Willingboro Public Schools
Spanish III

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Course Sequence/Table of Contents:

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Overview	Content Standards	Unit Focus
Unit 1 Preliminary Lesson: A Busy Life, Outdoor Activities & Helping Others	**NJSLSA Standard 7.1 World Languages:** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities. **Interpretive Mode of Communication** ● 7.1.IL.IPRET.1. Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the	Level III is designed for students who wish to continue their study of the target language. Spanish three furthers the study of grammar, vocabulary and cultures of Spanish-speaking countries. Students improve listening, speaking, reading and writing skills. Students further develop reading comprehension skills through literature, oral presentations and written exercises. This course requires students to place more emphasis on the development of strong comprehension and communication skills utilizing authentic materials and sources. Students will expand their vocabulary to include more detailed and complex themes. Grammatical structure will be mastered as needed to achieve more accurate communication. Students are encouraged to be creative in their responses and to take risks to extend beyond the

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	target culture(s). ● 7.1.IL.IPRET.2. React to a series of oral and written instructions connected to daily life. ● 7.1.IL.IPRET.3. Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture. ● 7.1.IL.IPRET.4. Infer the meaning of some unfamiliar words and ideas in some new contexts. ● 7.1.IL.IPRET.5. Compare and contrast some unique linguistic elements in English and the target language. ● 7.1.IL.IPRET.6. Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community. **Core Ideas** ● Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. **Interpersonal Mode of Communication** ● 7.1.IL.IPERS.1. Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas. ● 7.1.IL.IPERS.2. Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life. ● 7.1.IL.IPERS.3. Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities. ● 7.1.IL.IPERS.4. Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations. ● 7.1.IL.IPERS.5. Engage in short conversations about	framework of familiar vocabulary and structure. Successful completion of this course will be measured through the use of the three modes of communication: Interpretive (reading and listening), Interpersonal (speaking), Presentational (writing and speaking), oral and written assessments, projects, homework, class participation, and final exam. The students will perform in the range of proficiency level Intermediate Low as prescribed by the New Jersey Student Learning Standard for World Languages for World Languages and the American Council on the Teaching of Foreign Language. This course can be counted in fulfillment of the state mandated five (5) credits of world languages graduation requirements. In **unit one**, students will review talking about oneself and others; saying what you know how to do; talking about people and places; describing daily routine and making comparisons. They will also review verbs like gustar, decir, tener, saber, conocer, ser, estar, and venir; present tense of regular and irregular verbs; present tense of "yo' verbs; stem-changing verbs; and reflexive verbs. After the review students will explore the following countries: Mexico and the United States. Students will learn vocabulary related to camping, nature, going to the beach, and family relationships. Students will also learn vocabulary related to volunteer activities and projects, making requests and recommendations, and the media. Students will learn the following Spanish Grammar: Preterite tense of regular verbs; irregular preterites; imperfect tense; tu commands, other command forms; pronouns with commands; and impersonal expressions + infinitive.

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	personal experiences or events and/or topics studied in other content areas. ● 7.1.IL.IPERS.6. Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions. **Core Ideas** ● Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals. ● Speakers and writers gain confidence and competency as they progress along the proficiency continuum **Presentational Mode of Communication** ● 7.1.IL.PRSNT.1. Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience. ● 7.1.IL.PRSNT.2. Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences. ● 7.1.IL.PRSNT.3. Use language creatively to respond in writing to a variety of oral or visual prompts. ● 7.1.IL.PRSNT.4. Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing. ● 7.1.IL.PRSNT.5. Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions. **Core Ideas** ● Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. ● Speakers and writers gain confidence and competence as they progress along the proficiency continuum.	

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Unit 1: *Text* *Suggested Open Educational Resources*	● *Avancemos 2018- Level 3* ● Project Gutenberg Free Spanish Books ● World Language Community Portal ● Duolingo-Spanish	
Unit 2 **The Future of Earth & How I Want Be**	**NJSLSA Standard 7.1 World Languages:** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities. **Interpretive Mode of Communication** ● 7.1.IL.IPRET.1. Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s). ● 7.1.IL.IPRET.2. React to a series of oral and written instructions connected to daily life. ● 7.1.IL.IPRET.3. Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture. ● 7.1.IL.IPRET.4. Infer the meaning of some unfamiliar words and ideas in some new contexts. ● 7.1.IL.IPRET.5. Compare and contrast some unique linguistic elements in English and the target language. ● 7.1.IL.IPRET.6. Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.	Level III is designed for students who wish to continue their study of the target language. Spanish three furthers the study of grammar, vocabulary and cultures of Spanish-speaking countries. Students improve listening, speaking, reading and writing skills. Students further develop reading comprehension skills through literature, oral presentations and written exercises. This course requires students to place more emphasis on the development of strong comprehension and communication skills utilizing authentic materials and sources. Students will expand their vocabulary to include more detailed and complex themes. Grammatical structure will be mastered as needed to achieve more accurate communication. Students are encouraged to be creative in their responses and to take risks to extend beyond the framework of familiar vocabulary and structure. Successful completion of this course will be measured through the use of the three modes of communication: Interpretive (reading and listening), Interpersonal (speaking), Presentational (writing and speaking), oral and written assessments, projects, homework, class participation, and final exam. The students will perform in the range of proficiency level Intermediate Low as prescribed by the New Jersey Student Learning Standard for World Languages for World Languages and the American Council on the Teaching of Foreign Language. This course can be counted in fulfillment of the state mandated five (5) credits of world languages graduation requirements.

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	Core Ideas ● Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. **Interpersonal Mode of Communication** ● 7.1.IL.IPERS.1. Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas. ● 7.1.IL.IPERS.2. Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life. ● 7.1.IL.IPERS.3. Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities. ● 7.1.IL.IPERS.4. Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations. ● 7.1.IL.IPERS.5. Engage in short conversations about personal experiences or events and/or topics studied in other content areas. ● 7.1.IL.IPERS.6. Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions. **Core Ideas** ● Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals. ● Speakers and writers gain confidence and competency as they progress along the proficiency continuum. **Presentational Mode of Communication**	In **unit two** students will learn about the culture, geography, and people of Central America and the Caribbean. Students will also learn vocabulary related to environmental concerns and social awareness. They will also learn how to present and support opinions and describe others. Students will explore professions while learning to express positive and negative emotions. In the area of grammar, students will learn the following: Future tense; "por" and "para", present subjunctive with many verb forms and verbs of influence; subjunctive with doubt and emotion.

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	● 7.1.NH.PRSNT.1. Recombine basic information at the phrase and sentence level related to everyday topics and themes. ● 7.1.NH.PRSNT.2. Create and present brief messages using familiar vocabulary orally or in writing. ● 7.1.NH.PRSNT.3. Describe orally and in writing people and things from the home and school environment. ● 7.1.NH.PRSNT.4. Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. ● 7.1.NH.PRSNT.5. When speaking and writing, use simple sentences and try to connect them with a few transition words. ● 7.1.NH.PRSNT.6. Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States. **Core Ideas** ● Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	
Unit 2 *Text* *Suggested Open Educational Resources*	● *Avancemos 2018- Level 3* ● Project Gutenberg Free Spanish Books ● World Language Community Portal ● Duolingo-Spanish	
Unit 3 **Entertainment & Our Living Arrangements**	**NJSLSA Standard 7.1 World Languages:** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and	Level III is designed for students who wish to continue their study of the target language. Spanish three furthers the study of grammar, vocabulary and cultures of Spanish-speaking countries. Students improve listening, speaking, reading and writing skills. Students further develop reading comprehension

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	culture studied with their own, and participate in home and global communities. **Interpretive Mode of Communication** ● 7.1.IL.IPRET.1. Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s). ● 7.1.IL.IPRET.2. React to a series of oral and written instructions connected to daily life. ● 7.1.IL.IPRET.3. Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture. ● 7.1.IL.IPRET.4. Infer the meaning of some unfamiliar words and ideas in some new contexts. ● 7.1.IL.IPRET.5. Compare and contrast some unique linguistic elements in English and the target language. ● 7.1.IL.IPRET.6. Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community. **Core Ideas** ● Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. **Interpersonal Mode of Communication** ● 7.1.IL.IPERS.1. Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas. ● 7.1.IL.IPERS.2. Ask and respond with appropriate	skills through literature, oral presentations and written exercises. This course requires students to place more emphasis on the development of strong comprehension and communication skills utilizing authentic materials and sources. Students will expand their vocabulary to include more detailed and complex themes. Grammatical structure will be mastered as needed to achieve more accurate communication. Students are encouraged to be creative in their responses and to take risks to extend beyond the framework of familiar vocabulary and structure. Successful completion of this course will be measured through the use of the three modes of communication: Interpretive (reading and listening), Interpersonal (speaking), Presentational (writing and speaking), oral and written assessments, projects, homework, class participation, and final exam. The students will perform in the range of proficiency level Intermediate Low as prescribed by the New Jersey Student Learning Standard for World Languages for World Languages and the American Council on the Teaching of Foreign Language. This course can be counted in fulfillment of the state mandated five (5) credits of world languages graduation requirements. In **unit three**, students will have the opportunity to learn about the customs and culture of Andes countries and Spain. Students will also learn about travel preparations, computers, and different types of conditions and requirements. They will participate in group discussions and talk about various leisure activities. Students will also explore around neighborhoods and learn about city living. As part of this unit, students will learn about train travel and describe a cultural excursion. Unit three grammar will emphasize the following; Subjunctive with conjunctions and with the unknown; conditional tense; reported speech; past participle as adjectives; present perfect tense, past perfect tense, and future perfect tense.

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	comments and questions to factual and personal questions on familiar topics relating to daily life. ● 7.1.IL.IPERS.3. Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities. ● 7.1.IL.IPERS.4. Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations. ● 7.1.IL.IPERS.5. Engage in short conversations about personal experiences or events and/or topics studied in other content areas. ● 7.1.IL.IPERS.6. Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions. **Core Ideas** ● Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals. ● Speakers and writers gain confidence and competency as they progress along the proficiency continuum. **Presentational Mode of Communication** ● 7.1.IL.PRSNT.1. Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience. ● 7.1.IL.PRSNT.2. Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences. ● 7.1.IL.PRSNT.3. Use language creatively to respond in writing to a variety of oral or visual prompts. ● 7.1.IL.PRSNT.4. Compare and contrast age- and level-appropriate culturally authentic resources orally	

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	and in writing. ● 7.1.IL.PRSNT.5. Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions. **Core Ideas** ● Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. ● Speakers and writers gain confidence and competence as they progress along the proficiency continuum.	
Unit 3 *Text:* *Suggested Open Educational Resources*	● *Avancemos 2018- Level 3* ● [Project Gutenberg Free Spanish Books](#) ● [World Language Community Portal](#) ● [Duolingo-Spanish](#)	
Unit 4 **My Past and Future & Literature Talk**	**NJSLSA Standard 7.1 World Languages:** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities. **Interpretive Mode of Communication** ● 7.1.IL.IPRET.1. Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s). ● 7.1.IL.IPRET.2. React to a series of oral and written instructions connected to daily life. ● 7.1.IL.IPRET.3. Compare and contrast the use of verbal	Level III is designed for students who wish to continue their study of the target language. Spanish three furthers the study of grammar, vocabulary and cultures of Spanish-speaking countries. Students improve listening, speaking, reading and writing skills. Students further develop reading comprehension skills through literature, oral presentations and written exercises. This course requires students to place more emphasis on the development of strong comprehension and communication skills utilizing authentic materials and sources. Students will expand their vocabulary to include more detailed and complex themes. Grammatical structure will be mastered as needed to achieve more accurate communication. Students are encouraged to be creative in their responses and to take risks to extend beyond the framework of familiar vocabulary and structure. Successful completion of this course will be measured through the use of the three modes of communication: Interpretive (reading and listening), Interpersonal (speaking), Presentational (writing

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	and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture. ● 7.1.IL.IPRET.4. Infer the meaning of some unfamiliar words and ideas in some new contexts. ● 7.1.IL.IPRET.5. Compare and contrast some unique linguistic elements in English and the target language. ● 7.1.IL.IPRET.6. Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community. **Core Ideas** ● Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. **Interpersonal Mode of Communication** ● 7.1.IL.IPERS.1. Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas. ● 7.1.IL.IPERS.2. Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life. ● 7.1.IL.IPERS.3. Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities. ● 7.1.IL.IPERS.4. Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations. ● 7.1.IL.IPERS.5. Engage in short conversations about personal experiences or events and/or topics studied in other content areas. ● 7.1.IL.IPERS.6. Exchange information with classmates and with native speakers of the target language about the	and speaking), oral and written assessments, projects, homework, class participation, and final exam. The students will perform in the range of proficiency level Intermediate Low as prescribed by the New Jersey Student Learning Standard for World Languages for World Languages and the American Council on the Teaching of Foreign Language. This course can be counted in fulfillment of the state mandated five (5) credits of world languages graduation requirements. In **unit four**, students will learn about the culture, customs, and geography of Venezuela, Colombia and the Southern Cone region of South America. Students will continue to expand their vocabulary in the target language by planning for future activities including discussing part-time jobs, planning on going to school activities and events and exploring careers. They will also discuss and critique literature and read and interpret plays. Unit four grammar will emphasize the following; Imperfect subjunctive; subjunctive of perfect tenses; "si" clauses; sequence of tenses; past progressive; conjunctions; and "se" for unintentional occurrences; and uses of the subjunctive.

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	effects of climate change on the target language region(s) of the world and suggest a few possible solutions. **Core Ideas** ● Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals. ● Speakers and writers gain confidence and competency as they progress along the proficiency continuum **Presentational Mode of Communication** ● 7.1.IL.PRSNT.1. Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience. ● 7.1.IL.PRSNT.2. Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences. ● 7.1.IL.PRSNT.3. Use language creatively to respond in writing to a variety of oral or visual prompts. ● 7.1.IL.PRSNT.4. Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing. ● 7.1.IL.PRSNT.5. Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions. **Core Ideas** ● Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. ● Speakers and writers gain confidence and competence as they progress along the proficiency continuum.	

Overview	Content Standards	Unit Focus
Unit 4: Text Suggested Open Educational Resources	● ***Avancemos 2018- Level 3*** ● Project Gutenberg Free Spanish Books ● World Language Community Portal ● Duolingo-Spanish	

Unit 1 World Language-Spanish: Preliminary Lesson: A Busy Life, Outdoor Activities & Helping Others
Overview
In unit one, students will review talking about oneself and others; saying what you know how to do; talking about people and places; describing daily routine and making comparisons. They will also review verbs like gustar, decir, tener, saber, conocer, ser, estar, and venir; present tense of regular and irregular verbs; present tense of "yo' verbs; stem-changing verbs; and reflexive verbs. After the review students will explore the following countries: Mexico and the United States. Students will learn vocabulary related to camping, nature, going to the beach, and family relationships. Students will also learn vocabulary related to volunteer activities and projects, making requests and recommendations, and the media. Students will learn the following Spanish Grammar: Preterite tense of regular verbs; irregular preterites; imperfect tense; tu commands, other command forms; pronouns with commands; and impersonal expressions + infinitive

Essential Questions	Enduring Understandings
● Why is it useful to study Spanish? ● What is culture? How do the cultures of target language countries differ from that of the United States? ● How do you describe a camping trip and what is needed for the outdoors? ● Why is it important to learn correct grammar when learning a new language? ● How does the geography of a country influence the forms of recreation? ● Who do you travel with and what activities can be done at the beach?	● There are both similarities and differences relating to outdoor activities in target language countries and the United States. ● Talking about past events will help us understand future events. ● Family vacations are important life events and vary from one culture to another. ● Language reflects and is influenced by the culture in which it is found. Members of one culture may make assumptions about other cultures based on their own attitudes and beliefs. ● Studying another language enhances understanding of one's own language and culture. ● Describing a place and its climate will help you better understand the culture of its people.

Unit 1 World Language-Spanish: Preliminary Lesson: A Busy Life, Outdoor Activities & Helping Others
Content Standards

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

Student Learning Objectives

Students will be able to
- Understand the main idea and some information on familiar topics
- Sequence information written at the phrase or sentence level
- request and provide information in conversations on familiar topics
- Create simple sentences
- Ask appropriate follow-up questions
- Present personal information about my life, activities, and events using simple sentences
- Talk about what you did with friends
- Talk about nature
- Use irregular preterite grammar
- Identify the general topic and some basic information in both very familiar and everyday contexts
- Recognize practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed
- Communicate in a spontaneous manner to spoken, written, or signed conversations on everyday or familiar topics
- Use a variety of memorized or practiced words when speaking or writing.
- Present information on both very familiar and practiced topics using a variety of learned words, phrases, sentences, and questions
- Talk about a family vacation
- Identify extended family members

- Discuss activities, skills, and abilities
- Describe a place and its climate
- Practice imperfect tense
- Practice the preterite and imperfect tense
- Describe a camping trip

Integrated Accommodations and Modifications		
Special Education Students	**English Language Learners**	**At Risk**
- Utilize modifications & accommodations delineated in the student's IEP - Provide additional manipulatives to support instruction - Allow for alternative strategies to solve algorithms or tasks - Provide the steps needed to complete the task - Model frequently - Provide repetition and practice. - Use visuals to demonstrate/model the processes - Restate, reread, and clarify directions/questions - Ask students to restate information, directions, and assignments. - Provide copy of class notes - Distribute study guide for classroom tests. - Provide preferential seating to be mutually determined by the student and teacher - Provide extra textbooks for home. - Provide regular parent/ school communication - Allow extended time to complete assignment - Establish procedures for accommodations / modifications for assessments - Allow student to take/complete tests in an alternate setting as needed	WIDA Can Do Descriptors https://wida.wisc.edu/teach/can-do/descriptors - Modify Assignments - Use testing and portfolio assessment - Utilize Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) - Repeat, rephrase, paraphrase key concepts and directions - Allow for extended time for assignment completion as needed - Highlight key vocabulary - Define essential vocabulary in context - Use graphic organizers, visuals, manipulatives and other concrete materials - Use gestures, facial expressions and body language - Read aloud - Build on what students already know and prior experience	- Pair visual prompts with verbal presentations - Ask students to restate information, directions, and assignments. - Provide repetition and and practice - Model skills / techniques to be mastered. - Provide extended time to complete class work - Provide copy of class notes - Provide preferential seating to be mutually determined by the student and teacher - Allow the use of a computer to complete assignments. - Establish expectations for correct spelling on assignments - Provide extra textbooks for home. - Provide Peer Support - Increase one on one time

Appendix A: Special Education Accommodations and Modifications		

Gifted and Talented Students	**504 Plan**
- Utilize advanced, accelerated, or compacted content - Provide assignments that emphasize higher- level thinking skills. - Allow for individual student interest - Gear assignments to development in areas of affect, creativity, cognition, and research skills - Allow for a variety in types of resources - Provide problem-based assignments with planned scope and sequence - Utilize inquiry-based instruction - Adjust the pace of lessons - Utilize Choice Boards - Provide Problem-Based Learning - Establish flexible Grouping	- Pair visual prompts with verbal presentations - Ask students to restate information, directions, and assignments. - Provide repetition and and practice - Model skills / techniques to be mastered. - Provide extended time to complete class work - Provide copy of class notes - Break long assignments into smaller parts - Assist student in setting short term goals - Allow for preferential seating to be mutually determined by the student and teacher - Provide extra textbooks for home. - Model and reinforce organizational systems (i.e. color-coding) - Write out homework assignments, check student's recording of assignments

Interdisciplinary Connections	**Computer Science and Design Thinking**
English Language Arts *Writing* - W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. - W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. - opportunity to integrate climate change education. - W.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).	**Computer Science and Design Thinking Practices** - Fostering an Inclusive Computing and Design Culture - Collaborating Around Computing and Design - Recognizing and Defining Computational Problems - Developing and Using Abstractions - Creating Computational Artifacts - Testing and Refining Computational Artifacts - Communicating About Computing and Design **Computer Science and Design Thinking Standards** **By the end of Grade 12** *Data and Analysis* 8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change. *Interaction of Technology and Humans* 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture. *Effects of technology on the Natural World*

- W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

Speaking and Listening
- SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
- Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

- 8.2.12.ETW.3: Identify a complex, global environmental or climate change issue, develop a systemic plan of investigation, and propose an innovative sustainable solution.

- SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- SL.ES.9–10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
- SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
  A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
  C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
  D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- SL.ES.11–12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Social Studies

- 6.2.12.GeoPP.5.a: Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures).
- 6.2.12.GeoPP.6.a: Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use
- • 6.2.12.EconGE.6.a: Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.

Career Readiness, Life Literacies and Key Skills

Career Readiness, Life Literacies and Key Skills Practices
- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Career Readiness, Life Literacies and Key Skills Standards
9.1 Personal Financial Literacy
- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.

9.2 Career Awareness, Exploration, Preparation, and Training
- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

9.4 Life Literacies and Key Skills
21st Century Skills
- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).

- 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).

Technology Integration
- 9.4.12.DC.8: Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.
- 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4)
- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
- 9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

Intercultural Statement
- Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.   - Learners recognize and identify a few typical practices of the target culture.

Climate Change
7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.   7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues and exchange information with classmates and others about global issues, including climate change.   7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

SEL Competencies
Self - Awareness   **Self - Management**   **Social Awareness**   **Responsible Decision Making**   **Relationship Skills**   **https://www.nj.gov/education/safety/wellness/selearning/index.shtml**

District/School Formative Assessment Plan	District/School Summative Assessment Plan
Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.	*Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*

Teachers are encouraged to incorporate Formative Assessments into all lessons. During instruction, teachers will collect ongoing information on students' mastery of content through a variety of methods: ● Questioning: using Socratic method, probing questions, a hierarchical system in complexity (Bloom's Taxonomy) ● Exit tickets, rotational activities (stations), quizzes, and small group activities ● Classwork, homework, group work (formative assessment) ● Pre-Assessment, teacher's observation, class discussion, and journal	**Benchmark Assessments:** ● Avancemos Audio Assessment ● Avancemos Differentiated Assessment ● Avancemos Assessment: End of Unit Assessment ● Avancemos Assessment: End of Unit Summative Assessment **Standardized Assessments:** ● NJSLA **Other Summative Assessments:** Teachers are encouraged to design and their own assessments (topic/module tests and quizzes) individually and/or with their department or grade-level partners, as per Uniform Grading Profile.

Targeted Academic Vocabulary
frente a, montar la tienda de campaña, acampar, la naturaleza, la cantimplora, las arañas, serpientes, dentro, meterse, sin, fuera, fósforos, encender la fogata, llenar, al aire libre, hacer caminatas, los senderos del bosque, los árboles, las flores, hacer una excursión junto al río, el saco de dormir, las ollas, la estufa de gas, escalar montañas, agotar, el albergue juvenil, la camioneta, el equipo, al extranjero, observar, la selva, conseguir, las tarifas, ofrecen descuentos, ahorrar, el transporte público, encender, navegar por rápidos, meterse en, llenar, montar, navegar, observar, ofrecer, remar, seguir, utilizar, el agua dulce, la araña, el árbol, la flor, la mariposa, la naturaleza, el pájaro, el pez, el río, el sendero, la serpiente, agotar, al extranjero, con anticipación, dentro, frentea, inolvidable, junto a, sin, el apellido, el bebe, el bisabuelo, el biznieto, el cuñado (a), la nuera, el padrino, el pariente, el sobrino, la suegra, el yerno, el novio, el nieto, el matrimonio, el esposo(a), la arena, la brisa, el calor agobiante, el caracol, hacer fresco, la orilla, el puerto, la sombrilla, ver el amanecer, ver la puesta del sol, el carro, la casa rodante, conducir, la cubierta, la escapada, hacer un crucero, la canoa, el chaleco de salvavidas, la moto aquatica, el surfista, la tabla de surf, el velero, el voleibol playero, en absoluto, juntarse, mantener, marearse, merendar, parase, parecerse a, recoger, recostarse, refrescarse, refugiarse, reunirse. los ancianos, la bolsa de plastico, el comedor de beneficencia, el envase, la gente sin hogar, los guantes de trabajo, la pobreza, el hospital, la lata, el proyecto de accion social, el voluntario, el anuncio, el articul, la campana, el canal de televison, la creatividad, el diseno, la emisora, el lema, el letrero, las noticias, el periodico, la prensa, la pub;icidad, la revista, colaborar, el cheque, contar con los demas, la cooperacion, cumplir, delegar, elegir,gastar, juntar fondos, organizar, la planificación, prestar, el presupuesto, la prioridad, recaudar fondos, solicitar, tirar, **Other vocabulary depending on students' language levels**

District/School Tasks	**District/School Primary and Supplementary Resources**
● Common Formative Assessments ● Common District Summative Assessments ● See above Assessment Sections for more information	**District-Mandated Resources** ● *Avancemos 2018- Level 3* **Assessment Resources:** ● Performance Assessment & Evaluation ● District Spanish Grading Rubric **Other Resources:** ● Exchange information in conversations ● Present simple information

- Develop and perform (simple dialogues ,self introduction)
- Role-playing with rubrics
- Understanding of few idiomatic expressions
- Observations
- Audio visuals activities/exercises
- Graphic organizers such as Venn Diagram
- Short introductory paragraphs
- Formal and informal cards,notes, postcards
- Formal and informal assessments
- Singing songs
- https://www.conjuguemos.com/
- https://kahoot.com
- African Americans in the Media (**Amistad Law**)
- Teaching the Holocaust through Works of Art AN ED UC ATO R'S R ESO URCE (**Holocaust Law**)
- Earth's Energy Balance (**Climate Change**)
- Impact, Adaptation, and Mitigation of Climate Change (**Climate Change**)
- Climate Change and Visual Arts (**Climate Change**)
- Global Oneness Project: Climate Change Art (**Climate Change**)
- In the Classroom: Ideas and Strategies for Kids with ADD and Learning Disabilities (**LGBTQ+/Disabilities Awareness**)
- Fighting Prejudice and Discrimination of Differently Abled People (**LGBTQ+/Disabilities Awareness**)
- Respectful Communication (**SEL**)
- Making decisions: Ally or bystander (**LGBTQ+/Disabilities Awareness**)
- Understanding Disabilities (**LGBTQ+/Disabilities Awareness**)
- Inspiring People of Asian/Pacific Islander Descent Article-A-Day (**AAPI**)
- History and Contributions of LGBT People (**LGBTQ+/Disabilities Awareness**)

Project Ideas:
- Create a multimedia presentation or blog about a Spanish speaking country, including the economic products produced by that nation, typical customs, and five environmental threats to that country's economy and people.
- Create a digital vacation brochure of a Central American country. Highlight ecotourism and indigenous cultures. Include costs of travel,

	lodging, food, souvenirs, and donations towards an environmental or socio political cause.
Instructional Best Practices and Exemplars	
See Appendix B for Instructional Best Practices and Exemplars	
Pacing Guide	
Spanish III Pacing Guide	

Unit 2 World Language-Spanish: The Future of Earth & How I Want Be

Overview
In Unit 2 students will learn about the culture, geography, and people of Central America and the Caribbean. Students will also learn vocabulary related to environmental concerns and social awareness. They will also learn how to present and support opinions and describe others. Students will explore professions while learning to express positive and negative emotions. In the area of grammar, students will learn the following: Future tense; "por" and "para", present subjunctive with many verb forms and verbs of influence; subjunctive with doubt and emotion.

Essential Questions	Enduring Understandings
- How do you describe volunteer activities and organize people to do a project? - How do you persuade others to get involved? - How do you make requests and recommendations? - How can we fundraise and get others to help in our community? - How can I help make the future a better place to be?	- Neighborhoods and cities vary from one country to another but also share commonalities. - There are many ways to positively influence others and persuade them in order to make positive improvements. - Teenagers can engage in many different ways to help the planet. - The climate and geography of target language countries is very diverse and varies from region to region. - There are many ways we can give back.

Unit 2 World Language-Spanish: The Future of Earth & How I Want Be

Content Standards
7.1.IL.IPRET.1. Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).   7.1.IL.IPRET.2. React to a series of oral and written instructions connected to daily life.   7.1.IL.IPRET.3. Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.   7.1.IL.IPRET.4. Infer the meaning of some unfamiliar words and ideas in some new contexts.   7.1.IL.IPRET.5. Compare and contrast some unique linguistic elements in English and the target language.   7.1.IL.IPERS.1. Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.   7.1.IL.IPERS.2. Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.   7.1.IL.IPERS.3. Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.   7.1.IL.IPERS.4. Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.   7.1.IL.IPERS.5. Engage in short conversations about personal experiences or events and/or topics studied in other content areas.   7.1.IL.PRSNT.1. Recombine basic information at the phrase and sentence level related to everyday topics and themes.

Unit 2 World Language-Spanish: The Future of Earth & How I Want Be
Content Standards
● 7.1.IL.PRSNT.2. Create and present brief messages using familiar vocabulary orally or in writing. ● 7.1.IL.PRSNT.3. Describe orally and in writing people and things from the home and school environment.

Student Learning Objectives
*S*tudents will be able to ● Identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences ● Communicate in spontaneous spoken, written, or signed conversations on familiar and everyday topics ● Use a variety of practiced or memorized words, phrases, simple sentences, and questions ● Make requests and recommendations ● Express opinions ● Talk about the media and the community ● Use Impersonal se Expressions ● Use pronouns with Commands

Integrated Accommodations and Modifications		
Special Education Students	**English Language Learners**	**At Risk**
● Utilize modifications & accommodations delineated in the student's IEP ● Provide additional manipulatives to support instruction ● Allow for alternative strategies to solve algorithms or tasks ● Provide the steps needed to complete the task ● Model frequently ● Provide repetition and practice. ● Use visuals to demonstrate/model the processes ● Restate, reread, and clarify directions/questions ● Ask students to restate information, directions, and assignments.	WIDA Can Do Descriptors https://wida.wisc.edu/teach/can-do/descriptors ● Modify Assignments ● Use testing and portfolio assessment ● Utilize Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) ● Repeat, rephrase, paraphrase key concepts and directions ● Allow for extended time for assignment completion as needed ● Highlight key vocabulary ● Define essential vocabulary in context ● Use graphic organizers, visuals, manipulatives and other concrete materials	● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Provide repetition and and practice ● Model skills / techniques to be mastered. ● Provide extended time to complete class work ● Provide copy of class notes ● Provide preferential seating to be mutually determined by the student and teacher ● Allow the use of a computer to complete assignments. ● Establish expectations for correct spelling on assignments ● Provide extra textbooks for home.

● Provide copy of class notes ● Distribute study guide for classroom tests. ● Provide preferential seating to be mutually determined by the student and teacher ● Provide extra textbooks for home. ● Provide regular parent/ school communication ● Allow extended time to complete assignment ● Establish procedures for accommodations / modifications for assessments ● Allow student to take/complete tests in an alternate setting as needed Appendix A: Special Education Accommodations and Modifications	● Use gestures, facial expressions and body language ● Read aloud ● Build on what students already know and prior experience	● Provide Peer Support ● Increase one on one time

Gifted and Talented Students	**504 Plan**
● Utilize advanced, accelerated, or compacted content ● Provide assignments that emphasize higher- level thinking skills. ● Allow for individual student interest ● Gear assignments to development in areas of affect, creativity, cognition, and research skills ● Allow for a variety in types of resources ● Provide problem-based assignments with planned scope and sequence ● Utilize inquiry-based instruction ● Adjust the pace of lessons ● Utilize Choice Boards ● Provide Problem-Based Learning ● Establish flexible Grouping	● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Provide repetition and and practice ● Model skills / techniques to be mastered. ● Provide extended time to complete class work ● Provide copy of class notes ● Break long assignments into smaller parts ● Assist student in setting short term goals ● Allow for preferential seating to be mutually determined by the student and teacher ● Provide extra textbooks for home. ● Model and reinforce organizational systems (i.e. color-coding) ● Write out homework assignments, check student's recording of assignments

Interdisciplinary Connections	**Computer Science and Design Thinking**

English Language Arts	Computer Science and Design Thinking Practices
Writing	● Fostering an Inclusive Computing and Design Culture

English Language Arts

Writing

- W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- opportunity to integrate climate change education.
- W.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
- W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
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- W.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

Computer Science and Design Thinking Practices

- Fostering an Inclusive Computing and Design Culture
- Collaborating Around Computing and Design
- Recognizing and Defining Computational Problems
- Developing and Using Abstractions
- Creating Computational Artifacts
- Testing and Refining Computational Artifacts
- Communicating About Computing and Design

Computer Science and Design Thinking Standards

By the end of Grade 12

Data and Analysis

- 8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

Interaction of Technology and Humans

- 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

Effects of technology on the Natural World

- 8.2.12.ETW.3: Identify a complex, global environmental or climate change issue, develop a systematic plan of investigation, and propose an innovative sustainable solution.

Speaking and Listening
- SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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  - E. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  - F. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
  - G. Propel conversations by posing and responding to questions that

probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
   H. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- SL.ES.11–12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Social Studies
- 6.2.12.GeoPP.5.a: Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures).
- 6.2.12.GeoPP.6.a: Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use
- 6.2.12.EconGE.6.a: Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.

Career Readiness, Life Literacies and Key Skills

Career Readiness, Life Literacies and Key Skills Practices
- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Career Readiness, Life Literacies and Key Skills Standards
9.1 Personal Financial Literacy
- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.

9.2 Career Awareness, Exploration, Preparation, and Training
- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

9.4 Life Literacies and Key Skills
21st Century Skills
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12 prof.CR2b, 2.2.12.LF.8).
- 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).

Technology Integrations
- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
- 9.4.12.DC.8: Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.
- 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4)
- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
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● 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.   ● 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues and exchange information with classmates and others about global issues, including climate change.   ● 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.
SEL Competencies
● **Self - Awareness**   ● **Self - Management**   ● **Social Awareness**   ● **Responsible Decision Making**   ● **Relationship Skills**   **https://www.nj.gov/education/safety/wellness/selearning/index.shtml**

District/School Formative Assessment Plan	District/School Summative Assessment Plan
Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards. Teachers are encouraged to incorporate Formative Assessments into all lessons. During instruction, teachers will collect ongoing information on students' mastery of content through a variety of methods: ● Questioning: using Socratic method, probing questions, a hierarchical system in complexity (Bloom's Taxonomy) ● Exit tickets, rotational activities (stations), quizzes, and small group activities ● Classwork, homework, group work (formative assessment) ● Pre-Assessment, teacher's observation, class discussion, and journal	*Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.* **Benchmark Assessments:** ● Avancemos Audio Assessment ● Avancemos Differentiated Assessment ● Avancemos Assessment: End of Unit Assessment ● Avancemos Assessment: End of Unit Summative Assessment **Standardized Assessments:** ● NJSLA and AP Spanish Test **Other Summative Assessments:** Teachers are encouraged to design and their own assessments (topic/module tests and quizzes) individually and/or

with their department or grade-level partners, as per Uniform Grading Profile.

Targeted Academic Vocabulary
Porvenir, conservar, ambiente, clima, el aire puro, el desarrollo, medio ambiente, soluciones, los recursos naturales, las especies en peligro de extinción, la transformación, planeta, respirar, desarrollar innovaciones, proteger la capa de ozono, disminuir los riesgos de la contaminación, reemplazar los recursos no renovables, investigaciones, biodiversidad, el smog, el efecto invernadero, la contaminación, la sequía, la deforestación, las inundaciones, el basurero, el clima, el derrumbe, el temblor, amenazar, apreciar, dañar, destruir, extinguirse, reutilizar, volar, votar, complejos, ciudadana, conciencia social, lucha, la irresponsabilidad, la mejora, la sociedad, solucionar, sufrimientos, superar obstáculos, seguir adelante, se encarga de advertir, errores, cometer, fracasos, persistir, emprender, progresar, la advertencia, la política, el principio, la unidad, criticar, insistir, penalizar, respetar, es raro que, por el otro lado, por un lado, productos novedoso, patentes evalua, compromiso, invierte, comercializar, satisface, prosperan, advertir, evaluar, comercializar, satisfacer, comercializar, invertir, novedoso, la patente, el producto, la advertencia, la mejora, el fracaso, el obstáculo, el sufrimiento, progresar, prosperar, seguir adelante, criticar, es imprescindible, es raro que, evaluar, por un lado, por el otro lado, el ciudadano, el compromiso, la conciencia social, encargarse de, la irresponsabilidad, advertir, cometer, emprender, el error, insistir, luchar, persister, comportarse bien o mal, la conducta, destacarse por, idealizar, imitar, personificar, representar, atrevido, comprensivo, considerado, dedicado, desagradable, fiel, generoso, impaciente, ingenioso, modesto, orgulloso, paciente, popular, presumido, razonable, sincero, sobresaliente, timido, vanidoso, el astronauta, el cientifico, la detective, el electricista, el empresario, la entrenadora, el mecanico, el obrero, el piloto, el programador, la trabajadora, aconsejar que, dejar que, exigir que, madar que, prohibir que, sugerir **Other vocabulary depending on students' language level**

District/School Tasks	**District/School Primary and Supplementary Resources**
- Common Formative Assessments - Common District Summative Assessments - See above Assessment Sections for more information	**District-Mandated Resources** *Avancemos 2018- Level 3* **Assessment Resources:** - Performance Assessment & Evaluation - District Spanish Grading Rubric **Other Resources:** - Daily Journal - TPRSofNJ :: Home - Super Teacher Worksheets - Thousands of Printable Activities - Interactives	Explore – Climate Change: Vital Signs of the Planet - TPRSofNJ :: Home - Super Teacher Worksheets - Thousands of Printable Activities - https://www.mylifeelsewhere.com/compare/united-states/spain - https://www.timeout.com/travel/coolest-neighbourhoods-in-the-world - El abecedario en español - Un sillón para mi mamá lectura en voz alta - Las Familias Somos Diferente **(Diversity, Equity and Inclusion)** - Interactives	Explore – Climate Change: Vital Signs of the Planet

- Residential property markets and investments in Latin America
- Newsela - Los perros y los gatos pueden realmente vivir en armonía en el mismo hogar
- Chicago animals could face fight for survival **(Climate Change)**
- African Americans in the Media **(Amistad Law)**
- Teaching the Holocaust through Works of Art AN ED UC ATO R'S R ESO URCE **(Holocaust Law)**
- Earth's Energy Balance **(Climate Change)**
- Impact, Adaptation, and Mitigation of Climate Change **(Climate Change)**
- Climate Change and Visual Arts **(Climate Change)**
- Global Oneness Project: Climate Change Art **(Climate Change)**
- In the Classroom: Ideas and Strategies for Kids with ADD and Learning Disabilities **(LGBTQ+/Disabilities Awareness)**
- Fighting Prejudice and Discrimination of Differently Abled People **(LGBTQ+/Disabilities Awareness)**
- Respectful Communication **(SEL)**
- Making decisions: Ally or bystander **(LGBTQ+/Disabilities Awareness)**
- Understanding Disabilities **(LGBTQ+/Disabilities Awareness)**
- Inspiring People of Asian/Pacific Islander Descent Article-A-Day **(Diversity, Equity and Inclusion)**
- https://www.washingtonpost.com/world/2019/12/15/guide-how-gender-neutral-language-is-developing-around-world/ **(LGBTQ+/Disabilities Awareness)**
- History and Contributions of LGBT People **(LGBTQ+/Disabilities Awareness)**

Project Ideas:
- Students will work with a partner to select an environmental concern impacting a Central American nation. They will create a dialog on ways to help solve the problem and research five charitable organizations that are making a difference. They will also create a poster highlighting the issue and listing some solutions to help with the problem.
- Art project- create a poster of a Latinx afro-caribbean actor, writer, director, musician, artist, scientist, or athlete and .emphasize their contributions to diversity in the United States and Their home nation.

Instructional Best Practices and Exemplars
See Appendix B for Instructional Best Practices and Exemplars
Pacing Guide

Spanish III Pacing Guide

Unit 3 World Language-Spanish: Entertainment & Our Living Arrangements
Overview
In **unit three**, students will have the opportunity to learn about the customs and culture of Andes countries and Spain. Students will also learn about travel preparations, computers, and different types of conditions and requirements. They will participate in group discussions and talk about various leisure activities. Students will also explore around neighborhoods and learn about city living. As part of this unit, students will learn about train travel and describe a cultural excursion. Unit three grammar will emphasize the following; Subjunctive with conjunctions and with the unknown; conditional tense; reported speech; past participle as adjectives; present perfect tense, past perfect tense, and future perfect tense.

Essential Questions	Enduring Understandings
● Why is it important to learn about the culture of target language countries? ● How can learning a foreign language help me in the future? ● What issues currently affect our environment? ● What is cause and effect? ● What vocabulary is needed to discuss government, society and business? ● How do we express our opinion?	● Learning about different cultural perspectives helps to foster respect. ● Expressing environmental concerns and possibilities is important. ● Media and entertainment influences people's decisions and it varies from one country to another. ● Living arrangements are an important part of the human experience regardless of where you live. ● It is important to discuss obligations and responsibilities.

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

Student Learning Objectives
Students will be able to   ● Identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed   ● Communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions   ● Present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases   ● Discuss the impact of technology   ● Express environmental concerns and possibilities   ● Make predictions and discuss causes and effects   ● Uses of the Future Tense   ● Use Por vs Para

Integrated Accommodations and Modifications		
Special Education Students	**English Language Learners**	**At Risk**
● Utilize modifications & accommodations delineated in the student's IEP ● Provide additional manipulatives to support instruction ● Allow for alternative strategies to solve algorithms or tasks ● Provide the steps needed to complete the task ● Model frequently ● Provide repetition and practice. ● Use visuals to demonstrate/model the processes ● Restate, reread, and clarify directions/questions ● Ask students to restate information, directions, and assignments. ● Provide copy of class notes ● Distribute study guide for classroom tests. ● Provide preferential seating to be mutually determined by the student and teacher ● Provide extra textbooks for home.	WIDA Can Do Descriptors https://wida.wisc.edu/teach/can-do/descriptors ● Modify Assignments ● Use testing and portfolio assessment ● Utilize Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) ● Repeat, rephrase, paraphrase key concepts and directions ● Allow for extended time for assignment completion as needed ● Highlight key vocabulary ● Define essential vocabulary in context ● Use graphic organizers, visuals, manipulatives and other concrete materials ● Use gestures, facial expressions and body language ● Read aloud ● Build on what students already know and prior experience	● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Provide repetition and and practice ● Model skills / techniques to be mastered. ● Provide extended time to complete class work ● Provide copy of class notes ● Provide preferential seating to be mutually determined by the student and teacher ● Allow the use of a computer to complete assignments. ● Establish expectations for correct spelling on assignments ● Provide extra textbooks for home. ● Provide Peer Support ● Increase one on one time

- Provide regular parent/ school communication - Allow extended time to complete assignment - Establish procedures for accommodations / modifications for assessments - Allow student to take/complete tests in an alternate setting as needed Appendix A: Special Education Accommodations and Modifications	

Gifted and Talented Students	**504 Plan**
- Utilize advanced, accelerated, or compacted content - Provide assignments that emphasize higher- level thinking skills. - Allow for individual student interest - Gear assignments to development in areas of affect, creativity, cognition, and research skills - Allow for a variety in types of resources - Provide problem-based assignments with planned scope and sequence - Utilize inquiry-based instruction - Adjust the pace of lessons - Utilize Choice Boards - Provide Problem-Based Learning - Establish flexible Grouping	- Pair visual prompts with verbal presentations - Ask students to restate information, directions, and assignments. - Provide repetition and and practice - Model skills / techniques to be mastered. - Provide extended time to complete class work - Provide copy of class notes - Break long assignments into smaller parts - Assist student in setting short term goals - Allow for preferential seating to be mutually determined by the student and teacher - Provide extra textbooks for home. - Model and reinforce organizational systems (i.e. color-coding) - Write out homework assignments, check student's recording of assignments

Interdisciplinary Connections	**Computer Science and Design Thinking**
English Language Arts *Writing* - W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. - W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate;	**Computer Science and Design Thinking Practices** - Fostering an Inclusive Computing and Design Culture - Collaborating Around Computing and Design - Recognizing and Defining Computational Problems - Developing and Using Abstractions - Creating Computational Artifacts - Testing and Refining Computational Artifacts - Communicating About Computing and Design **Computer Science and Design Thinking Standards** **By the end of Grade 12**

synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- opportunity to integrate climate change education.
- W.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
- W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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Speaking and Listening
- SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views);

Data and Analysis
- 8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

Interaction of Technology and Humans
- 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

Effects of technology on the Natural World
- 8.2.12.ETW.3: Identify a complex, global environmental or climate change issue, develop a systematic plan of investigation, and propose an innovative sustainable solution.

develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.

- Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
- SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- SL.ES.9–10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
- SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
  - I. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  - J. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
  - K. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
  - L. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the

credibility and accuracy of each source and noting any discrepancies
among the data.
- SL.ES.11–12.3. Evaluate a speaker's point of view, reasoning, and use
  of evidence and rhetoric, assessing the stance, premises, links among
  ideas, word choice, points of emphasis, and tone used.

Social Studies
- 6.2.12.GeoPP.5.a: Use a variety of sources to explain the impact of
  migration on the way of life in the country of origin and the new country
  (e.g., social, economic, political structures).
- 6.2.12.GeoPP.6.a: Make evidence-based inferences to determine the
  global impact of increased population growth, migration, and changes in
  urban-rural populations on natural resources and land use
- 6.2.12.EconGE.6.a: Evaluate efforts of governmental,
  non-governmental, and international organizations to address economic
  imbalances, social inequalities, climate change, health and/or illiteracy

Career Readiness, Life Literacies and Key Skills

Career Readiness, Life Literacies and Key Skills Practices
- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Career Readiness, Life Literacies and Key Skills Standards
9.1 Personal Financial Literacy
- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of
  cultures.
9.2 Career Awareness, Exploration, Preparation, and Training
- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
9.4 Life Literacies and Key Skills
21st Century Skills
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

- 9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12 prof.CR2b, 2.2.12.LF.8).
- 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).

Technology Integration
- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
- 9.4.12.DC.8: Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.
- 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4)
- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
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- Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.

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SEL Competencies

- **Self - Awareness**
- **Self - Management**
- **Social Awareness**
- **Responsible Decision Making**
- **Relationship Skills**

https://www.nj.gov/education/safety/wellness/selearning/index.shtml

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Targeted Academic Vocabulary	

la agenda personal, la agenda electrónica, los ahorros, la bolsa, la cartera, distinto, el documento de identidad, las gafas de sol, el monedero, el paraguas, precioso, sin valor, valioso, disfrutar de, esconder, estar ilusionado, evitar, guardar, darse cuenta de, sospechar que, temer que, la búsqueda, la computadora portátil, conectarse a Internet, la contraseña, descargar, el enlace, enviar, el escáner, imprimir, los juegos de computadora, el salón de charlas, el sitio web,
a fin de, a menos que, antes de que, con tal que, dar consejos, dar una sugerencia, en caso de que, hasta que, para que, ponerse de acuerdo, sin que, asistir a un espectáculo, dormir una siesta, encontrarse con, pasar un buen rato, relajarse, el ajedrez, el billar, los dados, las damas, el estreno, la ficha, el grupo musical, el juego de mesa, la manta, la música bailable, la orquesta, los naipes, el pasatiempo, el ocio, acogedor, la actuación, el ambiente, discutir, formal, informal, el músico callejero, la resolución, resolver, el ruido, el vendedor ambulante, asistir una reunión, charlar, comentar, concluir, debatir, en encuentro, intercambiar opiniones, relatar, el banco, la bombonería, el buzón, el cajero automático, el correo, la carnicería, el escaparate, la estación de metro, la ferretería, la florería, la frutería, la fuente, el kiosco, la lechería, la manzana, la oferta, la pastelería, la verdulería, el billete, subir o bajar del metro, abrir, cerrar, el grifo, el timbre, aprovechar, arreglar, dar una vuelta, dejar, enterarse de hacer, hacer los mandados, ordenar, quitar, el balcón, la banera, desordenar, la ducha, ensuciar, la entrada, el fregadero, el horno, el lavabo, el lio, la mesita, el microondas, el piso, el refrigerador, romper, roto, el sello, la terraza, el anden, el callejon, el conductor, el cuadro, la entrada, el mirador, el paisaje, el pasillo, el piano, el puente, el rio, ruidoso, la ruta, la sala de espera, la taquilla, el vagon, la ventanilla, la via, la vista, caerse, explorar, hacer una visita guiada, meterse en problemas, pedir direcciones, perder, perderse, probar las especialidades, tomar algo, analizar, el castillo, el centro historico, el castillo, consecutivo, en conclusion, en orden cronologico, la fortaleza, la meralla, a pensar de que, ademas, pues, tratarse de,
Other vocabulary depending on students' language levels

District/School Tasks	District/School Primary and Supplementary Resources
- Common Formative Assessments - Common District Summative Assessments - See above Assessment Sections for more information	**District-Mandated Resources** ***Avancemos 2018- Level 3*** **Assessment Resources:** - Performance Assessment & Evaluation - District Spanish Grading Rubric - project based learning **Other Resources:** - Daily Journal - Interactives | Explore – Climate Change: Vital Signs of the Planet (**Climate Change**) - TPRSofNJ :: Home - Super Teacher Worksheets - Thousands of Printable Activities - https://www.spanishdict.com/guide/planning-a-party-in-spanish - https://www.alamo.edu/siteassets/spc/experience-spc/campus-life/get-involved/clubs-and-organizations/documents/event-planning-checkllst.pdf - https://newsela.com/read/dia-de-los-muertos-celebration-mainstream-spanish/id/47193/ (**Diversity, Equity, and Inclusion**) - https://newsela.com/read/natgeo-defining-culture-spanish/id/2001025315/ (**Diversity, Equity, and Inclusion**) - African Americans in the Media (**Amistad Law**) - Teaching the Holocaust through Works of Art AN ED UC ATO R'S R ESO URCE (**Holocaust Law**) - Earth's Energy Balance (**Climate Change**) - Impact, Adaptation, and Mitigation of Climate Change (**Climate Change**) - Climate Change and Visual Arts (**Climate Change**) - Global Oneness Project: Climate Change Art (**Climate Change**) - In the Classroom: Ideas and Strategies for Kids with ADD and Learning Disabilities (**LGBTQ+/Disabilities Awareness**) - Fighting Prejudice and Discrimination of Differently Abled People (**LGBTQ+/Disabilities Awareness**) - Respectful Communication (**SEL**) - Making decisions: Ally or bystander (**LGBTQ+/Disabilities Awareness**) - Understanding Disabilities (**LGBTQ+/Disabilities Awareness**) - Inspiring People of Asian/Pacific Islander Descent Article-A-Day (**AAPI**) - History and Contributions of LGBT People(**LGBTQ+/Disabilities Awareness**)

	● [A Guide to How Gender Neutral Language is Developed](#) **(LGBTQ+/Disabilities Awareness)**
	Project Ideas: ● Storytelling- students write a script using unit vocabulary and film it to share with classmates. ● Students will work in small groups to create a multimedia presentation about the different indigenous peoples of the Andes and their contributions to modern day society. They are to discuss the region they are from and the languages they speak and how their culture is being impacted by climate change and socio political issues.
Instructional Best Practices and Exemplars	
See Appendix B for Instructional Best Practices and Exemplars	
Pacing Guide	
Spanish III Pacing Guide	

Unit 4 World Language-Spanish: My Past and Future & Literature Talk
Overview
In **unit four**, students will learn about the culture, customs, and geography of Venezuela, Colombia and the Southern Cone region of South America. Students will continue to expand their vocabulary in the target language by planning for future activities including discussing part-time jobs, planning on going to school activities and events and exploring careers. They will also discuss and critique literature and read and interpret plays.   Unit four grammar will emphasize the following; Imperfect subjunctive; subjunctive of perfect tenses; "si" clauses; sequence of tenses; past progressive; conjunctions; and "se" for unintentional occurrences; and uses of the subjunctive.

Essential Questions	Enduring Understandings
● Why is it important to learn about different countries and languages? ● How do you express wishes and desires? ● What characteristics make a great role model? ● Why is it important to plan for your future? ● How do you describe different professions? ● How do we express emotions and doubts?	● Having heroes is an important part of everyone's culture. ● Planning for the future includes deciding on a career and setting goals. ● Certain professions and careers make everyday heroes that society needs. ● Planning for the future includes learning how to save, invest, select insurance, and budget. ● Literature is rich and diverse among all languages and cultures.

Unit 4 World Language-Spanish: My Past and Future & Literature Talk
Content Standards
● 7.1.IL.IPRET.1. Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).   ● 7.1.IL.IPRET.2. React to a series of oral and written instructions connected to daily life.   ● 7.1.IL.IPRET.3. Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.   ● 7.1.IL.IPRET.4. Infer the meaning of some unfamiliar words and ideas in some new contexts.   ● 7.1.IL.IPRET.5. Compare and contrast some unique linguistic elements in English and the target language.   ● 7.1.IL.IPERS.1. Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.   ● 7.1.IL.IPERS.2. Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.   ● 7.1.IL.IPERS.3. Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.   ● 7.1.IL.IPERS.4. Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.   ● 7.1.IL.IPERS.5. Engage in short conversations about personal experiences or events and/or topics studied in other content areas.   ● 7.1.IL.PRSNT.1. Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.   ● 7.1.IL.PRSNT.2. Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.   ● 7.1.IL.PRSNT.3. Use language creatively to respond in writing to a variety of oral or visual prompts.

Unit 4 World Language-Spanish: My Past and Future & Literature Talk
Content Standards
● 7.1.IL.PRSNT.4. Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.

Student Learning Objectives
Students will be able to ● Identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed ● Communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions ● Present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language ● Describe people and things ● Tell others what to do ● Express wishes and desires ● Use the Subjunctive with Ojala and verbs of hope ● Use the Subjunctive with verbs of influence ● Describe different professions ● Plan for the future ● Express doubt, denial, and disbelief ● Express positive and negative emotion ● Express positive or negative characteristics needed for various professions

Integrated Accommodations and Modifications		
Special Education Students	**English Language Learners**	**At Risk**
● Utilize modifications & accommodations delineated in the student's IEP ● Provide additional manipulatives to support instruction ● Allow for alternative strategies to solve algorithms or tasks ● Provide the steps needed to complete the task ● Model frequently ● Provide repetition and practice.	WIDA Can Do Descriptors https://wida.wisc.edu/teach/can-do/descriptors ● Modify Assignments ● Use testing and portfolio assessment ● Utilize Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) ● Repeat, rephrase, paraphrase key concepts and directions	● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Provide repetition and and practice ● Model skills / techniques to be mastered. ● Provide extended time to complete class work ● Provide copy of class notes ● Provide preferential seating to be mutually determined by the student and teacher

- Use visuals to demonstrate/model the processes - Restate, reread, and clarify directions/questions - Ask students to restate information, directions, and assignments. - Provide copy of class notes - Distribute study guide for classroom tests. - Provide preferential seating to be mutually determined by the student and teacher - Provide extra textbooks for home. - Provide regular parent/ school communication - Allow extended time to complete assignment - Establish procedures for accommodations / modifications for assessments - Allow student to take/complete tests in an alternate setting as needed Appendix A: Special Education Accommodations and Modifications	- Allow for extended time for assignment completion as needed - Highlight key vocabulary - Define essential vocabulary in context - Use graphic organizers, visuals, manipulatives and other concrete materials - Use gestures, facial expressions and body language - Read aloud - Build on what students already know and prior experience	- Allow the use of a computer to complete assignments. - Establish expectations for correct spelling on assignments - Provide extra textbooks for home. - Provide Peer Support - Increase one on one time

Gifted and Talented Students	**504 Plan**
- Utilize advanced, accelerated, or compacted content - Provide assignments that emphasize higher- level thinking skills. - Allow for individual student interest - Gear assignments to development in areas of affect, creativity, cognition, and research skills - Allow for a variety in types of resources - Provide problem-based assignments with planned scope and sequence - Utilize inquiry-based instruction - Adjust the pace of lessons - Utilize Choice Boards - Provide Problem-Based Learning - Establish flexible Grouping	- Pair visual prompts with verbal presentations - Ask students to restate information, directions, and assignments. - Provide repetition and and practice - Model skills / techniques to be mastered. - Provide extended time to complete class work - Provide copy of class notes - Break long assignments into smaller parts - Assist student in setting short term goals - Allow for preferential seating to be mutually determined by the student and teacher - Provide extra textbooks for home. - Model and reinforce organizational systems (i.e. color-coding) - Write out homework assignments, check student's recording of assignments
Interdisciplinary Connections	**Computer Science and Design Thinking**

English Language Arts

Writing

- W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- opportunity to integrate climate change education.
- W.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
- W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

Computer Science and Design Thinking Practices

- Fostering an Inclusive Computing and Design Culture
- Collaborating Around Computing and Design
- Recognizing and Defining Computational Problems
- Developing and Using Abstractions
- Creating Computational Artifacts
- Testing and Refining Computational Artifacts
- Communicating About Computing and Design

Computer Science and Design Thinking Standards

By the end of Grade 12

Data and Analysis

- 8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

Interaction of Technology and Humans

- 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

Effects of technology on the Natural World

- 8.2.12.ETW.3: Identify a complex, global environmental or climate change issue, develop a systemic plan of investigation, and propose an innovative sustainable solution.

Speaking and Listening
- SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
- Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
- SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- SL.ES.9–10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
- SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
  - M. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  - N. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
  - O. Propel conversations by posing and responding to questions that

probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

P.   Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

- SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- SL.ES.11–12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Social Studies
- 6.2.12.GeoPP.5.a: Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures).
- 6.2.12.GeoPP.6.a: Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use
- 6.2.12.EconGE.6.a: Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.

Career Readiness, Life Literacies and Key Skills

Career Readiness, Life Literacies and Key Skills Practices
- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Career Readiness, Life Literacies and Key Skills Standards
9.1 Personal Financial Literacy
- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.

9.2 Career Awareness, Exploration, Preparation, and Training
- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

9.4 Life Literacies and Key Skills
21st Century Skills
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
- 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).

Technology Integration
- 9.4.12.DC.8: Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.
- 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4)
- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
- 9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

Intercultural Statement

- Learners recognize and identify a few typical practices of the target culture.
- Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.

Climate Change

- 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
- 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues and exchange information with classmates and others about global issues, including climate change.
- 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

SEL Competencies

- **Self - Awareness**
- **Self - Management**
- **Social Awareness**
- **Responsible Decision Making**
- **Relationship Skills**

https://www.nj.gov/education/safety/wellness/selearning/index.shtml

District/School Formative Assessment Plan	District/School Summative Assessment Plan
Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards. Teachers are encouraged to incorporate Formative Assessments into all lessons. During instruction, teachers will collect ongoing information on students' mastery of content through a variety of methods: ● Questioning: using Socratic method, probing questions, a hierarchical system in complexity (Bloom's Taxonomy) ● Exit tickets, rotational activities (stations), quizzes, and small group activities ● Classwork, homework, group work, presentations, and projects (formative assessment) ● Pre-Assessment, teacher's observation, class discussion, and journal	*Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.* **Benchmark Assessments:** ● Avancemos Audio Assessment ● Avancemos Differentiated Assessment ● Avancemos Assessment: End of Unit Assessment ● Avancemos Assessment: End of Unit Summative Assessment **Standardized Assessments:** ● NJSLA and AP exams **Other Summative Assessments:** Teachers are encouraged to design and their own assessments (topic/module tests and quizzes) individually and/or with their department or grade-level partners, as per Uniform Grading Profile.

Targeted Academic Vocabulary
anticipar, la esperanza, el estres, estresado, la comida chatarra, decidir, dejar de, la dieta balanceada, dirigir, ponerse en forma, tomar decisiones, el anuario, la ceremonia, el codigo de vestimenta, elcomienzo, el comite de eventos, el coro, el dia feriado, la graduacion, el rato libre, el recuerdo, la reunion, la sociedad honoraria, el tesorero, el vice presidente, actuar en dramas, graduarse, irle bien, redactar, reflexionar, salir bien, ser miembro de, servir de presidente, solicitar una beca, tomar parte en, la cuenta de ahorros, cuidar ninos, el disenador de paginas web, el empleado, los impuestos, llenar una solicitud de empleo, repartir periodicos, el sueldo, trabajar a tiemp parcial, trabajar de cajero, trabajar de salvavidas, el dinero, el efectivo, la tarjeta de crédito, el recibo, la moneda, la talla, la vitrina, gastar, la caja, la billetera, el cajon automatico, el bosque, trabajando de voluntario, voluntarios, proteger la naturaleza, recogiendo la basura, el basurero, el smog, la destrucción, la capa ozono, respirar, aire puro, consumidores, responsables, petroleo, dañar, el medio ambiente, el vehículo híbrido, el petróleo, los recursos naturales, mundo, conservar, la responsabilidad, el reciclaje, el carton, el vidrio, las especias en peligro, sumamente, las selvas, los incendios forestales, el futuro, profesion, piloto, profesora, el doctor, la dentista, el veterinario, la juez, el traductor, la contabilidad, el curso, el derecho, la escuela tecnica, la especialidad, especializarse en, la facultad, el idioma, la ingenieria, las relaciones publicas, el titulo, la universidad, el artista, el arquitecto, el carpintero, la disenadora, el abogado, el agente de bolsa, trabajador de negocios, el ingeniero, el/la politica, el programador(a), el policia, el bombero, el cartero, el alpinista, la buceadora, descubrí, andinista, ganarse la vida, oficios, el robot, los scientificos, conocimientos, mejorar, enfermero(a), detective, clasificados, universidad, seguro, invertir, dinero, banco, presupuesto, arriendo, gastos, las profesiones y el mundo de hoy, la universidad, contratar, el dueño, la empresa, establecer, la estrategia, la iniciativa, el plan financiero, animado, apasionado, cualificado, destacado, educado, eficiente, fiable, flexible, honesto, honrado, motivado, puntual, versátil, aunque, en cuanto, tan pronto que, acto, absurdo, el análisis, el antecedente, la biografía, el capítulo, el clímax, el contexto, el cuento, el cuento policiaco, el desenlace, el ensayo, el estilo, la estrofa, el género literario, implica, inferir, el libro de historias, la metáfora, narrar, la novela, la obra, la poesía, la prosa, el protagonista, el punto de vista, la realidad, relacionar, la reseña, la rima, el ritmo, la sátira, significar, simbolizar, el símil, el suceso, el tema, titularse, el verso, aunque, en cuanto, tan pronto como, avaro, codicioso, el corage, el farsante, insolito, pedir prestado, persistente, reclamar, singular, soñar con, el tirado, el escenario, la escenografía, el gesto, el guion, el intermedio, la obra de teatro, la salida, el telón, el vestuario, dirigir, ensayar, el ensayo, el dramaturgo
Other vocabulary depending on students' language levels

District/School Tasks	District/School Primary and Supplementary Resources
● Common Formative Assessments ● Common District Summative Assessments ● See above Assessment Sections for more information	**District-Mandated Resources** ● ***Avancemos 2018- Level 3*** **Assessment Resources:** ● Performance Assessment & Evaluation ● District Spanish Grading Rubric **Other Resources:** ● Daily Journal ● Interactives	Explore – Climate Change: Vital Signs of the Planet **(Climate Change)** ● TPRSofNJ :: Home ● Super Teacher Worksheets - Thousands of Printable Activities ● Colorín Colorado	A bilingual site for educators and families of English language learners **(Diversity, Equity, and Inclusion)**

- Residential property markets and investments in Latin America
- Newsela - Los perros y los gatos pueden realmente vivir en armonía en el mismo hogar
- https://newsela.com/read/elephants-last-megaherbivores-spanish/id/20761/
- https://newsela.com/read/banana-apocalypse-spanish/id/17240/ (**Climate Change**)
- https://www.lonelyplanet.com/south-america
- https://www.lonelyplanet.com/central-america
- African Americans in the Media (**Amistad Law**)
- Teaching the Holocaust through Works of Art AN ED UC ATO R'S R ESO URCE (**Holocaust Law**)
- For Families and Educators | ADL (**Holocaust Law**)
- Earth's Energy Balance (**Climate Change**)
- Impact, Adaptation, and Mitigation of Climate Change (**Climate Change**)
- Climate Change and Visual Arts (**Climate Change**)
- Global Oneness Project: Climate Change Art (**Climate Change**)
- In the Classroom: Ideas and Strategies for Kids with ADD and Learning Disabilities (**LGBTQ+/Disabilities Awareness**)
- Fighting Prejudice and Discrimination of Differently Abled People (**LGBTQ+/Disabilities Awareness**)
- Respectful Communication (**SEL**)
- Making decisions: Ally or bystander (**LGBTQ+/Disabilities Awareness**)
- Understanding Disabilities (**LGBTQ+/Disabilities Awareness**)
- Inspiring People of Asian/Pacific Islander Descent Article-A-Day (**AAPI**)
- https://www.fool.com/the-ascent/personal-finance/articles/how-to-plan-a-trip-on-a-1000-budget/
- **Climate Change Picture Talk** (**Climate Change**)
- History and Contributions of LGBT People (**LGBTQ+/Disabilities Awareness**)

Project Ideas:
- Create a multimedia presentation for a future career, including the cost of training and or education, a budget for expenses, cost of insurance, housing, transportation, and ways to save and invest.
- Students will write a curriculum vitae in the target language
- Students will write a poem that emphasizes the environmental impact of pollution and deforestation on natural environments in South America.

Instructional Best Practices and Exemplars
See Appendix B for Instructional Best Practices and Exemplars
Pacing Guide
Spanish III Pacing Guide

Appendix A: Accommodations and Modifications

Appendix A: Accommodations and Modifications: Unit 1
Accomodation: ● Modifications: ●

Appendix A: Accommodations and Modification: Unit 2
Accommodations: ● Modifications: ●

Appendix A: Accommodations and Modification: Unit 3
Accommodations: ● Modifications: ●

Appendix A: Accommodations and Modification: Unit 4
Accommodations: ● Modifications: ●

Appendix B: Instructional Best Practices and Exemplars:

Appendix B: Instructional Best Practices and Exemplars: Unit 1

Sample Activities:
   •
Sample Exemplar:
   •

Appendix B: Instructional Exemplars and Explanations: Unit 2

Sample Activities:
   •
Sample Exemplar:
   •

Appendix B: Instructional Best Practices and Exemplars: Unit 3

Sample Activities:
   •
Sample Exemplar:
   •

Appendix B: Instructional Best Practices and Exemplars: Unit 4

Sample Activities:
   •
Sample Exemplar:
   •