

**SUBJECT AREA: Spanish (Vigueras)****LEVEL: 3****SEMESTER: Fall 2020**

<b>UNIT TITLE/ESSENTIAL QUESTION(S)</b>	<b>UNIT SKILLS AND CONTENT</b>	<b>CORE TEXTS AND MATERIALS</b>	<b>FORMATIVE &amp; SUMMATIVE ASSESSMENTS</b>	<b>COMMON CORE/CONTENT STANDARDS</b>
<p>1: Preparing for Remote/Blended Instruction</p> <ul style="list-style-type: none"> <li>• What is required of me in order to be successful this year?</li> </ul>	<p>RGHS Focus Skills for Spanish:</p> <ul style="list-style-type: none"> <li>• Students are able to express their own thoughts, provide descriptions, and communicate about familiar and unfamiliar topics using strings of sentences with various details.</li> <li>• Students comprehend general concepts and messages about familiar and unfamiliar topics. They can ask and answer questions.</li> <li>• Students can read about any topic, as long as the text is at a comprehensible level. They can use evidence from the text as well as develop inferences in order to explain their responses to given questions. They can make personal connections to a text.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to Google Classroom <ul style="list-style-type: none"> <li>○ features</li> <li>○ layout</li> <li>○ organization</li> </ul> </li> <li>• Social/Emotional Learning <ul style="list-style-type: none"> <li>○ how to best schedule your time given the current (new, different) school day</li> <li>○ Getting to know you, student survey <a href="https://docs.google.com/forms/d/1qpyag-2V0XMaXRjA6VjZNTdKFMQBt16oKMP_sdK5_zs/edit">https://docs.google.com/forms/d/1qpyag-2V0XMaXRjA6VjZNTdKFMQBt16oKMP_sdK5_zs/edit</a></li> </ul> </li> <li>• Zoom live session expectations</li> <li>• Course content review <ul style="list-style-type: none"> <li>○ What is comprehensible input?</li> <li>○ Why is this the way we will be</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Writing Baseline <a href="https://docs.google.com/forms/d/1jZOpU4bTatA3u0rsRg5ObXM8bE0_rsgcLFD-L2o3dKq/edit">https://docs.google.com/forms/d/1jZOpU4bTatA3u0rsRg5ObXM8bE0_rsgcLFD-L2o3dKq/edit</a></li> <li>• Listening Practice (teacher reads prompts)</li> <li>• Reading Diagnostic (questions), <a href="https://drive.google.com/file/d/1Vn4uQBg_ARr6sXy0M_WwWanUTYNj6dv8/view?usp=sharing">https://drive.google.com/file/d/1Vn4uQBg_ARr6sXy0M_WwWanUTYNj6dv8/view?usp=sharing</a></li> <li>• (answer doc) <a href="https://docs.google.com/forms/d/14n9ayEhDXndMFTEjFLJtukIAg8MM3DQH3YpB3aqd550/edit">https://docs.google.com/forms/d/14n9ayEhDXndMFTEjFLJtukIAg8MM3DQH3YpB3aqd550/edit</a></li> </ul>	<p>Learning Standards for Languages Other Than English (Checkpoint B-Modern Languages)</p> <p>Standard 1: Communication</p> <p>1. Listening and speaking are primary communicative goals in modern language learning. These skills are used for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.</p>

	<ul style="list-style-type: none"> <li>• Students can decipher between literal and figurative language in higher level texts.</li> </ul>	<p>learning this year?</p> <ul style="list-style-type: none"> <li>• How to utilize EdPuzzle</li> <li>• How to utilize the Señor Wooly website. <ul style="list-style-type: none"> <li>○ Create individualized interactive student accounts. <ul style="list-style-type: none"> <li>■ <a href="http://www.senorwooly.com">www.senorwooly.com</a></li> </ul> </li> </ul> </li> <li>• How to utilize El Mundo En Tus Manos 2020-2021 Subscription, using TPT digital activities platforms that link to Google Classroom (bi-weekly news publication that provides comprehensible news summaries from Spanish speaking countries to students.) <ul style="list-style-type: none"> <li>○ <a href="https://digital.teacherspayteachers.com/activities/5979907">https://digital.teacherspayteachers.com/activities/5979907</a></li> </ul> </li> <li>• Complete listening, reading, and writing baseline/diagnostic assessments (results to be used by teacher to group students and to inform instruction)</li> </ul>		<p>2. Reading and writing are used in languages other than English for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.</p> <p>Standard 2: Cultural Understanding</p> <p>1. Effective communication involves meanings that go beyond words and require an understanding of perceptions, gestures, folklore, and family and community dynamics. All of these elements can affect whether and how well a</p>
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				message is received.
<p>2. <u>Selena</u></p> <ul style="list-style-type: none"> <li>At what expense are you willing to chase your dreams?</li> <li>Why are people sometimes not accepted by groups that they rightfully belong to?</li> </ul>	<p>RCHS Focus Skills for Spanish:</p> <ul style="list-style-type: none"> <li>Students are able to express their own thoughts, provide descriptions, and communicate about familiar and unfamiliar topics using strings of sentences with various details.</li> <li>Students comprehend general concepts and messages about familiar and unfamiliar topics. They can ask and answer questions.</li> <li>Students can read about any topic, as long as the text is at a comprehensible level. They can use evidence from the text as well as develop inferences in order to explain their responses to given questions. They can make personal connections to a text.</li> <li>Students can decipher between literal and figurative language in higher level texts.</li> </ul>	<ul style="list-style-type: none"> <li><u>Selena</u> by Nelly Andrade-Hughes <a href="https://fluencymatters.com/courses/selena-intermediate-e-book/">https://fluencymatters.com/courses/selena-intermediate-e-book/</a></li> <li>Teacher guide: <a href="https://drive.google.com/file/d/1K71USYbr1pzFedSkvliSpRlvfKd53w13/view?usp=sharing">https://drive.google.com/file/d/1K71USYbr1pzFedSkvliSpRlvfKd53w13/view?usp=sharing</a></li> <li>Selena film, 1994</li> <li>2020 Interview with Yolanda Saldivar <a href="https://www.youtube.com/watch?v=rn2h7IS2fPc">https://www.youtube.com/watch?v=rn2h7IS2fPc</a> (part 1)</li> <li><a href="https://www.youtube.com/watch?v=EITf13AZyHI">https://www.youtube.com/watch?v=EITf13AZyHI</a> (part 2)</li> <li>*Within each novel unit, I also incorporate any relevant grammatical structures, holidays, or current events. I use the following two platforms for this: <ul style="list-style-type: none"> <li>Señor Wooly website and interactive student accounts (to highlight grammatical</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Para Empezar (do now) questions</li> <li>Antes de Salir (exit slips)</li> <li>Analyzing student's independent work and group/partner work</li> <li>Strategic questioning during lessons</li> <li>Student annotations</li> <li>Final essay: ¿Cómo son diferentes las versiones de lo que ocurrió el día que murió Selena como son explicadas por la familia Quintanilla (en el libro) y por Yolanda (en la entrevista de 20/20)? <ul style="list-style-type: none"> <li>Students will respond in Spanish after reading the novel, and watching the film and 20/20 Interview</li> </ul> </li> </ul>	<p>Learning Standards for Languages Other Than English (Checkpoint B-Modern Languages)</p> <p>Standard 1: Communication</p> <p>1. Listening and speaking are primary communicative goals in modern language learning. These skills are used for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.</p> <p>2. Reading and writing are used in languages other than English for the purposes of</p>

		<p>structures found in book)  <a href="http://www.senorwooly.com">www.senorwooly.com</a></p> <ul style="list-style-type: none"> <li>○ El Mundo en Tus Manos Subscription (weekly current event newspaper written for language learners)  <a href="https://digital.teacherspayteachers.com/activities/5979907">https://digital.teacherspayteachers.com/activities/5979907</a></li> <li>● Various teacher-created Reading and strategy resources</li> <li>● Various vocabulary games/activities</li> <li>● Various texts and graphic organizers</li> </ul>		<p>socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.</p> <p>Standard 2: Cultural Understanding</p> <p>1. Effective communication involves meanings that go beyond words and require an understanding of perceptions, gestures, folklore, and family and community dynamics. All of these elements can affect whether and how well a message is received.</p>
<p>3. <u>Problemas en Paraíso</u></p> <ul style="list-style-type: none"> <li>● How does family</li> </ul>	<p>RCHS Focus Skills for Spanish:</p> <ul style="list-style-type: none"> <li>● Students are able to express their own thoughts, provide</li> </ul>	<ul style="list-style-type: none"> <li>● <u>Problemas en Paraiso</u> by Carol Gaab</li> </ul>	<ul style="list-style-type: none"> <li>● Para Empezar (do now) questions</li> <li>● Antes de Salir (exit slips)</li> </ul>	<p>Learning Standards for Languages Other Than English</p>

<p>dynamic (eg. single parent home or non-traditional family unit) influence parent-child relationships?</p> <ul style="list-style-type: none"> <li>• Are popular resorts/vacation destinations an accurate representation of the typical way of life of the residents of that place?</li> </ul>	<p>descriptions, and communicate about familiar and unfamiliar topics using strings of sentences with various details.</p> <ul style="list-style-type: none"> <li>• Students comprehend general concepts and messages about familiar and unfamiliar topics. They can ask and answer questions.</li> <li>• Students can read about any topic, as long as the text is at a comprehensible level. They can use evidence from the text as well as develop inferences in order to explain their responses to given questions. They can make personal connections to a text.</li> <li>• Students can decipher between literal and figurative language in higher level texts</li> </ul>	<p><a href="https://fluencymatters.com/product/problemas-en-paraiso-e-book/">https://fluencymatters.com/product/problemas-en-paraiso-e-book/</a></p> <ul style="list-style-type: none"> <li>• Teacher guide: <a href="https://drive.google.com/file/d/1uuZ-Ep8-hmaOZnuTlxo1EkX2rvG3rur7/view?usp=sharing">https://drive.google.com/file/d/1uuZ-Ep8-hmaOZnuTlxo1EkX2rvG3rur7/view?usp=sharing</a></li> <li>• *Within each novel unit, I also incorporate any relevant grammatical structures, holidays, or current events. I use the following two platforms for this: <ul style="list-style-type: none"> <li>○ Señor Wooly website and interactive student accounts (to highlight grammatical structures found in book) <a href="http://www.senorwooly.com">www.senorwooly.com</a></li> <li>○ El Mundo en Tus Manos Subscription (weekly current event newspaper written for language learners) <a href="https://digital.teacherspayteachers.com/activities/5979907">https://digital.teacherspayteachers.com/activities/5979907</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Analyzing student's independent work and group/partner work</li> <li>• Strategic questioning during lessons</li> <li>• Student annotations</li> </ul>	<p>(Checkpoint B-Modern Languages)</p> <p>Standard 1: Communication</p> <ol style="list-style-type: none"> <li>1. Listening and speaking are primary communicative goals in modern language learning. These skills are used for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.</li> <li>2. Reading and writing are used in languages other than English for the purposes of socializing, providing and acquiring information, expressing personal feelings and</li> </ol>
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		<ul style="list-style-type: none"> <li>• Various teacher-created Reading and strategy resources</li> <li>• Various vocabulary games/activities</li> <li>• Various texts and graphic organizers</li> </ul>		<p>opinions, and getting others to adopt a course of action.</p> <p>Standard 2: Cultural Understanding</p> <p>1. Effective communication involves meanings that go beyond words and require an understanding of perceptions, gestures, folklore, and family and community dynamics. All of these elements can affect whether and how well a message is received.</p>
<p>4. <u>Frida</u></p> <ul style="list-style-type: none"> <li>• How has the role of women in society changed since the early 1900s?</li> <li>• What is the definition of</li> </ul>	<p>RCHS Focus Skills for Spanish:</p> <ul style="list-style-type: none"> <li>• Students are able to express their own thoughts, provide descriptions, and communicate about familiar and unfamiliar topics using strings of sentences with various details.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Frida</u> by Kristy Placido</li> </ul> <p><a href="https://fluencymatters.com/product/frida-kahlo-e-book/">https://fluencymatters.com/product/frida-kahlo-e-book/</a></p> <ul style="list-style-type: none"> <li>• Teacher guide:</li> </ul> <p><a href="https://drive.google.com/file/d/1IWdA-4axik41ZYDb81nU2BuVASBYMcRC/view?usp=sharing">https://drive.google.com/file/d/1IWdA-4axik41ZYDb81nU2BuVASBYMcRC/view?usp=sharing</a></p>	<ul style="list-style-type: none"> <li>• Para Empezar (do now) questions</li> <li>• Antes de Salir (exit slips)</li> <li>• Analyzing student's independent work and group/partner work</li> <li>• Strategic questioning during lessons</li> <li>• Student annotations</li> </ul>	<p>Learning Standards for Languages Other Than English (Checkpoint B-Modern Languages)</p> <p>Standard 1: Communication</p> <p>1. Listening and speaking are primary communicative</p>

<p>beauty? Does everyone define it the same way?</p> <ul style="list-style-type: none"> <li>• How do people survive and thrive after a hardship?</li> <li>• How do your family relationships shape your identity?</li> <li>• What does a selfie show about society?</li> </ul>	<ul style="list-style-type: none"> <li>• Students comprehend general concepts and messages about familiar and unfamiliar topics. They can ask and answer questions.</li> <li>• Students can read about any topic, as long as the text is at a comprehensible level. They can use evidence from the text as well as develop inferences in order to explain their responses to given questions. They can make personal connections to a text.</li> <li>• Students can decipher between literal and figurative language in higher level texts.</li> </ul>	<ul style="list-style-type: none"> <li>• *Within each novel unit, I also incorporate any relevant grammatical structures, holidays, or current events. I use the following two platforms for this: <ul style="list-style-type: none"> <li>○ Señor Wooly website and interactive student accounts (to highlight grammatical structures found in book) <a href="http://www.senorwooly.com">www.senorwooly.com</a></li> <li>○ El Mundo en Tus Manos Subscription (weekly current event newspaper written for language learners) <a href="https://digital.teacherspayteachers.com/activities/5979907">https://digital.teacherspayteachers.com/activities/5979907</a></li> </ul> </li> <li>• Various teacher-created Reading and strategy resources</li> <li>• Various vocabulary games/activities</li> <li>• Various texts and graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>• Final essay: Selfie Project</li> </ul>	<p>goals in modern language learning. These skills are used for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.</p> <p>2. Reading and writing are used in languages other than English for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.</p> <p>Standard 2: Cultural Understanding</p>
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<p>5. <u>Bianca Nieves y Los Siete Toritos</u></p> <ul style="list-style-type: none"> <li>Is bullfighting torture or culture?</li> </ul>	<p>RCHS Focus Skills for Spanish:</p> <ul style="list-style-type: none"> <li>Students are able to express their own thoughts, provide descriptions, and communicate about familiar and unfamiliar topics using strings of sentences with various details.</li> <li>Students comprehend general concepts and messages about familiar and unfamiliar topics. They can ask and answer questions.</li> <li>Students can read about any topic, as long as the text is at a</li> </ul>	<ul style="list-style-type: none"> <li><u>Bianca Nieves y Los Siete Toritos</u> by Carrie Toth</li> </ul> <p><a href="https://fluencymatters.com/product/bianca-nieves-y-los-7-toritos-e-book/">https://fluencymatters.com/product/bianca-nieves-y-los-7-toritos-e-book/</a></p> <ul style="list-style-type: none"> <li>Teacher guide:</li> </ul> <p><a href="https://drive.google.com/file/d/18kwDWO4bq6pv64eGjOREdDecgkk_Hc_C/view?usp=sharing">https://drive.google.com/file/d/18kwDWO4bq6pv64eGjOREdDecgkk_Hc_C/view?usp=sharing</a></p> <ul style="list-style-type: none"> <li>Movie, Ferdinand</li> <li>*Within each novel unit, I also incorporate any relevant grammatical structures, holidays, or current events. I</li> </ul>	<ul style="list-style-type: none"> <li>Para Empezar (do now) questions</li> <li>Antes de Salir (exit slips)</li> <li>Analyzing student's independent work and group/partner work</li> <li>Strategic questioning during lessons</li> <li>Student annotations</li> </ul>	<p>Learning Standards for Languages Other Than English (Checkpoint B-Modern Languages)</p> <p>Standard 1: Communication</p> <p>1. Listening and speaking are primary communicative goals in modern language learning. These skills are used for the purposes of socializing, providing and</p>

	<p>comprehensible level. They can use evidence from the text as well as develop inferences in order to explain their responses to given questions. They can make personal connections to a text.</p> <ul style="list-style-type: none"> <li>● Students can decipher between literal and figurative language in higher level texts.</li> </ul>	<p>use the following two platforms for this:</p> <ul style="list-style-type: none"> <li>○ Señor Wooly website and interactive student accounts (to highlight grammatical structures found in book) <a href="http://www.senorwooly.com">www.senorwooly.com</a></li> <li>○ El Mundo en Tus Manos Subscription (weekly current event newspaper written for language learners) <a href="https://digital.teacherspayteachers.com/activities/5979907">https://digital.teacherspayteachers.com/activities/5979907</a></li> </ul> <ul style="list-style-type: none"> <li>● Various teacher-created Reading and strategy resources</li> <li>● Various vocabulary games/activities</li> <li>● Various texts and graphic organizers</li> </ul>		<p>acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.</p> <p>2. Reading and writing are used in languages other than English for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.</p> <p>Standard 2: Cultural Understanding</p> <p>1. Effective communication involves meanings that go beyond words and require an understanding of perceptions,</p>
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				gestures, folklore, and family and community dynamics. All of these elements can affect whether and how well a message is received.
<p>6. <u>Vida y Muerte En La Mara Salvatrucha</u></p> <ul style="list-style-type: none"> <li>How does a gang use marketing techniques to sell themselves to new members?</li> <li>How are tattoos an art form? How do they reflect the person who wears them?</li> <li>In what ways does the US involvement in foreign wars help other nations? In what ways</li> </ul>	<p>RCHS Focus Skills for Spanish:</p> <ul style="list-style-type: none"> <li>Students are able to express their own thoughts, provide descriptions, and communicate about familiar and unfamiliar topics using strings of sentences with various details.</li> <li>Students comprehend general concepts and messages about familiar and unfamiliar topics. They can ask and answer questions.</li> <li>Students can read about any topic, as long as the text is at a comprehensible level. They can use evidence from the text as well as develop inferences in order to explain their responses to given questions. They can</li> </ul>	<ul style="list-style-type: none"> <li><u>Vida y Muerte en La Mara Salvatrucha</u> by autor anónimo <a href="https://fluencymatters.com/product/vida-y-muerte-en-la-mara-salvatrucha-e-book/">https://fluencymatters.com/product/vida-y-muerte-en-la-mara-salvatrucha-e-book/</a></li> <li>Teacher guide: <a href="https://drive.google.com/file/d/1gQtZ2B4PW_u_tcrF_7zSuSPYwuTOn_au/view?usp=sharing">https://drive.google.com/file/d/1gQtZ2B4PW_u_tcrF_7zSuSPYwuTOn_au/view?usp=sharing</a></li> <li>*Within each novel unit, I also incorporate any relevant grammatical structures, holidays, or current events. I use the following two platforms for this: <ul style="list-style-type: none"> <li>Señor Wooly website and interactive student accounts (to highlight grammatical structures found in book)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Para Empezar (do now) questions</li> <li>Antes de Salir (exit slips)</li> <li>Analyzing student's independent work and group/partner work</li> <li>Strategic questioning during lessons</li> <li>Student annotations</li> </ul>	<p>Learning Standards for Languages Other Than English (Checkpoint B-Modern Languages)</p> <p>Standard 1: Communication</p> <p>1. Listening and speaking are primary communicative goals in modern language learning. These skills are used for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a</p>

<p>does it hurt?</p>	<p>make personal connections to a text.</p> <ul style="list-style-type: none"> <li>● Students can decipher between literal and figurative language in higher level texts.</li> </ul>	<ul style="list-style-type: none"> <li>○ <a href="http://www.senorwooly.com">www.senorwooly.com</a></li> <li>○ El Mundo en Tus Manos Subscription (weekly current event newspaper written for language learners) <a href="https://digital.teacherspayteachers.com/activities/5979907">https://digital.teacherspayteachers.com/activities/5979907</a></li> <li>● Various teacher-created Reading and strategy resources</li> <li>● Various vocabulary games/activities</li> <li>● Various texts and graphic organizers</li> </ul>		<p>course of action.</p> <p>2. Reading and writing are used in languages other than English for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.</p> <p>Standard 2: Cultural Understanding</p> <p>1. Effective communication involves meanings that go beyond words and require an understanding of perceptions, gestures, folklore, and family and community dynamics. All of these elements can affect whether</p>
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