SUBJECT AREA: Spanish (Vigueras)

LEVEL: 3

SEMESTER: Fall 2022-Spring 2023

UNIT TITLE/ESSE NTIAL QUESTION(S)	UNIT SKILLS AND CONTENT	CORE TEXTS AND MATERIALS	FORMATIVE & SUMMATIVE ASSESSMENTS	CRSE ALIGNMENT	COMMON CORE/CONTE NT STANDARDS
1: Preparing for Learning • What is required of me in order to be success ful this year?	RCHS Focus Skills for Spanish: Students are able to express their own thoughts, provide descriptions, and communicate about familiar and unfamiliar topics using strings of sentences with various details. Students comprehend general concepts and messages about familiar and unfamiliar topics. They can ask and answer questions. Students can read about any	 Introduction to Google Classroom features layout organizat ion Social/Emotiona I Learning how to best schedule your time Getting to know you, student survey https://docs.google.com/forms/d/1q	 Writing Baseline https://docs.goo gle.com/forms/d /1jZOpU4bTatA 3u0rsRg5ObXM 8bE0_rsgcLFD-L203dKg/edit Listening Practice (teacher reads prompts) Reading Diagnostic (questions), https://drive.goo gle.com/file/d/1 Vn4uQBg_ARr6 sXy0M_WwWan UTYNj6dv8/vie w?usp=sharing (answer doc) https://docs.goo gle.com/forms/d /14n9ayEhDXnd MFTejFLJtukIA G8MM3DQH3Y pB3agd550/edit 	 Students will acknowledge and try to incorporate the ideas of peers respectfully, recognizing that other students may have vastly different perspectives, experiences, strengths, needs, and opinions. Students will take risks and view mistakes as opportunities to grow academically and emotionally. 	Learning Standards for Languages Other Than English (Checkpoint B-Modern Languages) Standard 1: Communication 1. Listening and speaking are primary communic ative goals in modern language learning. These skills are used for the purposes of socializing

topic, as long as
the text is at a
comprehensible
level. They can
use evidence
from the text as
well as develop
inferences in
order to explain
their responses
to given
questions.
They can make
personal
connections to a
text.
Students can

 Students can decipher between literal and figurative language in higher level texts. Bt16oKM P sdK5 zs/edit

- Course content review
 - What is compreh ensible input?
 - Why is this the way we will be learning this year?
- How to utilize El Mundo En Tus Manos 2022-2023 Subscription, using TPT digital activities platforms that link to Google Classroom (bi-weekly news publication that provides comprehensible news summaries from Spanish speaking countries to students.)
 - https://di gital.teac herspayt

, providing and acquiring informatio n, expressing personal feelings and opinions, and getting others to adopt a course of action. 2. Reading and writing are used in languages other than English for the purposes of socializing , providing and acquiring informatio n, expressing personal feelings and opinions, and getting

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eachers. com/acti vities/59 79907 • Complete		others to adopt a course of action.
listening, reading, and writing baseline/diagno		Standard 2: Cultural Understanding
stic assessments (results to be used by teacher		1. Effective communic ation
to group students and to inform instruction)		involves meanings that go beyond
		words and require an understan ding of
		perception s, gestures, folklore,
		and family and community
		dynamics. All of these elements
		can affect whether and how well a
		message is received.

At what expens e are you willing to chase your dreams? Why are people someti mes not accepte d by groups that they rightfull y belong to?	RCHS Focus Skills for Spanish: Students are able to express their own thoughts, provide descriptions, and communicate about familiar and unfamiliar topics using strings of sentences with various details. Students comprehend general concepts and messages about familiar and unfamiliar topics. They can ask and answer questions. Students can read about any topic, as long as the text is at a comprehensible level. They can use evidence from the text as well as develop inferences in order to explain	Selena_by Nelly Andrade-Hughe s https://fluencymatters.com/courses/selena-intermediate-e-book/ Teacher guide: https://drive.google.com/file/d/1K71USYbr1pzFedSkvliSpRlvfKd53w13/view?usp=sharing Selena film, 1994 2020 Interview with Yolanda Saldivar https://www.youtube.com/watch?v=rn2h7lS2fPc (part 1) https://www.youtube.com/watch?v=ITf13AZyHI (part 2) *Within each novel unit, I also incorporate any relevant grammatical structures, holidays, or current events. I use the following two	 Para Empezar (do now) questions Antes de Salir (exit slips) Analyzing student's independent work and group/partner work Strategic questioning during lessons Student annotations Final essay: ¿Cómo son diferentes las versiones de lo que ocurrió el día que murió Selena como son explicadas por la familia Quintanilla (en el libro) y por Yolanda (en la entrevista de 20/20)? Students will respond in Spanish after reading the 	 Students will work cooperatively toward goals and hold each other accountable in supportive ways. Students will draw upon past learning, prior experiences, and the richness of cultural backgrounds to make meaning of new concepts and apply learning on an ongoing basis. Students will express respectful agreement or disagreement with opinions, validating the knowledge of peers, or challenging their viewpoints in constructive ways. Students will collaborate with peers to 	Learning Standards for Languages Other Than English (Checkpoint B-Modern Languages) Standard 1: Communication 1. Listening and speaking are primary communic ative goals in modern language learning. These skills are used for the purposes of socializing , providing and acquiring informatio n, expressin g personal feelings

their responses	platforms for this:	novel, and	demonstrate	and
to given			their knowledge	opinions,
questions.	∘ Señor	watching	and growth over	and
They can make	Wooly	the film and	time and align	getting
personal	website		to the varied	others to
connections to a	and	20/20	learning styles	adopt a
text.	interactiv	Interview	and interests in	course of
Students can	e		the class	action.
decipher	student		community.	2.
between literal	accounts		Students will	Reading
and figurative	(to		acknowledge	and
language in	highlight		and try to	writing are
higher level	grammat		incorporate the	used in
texts.	ical		ideas of peers	languages
	structure		respectfully,	other than
	s found		recognizing that	English
	in book)		other students	for the
	www.sen		may have vastly	purposes
	<u>orwooly.</u>		different	of
	<u>com</u>		perspectives,	socializing
	o E l		experiences,	, providing
	Mundo		strengths,	and
	en Tus		needs, and	acquiring
	Manos		opinions.	informatio
	Subscrip		Students will	n,
	tion		take risks and	expressin
	(weekly		view mistakes	g personal
	current		as opportunities	feelings
	event		to grow	and
	newspap		academically	opinions,
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	languag			adopt a
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	learners)			action.
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3. <u>Problemas</u> en Paraíso	RCHS Focus Skills for Spanish: • Students are able to express	Problemas en Paraiso by Carol Gaab	 Para Empezar (do now) questions 	Students will express respectful agreement or	message is received. Learning Standards for Languages Other Than English
		vocabulary games/activities Various texts and graphic organizers			that go beyond words and require an understan ding of perception s, gestures, folklore, and family and communit y dynamics. All of these elements can affect whether and how well a
		eachers. com/acti vities/59 79907 Various teacher-created Reading and strategy resources Various			Standard 2: Cultural Understanding 1. Effective communic ation involves meanings

How does family dynami c (eg. single parent home or non-tra ditional family unit) influenc e parent-c hild

relation

ships?

Are popular resorts/ vacatio n destinat ions an accurat е represe ntation of the typical way of life of the resident s of that place?

- their own thoughts, provide descriptions, and communicate about familiar and unfamiliar topics using strings of sentences with various details.
- Students
 comprehend
 general
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 and unfamiliar
 topics. They
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 questions.
- Students can read about any topic, as long as the text is at a comprehensible level. They can use evidence from the text as well as develop inferences in order to explain their responses to given auestions. They can make personal

- https://fluencymatters.c om/product/problemasen-paraiso-e-book/
 - Teacher guide:

https://drive.google.co m/file/d/1uuZ-Ep8-hma OZnuTlxo1EkX2rvG3ru r7/view?usp=sharing

- *Within each novel unit, I also incorporate any relevant grammatical structures, holidays, or current events. I use the following two platforms for this:
 - Señor Woolv website and interactiv е student accounts (to highlight grammat ical structure s found in book) www.sen orwoolv. com

- Antes de Salir (exit slips)
- Analyzing student's independent work and group/partner work
- Strategic questioning during lessons
- Student annotations

- disagreement with opinions, validating the knowledge of peers, or challenging their viewpoints in constructive ways.
- Students will collaborate with peers to demonstrate their knowledge and growth over time and align to the varied learning styles and interests in the class community.
- Students will acknowledge and try to incorporate the ideas of peers respectfully, recognizing that other students may have vastly different perspectives, experiences, strengths, needs, and opinions. Students will
- take risks and view mistakes

(Checkpoint B-Modern Languages)

Standard 1: Communication

1. Listenina and speaking are primary communic ative goals in modern language learning. These skills are used for the purposes of socializing , providing and acquiring informatio n, expressin g personal feelings and opinions. and aettina others to adopt a

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	connections to a	• E l		as opportunities	course of
	text.	Mundo		to grow	action.
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	and figurative	tion			writing are
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		eachers.			expressin
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		<u>79907</u>			and
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		teacher-created			and
		Reading and			getting others to
		strategy			
		resources			adopt a
		Various			course of
		vocabulary			action.
		games/activities			
		 Various texts 			Standard 2:
		and graphic			Cultural
		organizers			Understanding
					1.
					Effective
					communic
					ation

					involves meanings that go beyond words and require an understan ding of perception s, gestures, folklore, and family and communit y dynamics. All of these elements can affect whether and how well a message is received.
How has the role of women in society change d since the	RCHS Focus Skills for Spanish: • Students are able to express their own thoughts, provide descriptions, and communicate about familiar	 Frida by Kristy Placido https://fluencymatters.c om/product/frida-kahlo-e-book/ Teacher guide: https://drive.google.co m/file/d/1IWdA-4axik41 ZYDb81nU2BuVASBY 	 Para Empezar (do now) questions Antes de Salir (exit slips) Analyzing student's independent work and group/partner work 	Students will express respectful agreement or disagreement with opinions, validating the knowledge of peers, or challenging their viewpoints in	Learning Standards for Languages Other Than English (Checkpoint B-Modern Languages) Standard 1: Communication

	early
	1900s?
•	What is
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	beauty?
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•	How do
	people survive
	and
	thrive
	after a
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•	How do
-	your
	family
	relation
	ships
	shape
	your
	identity
	?
•	What
	does a
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	show
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society?

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 tion

(weekly

- Strategic questioning during lessons
- Student annotations
- Final essay:
 Selfie Project

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1	for		purposes
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	<u>79907</u>		feelings
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1	organizers		Cultural
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			Effective
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			ation
			involves
			meanings
			that go
			beyond
			words and
			require an
			require an

5. Bianca Nieves y Los Siete Toritos Is bullfighti ng torture or culture?	RCHS Focus Skills for Spanish: • Students are able to express their own thoughts, provide descriptions, and communicate about familiar and unfamiliar topics using strings of sentences with	Bianca Nieves y Los Siete Toritos by Carrie Toth https://fluencymatters.c om/product/bianca-niev es-y-los-7-toritos-e-boo k/ Teacher guide: https://drive.google.co m/file/d/18kwDWo4bq6 pv64eGjOREdDecgkk Hc C/view?usp=sharin	 Para Empezar (do now) questions Antes de Salir (exit slips) Analyzing student's independent work and group/partner work Strategic questioning during lessons Student 	Students will express respectful agreement or disagreement with opinions, validating the knowledge of peers, or challenging their viewpoints in constructive ways. Students will collaborate with	message is received. Learning Standards for Languages Other Than English (Checkpoint B-Modern Languages) Standard 1: Communication 1. Listening and speaking are
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- Students can decipher between literal and figurative language in higher level texts.

- Movie, Ferdinand
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	vities/59		adopt a
	<u>79907</u>		course of
	Various		action.
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	Reading and		Standard 2:
	strategy		Cultural
	resources		
	Various		Understanding
	vocabulary		1.
	games/activities		Effective
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	and graphic		ation
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			gestures,
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			and family

					and communit y dynamics. All of these elements can affect whether and how well a message is received.
6. Vida y Muerte En La Mara Salvatrucha • How does a gang use marketi ng techniq ues to sell themsel ves to new member s? • How are tattoos an art form?	RCHS Focus Skills for Spanish: • Students are able to express their own thoughts, provide descriptions, and communicate about familiar and unfamiliar topics using strings of sentences with various details. • Students comprehend general concepts and messages about familiar and unfamiliar topics. They	Vida y Muerte en La Mara Salvatrucha by autor anónimo https://fluencymatters.c om/product/vida-y-muer te-en-la-mara-salvatruc ha-e-book/ Teacher guide: https://drive.google.co m/file/d/1gQtZ2B4PW u_tcrF_7zSuSPywuTO n_au/view?usp=sharing *Within each novel unit, I also incorporate any relevant grammatical structures, holidays, or current events. I use the	 Para Empezar (do now) questions Antes de Salir (exit slips) Analyzing student's independent work and group/partner work Strategic questioning during lessons Student annotations 	 Students will express respectful agreement or disagreement with opinions, validating the knowledge of peers, or challenging their viewpoints in constructive ways. Students will collaborate with peers to demonstrate their knowledge and growth over time and align to the varied learning styles and interests in 	Learning Standards for Languages Other Than English (Checkpoint B-Modern Languages) Standard 1: Communication 1. Listening and speaking are primary communic ative goals in modern language learning. These skills are

How do	can ask and	following two	the class	used for
they	answer	platforms for	community.	the
reflect	questions.	this:	Students will	purposes
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person	read about any	Wooly	and try to	socializing
who	topic, as long as	website	incorporate the	, providing
wears	the text is at a	and	ideas of peers	and
them?	comprehensible	interactiv	respectfully,	acquiring
In what	level. They can	e	recognizing that	informatio
ways	use evidence	student	other students	n,
does	from the text as	accounts	may have vastly	expressin
the US	well as develop	(to	different	g personal
involve	inferences in	highlight	perspectives,	feelings
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foreign	their responses	ical	strengths,	opinions,
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nations	personal	<u>www.sen</u>	take risks and	adopt a
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does it	decipher	Mundo	academically	Reading
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games/activities		Standard 2:
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and graphic		Understanding
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