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<th>Strand</th>
<th>Communication</th>
<th>Learning Targets</th>
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<td><strong>Standards</strong></td>
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|        | A. Engage in Spanish conversation, provide and obtain information, express feelings and emotions, and exchange opinions | - Create 20 questions that reflect who they are and what they value when interviewing someone else in contention for a new best friend position that has recently become vacant. Students can balance personal motives/perspectives with those of a given audience  
- Prepare/employ talking points and show evidence of impromptu conversational skills with the specific purpose of clarifying one’s communicative intent  
- Sustain a short conversation with a peer about their likes and dislikes concerning the outdoors, nature, and camping, offering alternative views/opinions to effectively communicate one’s dispositions/interests |

**Alignments:**  
CCSS: 4.RF.4c; 4.W.5; 4.W.7; 11-12.1a,c,d; 11-12.SL.4; 11-12.SL.5  
Performance: 2.3, 4.6  
Knowledge: (CA) 1,5,6 (SC) 8 (SS) 5,6  
WLCLE: WL.1.1a-d (Level 3)  
NETS: 1b; 2a; 3c; 4c; 5b; 6b  
DOK: 4
**Instructional Strategies**

- **Best Friend activity:**
  - The teacher will:
    - lead an informal discussion on the topic, “What would be an ideal best friend?”
    - lead the students to a shoulder partner discussion about their friends’ quirks, attitudes, etc.
    - explain that you have a new best friend position available and need to seriously consider what you are looking for in a best friend. “Do you look for more of the same or do you want your new friend to offer something different?”
    - tell the students they will have several worthy candidates they must interview for the position next week. Each student will only have 20 questions they can ask each applicant, so the questions have to reflect everything they really want to know about the other person’s personality, likes, dislikes, hobbies, etc.
  - After a short discussion, each student will create a T-chart in Spanish of desirable and undesirable traits (CharacterPlus tie-in), activities, etc. Students will use this list to create questions
  - The teacher will monitor and provide guidance and feedback as students work

- **Pop Culture activity:**
  - The teacher will:
    - present reputable online sources to obtain current event and pop-culture articles in Spanish. Students are assigned, throughout the course, to choose an article that interests them and to prepare a guided reading activity and follow up classroom discussion on the topic
    - model guided reading activity and discussion with the students
  - Students:
    - are encouraged to share links for further inquiry
    - must prepare talking points that reflect key points in the article and be prepared to create impromptu remarks/questions to clarify and guide the discussion
  - Each discussion needs to be 5 minutes in length. (Graded by scoring guide)

- **Eco-Tourism activity:**
  - The teacher will:
    - introduce the unit on nature/outdoor activities/camping with a few short promo videos from online advertising eco-tourism in Costa Rica and Mexico
    - answer questions and guide the discussion about the video and personal experiences, including experiences of students in the class. The discussion leads to answer the question, “What is eco-tourism?”
  - The class creates a preliminary definition
### Assessments/Evaluations

- **Formative:**
  - Peer editing
  - Differentiated teacher feedback/guidance
  - Student created scoring guide/assessment
  - T-charts, outlines, monitored process pieces

- **Summative:**
  - Scoring guides
Sample Assessment Questions

- New Best Friend essay

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**Task Completion**
- Does not demonstrate ability to express ideas in a comprehensible manner making limited, if any comparisons and contrasts
  1
- Demonstrates ability to express ideas in a comprehensible manner and making comparisons and contrasts in a limited way.
  2
- Demonstrates ability to express ideas in a comprehensible manner making comparisons and contrasts in a meaningful way.
  3
- Demonstrates ability to express ideas in a comprehensible manner, stating a wide variety of comparisons and contrasts in meaningful and creative way.
  4

**Content**
- Content undeveloped. Inadequate, inaccurate, and/or irrelevant response.
  • Limited response
  • Lack of cohesive response/ ideas not connected in paragraph form
  • Some information in response may be incorrect or irrelevant
  1
- Limited response
  • Well organized in paragraph form
  • Response includes correct and relevant information that completely addresses the reasoning behind why you chose one person over the other candidates, citing positive and negative factors
  3
- Appropriate response
  • Clearly organized in paragraph form
  • Creates original sentences
  • Response includes correct and relevant information as well as elaboration
  4

**Comprehensibility**
- Text barely comprehensible. Errors of grammar and/or spelling may be impossible to decipher
  1
- Text mostly comprehensible, requiring interpretation on the part of the reader and or contains gaps in logic/ transitions
  2
- Text comprehensible, requiring minimal interpretation on the part of the reader. The main idea is supported by relevant information
  3
- Text readily comprehensible, requiring no interpretation on the part of the reader. The main idea is extensively supported by relevant facts and
  4

**Vocabulary**
- Inadequate and/or inaccurate use of vocabulary, may be used inappropriately or out of context; repetitive
  1
- Somewhat inadequate and/or inaccurate use of vocabulary; few attempts to include less commonly used vocabulary
  2
- Adequate and accurate use of vocabulary; some attempts to include less commonly used vocabulary
  3
- Rich use of vocabulary from within and beyond; frequent attempts to include less commonly used or more sophisticated vocabulary
  4

**Instructional Resources/Tools**
- Computer/iPad/Projector/SMART Board
- iPads
- Edmodo
- Internet
- Virtual Language lab via iPads
- Presentation tools of students choosing
**Literacy Connections**

- Read with sufficient accuracy and fluency to support comprehension  
  c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary  
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing  
- Conduct short research projects that build knowledge through investigation of different aspects of a topic  
- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners 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  
  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  
- Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks  
- Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest

**Cross Curricular Connections**

- ELA – Students:  
  - are required to communicate/speak/write using Standard English and Spanish to facilitate linguistic comparisons and more effectively negotiate meaning  
  - will collaboratively create and present to their peers with a high value placed on balancing aesthetics and content delivery in their visual presentations on eco-tourism  
  - will participate in formal and informal presentations on a variety of topics, discussing issues and ideas with their peers  
- Science: Students will explore the impact of technology and human activity on resources and the environment through their study of eco-tourism
• Social Studies – Students:
  • will make connections between unique geographical locations and eco-tourism industries of multiple Spanish-speaking countries, making connections between people and their environment in relation to economy, sustainability, and recreation
  • will explore/define their values with the culture and environment of local and global communities and individuals
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### Standards

- B. Understand and interpret written and spoken language on a variety of topics

### Learning Targets

1. -  
- Interpret basic commands, and commands with pronouns to understand directions  
- Understand the interplay of the *preterite* and *imperfect* tenses to comprehend past actions/events  
- Understand basic conversations concerning thematic units of study

#### Alignments:

- CCSS: 3.RL.1; 5.RL.7a; 4.W.4; 4.W.7; 4.SL.1; 4.SL.4 3.L.1a,d; 3.L.4a; 5.L.2; 7.L.4  
- Performance: 1.6, 2.2, 3.5  
- Knowledge: (CA) 1-6  
- WLCLE: WL.1.2a,b (Level 3)  
- NETS: 1a,b; 2a; 3c; 4b; 5b; 6b  
- DOK: 4

#### Instructional Strategies

- **Reading Stations:**  
  - The teacher will provide reading stations to divide up the class equally  
  - Each station has written directions from familiar, everyday items such as:  
  - recipes  
  - directions to put things together  
  - medical directions  
  - All commands are highlighted  
- **Students will:**  
  - look at the new verb forms in context and decipher what each means  
  - be able at this point to read, but not form commands  
- **Patterns activity**
• Students:
  • will examine various command forms and attempt to discover/identify derivational patterns
  • are tasked to reference the actual pattern online and compare with their preliminary notes
• The teacher will:
  • lead a discussion on the purpose of commands in English and Spanish
  • assign students to watch a flipped video that evening on command conjugation patterns
• Note taking activity:
  • Students will:
    • watch teacher created (flipped) video at home/outside of class (in library)
    • create Cornell-style notes
    • check the accuracy of their notes by taking a formative assessment on Edmodo that gives immediate feedback
    • keep or refine the notes based on the outcome of the quiz, because students know they will use these notes on a formative assessment they will take the next day to check their understanding
    • be assigned to an appropriate station to develop their skills with commands (and commands with pronouns), depending on how each student scores on the formative (differentiated) assessment
• Video Presentation activity:
  • Students will:
    • create video presentations on a topic of their choosing (linked to a personal interest, and eventually their academy) that employs commands (and commands with pronouns) to tell their peers how to do something – assessed using a scoring guide
    • watch and score past student presentations/videos to foster a better understanding of what constitutes an exemplary video presentation
• Parallel Sentence activity:
  • The teacher will provide parallel sentences that only differ with one verb being in the preterite form and the other verb being in the imperfect form
  • Students will:
    • explain the communicative difference in using one tense over the other
    • be exposed to sentences that have a mixed combination of preterite and imperfect verbs (two preterits, two imperfects, one of each)
    • translate the sentences and articulate the use of each tense
• The teacher has students read short stories and articles that employ the preterite and imperfect tenses to facilitate a discussion on the interplay of the two tenses in different contexts, expanding from the previous activities that were only on the sentence level

• Digital Short Story activity:
  • Students will create a digital short story that employs the preterite and imperfect
  • Peers are their audience
  • This is a process piece that includes a(n):
    • outline
    • rough draft
    • peer editing
    • rewriting
    • teacher conference
    • publishing
  • Students will have the option to have their books bound professionally to keep or donate to the (new) Spanish library of student work

• Students will:
  • answer comprehension questions to audios
  • put a series of pictures in the order they are discussed/mentioned in the audio provided by the teacher

• The teacher will:
  • facilitate class discussions with Q & A
  • lead TPR (total physical response) exercises to check basic understanding of the students’ listening comprehension

• Comprehension Polling activity:
  • The teacher will:
    • play an audio
    • poll the class on how much they think they understood
  • If students don’t poll well and/or struggle with comprehension questions, the teacher will lead the students through guided practice, modeling best listening comprehension strategies
  • If students poll well and answer comprehension questions accurately, the teacher then pushes the students to summarize and expand the conversation/discussion on the topic
  • The polling is to promote more meta-cognitive awareness

• Students will read a passage and answer T/F statements, correcting the false statements, and identifying the location/line in the passage that supports the statement if true
• Summaries activity:
  • The teacher will provide an article with examples of summaries from past students
  • Students will, in stations, rank the summaries from most to least effective, scoring each with a teacher provided scoring guide
  • This activity fuels the discussion on what constitutes an effective summary, regardless of content
  • Students will regularly read and summarize articles/stories/videos throughout the course for preparation for projects and discussion drivers

Assessments/Evaluations

• Formative:
  • Individual student whiteboards
  • Differentiated station work
  • Peer-supported translations/activities
  • Student polls
  • Edmodo concept checks/formative quizzes
  • Educreations form and function presentations
  • Student-created assessments
  • Students scoring quality of past students’ work
  • Teacher Q & A (discussion)
  • Error analysis

• Summative:
  • Scoring guides
  • Written assessments
  • Video presentations

Sample Assessment Questions

• Summative assessment sample for commands with pronouns:

  Put the following verbs into command form using pronouns (direct, indirect, reflexive). Give both affirmative and negative responses. What is in ( ) tells you the type of command:

  • Dar (tú)/ los libros / a tu maestro
  • Lavarse (tú)/ los pies
  • Explicar (Ud.)/ la campaña / a los voluntarios
  • Leer (Uds.)/ el artículo de opinión
• Ponerse (Ud.) / la camisa
• Comprar (tú)/ la ropa / para mí
• Decir (Uds.)/ sus secretos / al Sr. Williams
• Hacer (tú)/ las maletas
• Tocar (tú)/ la guitarra
• Levantarse (Ud.)

Change the following commands to the opposite affirmative or negative form, then translate your answer to English

• Déselos
• No lo haga
• No me lo digas
• Escríbanlas
• Escúchame
• Acuéstate
• Póntela
• No se levante
• Cómpresela
• No me toques

Translate the following commands from English to Spanish. What is in ( ) tells you what type of command

• (tú) Do it
• (tú) Buy it for me
• (Uds) Call her
• (tú) Don’t talk to me
• (Ud.) Help me
• (tú) Pick them up
• (Uds.) Bring them to him
• (tú) Get up
• (Ud) Don’t say it
• (tú) Tell me

Summative assessment sample for preterite and imperfect tenses:
Conjugate each verb into the preterite or the imperfect tense, translate your answer, and then defend your choice of tense when necessary. An additional explanation is needed when the preterite and imperfect translation is identical in English. You must explain the conceptual difference in such cases

- Sr. Mara (tener) cuarenta años.
- Ayer yo (ir) al lago y (conducir) motos acuáticas por dos horas.
- Mientras mis hijos (jugar) en la arena, mi esposa y yo (recostarse) debajo de la sombrilla.
- Ella (estar) en la cubierta del barco cuando ella (marearse).
- Mi familia (reunirse) en la playa (cada año/el año pasado).
- (Ser) las tres de la tarde y (hacer) un calor agobiante.
- Tú no (querer) ir a la escuela porque tú (estar) enferma.
- Mis suegros no (ser) amables anoche.
- Nosotros (jugar) al voleibol playero.
- Mi sobrina (ser) muy cómica.

### Instructional Resources/Tools

- Computer/iPad/Projector/SMART Board
- Edmodo
- Internet
- Educreations
- iPads
- Storyboard app (TBD)
- Video production/editing app (TBD)

### Literacy Connections

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
- Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text
- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience
- Conduct short research projects that build knowledge through investigation of different aspects of a topic
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others’ ideas and expressing their own clearly
- Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
  a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences
d. Form and use regular and irregular verbs
Spanish III

- Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
  a. Use sentence-level context as a clue to the meaning of a word or phrase
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies
  a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase

**Cross Curricular Connections**

- **ELA:**
  - Through comparing grammatical parallels in English and Spanish, students will learn to refine their communication skills in:
    - both languages
    - supporting grammar
    - usage
    - spelling
    - punctuation
    - capitalization
  - Students will (be):
    - reading and evaluating fiction (short stories)
    - reading a variety of nonfiction samplings from:
      - recipes
      - manuals
      - directions
      - articles
      and other everyday nonfiction informational text
    - creating and refining notes
    - outlining dialogues for video presentations
    - writing/creating a narrative for a digital short story
    - peer edit and reflect with their peers and teacher on the high value placed on balancing aesthetics and content delivery in their visual presentations
    - present and discuss their topics of interest
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**Standards**

C. Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics

**Learning Targets**

1. Express opinion based on evidence, and communicate an argument through writing and an oral presentation concerning a chosen Social Action Project that focuses on an environmental (and social cause as a follow up project) that is both global and local in scope. Articulate the issue/problem, then be solution-oriented and persuasive in getting others to change their thinking/actions

- Present an attempt on Immigration Policy based on research and interviews, offering a balanced solution that would satisfy all political/social perspectives on the issue

- Present, in five minutes, a current event or pop-cultural topic of interest to the class with supporting visuals and talking points

**Alignments:**

CCSS: 11-12.RI.7; 9-10.RI.8; 4.W.5; 11-12.SL.1a,c,d; 11-12.SL.4; 11-12.SL.5

Performance: 1.8, 2.1, 3.1, 3.6

Knowledge: (CA) 1,3-6 (SC) 8 (SS) 2,4-7

WLCLE: WL.1.3a,b (Level 3)

NETS: 1; 2; 3a-c; 4; 5b; 6b,d

DOK: 4
**Instructional Strategies**

- **Environmental Issue activity:**
  - The teacher will provide pictures to the students that represent environmental issues that are visceral and provocative and will then ask what students see, and what problem each picture represents.
  - These pictures will facilitate a discussion on a unit on environmental issues/concerns of the 21st Century.

- **Social Issue/Concern activity:**
  - The teacher will provide a slide show of images that represent a variety of social issues/concerns that are visceral and provocative and will then ask what students see, and what problem each picture represents.
  - These pictures will facilitate a discussion on a unit on social/community awareness and citizenship.
  - Students will parallel their environmental awareness unit project to support relevant skills through repetition.
  - The class will revisit what made for strong presentations, posters, and ThingLinks.
  - The discussion is a refinement of approach and planning to accomplish the same tasks at a higher level of achievement.

- **Online research:**
  - The teacher will provide new online resources throughout the course for students to explore current events and Latin pop culture.
  - Students:
    - are required once a month to share out an article that interests them.
    - will prepare talking points and a visual or audio to accompany their mini-presentation.
    - will use a scoring guide to offer the presenting student feedback.
  - This activity is formative and promotes meta-cognitive awareness concerning presentation skills.
  - Scores are only for feedback, and the mini-presentations are to promote academic play and life-long learning.

- **21st Century Environmental Concern group project:**
  - Students:
    - are challenged to research the top environmental concerns of the 21st Century in pairs.
    - will share out what they discovered in a class discussion.
    - The teacher will guide the discussion, with students contributing their findings to a Google doc.
    - Student pairings will choose one specific topic of interest and research the cause, effect, and solutions to the problem.
    - Students will synthesize information for their peers to educate them on an environmental issue and to persuade them to think/act differently because of the evidence.
    - The outcome of the research will be:
      1) Visual presentation of an actual or fictional Social Action Project using Prezi.
      2) Info graphic poster with QR codes to be displayed.
      3) Interactive ThingLinks with pictures linked to written and numeric information on the topic (graded by scoring guide).
• #2 and #3 will be published on Edmodo for students/parents
• The teacher will monitor and offer guidance throughout the process
• Students present prior to this presentation and have a basic understanding of expectations and criteria for quality work

Immigration activity:
• After research projects/presentations on demographic projections/implications and environmental/social issues, the teacher will show the students a few videos on opposing viewpoints concerning immigration in the US
• Students are:
  • challenged to research and analyze the topic of immigration policy which will include three interviews of people of their choosing, one being someone in a professional position that allows for a unique perspective on the issue
  • required to present their immigration policy in three sections:
    1) A framing of the issue (including the three interviews)
    2) Policy
    3) Implications, including an acknowledgement of opposing viewpoints
• This is the last presentation/major project in level 3, so students will have had lots of feedback on what constitutes an effective presentation
• The teacher will provide a scoring guide to facilitate the expectation
• Students will vote on the best three policies and present them to a panel of community members in government to judge the quality of each policy, giving specific feedback as to what would work and where the problems exist in the students’ proposals

Assessments/Evaluations

• Formative:
  • Teacher Q & A
  • Students polls
  • Reflections (oral and written) on content, process and product
  • Peer-graded scoring guides and feedback
  • Mini-presentations for:
    • peer feedback
    • practice
    • exposure
  • Pair, small, and whole group discussions
  • Edmodo blog on topics for concept development and refinement
• Summative:
  • Multimedia presentations
  • Essay with accompanying presentation
### Sample Assessment Questions

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| Content | • Content undeveloped. Inadequate, inaccurate, and/or irrelevant response.  
• Response difficult to score due to inadequate evidence | • Limited response  
• Lack of cohesive response/ ideas not connected in paragraph form  
• Some information in response may be incorrect or irrelevant | • Appropriate response  
• Well organized in paragraph form  
• Response includes correct and relevant information that completely addresses the reasoning behind why you chose one person over the other candidates, citing positive and negative factors |
| Comprehensibility | Text barely comprehensible. Errors of grammar and/or spelling may be impossible to decipher | Text mostly comprehensible, requiring interpretation on the part of the reader and or contains gaps in logic/transition | Text comprehensible, requiring minimal interpretation on the part of the reader. The main idea is supported by relevant information |
| Vocabulary | Inadequate and/or inaccurate use of vocabulary, may be used inaccurately or out of context; repetitive | Somewhat inadequate and/or inaccurate use of vocabulary; few attempts to include less commonly used vocabulary | Adequate and accurate use of vocabulary; some attempts to include less commonly used vocabulary |

### Instructional Resources/Tools

- Computer/iPad/Projector/SMART Board
- Edmodo
- Internet
- Infographic app
- QR app
- Prezi
- ThingLink
- Google Doc
Literacy Connections

- Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem
- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing
- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners 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
  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
- Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks
- Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest

Cross Curricular Connections

- ELA: Students will:
  - learn to refine their communication skills in both languages, supporting:
    - grammar
    - usage
    - spelling
    - punctuation
    - capitalization
    through comparing grammatical parallels in English and Spanish
  - be reading a variety of nonfiction/informational text through research
  - be creating and refining notes and outlines for projects/presentations, as well as writing formally for presentations
• peer edit and reflect with their peers and teacher on the high value placed on balancing aesthetics and content delivery in their visual presentations
• discuss ideas and issues formally and informally when they do their Social Action Projects on the environment, the community, and immigration policy
• Science: Students will explore, research, and present the impact of human activity on resources and the environment in their Environmental Social Action Project
• Social Studies:
  • Students will explore:
    • the concept of continuity and change both locally and globally concerning social, environmental, and immigration policy issues
    • the economic implications to productivity and supply and demand in regards to resource/environmental sustainability and population increase/human activity
    • the value in particular geographic locations due to environmental and economic value on a global scale, as well as making connections and implications to changes in societies and the environment
    • and define what they, and others, value culturally in relation to the environment, social issues, and immigration
• Students will use and read:
  • surveys
  • statistics
  • maps
  and other documents to research and explore social issues
### Standards

D. Demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own, acquiring information and recognizing the distinctive viewpoints that are only available through the practices, products, and perspectives of the language studied and its cultures

### Learning Targets

1. • Articulate the “best” and “worst” of Mexico, defining “culture” and the rich-poor gap that exists so prevalently in Latin America. Extrapolate parallels between Mexico and other Latin American countries

• Effectively compare cultural elements of a given Latin American country and “American” culture

• Explore cultural topics of interest with peers from other cultures/countries, via Skype and ePals, to promote a more pluralistic worldview and to better define their own culture and sense of local and global citizenship

### Alignments:

**CCSS:** 9-10.RI.7; 9-10.RI.8; 4.W.5; 11-12.W.2a; 11-12.W.8; 11-12.W.9; 11-12.SL.1a-d; 11-12.SL.2; 11-12.SL.3; 11-12.SL.4; 11-12.SL.5

**Performance:** 1.1, 2.3, 4.5, 4.6

**Knowledge:** (CA) 1, 3-7 (SS) 2,6,7

**WLCLE:** WL.2.1a-d; WL.2.2a-c (Level 3)

**NETS:** 1a,b,d; 2-5; 6b

**DOK:** 4
**Instructional Strategies**

- **Skyping:**
  - The teacher will set up a Skype session with students from other Spanish-speaking countries for students to ask questions and have a dialogue about various topics chosen by the students
  - The students will:
    - prepare talking points and questions before each session
    - peer edit and practice their pronunciation while the teacher monitors progress before the students speak to students from other countries
  - The teacher will lead a discussion on how to respectfully engage in cross-cultural discussions

- **ePals:**
  - The teacher will set up ePals accounts for the students to interact through writing with students from other Spanish-speaking countries
  - Before sending any correspondence, students are required to peer edit all writing before submitting their letters
  - In pairs, students will share their letters from their pen pal orally, while the other student either asks a question or provides a comment to promote engagement and sustain the conversation

- **Google forms:**
  - The teacher will set up a Google forms for students to share what they know, or perceive to know, about Mexico and Mexican culture
  - The same is done for the US
  - The teacher will facilitate a discussion on how difficult it is to define American culture, but students are so quick to define Mexico
  - Students are asked to explore possible stereotypes the world might have of Americans through think-pair-share

- **Draw the Line activity:**
  - The teacher:
    - will lead the activity and has the students stand in a line
  - The students:
    - will go to one side of the class or the other depending on how they feel/think about questions from the teacher to facilitate classroom discussion on Mexican culture
    - are asked to explain their decision, then after each discussion for each question, they are allowed to change their minds before moving on to the next question
• Positive/Negative Mexico activity:
  • Students will be divided into two groups by the teacher
  • The teacher will assign one group to organize and research negative elements/aspects of Mexico, and the other group to organize and research the positive aspects/elements of Mexico
  • Each group must decide how to organize itself to be most productive
  • Before groups begin their research, a written research plan that effectively employs all members of the group must be approved by the teacher
• Creating a video:
  • Students will be divided into groups and each group must create a video that tastefully explores the “best” and “worst” of Mexico, replete with:
    • images
    • statistics/facts
    • audio/music/speaking
  • When finished, each group will present their video which will then be followed by a class discussion that is facilitated by the teacher, exploring:
    • stereotypes
    • challenges
    • opportunities
  • Students will individually write a reflection on what they have learned from this activity
• Mexico poll activity:
  • The teacher will set up a poll for students to create questions about Mexico to ask their family and friends
  • The students will:
    • think-pair-share what questions to include on the poll that minimizes bias and maximizes honest disposition
    • solicit poll takers
  • A class discussion on the results will follow for students to further reflect on their growth in understanding the complexities of culture and society
• Student created assessment on Mexican culture:
  • One “best” group creates the “worst” questions, and the “worst” group creates questions that reflect the “best”
  • Each group edits/comments on the others questions
  • The class creates questions that reflect the “grey” areas of culture and the complexities of Mexican culture
  • Students will take their own test
• Mexican vs. Latin American culture parallels:
  • The teacher pairs up students to extrapolate parallels in lessons learned in their in-depth look at Mexican culture with another Latin American country
  • The teacher will monitor and facilitate the research process
  • The students will create a multimedia presentation on their findings
  • After all groups present their projects, the teacher will facilitate a class discussion on cross-cultural comparisons, juxtaposing commonalities and distinct viewpoints/perspectives

• Infographic poster project:
  • After a research project on:
    • demographics
    • trends
    • projections
  students will create an Infographic poster to share out their findings
  • The teacher will facilitate a discussion on shifting the focus from defining American culture to defining the right elements to explore when discussing American culture to make the topic tangible
  • Students will:
    • think-pair-share their thoughts on why American culture is so difficult to define and what aspects/lenses must be considered to address this complex topic
    • write a reflection on this after the class discussion facilitated by the teacher

Assessments/Evaluations

• Formative:
  • Peer, small, and whole class discussions
  • Peer:
    • planning/editing
    • practice/feedback
  • Teacher:
    • monitoring
    • guidance
    • feedback
  • Research plan/proposal (process piece)
- Student created:
  - polls
  - culture tests
  - Reflection writing
- Summative:
  - Multimedia presentation
  - Video presentation

### Sample Assessment Questions

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#### Task Completion
- Does not demonstrate ability to express ideas in a comprehensible manner making limited, if any comparisons and contrasts. No use of supporting visuals
- Demonstrates ability to express ideas in a comprehensible manner and making comparisons and contrasts in a limited way. Usually includes supporting visuals
- Demonstrates ability to express ideas in a comprehensible manner making comparisons and contrasts in meaningful way. Evident use of supporting visuals
- Demonstrates ability to express ideas in a comprehensible manner, stating a wide variety of comparisons and contrasts in meaningful and creative way. Rich use of supporting visuals

#### Content
- Content undeveloped. Inadequate, inaccurate, and/or irrelevant response. Response difficult to score due to inadequate evidence
- Limited response
- Lack of cohesive response / ideas not connected in a logical sequence
- Some information in response may be incorrect or irrelevant
- Appropriate response
- Well organized and in a logical sequence
- Response includes correct and relevant information
- Substantial response with well-developed ideas
- Clearly organized in logically sequenced
- Creates original sentences
- Response includes correct and relevant information as well as elaboration
- Includes some comparison points with the US

#### Comprehensibility
- Barely comprehensible. Errors of grammar and/or spelling may be impossible to decipher. No visuals to support presentation
- Mostly comprehensible, requiring interpretation on the part of the listener/viewer and or contains gaps in logic/transition with supporting visuals
- Comprehensible, requiring minimal interpretation on the part of the listener/viewer. The main idea is supported by relevant information and visuals
- Readily comprehensible, requiring no interpretation of meaning on the part of the listener/viewer. The main idea is extensively supported by relevant facts and visuals

#### Presentation skills
- Inadequate and/or inaccurate use of vocabulary, may be used inappropriately or out of context; repetitive
- Somewhat inadequate and/or inaccurate use of vocabulary; few attempts to include less commonly used vocabulary
- Adequate and accurate use of vocabulary; some attempts to include less commonly used vocabulary
- Rich use of vocabulary from within and beyond; frequent attempts to include less commonly used or more sophisticated vocabulary
<table>
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<th>Professionalism</th>
<th>Instructional Resources/Tools</th>
<th>Literacy Connections</th>
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<tbody>
<tr>
<td>• Was not prepared the day the presentation is due/Did not present on the date assigned</td>
<td>• Computer/iPad/Projector/SMART Board&lt;br&gt;• Edmodo&lt;br&gt;• Internet&lt;br&gt;• Skype&lt;br&gt;• ePals&lt;br&gt;• Google forms&lt;br&gt;• Poll everywhere&lt;br&gt;• Video production/editing app</td>
<td>• Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account&lt;br&gt;• Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning&lt;br&gt;• With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing&lt;br&gt;• Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content&lt;br&gt;  a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension</td>
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• 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
• Draw evidence from literary or informational texts to support analysis, reflection, and research
• Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners 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. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, 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
• 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
• 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
• Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks
• Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest
Cross Curricular Connections

• ELA: Students will:
  • learn to refine their communication skills in both languages, supporting:
    • grammar
    • usage
    • spelling
    • punctuation
    • capitalization
  through comparing grammatical parallels in English and Spanish
  • reading a variety of nonfiction/informational text through research
  • creating and refining notes and outlining for projects/presentations, as well as writing formally for presentations
  • peer edit and reflect with their peers and teacher on the high value placed on balancing aesthetics and content delivery in their visual presentations
  • are engaged in formal and informal presentations and discussions concerning information and ideas about culture, local-global citizenship, and the rich-poor gap
  • discover language specific to:
    • Mexico
    • Latin American countries
    • the United States
    that defines unique cultural nuances/aspects
• Social Studies:
  • When exploring “American” and “Mexican” culture, students will be identifying elements of continuity and change
  • Students will:
    • explore and attempt to define cultural traditions and perspectives of Mexico, Latin-America, and the US
    • will be using and reading surveys to conduct with the community
• Math: Students will work with statistics
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<th>Strand</th>
<th>Comparisons</th>
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<tr>
<td>Mode</td>
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<td>Cultural Comparisons</td>
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**Standards**

E. Demonstrate understandings of the nature of language through comparisons of the language studied and their own

**Learning Targets**

1. Differentiate and articulate key grammatical and syntactical differences between English and Spanish pronouns, specific to subject, direct object, indirect object, reflexive, possessive, demonstrative, and pronouns after prepositions:
   - How can “María” have seven different pronouns?

2. Differentiate tenses in Spanish and equate each to English, demonstrating all ways a verb can be manipulated for a specific communicative intent:
   - What do the components of a verb in Spanish communicate, and how does that same information equate in English?

3. Identify the parts of speech in context in English and Spanish and can speak to the importance of each, regardless of language
   - How do the parts of speech meet basic communicative needs in all languages?

**Alignments:**

CCSS: 3.L.1a,d,f; 5.L.1a; 6.L.1a; 11-12.L.3; 8.l.4a; 11-12.L.4a,b
Performance: 1.6, 2.2, 3.5
Knowledge: (CA) 1,4,6,7
WLCLE: WL.4.1a-c; WL.4.2a-d (Level 3)
NETS: 2b
DOK: 4
Instructional Strategies

• Pronoun lesson #1:
  • The teacher will frame the lesson with first asking “What is a pronoun?”
  • Students:
    • have studied pronouns compartmentalized in Spanish I and II, but have not comprehensively handled the topic of “pronoun”
    • notoriously confuse their pronouns in Spanish, so this is a lesson to review and refine
    • will discuss this open question with their shoulder partners and then the teacher will lead a class discussion to formulate a class-driven preliminary definition with examples
    • The teacher asks, “How can María have seven different pronouns?” and the students will regroup and attempt to answer the question via think-pair-share

• Pronoun lesson #2:
  • Students:
    • will contrast key grammatical and syntactical differences between English and Spanish through analyzing parallel structures provided by the teacher with specific focus on the following types of pronouns:
      • subject
      • direct object
      • indirect object
      • reflexive
      • possessive
      • demonstrative
      • pronouns after prepositions
    • are given a worksheet with several sentences that each have a different type of pronoun contextualized
    • will work in pairs to identify and define each type of pronoun and then create a clear definition of a pronoun in general
    • The teacher will circulate the room and guide students when necessary, allowing for differentiated mini-lessons
    • After students have completed this activity, the class will come together to answer the question, “How can María have seven different pronouns?”
    • The class, facilitated by the teacher, will create seven examples to answer the question in their notes
    • Students are given the same task to complete with “My parents” in place of “María” as the prompt to demonstrate understanding and get additional guidance/help if necessary

• Tenses lesson:
  • After the students have studied most of the tenses in Spanish, the teacher will provide sentence examples for students to analyze and categorize tenses via think-pair-share
- **Students:**
  - will visually represent each tense on a timeline to show their understanding in a different format
  - struggle with keeping their tenses in order, so this is a comprehensive approach that facilitates refinement so students can be clear in what they communicate and comprehend

- **Facilitating an Error Analysis activity:**
  - Students, in small groups, will create sentences that incorrectly use the correct pronoun or verb tense
  - Each group will take turns facilitating an error analysis activity, guiding the class to make corrections and defend their reasoning
  - The teacher will support the process by asking questions and verifying correct responses

- **The teacher will provide some articles for students in pairs to highlight all pronouns/verbs, annotating with abbreviations what type of pronoun and verb tense is being employed in context**

- **Pronoun/Tense activity:**
  - The teacher will orally ask questions for students to answer with appropriate tense/pronoun usage, specifically focusing on the strategy of paralleling the pronoun/tense used by the speaker
  - After a few rounds, students are given a list of questions for pairs of students to prepare to answer

- **The teacher will play segments of movies with English with Spanish subtitles to parallel/equate tense and pronoun usage**

- **Translation activity:**
  - The teacher will give sentences in English that reflect everyday language that focuses on a variety of different tenses/pronouns for students to translate to Spanish
  - Students will check their work by listening to pre-recorded answers in Spanish

- **Research project:**
  - At the end of Spanish III when students have a relatively high understanding of Spanish grammar, students are to research and identify the parts of speech in context in English and Spanish on the Internet
  - **Students:**
    - must find 3 examples of each part of speech in an authentic context in both English and Spanish and have all examples linked in a digital portfolio
    - are to write a reflection in English on what they think “the nature of language” means to them after doing this activity
    - debrief together as a class in a discussion coming to the conclusion that all languages have the same communicative needs and that each student now has the capacity to have an intelligent conversation about the nature of language and that all languages may have different vocabulary and grammatical patterns, but they all function fundamentally the same by serving as a tool to communicate very basic human needs
Assessments/Evaluations

• Formative:
  • Students will:
    • take a teacher-prepared pre-test to measure what relevant information they remember from Spanish I and II
    • create sample sentences, including but not limited to error analysis examples, for their peers to test their understanding of the material
    • present mini-lessons in small groups, each group leading an entire lesson (anticipatory, lesson/presentation, assessment) on one specific pronoun/verb tense
  • Student polls are used to gauge/sample student confidence toward objectives

• Summative:
  • Students will:
    • take a written assessment that challenges them to clearly/accurately communicate through:
      • differentiating
      • identifying
      • correctly using pronouns/verb tenses
    • prepare a “Parts of Speech” component to their level III portfolio to demonstrate a high level of linguistic competence

Sample Assessment Questions

• The comprehensive pronoun and tense summative assessment is a refined component to next year’s level III curriculum. The assessment has not been created yet due to some team input
• **The portfolio scoring guides have not yet been created for next year due to some team input

Instructional Resources/Tools

• Computer/iPads/projector/SMART Board
• Internet
• Presentation tool of students’ choice
• Edmodo
Literacy Connections

- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking
  a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences
  d. Form and use regular and irregular verbs
  e. Ensure subject-verb and pronoun-antecedent agreement

- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking
  a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences

- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking
  a. Ensure that pronouns are in the proper case (subjective, objective, possessive)

- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening

- Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies
  a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
  a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase
  b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech

Cross Curricular Connections

- ELA: Students will:
  - Refine their understanding of grammar and usage in both English and Spanish
  - Write notes/outlines and sentence samples that reflect target specific:
    - Tenses
    - Pronouns
    - Parts of speech
  - Write reflection/essay on the “nature of language” for their portfolio
  - Put together an informal presentation/activity to lead the class through an error analysis activity and lead a discussion on specific grammatical components/targets
  - Explore the “nature of language” by thinking in the space between English and Spanish when examining equivalent communicative intents, fostering metalinguistic capacities that segue to socio-linguistics and pragmatics
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### Standards

F. Show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment

### Learning Targets

1. Design a presentation about themselves in Spanish demonstrating use of the vocabulary and grammar used throughout the course. This is a culminating presentation of their Spanish I-III portfolio

2. Create a written reflection in English on what they have learned in the course/program and how it could benefit them in the future (i.e., college, military, etc.). This writing is the culminating reflection of their Spanish I-III portfolio

3. Create a Parts of Speech portfolio component that reflects the student’s high level of linguistic competence

### Alignments:

- Performance: 1.10
- Knowledge: (CA) 1,4,6 (SS) 6
- WCLE: WL.5.2a-d (Level 3)
- NETS: 1b,d; 4b; 5b,c; 6b
- DOK: 4
### Instructional Strategies

- The teacher will share their experience with world language and how they benefit from knowing another language
- Students will:
  - think-pair-share information about the reasons and future benefits of learning a world language
  - research how world languages are a necessary skill in the social and economic landscapes of the 21st century
  - design a presentation about themselves in Spanish demonstrating the use of vocabulary and grammar learned throughout the course and present to the class for feedback and evaluation aligned with a teacher created scoring guide
  - create a:
    - written and video reflection in English on what they have learned in the course and how it could benefit them in the future (i.e., college, military, etc.) and include a Spanish component that will reflect the content (social and environmental awareness) they learned in the target language with an action plan that reflects problem-solving and action-oriented resolutions
    - “Parts of Speech” component to their portfolio that demonstrates a high level of linguistic competence (Explained under Standard F)
- The teacher will outline vocabulary and grammar learned throughout the course and:
  - identify expectations for presentations
  - give examples of presentations that did and did not meet expectations

### Assessments/Evaluations

- **Formative:**
  - Students are given feedback and guidance as they are developing and creating their portfolios throughout the course before they make the final submission
- **Summative:**
  - Students will submit their final portfolio when they have finished making final revisions

### Sample Assessment Questions

- Portfolios are student produced and will be assessed with a scoring guide
### Instructional Resources/Tools

- Computer/iPad/Projector/SMART Board
- Edmodo
- Internet
- Blogfolio
- Presentational tool of the student’s choice

### Literacy Connections

- Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information
- Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks
- Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest
- Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate
- Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression

### Cross Curricular Connections

- **ELA:** Students will:
  - refine their understanding of grammar and usage in both English and Spanish
  - write formally in their final reflections/debrief of their development in Spanish for their portfolio
  - present major components of their portfolio to their peers about what they have learned as to how it applies to their life/career goals
- **Social Studies:** Students will:
  - reflect on the relevance of the Spanish language/culture and how it has contributed to a more pluralistic worldview
  - show they have internalized the culture, language, and institutions resulting in seeing the world differently