

Spanish 3-4

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SPANISH 3-4 INSTRUCTIONAL GUIDE 		PURPOSE The purpose of this instructional guide (IG) is to provide teachers with both structure and choice for unit and lesson planning. Each unit includes the following: Essential Questions, Student Outcomes, Suggested Student Evidence, Vocabulary and Resources reflective of the State of California World Languages Standards. Instructional strategies are embedded in bold in the student evidence.	
<u>Pedagogical Expectations</u> - Pedagogical Expectations CA WL Framework	<u>CA WL Standards</u> CA WL Standards-Novice- and Ranges of Proficiency	<u>Themes</u> Universal Themes: Intermediate	<u>Materials</u> Authentic and Support Instructional Materials
<u>Assessment</u> District Assessments Fall PT Spring PT - EOC Design Guides Standardized Tests AP Exams and Course Descriptions IB Language B Guide CFA Rubrics Formative Assessment Choice Board	<u>WL Instructional Strategies</u> Input Strategies Guide to Using Authentic Materials Interpretive Mode Strategies Vocabulary Building Activities for Interpreting Authentic Texts Writing and Literacy Skills in WL Scaffolding Literacy Tasks How to Use Photos in WL Structured Student Interactions Matrix Formative Assessment Choice Board Interactive Notebooks Text type formats	<u>New Teacher Resources</u> Back-to-School Toolkit Conditions for Learning 23-24 WL Resource Hyperdoc Planning Guides WL Connections Digital Tools: Quizlet Edpuzzle Kahoot Flipgrid Jamboard Peardeck or NearPod: Wheel of names	<u>Supporting All Students in Learning</u> 7 Quick Engagement Strategies LGBTQIA2S+ Inclusive Curriculum Teacher Toolkit - WL Methods and Pedagogy - Equity and Access for Multilingual Learners and Students with Disabilities - AVID Resources
SEMESTER 1 UNITS: Outcomes, Essential Questions, Activities, Vocabulary and Student Evidence ❖ Unit 1 ❖ Unit 2 ❖ Unit 3 ❖ Unit 4 ❖ Unit 5		SEMESTER 2 UNITS: Outcomes, Essential Questions, Activities, Vocabulary and Student Evidence ❖ Unit 6 ❖ Unit 7 ❖ Unit 8 ❖ Unit 9 ❖ Unit 10	

SPANISH 3-4 (2A and 2B) INSTRUCTIONAL GUIDE

[State of California World Languages Standards.](#)

The IG Purpose

- The purpose of this instructional guide (IG) is to provide teachers with both **structure** and **choice** for unit and lesson planning.
- Each unit includes the following: **Essential Questions**, **Student Outcomes**, **Suggested Student Evidence**, and **Resources**. These components are
- This IG is not exhaustive but rather a guide that addresses the crucial components of each unit of study. The goal is for teachers to collaboratively adapt and enhance the units in this IG in their PLCs to address the desired outcomes as best fits their student populations..
 - Teachers should address all the desired outcomes within each unit of the IG in whichever order the PLC determines advisable.
 - Teachers should backwards map units that require students to interpret and produce a variety of text types.
 - Students should engage in interpretive, interpersonal and presentational activities on a daily basis.

Organization of the IG

Units in this IG are organized by theme, with themes drawn from the [State of California World Languages Frameworks](#) (Chapter 5, p.18) and follow a sequence that allows for scaffolding of concepts and skills. Each unit of study can take 3-5 weeks depending on teacher preferences and depth of theme coverage/ mastery. Teachers are expected to address all the selected unit themes. For more detailed information please see the [Topic Sequence and Pacing Guide](#)

State of California Pedagogical Expectations

The [State of California World Languages Frameworks](#) indicate that all world language courses should be taught almost exclusively (90%) or exclusively (100%) in the target language (Introduction, p. 17), and rely primarily on authentic materials and resources for instruction (Chapter 5, page 39), with non-authentic materials (i.e. textbooks, readers) for support only. Interpretive proficiency in particular should only be determined via assessments based on authentic materials. Establishing that a student is proficient at interpreting non-authentic materials does not meet the state standards.

“ The state of California supports ACTFL’s position recommending the use of the target language at least 90% of the time in classroom instruction and student practice”.

(California World Languages Frameworks, Introduction, p. 17)

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Universal Cultural Themes for Spanish 3-4

Products, practices and perspectives of the target culture related to the following universal topics as per the CA frameworks (Ch.5)

- social relationships
- interacting with people and places in the community
- zoo and farm animals
- fables
- care of the home
- holiday customs and transition points in life
- climate
- cultural and leisure-time activities, music
- outdoor, recreational activities
- transportation, lodging, itineraries
- geographical features and landmarks
- curricular and extra-curricular interests and events
- significant historical figures
- professions and the working world
- cuisine and recipes
- clothing and fashion
- health, medical care
- technological advances and innovations

Instructional Materials

Primary Materials	Support Materials	Target Language
The use of authentic materials (those produced in the target language, by and for the target culture) as primary instructional materials in all levels of WL is mandated by the State of California. • Authentic materials must be used to assess mastery of standard CM1 and deliver cultural information for the CL/CN standards.	Support materials may be used to support students as they move towards exclusive use of authentic materials. District approved support text: <u>Que Chévere 2</u> For cohesion and continuity, topics that appear in chapters 1-5 of the textbook are to be addressed first semester and topics in chapters 6-10 second semester. • Note: The textbook is not the curriculum, but a tool that	• As students' primary source of information, teachers are encouraged to speak the target language 90% of the time or more. • Most/all class instruction, and interactions between students and teacher and among

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- Teachers are encouraged to select their own authentic materials. - Authentic materials suggestions can be found throughout this IG to support the learning objectives (student outcomes) and inform the sample student evidence provided in this IG.	supports the teacher's delivery of the curriculum as presented in this IG, and provides students a resource for developing necessary skills. Teaching every topic and concept in every chapter of the textbook is neither mandatory nor advisable. Teachers should use textbooks thoughtfully and selectively.	students must be in the target language at least 90% of the time.
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California Standards for World Languages - Intermediate (SUHSD Level 3-4)

The California World Language Standards are designed to ensure the continuous development of student proficiency in a second language (L2). They present the knowledge (universal themes) and skills that teachers must address in their courses and that all learners should acquire in the study of world languages and cultures. The standards identify and define learners' proficiency ranges (novice to superior) when expressing their knowledge and understanding of the universal themes for WL and provide a road map for teachers to design and assess instruction and educational experiences. The required thematic knowledge and skills are classified into 3 categories: Communication, Cultures and Connections.

Ranges of Proficiency:

At the end of two years of study, INTERMEDIATE students should perform at the **INTERMEDIATE MID-HIGH** range of the Novice Level CA standards

LOW	MID	HIGH
- Learners are <i>just able</i> to produce the text type characteristic of this range. - Accuracy in comprehension and production of texts in this range is low.	- Learners produce a wide variety of text types within this range. - Accuracy in comprehension and production of texts within this range is high.	- Learners begin to produce, but not consistently, text types of the subsequent range. - Accuracy in comprehension and production is maintained in the current range of proficiency and is low in the subsequent range.

Communication Standards (CM 1-7)

CM1: Interpretive Communication

Intermediate students demonstrate understanding of the main idea and some details on some informal topics related to self and the immediate environment in sentences and strings of sentences in authentic texts that are spoken or written.

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CM2: Interpersonal Communication	Intermediate students participate in real-world, spoken, written, or signed (ASL) conversations related to self and the immediate environment, creating sentences and strings of sentences to ask and answer a variety of questions in transactional and some informal settings.
CM3: Presentational Communication	Intermediate students make simple presentations in culturally-appropriate ways on transactional and informal topics related to self and the immediate environment using sentences and strings of sentences through spoken, written, or signed (ASL) language using the most suitable media and technologies to present and publish.
CM4: Settings for Communication	Intermediate students participate in age-appropriate, culturally-authentic, real-world and academic language-use opportunities in transactional and some informal settings in target-language communities within the United States and around the globe.
CM5: Receptive Structures in Service of Communication	Intermediate students demonstrate understanding of transactional and informal topics related to self and the immediate environment using basic sentence-level elements (morphology and syntax).
CM6: Productive Structures in Service of Communication	Intermediate students communicate about transactional and some informal topics related to self and the immediate environment in sentences and strings of sentences using basic sentence-level elements (morphology and syntax).
CM7: Language Comparisons in Service of Communication	Intermediate students identify similarities and differences in the basic sentence-level elements (morphology and syntax) of the languages known.
Culture Standards (CL 1-4)	
CL1: Culturally Appropriate Interactions:	Students interact with cultural competence and understanding:Intermediate students interact with understanding in a variety of familiar age-appropriate, transactional situations and common daily informal settings.
CL2: Cultural Products, Practices and Perspectives	Intermediate students experience, recognize and explore the relationships among typical age-appropriate target- cultures' products, practices and perspectives in culturally-appropriate ways in transactional situations and some informal settings.
CL3: Cultural Comparisons	Intermediate students exchange information about similarities and differences among common daily products, practices and perspectives in the immediate environment in the mainstream cultures of the United States, the students' own cultures, and the target cultures
CL4: Intercultural influences	Intermediate students state reasons for cultural borrowings.

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Connections Standards (CN 1-2)	
CN1: Connections to Other Disciplines	Intermediate students acquire, exchange, and present information in the target language on topics related to self and the immediate environment and age- appropriate academic content across disciplines.
CN2: Diverse Perspectives and Distinctive Viewpoints	Intermediate students identify diverse perspectives and distinctive viewpoints on topics related to self and the immediate environment in the target language from age-appropriate authentic materials from the target cultures.
District Assessments: Draft PTs and EOCs	

SEMESTER 1

Critical Area of Study 1: Un verano tecnológico		
Essential Questions: ❖ How do people in the target cultures spend their free time? ❖ How does technology influence how we use our free time? ❖ How do people in our own community and those of the target culture feel about the value of various leisure activities?		
Interpretive communication: Students can understand the main idea and some supporting details of authentic written and audio texts about traditional summertime leisure activities as well use of personal technology by young people in the target cultures (CM1,4,5 CL 2).	Students react and respond to an authentic texts via Listen and draw, PQA (personalized question answer), listen and act, TPR, order text, true-false, Kahoot, Gimkit, Quizlet, Textivate - Students read blog “Los viajes de Nena” and leave a comment, summarizing main points of the blog and giving an opinion - Students view video <i>El camping</i> on Edpuzzle and answer comprehension questions - Students read article <i>Acercar la tecnología a los niños y jóvenes</i> and answer comprehension questions on Kahoot	Authentic Resources - Videos and readings in Unit 1 resources, WL website - Video: El camping Se armó la carpa! Consejos para viajeros Acampada libre en América del Sur - Artículo: 7 consejos para acampar - Video: 10 consejos para acampar por primera vez - Video: equipo básico para acampar - Video : Ascenso al volcán Tacaná - Artículo: Un picnic exitoso - Artículo: Mejores parques de Madrid para hacer un picnic; parques de Bogotá; en Guatemala

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Interpersonal communication: Students can share information, thoughts, feelings, and opinions regarding traditional summertime leisure activities as well as the personal technology use of young people in the target cultures in culturally authentic settings using sentences, strings of sentences and level/topic appropriate vocabulary, structures and syntax (CM2, 4, 6, CL1-2, CN2).	- Students write a comment for Laura's blog, "Los viajes de nena" with a summary of the points they liked, why they liked them and asking a question. - Students collaborate in Spanish to prepare a skit / dialog about their summer activities. - Survey: after viewing and reading the slideshare on <i>Los jóvenes y la tecnología</i>, students survey each other on their tech habits and their opinion of the slide share's recommendations.	- Artículo: Como hacer un picnic en casa - Artículo: Que se puede llevar a un picnic? - Tiktoks: Cosas que se pueden hacer en un picnic, cosas que puedes llevar a un picnic - Laura's Blog: Los viajes de nena - Video: Ropa cómoda - Artículo Vogue México: Ropa comoda - Slideshare: Los jóvenes y la tecnología (Ing. Hector Maida, Guatemala) - Artículo con videos e infográficas: Jóvenes y tecnología - Infografía: tecnos de ayer y hoy - Artículo: Test para descubrir si somos adictos a la tecnología - Artículo: Ventajas y desventajas de Tiktok - Video: Pros y contras de Tik Tok - Artículo: Instagram - Artículo: 6 peligros de Instagram que debes conocer - Video: Cómo hacer historias de Instagram con seguridad - La Vanguardia: Los jóvenes, más caseros gracias a la tecnología - Campamento tecnológico: Acercar la tecnología a niños y jóvenes - Artículo con muchas fotos: La tecnología en los pueblos indígenas - Cuento: Las abejas de bronce, Marco Denevi, texto completo. Texto en línea: http://literaturacomoenigma.blogspot.com/2010/11/la-s-abejas-de-bronce-marco-denevi.html Support Resources Unit 1 resources funrom WL website <i>Que Chévere</i> Unidad 1-A1, A2, B1 Structured Student Interactions Matrix for WL - Text types: Tabla de formatos básicos para varios tipos de texto
Presentational communication: Students can identify and describe their traditional summertime leisure activities as well as their use of personal technology and that of people in the the target cultures orally and / or in writing using sentences, strings of sentences and level / topic appropriate vocabulary, structures and syntax (CM3,4,6, CL1-2, CN2)	- Students write a social media profile that includes their hobbies and personal interests and post it on a class discussion board - Students write a blog comparing and contrasting the hobbies and personal interests of American teenagers to those of teenagers in the target culture using sentences, strings of sentences and level / topic appropriate vocabulary, structures and syntax - Students present the findings of their tech habits surveys. - Students present present their summer activities skit in person or via a tech tool - Students introduce themselves and their hobbies / summer activities via Flipgrid	
Cultural PPPs: Students experience and can recognize the products, practices and perspectives of the target cultures on traditional summertime leisure activities as well as the personal technology use of young people in the target cultures, explore the relationships between them and exchange information about similarities and differences in their personal leisure activities and that of target culture youths (CL1-3, CN2)	Students read articles in La Vanguardia about young Spanish people and tech tools (<i>Los jóvenes, más caseros gracias a la tecnología</i>), complete a graphic organizer and write a journal entry comparing Spanish teens' tech habits to their own.	

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Connections, Diverse Perspectives and Distinctive Viewpoints: Intermediate students can acquire, exchange and present academic content across discipline areas, diverse perspectives and distinctive viewpoints related to traditional summertime leisure activities as well as the personal technology use of young people in the target cultures, in the target language, from age-appropriate authentic materials from the target cultures. (CN1-2)		• Vocabulary Building Activities for Interpreting Authentic Texts • Using Photos in the WL Classroom Sample Digital Tools • Quizlet: for learning / reviewing vocabulary and factual information; easily done individually. Teacher can monitor participation. Integrates with Google Classroom. • Edpuzzle: for practicing interpretation of visual and audio texts. Integrates with Google Classroom. • Kahoot: for reviewing any topic, best when played live. • Flipgrid: for producing and submitting individual oral presentations, especially during distance learning • Jamboard: for collaborative “brainstorming” during synchronous sessions • Peardeck or NearPod: for adding and recording student interaction to slide presentations. • Wheel of names: Random name picker app
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Critical Area of Study 2 : Mi cuerpo, mi salud Daily routine, parts of the body, personal hygiene, aches and pains		
Essential Questions: ❖ How do we take care of our bodies? ❖ What is a healthy routine? ❖ Why should we maintain healthy routines? ❖ How do young people in the target cultures maintain healthy routines?		
Student Outcomes	Sample Student-Generated Evidence	Resources

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Interpretive communication: Students can understand the main idea and some supporting details of authentic written and audio texts about health, care of one's body, hygiene and doctor's visits in the target cultures (CM1,4,5 CL 2).	a. Students read part of interview with Estación Vital creator Marcos Lacayo Bosche and decide if they can use the EV kiosk for a list of ailments supplied by their teacher. b. Students complete EdPuzzle activity for video / song Todo limpio es mas bonito	Authentic Resources • Blog: ¿Qué significa tener buena salud? • Artículo: 15 normas de higiene personal imprescindibles • El ABC de la rutina en cuarentena (Chile) • 8 Ideas para mantener una rutina sana durante la cuarentena • Blog: La higiene diaria en tus hijos • Videos: Cuándo debemos lavarnos las manos, Todo limpio es mas bonito • Cursillo de higiene para niños españoles: Blog Higiene y Salud • Blog: Hábitos de higiene personal • Poster: El aseo personal • Infografías: cadena.ngo • Sitio Web: Mediclic • Sitio Web Interactivo: Estación Vital • Entrevista con el creador de Estación Vital • Presentación sobre la rutina diaria • La nutrición y el sobrepeso • Países consumidores de bebidas gaseosas Support Resources • <i>Que Chévere</i> selections from Unit 2 A1, A2, B1 • Structured Student Interactions Matrix for WL • Text types: Tabla de formatos básicos para varios tipos de texto • Vocabulary Building Activities for Interpreting Authentic Texts • Using Photos in the WL Classroom Sample Digital Tools
Interpersonal communication: Students can share information, thoughts, feelings, and opinions regarding health, care of one's body, hygiene and doctor's visits in the target culture and their own in culturally authentic settings using sentences, strings of sentences and level/topic appropriate vocabulary, structures and syntax (CM2, 4, 6, CL1-2, CN2).	a. Students read article 15 normas de higiene personal imprescindibles with a partner or in groups of 3-4, and collaborate in Spanish to provide personal examples for the 15 norms. b. Students read all or part of 8 Ideas para mantener una rutina sana durante la cuarentena and write a response to the blog commenting on the 8 tips and giving one or two of their own.	
Presentational communication: Students can describe and explain health concerns, care of one's body, hygiene and doctor's visits in their culture and the target culture orally and / or in writing using sentences, strings of sentences and level / topic appropriate vocabulary, structures and syntax (CM3,4,6, CL1-2, CN2)	a. Students read El ABC de la rutina en cuarentena and create a poster or brochure based on the article b. Students some of the posts on Blog de Higiene y Salud and make their own recorded presentation about healthy routines and habits using Flipgrid	
Cultural PPPs: Students experience and can recognize the products, practices and perspectives of the target culture on health, care of one's body, hygiene and doctor's visits, explore the relationships between them and exchange information about similarities and differences between theirs and the target culture on health, care of one's body, hygiene and doctor's visits (CL1-3, CN2).	a. Students read article ¿Qué significa tener buena salud?, identify the healthy products and practices of Spanish youths and compare them to their own using a graphic organizer b. Students read / view some of the infographics on the site cadena.ngo, list some of the PPPs presented in the infographics and compare them to the PPPs of their own culture using a graphic organizer like this sample one here.	

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Connections, Diverse Perspectives and Distinctive Viewpoints: Intermediate students can acquire, exchange and present academic content across discipline areas, diverse perspectives and distinctive viewpoints related to health, care of one's body, hygiene and doctor's visits in the target cultures, in the target language, from age-appropriate authentic materials from the target cultures. (CN1-2)	- Students create a presentation about their own healthy habits and routines (health, anatomy, biology), or those of people in the target cultures. - Students visit the website for Mediclic and discuss telemedicine in Latin America vs. their own culture/community.	• Quizlet: for learning / reviewing vocabulary and factual information; easily done individually. Teacher can monitor participation. Integrates with Google Classroom. • Edpuzzle: for practicing interpretation of visual and audio texts. Integrates with Google Classroom. • Kahoot: for reviewing any topic, best when played live. • Flipgrid: for producing and submitting individual oral presentations, especially during distance learning • Jamboard: for collaborative "brainstorming" during synchronous sessions • Peardeck or NearPod: for adding and recording student interaction to slide presentations. • Wheel of names: Random name picker app
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Critical Area of Study 3: Mi comunidad Shopping and errands in town, directions and interactions with shopkeepers

Essential Questions:

- ❖ Where do we need to go to take care of household needs?
- ❖ How do we find our way around town?
- ❖ How do we interact with shopkeepers when shopping or requesting services?

Student Outcomes	Sample Student-Generated Evidence	Resources
Interpretive communication: Students can understand the main idea and some supporting details of authentic written and audio texts about running errands, interactions with shopkeepers, giving and asking for directions and using public transportation in the target cultures (CM1,4,5 CL 2).	Interpretive Tasks - Students listen to/ view / read authentic websites from shops in the target culture and identify basic information about the shop and the products offered. - Students watch video about Júcar and complete an EdPuzzle activity created by the teacher	Authentic Resources: • Sitios web: El mercado San Miguel de Madrid, Mercados de Sevilla, mercados gastronómicos de Sevilla y Madrid, papelería en México, Delicatessen Argentina, Verdulería Planticas • Artículo: El Mercado de Pisac, Pescadería en Peru, Diseñadores de moda latinoamericanos

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Interpersonal communication: Students can share information, thoughts, feelings, and opinions regarding running errands, interactions with shopkeepers, giving and asking for directions and using public transportation in the target culture and their own in culturally authentic settings using sentences, strings of sentences and level/topic appropriate vocabulary, structures and syntax (CM2, 4, 6, CL1-2, CN2).	Interpersonal Tasks - Students role play going shopping in a large market (Pisac) asking for directions to the various shops and talking with various shopkeepers about what to buy, how much, etc. - Students visit online latin american designer stores in pairs or small groups and role play shopping for clothes in one of the designer stores in a speed-dating format.	- Blog: 5 Imprescindibles pueblos blancos de Andalucía - Artículo: Que ver y hacer en Júzcar - Video: Júzcar, el pueblo azul de los pitufos, Mercado de Pisac - Presentación: Un día en el supermercado Support Resources: <i>Que Chévere</i> selections from Unidad 3 A y B and Unidad 5 Structured Student Interactions Matrix for WL - Text types: Tabla de formatos básicos para varios tipos de texto Vocabulary Building Activities for Interpreting Authentic Texts Using Photos in the WL Classroom Sample Digital Tools Quizlet: for learning / reviewing vocabulary and factual information; easily done individually. Teacher can monitor participation. Integrates with Google Classroom. Edpuzzle: for practicing interpretation of visual and audio texts. Integrates with Google Classroom. Kahoot: for reviewing any topic, best when played live. Flipgrid: for producing and submitting individual oral presentations, especially during distance learning
Presentational communication: Students can describe and discuss running errands, interacting with shopkeepers, giving and asking for directions and using public transportation in their own culture as well as in the target culture orally and / or in writing using sentences, strings of sentences and level / topic appropriate vocabulary, structures and syntax (CM3,4,6, CL1-2, CN2)	Presentational Tasks - Students read article and watch video about Júzcar, and write a journal entry or personal blog describing their experiences there. - Students use technology to create and deliver a video guide to what to do and not to do when running errands around town using the imperative.	
Cultural PPP: Students experience and can recognize the products, practices and perspectives of the target culture on running errands, interacting with shopkeepers, giving and asking for directions and using public transportation, explore the relationships between them and exchange information about similarities and differences between theirs and the target culture on running errands, interacting with shopkeepers, giving and asking for directions and using public transportation (CL1-3, CN2)	Cultural Comparison Students create and use a graphic organizer (Venn diagram, T chart, mind map) to write a personal journal entry comparing and contrasting their experiences with shops and shopkeepers in their culture versus that of teens in the target culture.	
Connections, Diverse Perspectives and Distinctive Viewpoints: Intermediate students can acquire, exchange and present academic		

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content across discipline areas, diverse perspectives and distinctive viewpoints related to health, care of one's body, hygiene and doctor's visits in the target cultures, in the target language, from age-appropriate authentic materials from the target cultures. (CN1-2)		● Jamboard: for collaborative “brainstorming” during synchronous sessions ● Peardeck or NearPod: for adding and recording student interaction to slide presentations. ● Wheel of names: Random name picker app
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Critical Area of Study 4 : El mundo animal

Essential Questions

- ❖ What is the role of animals in target culture societies?
- ❖ How and where do animals and humans interact?
- ❖ How do opinions about the value of animals vary among cultures?

Student Outcomes	Sample Student-Generated Evidence	Resources
Interpretive communication: Students can understand the main idea and some supporting details in authentic written and audio texts with respect to the animals of the target cultures and where / when / how people interact with them in the target cultures(CM1,4,5 CL 2).	a. Students listen to/ view / read selections of article <i>6 razones para rechazar los circos con animales</i> and complete a graphic organizer identifying the main ideas and some supporting details about why animals should no longer perform in the circus. b. Students view video <i>Ecogranja Linares</i> and provide the main ideas and some details about this ecological chicken farm, or do an EdPuzzle activity about it.	Authentic Resources ● Sitios Web: Selwo, el Tortuguero de Costa Rica, El paraíso de los animales, Animales en Circos, ● Artículos: Especies endémicas a Latinoamérica, Rechazar los circos con animales ● Videos: Pingüinos de Punta Tombo, Pingüinos de Patagonia, El paraíso de los animales, Ecogranja Linares, Ultima función del circo Atayde Hermanos Support Resources
Interpersonal communication: Students can share information (i.e. thoughts, feelings, and opinions) regarding the animals of the target cultures and where / when / how people interact with them in the target cultures and their own in culturally authentic settings using sentences,	a. Students view the website/ video of the organization <i>El Paraíso de los Animales</i> and write them a letter expressing what they have learned about the rescue farm and what they think of it.	

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strings of sentences and level/topic appropriate vocabulary, structures and syntax (CM2, 4, 6, CL1-2, CN2).	b. Students view the Selwo website and role play spending a day in Selwo, discussing what they do and see there.	● <i>Que Chévere 2</i>, selections from unidad 4 ● Structured Student Interactions Matrix for WL ● Text types: Tabla de formatos básicos para varios tipos de texto ● Vocabulary Building Activities for Interpreting Authentic Texts ● Using Photos in the WL Classroom Sample Digital Tools ● Quizlet: for learning / reviewing vocabulary and factual information; easily done individually. Teacher can monitor participation. Integrates with Google Classroom. ● Edpuzzle: for practicing interpretation of visual and audio texts. Integrates with Google Classroom. ● Kahoot: for reviewing any topic, best when played live. ● Flipgrid: for producing and submitting individual oral presentations, especially during distance learning ● Jamboard: for collaborative “brainstorming” during synchronous sessions ● Peardeck or NearPod: for adding and recording student interaction to slide presentations. ● Wheel of names: Random name picker app
Presentational communication: Students can describe and discuss the animals of the target cultures and where / when / how people interact with them in the target cultures orally and / or in writing using sentences, strings of sentences and level / topic appropriate vocabulary, structures and syntax (CM3,4,6, CL1-2, CN2)	a. Students use technology to create and deliver a presentation about animals that are native to a Hispanic country. b. Students view /read about the penguins in Argentina and turtles in Costa Rica, and create a guide or brochure about either the penguins or the turtles.	
Cultural PPP: Students can identify and exchange information about similarities and differences in the animals of the target cultures and where / when / how people interact with them in the target cultures as well as in their own culture (CL1-3, CN2).	a. Students compare the animals, animal interactions and opinions about animals in their culture and the target cultures in a skit where they interview a young person from the target country and present all their views.	
Connections, Diverse Perspectives and Distinctive Viewpoints: Intermediate students can acquire, exchange and present academic content across discipline areas, diverse perspectives and distinctive viewpoints related to health, care of one’s body, hygiene and doctor’s visits in the target cultures, in the target language, from age-appropriate authentic materials from the target cultures. (CN1-2)		

SEMESTER 2

Critical Area of Study 5 : De compras

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shopping for food, recipes, cooking and cuisine, dining out, shopping for clothes

Essential Questions:

- ❖ ¿Cómo hacemos para ordenar comida en un restaurante?
- ❖ ¿Cómo nos preparamos y organizamos para cocinar en casa?
- ❖ ¿Cómo se distinguen los platillos típicos o populares de las comunidades hispanas de los platillos típicos de nuestra cultura?

Student Outcomes	Sample Student-Generated Evidence	Resources
Interpretive communication: Students can understand the main idea and some supporting details of authentic written and audio texts about cooking and meal preparation, holiday, regional and specialty dishes, and dining out in the target cultures (CM1,4,5 CL 2).	Students read recipes and view cooking videos authentic to the target culture and respond to them via various listening/reading comprehension questions and exercises.	Authentic Resources Videos y recetas • De mi rancho a tu cocina • Cocineros argentinos • 12 platillos de América Latina más populares • Dieta de Los Pumas • La dieta de Messi • ¿Qué puede comer Messi? • Vendedores ambulantes • Platos caribeños Lecturas : • Frutas y verduras de temporada • Frutas según la temporada • Consumo de frutas y verduras • ¿Que es comer sano? • 5 Infografías sobre la alimentación • Dieta Keto • Dieta vegana vs. dieta vegetariana • Beneficios y contras de las dietas populares • Características de algunas dietas • 10 dietas • Análisis científico de 10 dietas populares • ¿Qué come Messi? • Frutas tropicales • Frutero ambulante en navarra • Gastronomía de Puerto Rico • Platos caribeños Qué Chévere: p. 226-227, p. 236-237, 261-262
Interpersonal communication: Students can share information, thoughts, feelings, and opinions regarding cooking and meal preparation, holiday, regional and specialty dishes, and dining out in the target culture and their own in culturally authentic settings using sentences, strings of sentences and level/topic appropriate vocabulary, structures and syntax (CM2, 4, 6, CL1-2, CN2).	Interpersonal tasks: a. Students role-play dining out at a restaurant in the target culture b. Students pair up to prepare and present a cooking show skit or make and present a video of themselves cooking at home together c. Students write and publish cooking blogs and respond to each others' blogs	
Presentational communication: Students can describe and explain cooking and meal preparation, holiday, regional and specialty dishes, and dining out in their own and the target cultures orally and / or in writing, using sentences, strings of sentences and level / topic appropriate vocabulary, structures and syntax (CM3,4,6, CL1-2, CN2)	Students use technology to research, create and deliver an oral presentation about the cuisine of a specific region of the target culture, or special/holiday dishes of a specific region of the target culture	

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Cultural PPP: Students experience and can recognize the products, practices and perspectives of the target culture on cooking and meal preparation, holiday, regional and specialty dishes and dining out, explore the relationships between them and exchange information about similarities and differences between theirs and the target culture on cooking and meal preparation, holiday, regional and specialty dishes, and dining out (CL1-3, CN2).	Students use a graphic organizer to identify the PPPs of the target culture regarding cuisine and dining and use it to write the review of a restaurant in the target culture and compare it to a restaurant in their own culture.	Support Resources • Vocabulario Previo: https://aprenderespanol.org/vocabulario/alimentos-comida.html • <i>Qué Chévere !</i> Unit 5A1-2y 5B2, vocabulario de comida • Gramatica ◦ Qué Chévere Unidad 3- Los mandatos: Tú, Usted, Ustedes ◦ Realidades: Unidad 7A & 7B mandatos • Structured Student Interactions Matrix for WL • Text types: Tabla de formatos básicos para varios tipos de texto • Vocabulary Building Activities for Interpreting Authentic Texts • Using Photos in the WL Classroom • La comida cuaderno instrucciones • Material: cuaderno interactivo Sample Digital Tools • Quizlet: for learning / reviewing vocabulary and factual information; easily done individually. Teacher can monitor participation. Integrates with Google Classroom. • Edpuzzle: for practicing interpretation of visual and audio texts. Integrates with Google Classroom. • Kahoot: for reviewing any topic, best when played live.
Connections, Diverse Perspectives and Distinctive Viewpoints: Intermediate students can acquire, exchange and present academic content across discipline areas, diverse perspectives and distinctive viewpoints related to health, care of one's body, hygiene and doctor's visits in the target cultures, in the target language, from age-appropriate authentic materials from the target cultures. (CN1-2)	Students identify food vocabulary dishes in Mexico and Argentina. They do a checklist where they write the target vocabulary. Students compare and contrast food dishes in both target cultures and places. They can identify vocab from both hispanic countries through a check list for beginner students. Students present a cooking recipe in which they use measurements. e.g. They show the conversion between metric v imperial.	

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		• Flipgrid: for producing and submitting individual oral presentations, especially during distance learning • Jamboard: for collaborative “brainstorming” during synchronous sessions • Peardeck or NearPod: for adding and recording student interaction to slide presentations. • Wheel of names: random name picker app • Padlet: teacher can instruct students to write a short paragraph using vocabulary words.
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Critical Area of Study 7: Metas y aspiraciones		
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Critical Area of Study 8: Viajando por España

Essential Questions:

- ❖ How do we travel by plane?
- ❖ Why is Spain an ideal travel destination?
- ❖ How do Spanish sites and attractions compare to cultural sites/ attractions in our community?

Student Outcomes	Sample Student-Generated Evidence	Resources
Interpretive communication: Students can understand the main idea and some supporting details of authentic written and audio texts about traveling in / to the target cultures, travel by air/land and hotel reservations/lodging, and the customs / traditions they will experience there. (CM1,4,5 CL 2).	a. Students do EdPuzzle activity with one of the two airport videos. b. Students read <i>Consejos para visitar Toledo</i> and make an itinerary including 5 sites they would visit in Toledo and something interesting about each one.	Authentic Resources Video: • Un mes viajando por España; • Reportaje especial: Viajando por España; • Este verano quédate en España!; • Primer viaje en avión; • El aeropuerto de Guadalajara; • Mejores sitios de Barcelona; • 5 lugares en Andalucía Articles: • Consejos para visitar Toledo; • Qué ver en Valencia en un día; Support Resources • <i>Que Chévere</i> Unidades 8A1-2, B1-2, 9B1 • Structured Student Interactions Matrix for WL
Interpersonal communication: Students can share information, thoughts, feelings, and opinions regarding traveling in / to the target cultures by air/land, hotel reservations/lodging, and the customs / traditions they will experience there in culturally authentic settings using sentences, strings of sentences and level/topic appropriate vocabulary, structures and syntax (CM2, 4, 6, CL1-2, CN2).	a. Students role play visiting a travel agent to make flight and hotel reservations in Spain, or checking into the airport for their flight to Spain. b. Students role play asking for directions in Barcelona, or planning a visit of Barcelona's main attractions c. Students write a friend postcard telling them about their adventures in Spain	

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Presentational communication: Students can describe, discuss and explain traveling in / to the target cultures by air/land, hotel reservations/lodging, and the customs / traditions they will experience thereorally and / or in writing using sentences, strings of sentences and level / topic appropriate vocabulary, structures and syntax (CM3,4,6, CL1-2, CN2)	- Students make their own travel video describing their experiences in Spain - Students write a blog about the best places to visit in another Spanish speaking country.	- Text types: Tabla de formatos básicos para varios tipos de texto Vocabulary Building Activities for Interpreting Authentic Texts Using Photos in the WL Classroom Vocabulario medico Quizizz Sample Digital Tools Quizlet: for learning / reviewing vocabulary and factual information; easily done individually. Teacher can monitor participation. Integrates with Google Classroom. Edpuzzle: for practicing interpretation of visual and audio texts. Integrates with Google Classroom. Kahoot: for reviewing any topic, best when played live. Flipgrid: for producing and submitting individual oral presentations, especially during distance learning Jamboard: for collaborative “brainstorming” during synchronous sessions Peardeck or NearPod: for adding and recording student interaction to slide presentations. Wheel of names: Random name picker app Authentic video: watch a video about the places that are in Sevilla, Spain.
Cultural PPP: Students experience and can recognize the products, practices and perspectives of the target culture traveling in/to the target cultures by air/land, hotel reservations/lodging, and the customs / traditions they will experience there, explore the relationships between them and exchange information about similarities and differences between theirs and the target culture’s.(CL1-3, CN2).	Students view video about the Guadalajara airport and - Identify the PPPs in the video using a graphic organizer - In groups, they create a Venn diagram comparing and contrasting the PPPs of of the Guadalajara airport to an American airport - Students present their findings to the class	
Connections, Diverse Perspectives and Distinctive Viewpoints: Intermediate students can acquire, exchange and present academic content across discipline areas, diverse perspectives and distinctive viewpoints related to health, care of one’s body, hygiene and doctor’s visits in the target cultures, in the target language, from age-appropriate authentic materials from the target cultures. (CN1-2)	Students create a gallery walk poster project about Sevilla, Spain. - Students identify vocabulary to use thinking about traveling to Spain. - In partners, they create a poster thinking about their health. - Teacher instructs students to imagine they will visit the doctor in Sevilla, Spain. - Students observe a video about this place in Europe and start learning vocabulary about health to use in their presentations.	

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Resources		
Pedagogical Considerations for EL	Access & Equity for English Learners & Students w/ Disabilities	
➤ World Readiness Standards for Learning Languages (National Standards): ➤ Common European Frameworks for languages (CEFR) ➤ Use of target language: Going for 90% Plus ➤ Comprehensible input ➤ Stephen Krashen's theory of second language acquisition ➤ TPRS ➤ Student-centered WL classroom ○ Creating Student-Centered Environments ➤ Differentiation in the WL classroom ➤ Culturally Responsive WL classrooms ○ PD Module from University of Texas ○ A Culturally responsive WL Classroom ➤ Effective WL classroom checklist ➤ Modes of communication ○ From Joshua Cabral ○ Authentic Activities in WL ○ Interpretive Communication: ➤ Cultural Products, Practices and Perspectives ➤ Assessment ○ NJ WL Frameworks: ○ WA Department of Education: ➤ Heritage Speaker issues and programs ○ Issues ○ UCLA program ○ Stanford program ○ UIC program ○ CCSS en español 9-10 grades (SLA)	Read: ELA/ELD Framework Chapter 9: Access & Equity To ensure access & equity for all students, make sure to: ❑ anticipate needs: social/emotional, language ❑ build on individual strengths: learning style, background knowledge, cultural awareness ❑ embed scaffolds, strategies, interactive structures, supports ❑ expect all students to achieve grade-level academic standards ❑ provide accommodations during instruction and assessment ❑ create multiple opportunities and entry points English Learners: Make clear distinctions between LANGUAGE and CONTENT. For LTELs, limited academic language proficiency in both languages inhibits mastery discourse/products are language-intensive. ● Use: EL Strategies for Equity and Access in ELA ● Quick links: Academic Language Toolkit, ELA/HSS ELD "Placemat" Tool, English Learner Master Plan, ELD Links, College and Career Readiness Anchor Standards with ELD Links ● More LTEL Resources: Join the SUHSD ELA LTEL Network Students w/ Disabilities: Make sure to review each student "IEP At A Glance" document and work together with your special education team at your school site to ensure success for all. ● Use: SWD Strategies for Equity and Access in ELA ● Quick links: Universal Design for Learning (CAST), UDL examples and resources, Scaffolds and Supports for SWD (Engage NY) Dual-Identified Students: Approximately one-third of SUHSD English learner students are also identified as students with disabilities. See IEP for specific EL goals and work together with your special education team at your school site.	
AVID Resources	Planning Guides	Common Core State Standards & Appendices
AVID ELA Strategies Canvas Course:	● Understanding By Design Template (UBD)	● College and Career Readiness Anchor Standards: ○ Anchor Standards for Reading

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By clicking on this link, you will be prompted to "Enroll in Course" (the first time you log in) and "Go to the Course" every time thereafter. AVID Excel: This middle school AVID program is a designated LTEL Intervention for EL students at participating schools in 7th and 8th grade. Teachers of AVID Excel and Core ELA teachers collaborate to discuss common strategies, content words and language strategies.	• Design Guide for UBD Template • Universal Design for Learning (UDL) • Guidelines for UDL Template • NCUST Template • SDCOE Mastery Planning Guide	○ Anchor Standards for Writing ○ Anchor Standards for Speaking and Listening ○ Anchor Standards for Language • California Common Core State Standards PDF • CCSS Appendices: ○ Appendix A ○ Appendix B ○ Appendix C
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World Language Connections Resources	
Cross-Curricular Connections	Vertical Connections
• Cross-content curriculum in WL • Games for cross curricular planning	• WL SSS 1-2 IG • WL SSS 3-4 IG • WL SSS 5-6 IG • AP exams and course descriptions • IB Language B Guide
Global Competencies & 21st Century Learning	Web Resources:
Global Competency Domains Global Competence Rubrics & Outcomes Global Competence is a 21st Century Imperative - NEA What is Global Competence? Chapter 10 CA ELA/ELD Framework: 21st Century Learning P21 Framework UN Sustainable Development Goals Global Oneness Project	iPad Apps and Web Tools Free CCSS Curriculum Lexile Analyzers News and Rhetoric-related Sites Interactive Sites for Lessons/Units Videos Free Books for your Class/School Cool Teacher Sites