</b>	

Strand: Listening Comprehension (Interpretive)			
Topic: (Topics change depending on theme covered in class)			
Level 5			
Score 4.0	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b> <b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues		<b>Sample Activities</b> 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	<b>Using a Language Level 5 material, the student:</b> comprehend main idea and details on familiar topics from a listening selection form conclusions about details not specifically spoken apply interpretations through a diagram/picture/expression answer the above points with no more than 2 repetitions. <b>The student exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions.</b>		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>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b> interpret selection literally pick out specific details from selection <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		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	<b>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	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<b>Even with help, no understanding or skill demonstrated.</b>		





<p><b>CONTENT AREA:</b> Spanish</p> <p><b>COURSE:</b> Level 4 and 5 AP</p>	<p><b>UNIT TITLE:</b> Global Challenges</p> <p><b>DURATION:</b> 1.5 Months</p>
--	--

<p><b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> Textbook, online resources, guest speakers, field trips</p>	<p><b>BIG IDEA(S):</b> Effective communication on the topic of current events</p>
<p><b>ENDURING UNDERSTANDINGS:</b> 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</p>	<p><b>ESSENTIAL QUESTIONS:</b> Can I talk about a variety of current event topics (politics, pop culture, social media, etc.) ? Can I discuss similarities and differences between current events in the US and abroad? Do I have an understanding of current events going on in Spanish speaking countries?</p>

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>i.e. GLE/CLE/MLS/NGSS</i>	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 1.3	Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	X	
Standard 2.1	Students demonstrate an understanding of the relationship between the practices 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	

<b>OBJECTIVE # 1</b>		
<b>REFERENCES/STANDARDS</b> <i>i.e. GLE/CLE/MLS/NGSS</i>	1.1,1.3,2.1,3.1,4.2	
<b>WHAT SHOULD STUDENTS...</b>		
<b>UNDERSTAND?</b> <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	<b>KNOW?</b> <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	<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	<ul style="list-style-type: none"> <li>• What events are current and considered “hot” issues across the US and the world.</li> </ul>	Effectively communicate with native speakers and non-native speakers in the target language about current events
<b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (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
<b>INTERDISCIPLINARY CONNECTION</b>	<b>PRIOR KNOWLEDGE CONNECTIONS</b>	<b>INQUIRY CONNECTIONS</b>
Social studies	<ul style="list-style-type: none"> <li>• present, present progressive, preterite, imperfect, future tenses</li> <li>• Use of adjective and pronouns</li> <li>• Geographical information</li> </ul>	<ul style="list-style-type: none"> <li>• How do things happening in other countries affect my life in the United States?</li> </ul>

<b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>		
<b>ASSESSMENT DESCRIPTION</b>	<b>FORMATIVE OR SUMMATIVE?</b>	<b>DOK TARGET</b> (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
<b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>		
<i>Possible Interventions</i>		
<b>TEACHER INSTRUCTIONAL ACTIVITY</b>	<b>STUDENT LEARNING TASK</b>	<b>DOK TARGET</b> (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 style="list-style-type: none"> <li>• Online practice</li> <li>• Video Chat and watch videos of students from Spanish-speaking countries</li> </ul>	1-4
<b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>		
<i>Possible Extensions/Enrichments</i>		
<b>INSTRUCTIONAL ACTIVITY/METHOD</b>	<b>STUDENT LEARNING TASK</b>	<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 style="list-style-type: none"> <li>• Practice with native language speakers</li> <li>• Research topics more in depth</li> </ul>	1-4

**PROFICIENCY SCALES FOR THIS STANDARD**

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

**PROFICIENCY SCALES FOR THIS STANDARD**

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

**PROFICIENCY SCALES FOR THIS STANDARD**

<b>Strand: Speaking</b>			
<b>Topic: Global Challenges</b>			
<b>Level 4 (pre-AP)</b>			
<b>Score</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Activities</b>
<b>4.0</b>	<p>Can initiate speech spontaneously on familiar topics                      Can apply new vocabulary to the topic                      Can extrapolate on various topics.</p>		<b>Answers level 3 questions along with additional words that were not taught</b>
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<p><b>The student:</b>                      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)  <b>The student exhibits no major errors or omissions.</b></p>		Introduction of self or other Explain likes, dislikes Respond to interview
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b>                      can respond to specific questions in formulaic ways</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		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.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		

**PROFICIENCY SCALES FOR THIS STANDARD**

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

**PROFICIENCY SCALES FOR THIS STANDARD**

<b>Strand: Writing</b>		
<b>Topic: Global Challenges</b>		
<b>Grade: Level 4 (pre-AP)</b>		
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <p>can form complete and complex sentences/thoughts. can expand their thoughts in a variety of sentence structures.</p>	<p>Able to write about oneself using skills previously learned along with being able to incorporate information that was not previously used in the classroom.</p> <p>Summarize personal information about oneself and/or others</p>
	<p><b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
<b>Score 3.0</b>	<p><b>The student:</b></p> <p>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</p> <p><b>The student exhibits no major errors or omissions.</b></p>	<p>Questions which require inference rather than specific recall Summarize personal information about oneself and/or others</p>
	<p><b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
<b>Score 2.0</b>	<p>Can form sentences with some errors and/or omissions. Can create sentences from a guided prompt with some significant errors and/or omissions. Register is not consistent.</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<p>List/recalling simple information like adjectives</p>



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

## 5AP Standards

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

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

<b>Strand: Writing (Presentational/Interpersonal)</b>		
<b>Topic: (Topics change depending on theme covered in class)</b>		
<b>Grade: Level 5</b>		
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	
		<b>Sample Activities</b> 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.
<b>Score 3.0</b>	<p><b>Using a Language Level 5 material, the student:</b>            Can form complete sentences proficiently with few if any grammatical errors that impede communication.            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  <b>The student exhibits TARGETED, COMPLEX ideas and processes proficiently with few if any grammatical errors that impede communication.</b></p>	
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
<b>Score 2.0</b>	<p><b>There are FOUNDATIONAL, SIMPLE details and processes with no major errors or omissions regarding the simpler details and processes as the student:</b>            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.  <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	
		Can complete prompted sentences with current vocabulary/fill in the blank Can complete a sentence from a picture prompt

	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>		<p>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.</p> <p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>	

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

Strand: Reading (Interpretive)			
Topic: (Topics change depending on theme covered in class)			
Level 5			
Score 4.0	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b> <b>Student can:</b> judge meaning of unfamiliar vocabulary from context clues		<b>Sample Activities</b> 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	<b>Using a Language Level 5 material, the student:</b> 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 <b>The student exhibits TARGETED, COMPLEX ideas and processes no major errors or omissions.</b>		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	<b>There are FOUNDATIONAL, SIMPLE details and processes no major errors or omissions regarding the simpler details and processes as the student:</b> interpret text literally pick out specific details from text <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		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	<b>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	With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
Score 0.0	<b>Even with help, no understanding or skill demonstrated.</b>		

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



# **WORLD LANGUAGES COURSE-LEVEL EXPECTATIONS**

**Missouri Department of Elementary and Secondary Education  
February, 2011**

# Communication

1. Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions					
	Level I	Level II	Level III	Level IV	Level V
<b>Interpersonal Mode</b>					
<b>Listening and Speaking</b>	<ul style="list-style-type: none"> <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 style="list-style-type: none"> <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 style="list-style-type: none"> <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 style="list-style-type: none"> <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 style="list-style-type: none"> <li>a. Demonstrate competencies previously introduced</li> <li>b. Analyze and express personal reactions to expository and literary texts.</li> </ul>
<b>National Standards</b>	1.1	1.1	1.1	1.1	1.1
<b>Missouri Standards</b>	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

2. Students understand and interpret written and spoken language on a variety of topics					
	Level I	Level II	Level III	Level IV	Level V
<b>Interpretive Mode</b>					
<b>Reading and Listening</b>	<ul style="list-style-type: none"> <li>a. Identify people, places and things based on oral and written descriptions.</li> <li>b. Comprehend the principal 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>	<ul style="list-style-type: none"> <li>a. Demonstrate competencies previously introduced</li> <li>b. Identify principal characters and main ideas in oral and written narratives in the target language.</li> <li>c. Use comprehension strategies such as prediction, background knowledge, cognates and context clues to assist understanding.</li> </ul>	<ul style="list-style-type: none"> <li>a. Demonstrate competencies previously introduced</li> <li>b. Identify principal elements of non-fiction articles such as main idea and supporting details found in a variety of media.</li> </ul>	<ul style="list-style-type: none"> <li>a. Demonstrate competencies previously introduced</li> <li>b. Identify and interpret the main plot, subplot, characters (their descriptions, roles, and significance to the story) in authentic literary texts in the target language.</li> </ul>	<ul style="list-style-type: none"> <li>a. Demonstrate competencies previously introduced</li> <li>b. Analyze the main plot, subplot, characters (their descriptions, roles, and significance to the story) in authentic literary texts in the target language.</li> </ul>
<b>National Standards</b>	1.2	1.2	1.2	1.2	1.2
<b>Missouri Standards</b>	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 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
<b>Presentational Mode</b>	a. Tell or retell familiar stories or personal narratives both orally and/or in writing using prompts. b. Prepare illustrated stories about activities or events and share them orally or in writing.	a. Demonstrate competencies previously introduced b. Perform short plays and skits, recite selected poems and anecdotes, or sing songs and share them with an audience orally or in writing. c. Write brief messages such as postcards, short letters or e-mails on very familiar topics.	a. Demonstrate competencies previously introduced b. Prepare a written summary of the plot and characters in selected pieces of literature (fiction or nonfiction) written in the target language.	a. Demonstrate competencies previously introduced b. Prepare a research-based analysis of a current event or issue from the perspective of both the native and target language cultures.	a. Demonstrate competencies previously introduced 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.
<b>Speaking and Writing</b>					
<b>National Standards</b>	1.3	1.3	1.3	1.3	1.3
<b>Missouri Standards</b>	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

<b>1. Students demonstrate an understanding of the practices and perspectives of the cultures studied</b>					
	<b>Level I</b>	<b>Level II</b>	<b>Level III</b>	<b>Level IV</b>	<b>Level V</b>
<b>Practices of the Culture</b>	<ul style="list-style-type: none"> <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 style="list-style-type: none"> <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 style="list-style-type: none"> <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 style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>a. Demonstrate competencies previously introduced</li> <li>b. Analyze how beliefs, perspectives and attitudes affect behaviors within the culture studied.</li> </ul>
<b>Practices and Perspectives</b>					
<b>National Standards</b>	2.1	2.1	2.1	2.1	2.1
<b>Missouri Standards</b>	2.1a, 2.1b, 2.1c	2.1a, 2.1b, 2.1c	2.1a, 2.1b, 2.1c	2.1a, 2.1b, 2.1c	2.1a, 2.1b, 2.1c

<b>2. Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied</b>					
	<b>Level I</b>	<b>Level II</b>	<b>Level III</b>	<b>Level IV</b>	<b>Level V</b>
<b>Products of the Culture</b>	<ul style="list-style-type: none"> <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 style="list-style-type: none"> <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 style="list-style-type: none"> <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 style="list-style-type: none"> <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 style="list-style-type: none"> <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>
<b>Products and Perspectives</b>					
<b>National Standards</b>	2.2	2.2	2.2	2.2	2.2
<b>Missouri Standards</b>	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 reinforce and further their knowledge of other disciplines through the world language					
	Level I	Level II	Level III	Level IV	Level V
<b>Interdisciplinary Connections</b>	<ul style="list-style-type: none"> <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 style="list-style-type: none"> <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 style="list-style-type: none"> <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 style="list-style-type: none"> <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 style="list-style-type: none"> <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>
<b>National Standards</b>	3.1	3.1	3.1	3.1	3.1
<b>Missouri Standards</b>	3.1a	3.1a	3.1a	3.1a	3.1a

2. 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
<b>Distinctive Viewpoints of Information</b>	<ul style="list-style-type: none"> <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 style="list-style-type: none"> <li>a. Use sources intended for same-age speakers of the target language to prepare reports on topics of personal interest or those with which they have limited previous experience.</li> <li>b. Broaden understanding of contributions of target civilization to development of present-day information.</li> </ul>	<ul style="list-style-type: none"> <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 style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>a. Acquire information on research topics assigned in other classes through target-language sources.</li> <li>b. Interview target-language speakers to gain insights into sociological and cultural issues such as life in France or life in interment camps in the US for Japanese Americans during World War II.</li> </ul>
<b>National Standards</b>	3.2	3.2	3.2	3.2	3.2
<b>Missouri Standards</b>	3.2a	3.2a	3.2a	3.2a	3.2a

# Comparisons

<b>1. Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own</b>					
	<b>Level I</b>	<b>Level II</b>	<b>Level III</b>	<b>Level IV</b>	<b>Level V</b>
<b>Language Comparisons</b>	<ul style="list-style-type: none"> <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 style="list-style-type: none"> <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 style="list-style-type: none"> <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 style="list-style-type: none"> <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 style="list-style-type: none"> <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>
<b>National Standards</b>	4.1	4.1	4.1	4.1	4.1
<b>Missouri Standards</b>	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

<b>2. Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own</b>					
	<b>Level I</b>	<b>Level II</b>	<b>Level III</b>	<b>Level IV</b>	<b>Level V</b>
<b>Cultural Comparisons</b>	<ul style="list-style-type: none"> <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 style="list-style-type: none"> <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 style="list-style-type: none"> <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 style="list-style-type: none"> <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 style="list-style-type: none"> <li>a. Demonstrate competencies previously introduced</li> <li>b. Identify and analyze cultural perspectives as reflected in a variety of literary genres.</li> </ul>
<b>National Standards</b>	4.2	4.2	4.2	4.2	4.2
<b>Missouri Standards</b>	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 and beyond the school setting					
	Level I	Level II	Level III	Level IV	Level V
<b>Language Use Within and Beyond the Classroom</b>	<ul style="list-style-type: none"> <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 style="list-style-type: none"> <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 style="list-style-type: none"> <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 style="list-style-type: none"> <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 style="list-style-type: none"> <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>
<b>National Standards</b>	5.1	5.1	5.1	5.1	5.1
<b>Missouri Standards</b>	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 evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment					
	Level I	Level II	Level III	Level IV	Level V
<b>Language Use for Personal Enjoyment and Enrichment</b>	<ul style="list-style-type: none"> <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 style="list-style-type: none"> <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 style="list-style-type: none"> <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 style="list-style-type: none"> <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 style="list-style-type: none"> <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>
<b>National Standards</b>	5.2	5.2	5.2	5.2	5.2
<b>Missouri Standards</b>	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	STANDARDS		
<p><b>C</b>OMMUNICATION</p> <p>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p>	<p><b>Interpersonal Communication:</b></p> <p>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p>	<p><b>Interpretive Communication:</b></p> <p>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p>	<p><b>Presentational Communication:</b></p> <p>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.</p>
<p><b>C</b>ULTURES</p> <p>Interact with cultural competence and understanding</p>	<p><b>Relating Cultural Practices to Perspectives:</b></p> <p>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p>	<p><b>Relating Cultural Products to Perspectives:</b></p> <p>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p>	
<p><b>C</b>ONNECTIONS</p> <p>Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</p>	<p><b>Making Connections:</b></p> <p>Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p>	<p><b>Acquiring Information and Diverse Perspectives:</b></p> <p>Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p>	
<p><b>C</b>OMPARISONS</p> <p>Develop insight into the nature of language and culture in order to interact with cultural competence</p>	<p><b>Language Comparisons:</b></p> <p>Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p>	<p><b>Cultural Comparisons:</b></p> <p>Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p>	
<p><b>C</b>OMMUNITIES</p> <p>Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</p>	<p><b>School and Global Communities:</b></p> <p>Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p>	<p><b>Lifelong Learning:</b></p> <p>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>	



# 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 post-secondary 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.

All documents may be accessed at: [www.actfl.org/publications/all/national-standards-foreign-language-education](http://www.actfl.org/publications/all/national-standards-foreign-language-education).