Spanish 3 CP

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Spanish 3 CP is a communicative based course that was developed by the Fair Lawn World Language Department and aligned to the New Jersey World Language CCCS Standard 7.1.

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Spanish 3

I. Course Synopsis

The Spanish 3 CP curriculum is designed for intermediate language learners. Instruction focuses on developing reading, writing, speaking, and listening skills aligned with the Common Core State Standards Initiative and the College and Career Readiness Anchor Standards for World Languages.   Throughout the year, students will explore six thematic units which are each anchored by an essential question and a cumulative goal to benchmark the development of language proficiency. Students will engage in lessons that are differentiated, interactive, and characterized by authenticity. Instructional methods and materials will provide for diversification across ability levels. In addition, students will interact with a variety of informational texts, dialogues and electronic sources in the target language related to our central themes, which enable us to provide a high level of comprehensible input, and thus a higher level of critical thinking.   Assessment will be on-going and substantially performance-based.Cultural practices and products from people of different parts of the Spanish speaking world are incorporated routinely so that students may develop a sense of cultural plurality and thereby expand hat reshape their world view.

II. Philosophy & Rationale

A. Modes of Communication:

    The ability to communicate is at the heart of knowing another language. Communication can be characterized in many different ways. The approach used within the New Jersey and national standards is to recognize three communicative modes that place primary emphasis on the context and purpose of communication. The three modes are:

The interpretive mode: Students understand and interpret within the appropriate cultural context spoken and written communication. Examples of one way reading or listening includes but are not limited to the cultural interpretation of texts, movies, radio and television broadcasts and speeches. Interpretation differs from comprehension because it implies the ability to read and listen "between the lines."

The interpersonal mode: Students engage in direct oral and/or written communication. Examples involving two way interactive communication are conversing face-to-face or exchanging personal letters or email messages.

The presentational mode: Students present through oral and/or written communications information, concepts and ideas to an audience of listeners or readers with whom there is no immediate personal contact. Examples of this "one to many" mode of communication are making a presentation to a group or writing an article for the school newspaper.

B. "Can Do" statements

The NCSSFL-ACTFL Can-Do Statements are self-assessment checklists used by language learners to assess what they "can do" with language in the Interpersonal, Interpretive, and Presentational modes of communication. The checklists are best used by learners and learning facilitators as part of an overall reflective learning process that includes:
• setting goals
• selecting strategies
• self-assessing
• providing evidence
• reflecting before setting new goals

C. Proficiency vs. Performance

The American Council of Teachers of Foreign Languages (ACTFL) advises us to measure students' learning in terms of *proficiency* rather than performance. Language proficiency refers to a student's ability to communicate spontaneously in a language in a non-rehearsed context. It also refers to the degree of skill with which a student uses culturally appropriate language to read, write, listen and interpret the target language in real-world scenarios. ACTFL has identified eleven different levels of language proficiency.

D. Integrated Performance Assessment

The Integrated Performance Assessment (IPA) is a cluster assessment featuring three tasks, each of which reflects one of the three modes of communication--Interpretive, Interpersonal and Presentational. The three tasks are aligned within a single theme or content area, reflecting the manner in which students naturally acquire and use the language in the real world or the classroom. Each task provides the information and elicits the linguistic interaction that is necessary for students to complete the subsequent task. They are standards-based, performance-based, developmental in nature, integrative. IPAs are designed to be used with scoring rubrics to show expectations.

III. Scope & Sequence
There are six thematic units (Units 1 - 6). Vocabulary, Language Functions, and Culture are embedded in each unit.

Unit 1: My daily life
Who am I?

Unit 2: Advice for a happy and healthy lifestyle

What things can we do to stay happy and healthy?

Unit 3: Yesterday and tomorrow
     How is my future shaped by my past?

Unit 4: Tell me who your friends are
     What personal qualities about my classmates help or hinder the formation of relationships? ?

Unit 5: Let's communicate
     How does television viewing impact our society?

Unit 6: Appearances are deceiving
     How do stereotypes influence our opinions about people?

IV. Unit Descriptions

Unit 1: My daily life

Enduring Understanding:
In order to develop a deeper understanding of other people and cultures an understanding of oneself is first necessary. Experiences shape a person in various ways, examining the effects of these experiences on our lives can lead us to a deeper understanding of ourselves.

Essential Questions:
1. Who am I?

Can Do Statements:
- I can rank my personal interests (sports, hobbies, etc)
- I can express indifference
- I can express displeasure
- I can ask for information
- I can describe myself and others
- I can evaluate options and express preferences

Language Functions:
- Agreeing/Disagreeing
- Asking for/Giving Information
- Comparing/Contrasting
- Describing people
- Expressing likes/dislikes/preferences
- Expressing opinions
- Giving reasons and explaining causality
- Identifying
- Listing
- Reporting

Grammar:
- Present Tense (Review)
- Ser and estar
- Adjectives
- Preterit Tense
- Verbs like gustar (encantar, quedar, interesar)
- Saber vs. conocer

Suggested Vocabulary:
- sports
- hobbies
- interest, indifference or displeasure expressions
- descriptions (people)

Suggested Activities / Benchmark Assessments:
- Presentation: students will use a poster with images to present their likes and dislikes to the class
- Paired activity: Students will record a conversation during which they discuss themselves, their likes, dislikes and hobbies
- Reading authentic advertisements for hotels, vacation destinations
- Picture prompts
- Written: The students will write a response letter to Miguel in which they introduce themselves, explain their likes and dislikes, talk about their summer and ask him additional questions

- Group activity: Have students converse with group members about likes and dislikes. After discussing preferences, students will create Venn Diagrams comparing their likes and dislikes to those of their group members.
- Student self-assessments
- Compare daily life with that of a teenager in target culture
- Journal entries

Unit 2:Advice for a happy and healthy lifestyle

Enduring Understanding:
High school students in today's society face many challenges to living a happy and healthy lifestyle. The choices that people make on a day to day basis have a lasting impact on their physical and mental well being. Examining what makes people happy in other cultures can help lead to a better, deeper understanding.

Essential Questions:
1. What things can we do to stay happy and healthy?
2. What constitutes a healthy lifestyle?
3. Does a healthy lifestyle look the same all over the world?

Can Do Statements:
- I can ask for and give advice
- I can talk about caring for myself

- I can express how I am feeling
- I can use words and expressions related to stress
- I can suggest ways to alleviate stress
- I can express agreement and disagreement
- I can report about what others say and think
- I can rank hopes and wishes
- I can make suggestions and recommendations
- I can compare healthy and unhealthy foods
- I can evaluate the consequences of unhealthy habits
- I can discuss the things I do to relax
- I can compare habits in the US to those of the target culture

Language Functions:
- Asking for/Giving information
- Describing current habits
- Explaining preferences
- Narrating
- Describe old habits
- Compare/contrast

Grammar:
- Imperfect tense (regular and irregular)
- Formal and informal commands

- reflexive verbs

Suggested Vocabulary:
- how someone is feeling
- stress
- agreement and disagreement
- suggestions and recommendations
- healthy and unhealthy foods

Suggested Activities / Benchmark Assessments
- Dialogue activities
- Speaking prompts
- Picture prompts
- Journal entries
- Student self-assessments
- Presentation: Create a "Dear Abby" type advice column. Trade papers and offer at least 3 suggestions for the problem outlined in the column
- Group activity: Brainstorm why it is important to exercise on a regular basis and maintain a balanced diet. Discuss how inactivity and poor eating habits effect teenagers.
- Written: Write about what you do to relive stress and live a healthy lifestyle.
- Oral: Look at the food pyramid and compare and contrast with that of a Mediterranean diet.
- Interpret authentic health poster(s)
- Create a poster highlighting an issue related to living a healthy lifestyle

Unit 3: Yesterday and tomorrow

Enduring Understanding:
A person cannot get through a day without interacting with technology. The impact of technology is far reaching. Technology allows us to connect with people around the globe, in ways previously impossible, and broaden our understanding of other cultures.

Essential Questions:
1. How is my future shaped by my past?
2. What impact does technology have on my life every day?
3. What are the global issues of the 21st Century?

Can Do Statements:
- I can predict accomplishments
- I can talk about future plans
- I can express cause and effect
- I can offer and support a point of view
- I can evaluate intention and purpose
- I can discuss jobs and goals
- I can talk about future career plans
- I can narrate past experiences
- I can rank my qualifications for different positions
- I can persuade an employer that I am the best candidate for a job
- I can describe the problems of today's world and offer solutions

Language Functions:
- Analyzing/interpreting
- Asking for/giving information
- Comparing/contrasting
- defining
- describing objects
- Evaluating
- Expressing likes/dislikes/preferences
- Expressing opinions
- Identifying
- Recounting experiences/events
- Reporting
- Summarizing
- Telling/Retelling stories
- Expressing interest/lack of interest/indifference or boredom
  - Speculating on the future
  - Talking about the future

Grammar:
- preterit and imperfect tenses
- future tense
- Review of near future
- conditional tense
- possessive adjectives

- direct and indirect object pronouns
- present perfect tense

Suggested Vocabulary:
- professions
- employment
- descriptive adjectives
- technology
- expressions of time
- problems in today's world

Suggested Activities / Benchmark Assessments:
- Presentation: Have students work in groups of four to write a short fictional article about natural disaster. Students use the imperfect to describe the scene and the preterit to narrate events. Each student should contribute at least two sentences to the article.
- Group activity: Each student in the class receives a profession. He/she is to write two or three sentences describing the profession. Then the class will listen as the student reads the description and w111 decide which profession is described.
- Written: Find two pictures in a magazine: one that could represent you as a child and one that could represent you as an adult. Write 5 sentences describing you as a child and 5 sentences describing you as an adult, indicating your future profession and future plans.
- Written: Write an essay describing how technology has changed in your lifetime and how these changes have affected you.
- Students prepare their own curriculum vitae
- In groups of two, students perform a job interview.

- Oral: Students in pairs are to write a dialogue between a student and a school guidance counselor. In the dialogue, they are to discuss the student's past experiences that would be assets to his/her career.
- Dialogue activities
- Speaking prompts
- Picture prompts
- Journal entries
- Contrast typical American workplace attitudes to those more common in Spanish-speaking countries.

Unit 4: Tell me who your friends are

Enduring Understanding:

We only know ourselves when we are in relationship with others. Some people can have a positive influence on our lives, while others have a negative impact. Understanding the difference between positive and negative relationships can help us make good friendship choices in the future.

Essential Questions:
1. What personal qualities about my classmates help or hinder the formation of relationships?

Can Do Statements:
- I can express happiness and unhappiness
- I can comfort someone
- I can make an apology
- I can describe an ideal relationship
- I can discuss activities that my friends and I participate in together

Language Functions:
- Asking for/Giving information
- Describing people
- Describing places
- Explaining
- Expressing interest/lack of interest/indifference or boredom
- Expressing needs/wishes/wants
- Giving biographical information
- Giving reasons and explaining causality
- Hypothesizing
- Planning
- Presenting information
- Reporting
- Expressing hopes

Grammar:
- subjunctive with expressions of feelings
- reflexive verbs for reciprocal actions
- subjunctive with the unknown or nonexistent
- present subjunctive with irregular formations

Suggested Vocabulary:
- expressions of happiness and unhappiness

- friendship
- comforting someone
- making an apology
- problems and solutions
- ideal relationship

Suggested Activities / Benchmark Assessments:
- Presentation: Working in groups of three, write and act out a skit about two friends resolving a problem. On two sheets of paper, write two pieces of advice for the "friends in conflict". One person holds up the cards at key moments so that the class and the two acting out the skit can see them. The two students acting respond to the cards in their dialogue.
- Group activity: In groups, come up with reasons or situations in which apologies might be used. Working in groups, write a note of apology for these situations and explain reasons.
- Written: Write the 5 qualities you would look for i n an ideal relationship. Ask 5 classmates to rank these qualities. Calculate the percentages of the top three responses
    - Oral: Share your findings with the class and make comparisons with the qualities written and findings of the class (resumes, job listing, etc.)
- Dialogue activities
- Speaking prompts
- Picture prompts
- Journal entries

Unit 5: Let's communicate

Enduring Understanding:

Television and the media have an ever increasing influence on people in society. The media has an impact on style, economics, behavior, attitudes and education for people on a daily basis. Understanding the far-reaching effects of the media will help us to become more aware of motivations for our actions.

Essential Questions:
1. How does television viewing impact our society?
2. How does the media influence our behavior?

Can Do Statements:
- I can express doubt and disbelief
- I can express certainty
- I can talk about possibility and impossibility
- I can express surprise
- I can invent catchy headlines about events at Fair Lawn High School
- I can evaluate headlines for believability

Language Functions:
- Asking for/Giving information
- Describing events
- Explaining
- Expressing interest/lack of interest/indifference or boredom
- Expressing needs/wishes/wants
- Giving reasons and explaining causality

- Hypothesizing
- Planning
- Presenting information
- Reporting
- Expressing hopes

Grammar:
- subjunctive with expressions of doubt or disbelief
- subjunctive after impersonal expressions

Suggested Vocabulary:
- doubt and disbelief
- media
- certainty
- possibility and impossibility
- newspaper/online reporting

Suggested Activities / Benchmark Assessments:
- Dialogue activities
- Speaking prompts
- Picture prompts
- Journal entries
- Oral: In groups, students will portray a talk show host who is interviewing one or two guests. The identity of each guest will differ.

- Videotape a news broadcast about sports, the arts, the weather, politics, international news or a general interest announcement.
- Give each group a Spanish speaking country. Have students read newspapers or news magazines from their countries. They should read articles written during a certain time period and name stories that were reported in their country at that time. Students should engage in conversation about the reason some stories received more coverage in one country than another.
- Show various commercials in the target language for students to interpret. Ask them to react to the effectiveness of the advertisement.

Unit 6: Appearances are deceiving

Enduring Understanding:
People often make snap decisions based on preconceived notions or stereotypes. These biases are often subtle and may even go unnoticed. An awareness of these underlying prejudices can help a person overcome a barrier to being more tolerant of other people and cultural differences.

Essential Questions:
1. How do stereotypes influence our opinions about people??
2. How do emotions influence our behavior?

Can Do Statements:
- I can express talk about emotional reactions
- I can express disagreement
- I can express an assumption
- I can make hypothetical statements

- I can list and refute stereotypes
- I can evaluate behaviors and draw conclusions about stereotyping or racial profiling

Language Functions:
- Asking for/Giving information
- Describing people
- Describing places
- Explaining
- Expressing interest/lack of interest/indifference or boredom
- Expressing needs/wishes/wants
- Giving biographical information
- Giving reasons and explaining causality
- Hypothesizing
- Planning
- Presenting information
- Reporting
- Expressing hopes

Grammar:
- preterit tense for emotional reactions
- subjunctive with expressions of denial and disagreement
- conditional tense
- if clauses

Suggested Vocabulary:
- emotions and reactions to emotions
- disagreement
- personality descriptions
- assumptions
- hypothetical statements
- stereotypes

Suggested Activities / Benchmark Assessments:
- Dialogue activities
- Speaking prompts
- Picture prompts
- Journal entries
- Presentation: Present a conversation to the class. Once the conversation is presented, have specific questions prepared to ask classmates relating to stereotypes reflected in the conversation and suggestions to minimize them.
- Group activity: In your group, discuss the why stereotypes exist, how they ca n be changed or eliminated.
- Written: Imagine that you are a writer for the school newspaper. Write a composition of four or five paragraphs about the effects of stereotypes in you r school. Mention what can be done to improve the situation.
- Oral: Create a conversation in which you are talking with a new student. Provide background information on the individual before you begin the conversation and indicate specific stereotypes that may be diffused throughout your conversation.

V. Core Instructional Materials:

Suggested materials that teachers use are, but are not limited to:

- authentic readings found online
- authentic readings found in newspapers, magazines
- culturally/linguistically appropriate videos found on websites such as www.youtube.com, www.teachertube.com, or other sites
- Our World Language teacher website
- Ven Conmigo Level 3 (Textbook)

VI. Assessments

Formative Assessments

- Vocabulary Practice
- Exit Tickets
- Think, Pair, Share
- Speaking Practice
- Inside / Outside circle
- Deductive Reasoning Reading
- Envelope activities
- AB Information Gap activities
- Class surveys
- Anecdotal Notes on Partner, Small-Group, and Whole-Group Discussion
- Socratic Class Discussion / Lecture Notes / Participation
- Weekly Journal Prompts – with Double Entry Journals
- Rough Drafts

Summative Assessments
- Vocabulary Quizzes
- Integrated Performance Assessments
- Recorded Speaking
- Skit / Dialogue
- Presentational writing
- Projects
- Presentations

VII. Suggested Modifications and Accommodations for Special Education, ELL, At-Risk, and Gifted Students

ACCOMMODATIONS			
Preferential seating	Repeating/ simplifying of directions	Ample use of visuals	Use of manipulatives
Strategic/flexible grouping and pairing	Clear visual, verbal and demonstrative modeling	Kinesthetic activities Rhythm, music, body movements	Use of graphic organizers
Ample wait time before calling on students	Think/Pair/Share	Teach vocab in context, and in small chunks	Frequent repetition
Student self-assessment,	Have students set	Break down assignments	Learning centers or stations

self-monitoring of progress	personal growth goals	into manageable parts/tasks	that address varied activities, skills, learning modalities
MODIFICATIONS			
Speaking Provide: -sentence starters -processing time -cues and prompts -embedded choices -practice time	**Groups/Pairs** Teach: -rules and expectations -skills of independence – bridging phrases, disagreeing agreeably, voice level -strategies for moving in and out of groups -signal for getting teacher's attention Allow: Flexible grouping Adequate/extra time Assign group roles	**Reading** Use: -peer tutoring -label main ideas -label 5 W's -visual imagery -graphic organizers Allow: -Highlighting of key words/concepts -Silent pre-reading -Partner reading Teach: -Pre-reading strategies -'During' reading strategies -Post-reading strategies	**Writing** -Shorten task -Require lists rather than sentences Allow: -note-taking -visual representation of ideas -collaborative writing -Brainstorm word bank -Pre-writing with graphic organizers Provide: -Model of writing -Structure for writing -Fill-in-blank form for note-taking

VIII. New Jersey Core Curriculum Content Standards

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- Common Core Curriculum Standards (http://www.state.nj.us/education/cccs/2014/wl/WL-1-NH.pdf)

7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.

7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.

7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.

7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.

7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.

7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.

7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.

7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.

7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.

7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.

7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.

7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.

7.1.IL.C.5 Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.

- Technology standards (http://www.state.nj.us/education/cccs/2014/tech/):

8.1.12.A.1 Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs and interpret the results
8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software

- Workplace readiness standards (http://www.state.nj.us/education/cccs/1996/05ccwrready.html):

7.1.15 Explore employment opportunities where languages are advantageous.

7.2.13Use technology to enhance language acquisition, and to acquire current cultural information, in order to develop more accurate impressions of the culture studied.

7.2.8 Examine interrelationships between the language and the culture of a given group of people, as evidenced in literary works.

7.1.17 Communicate and interact in a limited range of task-oriented and social situations.

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- 21st Century Content Standards (http://www.state.nj.us/education/cccs/standards/9/#91):

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
9.1.12.A.2 Participate in online strategy and planning sessions for course-based, school-based, or outside projects.

9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.
9.1.12.D.2 Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.
9.1.12.D.3 Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st-century skill.
9.1.12.E.1 Explain how digital media are used in daily life in a variety of settings.

IX. Interdisciplinary Connections and Alignment to Technology standards
The following topics have connections to other content areas:

- Social Studies - (Geography of Target Language Countries, Immigration, Service Learning)

6.2.12.D.5.a Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.

6.2.12.D.5.c Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.

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6.2.12.D.6.a Assess the role of increased personal and business electronic communications in creating a "global" culture, and evaluate the impact on traditional cultures and values.

- Math - Currency Exchange Rates, Metric System

CCSS.Math.Content.HSN-RN.A.1
CCSS.Math.Content.HSS-ID.A.1

- English - Central Idea/Summarizing, Transition words, Sequencing of events

CCSS:ELA – Literacy.R1.11 – 12.4 & 11-12.10

- Technology - *See above*

- 21st Century Life and Careers - *See above*