

Strand	Communication	
Mode	Listening and Speaking	
<u>Standards</u>		<u>Learning Targets</u>
A. Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions		1. <ul style="list-style-type: none"> • Communicate likes and dislikes • Describe one's self • Communicate how one feels
Alignments: CCSS: 1.RI.1; 1.W.8; 1.SL.4; 2.L.4 Performance: 2.1 Knowledge: (CA) 1,4,6 WLCLE: WL.1.1a-d (Level 2) NETS: 1b; 2a DOK: 4		
<u>Instructional Strategies</u>		
<ul style="list-style-type: none"> • The teacher provides: <ul style="list-style-type: none"> • exemplary uses of SER, ESTAR and GUSTAR as students: <ul style="list-style-type: none"> • generate the rules/patterns of usage • then compare with the teacher-notes to check for accuracy • finally take a pre-test • instruction and guidance for students to individually classify their likes and dislikes using the verb “gustar” through the use of a graphic organizer • guidance and feedback as students pair up to practice conventional uses of “ser” and “estar” • examples of common student errors. Students will: <ul style="list-style-type: none"> • analyze (think-pair-share) • identify the errors of usage • offer plausible solutions • Teacher Q & A 		

Assessments/Evaluations

- Formative:
 - Pre-test
 - Students will:
 - match sample test items with the lesson objectives
 - show responses with iPads using Socrative and Educreations apps
 - The teacher will:
 - monitor student performance and provide appropriate feedback
 - uses Airserver on iPads to call on students to project their answers to sample class understanding
 - Student:
 - generated assessments
 - polls:
 - Edmodo
 - Google Drive/Forms
- Summative:
 - Students have to perform similar tasks related to the formatives on a written assessment in an individual setting
 - Each student presents a multimedia autobiographical presentation – assessed using a common scoring guide

Sample Assessment Questions

- Formative – Gages basic concepts of SER, ESTAR, and GUSTAR

Nombre: _____ Fecha: _____

Preliminary Quiz #6 Gustar Verbs

____ / 20pts

A. Complete the following fragmented sentences to say what the people like. Be redundant. (2pts)

1. Yo / gustar / hacer ejercicio

2. Juan / gustar / los postres

3. Nosotros / gustar / montar a caballo

4. Tú / gustar / la película

5. Mis padres / gustar / salir a comer

B. Translate the following sentences. (2pts)

6. A marta le gusta jugar fútbol.

7. ¿Te gusta ir al cine?

8. No me gustan los gatos.

9. A Sara y a Jorge no les gusta nadar.

10. A nosotros no nos gusta mirar películas de horror.

- Summative – Students will be assessed in the Language Lab asking each other questions. The students are to record the responses of those they interview and write a summary based on their conversation. (speaking, listening, writing)

1. ¿Cómo eres?

2. ¿Cómo estás?

3. ¿De dónde eres?

4. ¿Qué te gusta hacer los fines de semana?

5. ¿Qué no te gusta hacer?

Instructional Resources/Tools

- Virtual Language Lab (Lingt)
- www.studyspanish.com
- www.colby.edu/~bknelson
- SMART Board
- iPads
- Textbooks
- Edmodo

Literacy Connections

- Ask and answer questions about key details in a text
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question
- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies

Cross Curricular Connections

- ELA – Students:
 - are required to use Standard English/Spanish in their communicative efforts
 - create notes explaining uses of *ser* and *estar*, two verbs that are singularly embodied in one verb in English (*to be*)
 - must be able to communicate:
 - feelings
 - emotions
 - conditions
 - locations
 - vocations
 - characteristics
 - traits
- differently in Spanish than in English

Strand	Communication	
Mode	Reading and Listening	
<p style="text-align: center;"><u>Standards</u></p> <p>B. Understand and interpret written and spoken language on a variety of topics</p>		<p style="text-align: center;"><u>Learning Targets</u></p> <p>1.</p> <ul style="list-style-type: none"> Summarize a short passage Summarize a short audio conversation Translate an audio/passage
<p>Alignments: CCSS: 1.RI.2; 2.W.8; 1.SL.5; 1.L.1 Performance: 1.7 Knowledge: (CA) 1,3,5,6 WLCLE: WL.1.2a-c (Level 2) NETS: 2a,b,d; 3b,c; 4b DOK: 4</p>		
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> The teacher will: <ul style="list-style-type: none"> analyze and contextualize the videos concerning: <ul style="list-style-type: none"> amazing soccer tricks Ricky Martin's song "La Copa de la Vida" lead a class discussion on the elements of a summarization and how to create comprehension questions. Students will: <ul style="list-style-type: none"> read about "La Copa Mundial" (The World Cup) summarize and create comprehension questions for an assessment in pairs hand out white boards and markers to allow students to draw a representation of vocabulary the teacher mentions identify and model reading/listening comprehension strategies before assessments. After assessments/activities, the teacher will provide opportunity for reflection concerning strategies facilitate classroom discussion 		

- Students will:
 - draw a representation of vocabulary spoken by the teacher and/or peers on their iPads through Educreations
 - put pictures in the order that they hear them from the teacher
 - translate a passage/audio as the teacher monitors the progress of the students giving feedback at the same time
 - act out what they hear in Spanish as the teacher calls out the vocabulary word – TPR (Total Physical Response)

Assessments/Evaluations

- Formatives:
 - Students will show responses on iPads through Airserver/projector
 - The teacher will:
 - monitor student performance and provides appropriate feedback
 - call on students to sample class understanding using iPads and Airserver
 - Student generated assessments
- Summative:
 - Students will:
 - perform similar tasks related to the formatives, but in an individual setting
 - give a multimedia presentation, in small groups, about sports in a variety of countries – assessed using a common scoring guide

Sample Assessment Questions

Nombre: _____ Fecha: _____ 1

Examen de la lección 2.1

_____/87pts

ESCUCHAR

A. Listen to Martin and Clara's conversation and then write the letter of the phrases that best complete the sentences. (1pt)

- ____ 1. Los Pumas y Los Cóndores jugaron ____.
- A. al fútbol por cinco minutos C. dos o tres partidos
B. un partido D. un partido el mes pasado
- ____ 2. El primer gol fue de ____.
- A. Los Cóndores C. Antunez
B. Los Pumas D. un jugador nuevo
- ____ 3. El jugador Alonso metió ____.
- A. rápidamente C. lentamente
B. difícilmente D. fácilmente
- ____ 4. Después Los Cóndores ____.
- A. perdieron C. metieron un gol
B. metieron dos goles D. ganaron el partido
- ____ 5. Clara piensa que Antunez ____.
- A. es un jugador bueno C. es atlético y activo
B. es muy guapo D. es musculoso pero lento
- ____ 6. Martín piensa que Antunez ____.
- A. es atlético y juega bien C. es un jugador lento
B. juega mal D. no está en forma

I. Read the following statements, and then write C for cierto (true) or F for falso (false) in the space provided. (2pt)

- ____ 52. Los Juegos Olímpicos de 2004 fueron en Cuba.

- ____ 53. Fernando González y Nicolás Massú son deportistas de Chile.

- ____ 54. Argentina jugó muy bien al básquetbol.

- ____ 55. El equipo de Italia ganó el campeonato de básquetbol.

- ____ 56. Los países de Europa compiten en los Juegos Panamericanos.

- ____ 57. Los Juegos Panamericanos fueron en la Republica Dominicana en el año 2003.

- First are multiple-choice questions for the listening assessment
- Second are true/false statements about a reading passage. Students are to correct the false statements

Instructional Resources/Tools

- Virtual Language Lab (Lingt)
- iPads
- SMART Board
- <http://www.laits.utexas.edu/spe/index.html>
- Classzone.com
- Textbooks
- Edmodo

Literacy Connections

- Identify the main topic and retell key details of a text
- Recall information from experiences or gather information from provided sources to answer a question
- Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

Cross Curricular Connections

- ELA – Students:
 - are required to use Standard English/Spanish in their communicative efforts
 - will be reading many nonfiction sources to research and gather information about sports in different countries
 - comprehend and evaluate song lyrics and various audios of Spanish speakers
 - learn new vocabulary and phrasing to support communication about sports in different countries/cultures

Strand	Communication	
Mode	Speaking and Writing	
<p style="text-align: center;"><u>Standards</u></p> <p>C. Present information, concepts and ideas to an audience of listeners or readers on a variety of topics</p>		<p style="text-align: center;"><u>Learning Targets</u></p> <ol style="list-style-type: none"> 1. <ul style="list-style-type: none"> • Identify and summarize a Spanish speaking country's tourism industry • Identify the cost of traveling to said country • Make projections on the demographics and languages in the world, United States and the state of Missouri
<p>Alignments: CCSS: 4.RI.7; 5.RI.6; 1.W.2; 5.SL.4; 4.L.3 Performance: 1.4, 3.8 Knowledge: (CA) 1,3,4,6 (MA) 1,3 (SS) 2,4,5 WLCLE: WL.1.3a-c (Level 2) NETS: 1b,d; 2a,b,d; 3; 4 DOK: 4</p>		
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • The teacher and Media Specialist will provide reputable resources for students to use in their research • The teacher will: <ul style="list-style-type: none"> • provide: <ul style="list-style-type: none"> • sample sources for students to think-pair-share and identify relevant information that aligns with the purpose of the presentation • guidance and instruction on what to look for as the students research the demographics of their chosen country • distribute an information “packet” on Edmodo for students to practice (with teacher guidance) packaging a presentation • guide the students in developing a presentation scoring guide • Students will use the scoring guide to judge the quality of student samples 		

Assessments/Evaluations

- Formative:
 - Students will:
 - judge the quality of student samples
 - identify the relevant information within the teacher-provided resource/article
 - practice packaging information for a presentation with peer and teacher guidance/feedback
 - Student created scoring guide
- Summative:
 - Group presentations with scoring guide

Sample Assessment Questions

**Proyecto Español 2
Travel and Vacation**

	50%	56.3%	62.5%	68.8%	75%	81.3%	87.5%	93.8%	100%
	2	3	4	5	6	7	8	9	10
	Below Basic		Basic			Proficient		Advanced	
Professionalism	Did not turn in the assignment as requested on Edmodo nor did they turn it on the designated date, or was more than 2 days late. Did not use Prezi as requested.			Turned in assignment as requested on Edmodo and was only one day late, max. Used Prezi as requested.			Turned in assignment as requested on Edmodo on the date due and used Prezi to its Max.		
	0			1			2		
Task Completion	Unable to accurately provide sufficient information to plan a trip of this magnitude.		Provides some of the information concerning airfare, transportation and lodging for their trip, but no alternatives.		Accurately identifies the best possibilities for travel as far as airfare, transportation and lodging. Provides some alternatives for each		An Accurately identifies the best possibilities for travel as far as airfare, transportation and lodging. Provides a wide variety of possibilities for each.		
	1		2		3		4		

Spanish II

Presentation Skills	<p>Did not use voice inflection, eye contact was not present, and posture was poor. Unable to engage the audience and consistently reads from the Prezi.</p> <p style="text-align: right;">1</p>	<p>Used little voice inflection, eye contact, posture was somewhat poor (showing lack of confidence). Engages the audience a little and refers to the Prezi more than necessary, breaking eye contact and flow.</p> <p style="text-align: right;">2</p>	<p>Good use of voice inflection, eye contact and posture. Demonstrates a growing ability to engage the audience and is able to give the presentation without referring to the Prezi too much</p> <p style="text-align: right;">3</p>	<p>Great use of voice inflection, eye contact, posture. Demonstrates ability to engage the audience and knows the content very well without really reading the slides.</p> <p style="text-align: right;">4</p>
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Comments: _____

Instructional Resources/Tools

- Edmodo
- Projector/SMART Board
- iPads
- Internet
- Prezi.com
- Haiku Deck

Literacy Connections

- Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears
- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent
- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure
- Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace
- Use knowledge of language and its conventions when writing, speaking, reading, or listening

Cross Curricular Connections

- ELA – Students are required to use Standard English/Spanish to:
 - communicate
 - read a variety of nonfiction sources for their research
 - write formally to create a report
 - present their information to an audience
- Social Studies – Students:
 - research, analyze and make predictions about demographics:
 - globally
 - in the US
 - in Missouri
 - will compare/contrast cost of living of various locations in the world and offer reasonable explanations for variance, making connections between cost of living and cost of tourism
 - identify how geographical location affects the cost of living and tourism
- Math – Students:
 - will be using basic number sense and numeration when calculating averages and estimations
 - must analyze and communicate probability and statistics in their research

Strand	Cultures	
Mode	Practices and Perspectives	
<p style="text-align: center;"><u>Standards</u></p> <p>D. Demonstrate an understanding of the practices and perspectives of the culture studied</p>		<p style="text-align: center;"><u>Learning Targets</u></p> <p>1.</p> <ul style="list-style-type: none"> • Understand the nonverbal communication of various countries • Compare and contrast family dynamics between the U.S. and Mexico • Identify significant holidays of various Spanish speaking countries
<p>Alignments: CCSS: 1.RI.3; 2.W.7; 3.SL.4; 4.L.3 Performance: 1.5, 4.3 Knowledge: (CA) 1,3,4,6,7 (SS) 6,7 WLCLE: WL.2.1a-d (Level 2) NETS: 2; 3b; 4a,b; 5b DOK: 4</p>		
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • The teacher will: <ul style="list-style-type: none"> • provide culture grams for the students to physically translate a written description of given gestures and teach them to their peers • facilitate a discussion to define the “American” family dynamic based on aggregate student data/perspectives • offer media samples of common perceptions that feed into stereotypes for students to identify and discuss • provide resource/media samples of Spanish speakers from other countries providing their perspective on the “American” family dynamic • facilitate students comparing and contrasting the family dynamics of the U.S. and Mexico. Students will compare/contrast/reflect on their own personal family dynamic • lead a discussion on significant U.S. holidays and their origins, then students will research the significant holidays of a chosen Spanish speaking country • Students will fill out a questionnaire on their own family dynamics 		

Assessments/Evaluations

- Formative:
 - Teacher observation through class discussion
 - Teacher feedback on accuracy of nonverbal communication
- Summative:
 - Mini presentations/share out (scoring guide)
 - Students will generate the assessment by identifying/evaluating the major elements of cultural significance

Sample Assessment Questions

**Proyecto Español 2
Travel and Vacation**

	50%	56.3%	62.5%	68.8%	75%	81.3%	87.5%	93.8%	100%
	2	3	4	5	6	7	8	9	10
	Below Basic		Basic			Proficient		Advanced	
Professionalism	Did not turn in the assignment as requested on Edmodo nor did they turn it on the designated date, or was more than 2 days late. Did not use Prezi as requested.			Turned in assignment as requested on Edmodo and was only one day late, max. Used Prezi as requested.		Turned in assignment as requested on Edmodo on the date due and used Prezi to its Max.			
	0			1		2			
Task Completion	Unable to accurately provide sufficient information concerning significant holidays of the country.		Provides limited, sometimes inaccurate, information concerning		Accurately identifies the significant holidays of the country with supporting information.		Accurately identifies the significant holidays of the country with supporting information. Providing legitimate media samples of each holiday (images/video)		
	1		2		3		4		

Spanish II

Presentation Skills	<p>Did not use voice inflection, eye contact was not present, posture was poor. Unable to engage the audience and consistently reads from the presentation.</p> <p style="text-align: right;">1</p>	<p>Used little voice inflection, eye contact, posture was somewhat poor (showing lack of confidence). Engages the audience a little and refers to the presentation more than necessary, breaking eye contact and flow.</p> <p style="text-align: right;">2</p>	<p>Good use of voice inflection, eye contact and posture. Demonstrates a growing ability to engage the audience and is able to give the presentation without referring to the presentation too much.</p> <p style="text-align: right;">3</p>	<p>Great use of voice inflection, eye contact, posture. Demonstrates ability to engage the audience and knows the content very well without really reading from the presentation.</p> <p style="text-align: right;">4</p>
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Comments: _____

Instructional Resources/Tools

- Google Drive
- Skype
- Computers
- iPads
- SMART Board
- Projector
- Internet
- CultureGrams

Literacy Connections

- Describe the connection between two individuals, events, ideas, or pieces of information in a text
- Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations)
- Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace
- Use knowledge of language and its conventions when writing, speaking, reading, or listening

Cross Curricular Connections

- ELA: Students are required to use Standard English/Spanish to:
 - communicate
 - read a variety of nonfiction sources for their research
 - write formally to create a report
 - present their information to an audience
 - explore nonverbal communication in different Spanish-speaking countries/cultures
- Social Studies – Students will:
 - compare/contrast cultural norms concerning
 - family
 - holidays
 - stereotypes
 - use surveys to identify family dynamics and stereotypes

Strand	Cultures	
Mode	Products and Perspectives	
<p style="text-align: center;"><u>Standards</u></p> <p>E. Demonstrate an understanding of the relationship between the products and perspectives of the culture studied</p>		<p style="text-align: center;"><u>Learning Targets</u></p> <p>1.</p> <ul style="list-style-type: none"> Identify staples and cuisine of a given country Identify typical artisanal products of a given country Identify typical musical instruments/genres found in a given country
<p>Alignments: CCSS: 5.RI.7; 2.W.7; 5.SL.4; 5.L.2 Performance: 1.9, 2.1 Knowledge: (CA) 1,3,6 (FA) 5 (H/PE) 2 WLCLE: WL.2.2a-c (Level 2) NETS: 2; 3b; 4a,b; 5b DOK: 4</p>		
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> In small groups, students will attempt to identify/define typical food staples and “American” cuisine Pre-tests: <ul style="list-style-type: none"> The teacher: <ul style="list-style-type: none"> plays a variety of music and the students identify the country of origin shows a variety of cuisines/foods and the students attempt to identify the country of origin Activity: <ul style="list-style-type: none"> Students will: <ul style="list-style-type: none"> attempt to provide explanations for particular teacher-provided products of the country research actual origin/purpose of product The teacher will frame this activity with students think-pair-sharing typical souvenirs of Missouri/U.S. 		

Assessments/Evaluations

- Formative:
 - Teacher observation/guidance/feedback
 - iPad formative concept checks (Educreations/Socrative)
- Summative – All assessed using a teacher created scoring guide:
 - Students will identify/match representative music with the correct country
 - Multimedia group presentation on food staples and cuisine on a chosen country, including one prepared dish to share with the class
 - Students will match/identify a variety of musical instruments/artisanal products with the correct name and country of origin

Sample Assessment Questions

- Short answer questions/prompts:
 1. What are the typical food staples of Mexico? Spain? Argentina? Puerto Rico? Costa Rica? Why?
 2. Identify the music you hear with the country of origin
 3. Identify the artisanal product with the country of origin

Instructional Resources/Tools

- Edmodo
- iPads
- Internet
- SMART Board
- Presentation tools of student's choice (e.g., Prezi, PowerPoint, etc.)

Literacy Connections

- Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently
- Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations)
- Report on a topic or text or present an opinion, sequencing ideas logically and 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 capitalization, punctuation, and spelling when writing

Cross Curricular Connections

- ELA – Students are required to use Standard English/Spanish to:
 - communicate
 - read a variety of nonfiction sources for their research
 - write formally to create a report
 - present their information to an audience
- Fine Arts – Students will explore various cultural products such as:
 - music
 - cuisine
 - art
- Health/Physical Education: Students will explore eating habits and nutritional value of staple foods in a variety of countries

Strand	Connections	
Mode	Interdisciplinary Connections	
<p style="text-align: center;"><u>Standards</u></p> <p>F. Reinforce and further their knowledge of other disciplines through the foreign language</p>		<p style="text-align: center;"><u>Learning Targets</u></p> <p>1.</p> <ul style="list-style-type: none"> Identify various health concerns in other Spanish speaking countries Identify major geographical landmarks in Spanish speaking countries Compare/contrast political systems of Spanish speaking countries
<p>Alignments: CCSS: 4.RI.5; 2.W.7; 5.SL.1; 3.L.6 Performance: 1.2, 1.4 Knowledge: (CA) 1,3,4 (H/PE) 6 (SS) 3,5 WLCLE: WL.3.1a-c (Level 2) NETS: 3; 4c,d; 5b DOK: 4</p>		
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> Political System activity: <ul style="list-style-type: none"> The teacher will facilitate students defining the political system of the U.S. Students will: <ul style="list-style-type: none"> brainstorm other political systems research the actual political systems of specific Spanish speaking countries with an emphasis on distilling political jargon in their own words compare and contrast the political systems and reflect on how life would be different under those systems Geographical activity: <ul style="list-style-type: none"> The teacher will show a map with an “x” where there is a significant geographical feature/landmark Students will: <ul style="list-style-type: none"> think-pair-share while identifying the features/landmark that is marked research and identify each landmark as well as its significance The teacher will facilitate discussion and research with students 		

- Health Issues activity:
 - Students will brainstorm the most prevalent health concerns of the U.S. using iPads (Google doc/SimpleMind app) and quickly research to verify their presumptions
 - The teacher will facilitate a discussion about why these health issues are so prevalent in the U.S. (diet, lifestyle, etc.)
 - Students will research the most prevalent health concerns of various Spanish-speaking countries and the variables that are found to be contributing factors, such as:
 - geography
 - lifestyle
 - diet
 - culture

Assessments/Evaluations

- Formative:
 - Small and whole group discussions over:
 - health issues
 - significant geographic landmarks
 - political systems(Accessing individual and collective schema)
- Summative:
 - Students will match the political systems with the countries that are governed by that system through a teacher created Edmodo quiz
 - Students will write an essay citing evidence and comparing/contrasting health issues of a chosen Spanish speaking country with the U.S. through a teacher created essay question and scoring guide
 - Students will label and annotate a map that is assessed using a scoring guide

Sample Assessment Questions

- Health Issues essay

	50%	53.3%	56.7%	60%	63.3%	66.7%	70%	73.3%	76.7%	80%	83.3%	86.7%	90%	93.3%	96.7%	100%
	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	Below Basic			Basic				Proficient					Advanced			
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 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	<ul style="list-style-type: none"> Content undeveloped. Inadequate, inaccurate, and/or irrelevant response. Response difficult to score due to inadequate evidence 1			<ul style="list-style-type: none"> Limited response Lack of cohesive response / ideas not connected in paragraph form Some information in response may be incorrect or irrelevant. 2				<ul style="list-style-type: none"> Appropriate response Well organized in paragraph form Response includes correct and relevant information that completely addresses the health issues and connecting them with the geography and habits of the people. 3					<ul style="list-style-type: none"> Substantial response with well-developed ideas 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			

Comentario:

Instructional Resources/Tools

- Computers
- iPads
- SMART Board
- Edmodo
- Internet
- Google Drive (brainstorming, process writing)
- SimpleMind (brainstorming)

Literacy Connections

- Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text
- Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations)
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly
- Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships

Cross Curricular Connections

- ELA: Students are required to use Standard English/Spanish to:
 - communicate
 - read a variety of nonfiction sources for their research
 - write formally to create a report
- Social Studies – Students will:
 - explore and analyze the governance systems of Spanish speaking countries
 - explore/identify major geographical landmarks with an understanding of the importance of its location and significance to the respective society
- Health/Physical Education: Students will be exploring and identifying the health issues that are prevalent in various Spanish speaking countries, exploring variables such as:
 - geographical location
 - socio-economics
 - access to information/education

Strand	Comparisons	
Mode	Language Comparisons	
<p style="text-align: center;"><u>Standards</u></p> <p>G. Demonstrate understanding of the nature of language through comparisons of the language studied and their own</p>		<p style="text-align: center;"><u>Learning Targets</u></p> <p>1.</p> <ul style="list-style-type: none"> • Translate sentences keeping with the communicative intent of the original sentence • Identify the parts of speech in the context of Spanish and English
<p>Alignments: CCSS: 4.RI.3; 3.W.2; 11-12.SL.2; 11-12.L.3; 11-12.L.5 Performance: 2.3 Knowledge: (CA) 1,7 WLCLE: WL.4.1a-e (Level 2) NETS: 2c; 3b; 5b DOK: 3</p>		
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • Station work: Each station contains words that have to be organized into a comprehensible sentence • The teacher will: <ul style="list-style-type: none"> • provide: <ul style="list-style-type: none"> • sentences for the students to translate from: <ul style="list-style-type: none"> • English to Spanish • Spanish to English and compare/contrast syntactical elements • an article for students to identify specific grammatical elements using Adobe Acrobat Reader to annotate responses, submitting to Edmodo • sentences in English and Spanish that do not easily translate. Students must find a way to communicate the intended meaning successfully • facilitate a discussion on idiomatic expressions and slang. Students will explore common expressions/slang from a given Spanish speaking country, using their iPads and YouTube, and teach their peers • Students will collaborate with students from other countries to explore idiomatic expressions/slang and standard usage using Skype 		

Assessments/Evaluations

- Formative:
 - Variety of:
 - individual
 - pairs
 - small group
 - whole group
 - activities and discussions with peer and teacher guidance/feedback
- Summative:
 - Written assessment challenging the students to successfully translate sentences from:
 - English to Spanish
 - Spanish to English
 - without losing the intended meaning of the phrase
 - Students will take a written assessment on differentiating subject, direct, and indirect object pronouns

Sample Assessment Questions

Nombre: _____ Fecha: _____

Prueba de Gramática (1.1)
Objetos Indirectos



A. Identify the **direct (DO) and **indirect object (IO)** in each sentence. (4pts)**

1. Yo tengo que comprar cinco boletos para mi familia.

Subj: _____ / ____ DO: _____ / ____ IO: _____ / ____

2. Ellos van a vender la casa a nosotros.

Subj: _____ / ____ DO: _____ / ____ IO: _____ / ____

3. Tú y yo damos el dinero a los abuelos.

Subj: _____ / ____ DO: _____ / ____ IO: _____ / ____

4. Marta y Alejandro encuentran el agente de viajes para mí.

Subj: _____ / ____ DO: _____ / ____ IO: _____ / ____

B. Translate the following sentences. (2pts)

3. Ella me compra una maleta grande.

4. Yo te doy el dinero.

5. El maestro nos habla del reclamo de equipaje.

C. Rewrite the following sentences replacing the indirect object with a pronoun. Then Translate your answer. (2pts)

6. Tú escribes un correo electrónico a nosotros todos los días.

7. El agente de viajes da el itinerario a mis padres.

8. Nosotros damos las maletas al auxiliar de vuelo.

9. Mis padres van a comprar la ropa para mí.

10. Los medicos explican los resultados a nosotros.

Instructional Resources/Tools

- Textbook
- Computers
- iPad
- Skype
- YouTube
- Projector
- SMART Board
- Classzone.com
- www.studyspanish.com
- www.Colby.edu/~bknelson

Literacy Connections

- Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly
- 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
- 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
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings

Cross Curricular Connections

- ELA – Students will:
 - compare and contrast English and Spanish:
 - grammar
 - usage
 - punctuation
 - spelling
 - capitalization
 - explore idiomatic expressions in a variety of Spanish-speaking countries/cultures

Strand	Communities
Mode	Language Use for Personal Enjoyment and Enrichment
<p style="text-align: center;"><u>Standards</u></p> <p>H. Show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment</p>	<p style="text-align: center;"><u>Learning Targets</u></p> <ol style="list-style-type: none"> 1. <ul style="list-style-type: none"> • Design a presentation about themselves in Spanish demonstrating use of the vocabulary and grammar used throughout the course • Create a written 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.). Include this writing as the culminating reflection for their Spanish II portfolios
<p>Alignments: CCSS: 11-12.RI.7; 11-12.W.10; 11-12.SL.4; 11-12.L.3 Performance: 1.10 Knowledge: (CA) 1,4-6 (SS) 6 WLCLE: WL.5.2a-d (Level 2) NETS: 1b; 5b,c DOK: 4</p>	
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • The teacher will: <ul style="list-style-type: none"> • share their experiences with world language and how the students would benefit from knowing another language • facilitate a discussion about why someone would learn a world language and students will answer a questionnaire on why they chose to take a world language class • outline vocabulary and grammar learned throughout the course and identify expectations for presentations. The teacher will give examples of presentations that did and did not meet expectations • Students will: <ul style="list-style-type: none"> • think-pair-share information about the reasons and future benefits of learning a world language • design a presentation about themselves, in Spanish, demonstrating the use of the 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 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.) The teacher will provide prompts to guide student writing and then students will include this work in their portfolio. By this time in the course students will have had prior experience in reflective writing from previous units 	

<p style="text-align: center;"><u>Assessments/Evaluations</u></p> <ul style="list-style-type: none"> • <u>Formative</u>: <ul style="list-style-type: none"> • Students are given feedback and guidance as they are developing and creating their portfolios throughout the course before they make the final submission • <u>Summative</u>: <ul style="list-style-type: none"> • Students will submit their final portfolio when they have finished making final revisions – assessed using a scoring guide
<p style="text-align: center;"><u>Sample Assessment Questions</u></p> <ul style="list-style-type: none"> • Portfolios are student produced and will be assessed with a scoring guide
<p style="text-align: center;"><u>Instructional Resources/Tools</u></p> <ul style="list-style-type: none"> • iPads • Internet • Blogfolio • Presentational tool of the student's choice
<p style="text-align: center;"><u>Literacy Connections</u></p> <ul style="list-style-type: none"> • 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 • Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences • 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 • 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
<p style="text-align: center;"><u>Cross Curricular Connections</u></p> <ul style="list-style-type: none"> • ELA: Students are required to use Standard English/Spanish to: <ul style="list-style-type: none"> • communicate • write a course reflection piece • present major components of their portfolio to their peers about what they learned as to how it applies to their life/career goals • evaluate the content of their peers presentations

- Social Studies: Students will reflect on the relevance of the Spanish language/culture and how it has contributed to a more pluralistic world view showing how they have internalized the culture, language, and institutions resulting in seeing the world differently