

SUBJECT AREA: Spanish (Vigueras)**LEVEL: 3****SEMESTER: Fall 2022-Spring 2023**

UNIT TITLE/ESSENTIAL QUESTION(S)	UNIT SKILLS AND CONTENT	CORE TEXTS AND MATERIALS	FORMATIVE & SUMMATIVE ASSESSMENTS	CRSE ALIGNMENT	COMMON CORE/CONTENT STANDARDS
<p>1: Preparing for Learning</p> <ul style="list-style-type: none"> What is required of me in order to be successful this year? 	<p>RCHS Focus Skills for Spanish:</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Introduction to Google Classroom <ul style="list-style-type: none"> features layout organization Social/Emotional Learning <ul style="list-style-type: none"> how to best schedule your time Getting to know you, student survey https://docs.google.com/forms/d/1qpyag-2V0XMaXRjA6VjZNTdKFMQ 	<ul style="list-style-type: none"> Writing Baseline https://docs.google.com/forms/d/1jZOpU4bTatA3u0rsRg5ObXM8bE0_rsgcLFD-L2o3dKq/edit Listening Practice (teacher reads prompts) Reading Diagnostic (questions), https://drive.google.com/file/d/1Vn4uQBg_ARr6sXy0M_WwWanUTYNj6dv8/view?usp=sharing (answer doc) https://docs.google.com/forms/d/14n9ayEhDXndMFTejFLJtukIAG8MM3DQH3YpB3agq550/edit 	<ul style="list-style-type: none"> 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. 	<p>Learning Standards for Languages Other Than English (Checkpoint B-Modern Languages)</p> <p>Standard 1: Communication</p> <p>1. Listening and speaking are primary communicative goals in modern language learning. These skills are used for the purposes of socializing</p>

	<p>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.</p> <ul style="list-style-type: none"> • Students can decipher between literal and figurative language in higher level texts. 	<p>Bt16oKM_P_sdK5zs/edit</p> <ul style="list-style-type: none"> • Course content review <ul style="list-style-type: none"> ○ What is comprehensible 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.) <ul style="list-style-type: none"> ○ https://digital.teacherspayt 			<p>, providing and acquiring information, 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 information, expressing personal feelings and opinions, and getting</p>
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		<p>teachers.com/activities/5979907</p> <ul style="list-style-type: none">• Complete listening, reading, and writing baseline/diagnostic assessments (results to be used by teacher to group students and to inform instruction)			<p>others to adopt a course of action.</p> <p>Standard 2: Cultural Understanding</p> <p>1. Effective communication involves meanings that go beyond words and require an understanding of perceptions, gestures, folklore, and family and community dynamics. All of these elements can affect whether and how well a message is received.</p>
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<p>2. <u>Selena</u></p> <ul style="list-style-type: none"> • At what expense are you willing to chase your dreams? • Why are people sometimes not accepted by groups that they rightfully belong to? 	<p>RGHS Focus Skills for Spanish:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • <u>Selena</u> by Nelly Andrades • 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=rn2h7IS2fPc (part 1) • https://www.youtube.com/watch?v=EITf13AZyHI (part 2) • *Within each novel unit, I also incorporate any relevant grammatical structures, holidays, or current events. I use the following two 	<ul style="list-style-type: none"> • 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)? <ul style="list-style-type: none"> ○ Students will respond in Spanish after reading the 	<ul style="list-style-type: none"> • 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 	<p>Learning Standards for Languages Other Than English (Checkpoint B-Modern Languages)</p> <p>Standard 1: Communication</p> <p>1. Listening and speaking are primary communicative goals in modern language learning. These skills are used for the purposes of socializing, providing and acquiring information, expressing personal feelings</p>
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	<p>their responses to given questions. They can make personal connections to a text.</p> <ul style="list-style-type: none"> • Students can decipher between literal and figurative language in higher level texts. 	<p>platforms for this:</p> <ul style="list-style-type: none"> ○ Señor Woolly website and interactive student accounts (to highlight grammatical structures found in book) www.senorwoolly.com ○ El Mundo en Tus Manos Subscription (weekly current event newspaper written for language learners) https://digital.teacherspayt 	<p>novel, and watching the film and 20/20 Interview</p>	<p>demonstrate their knowledge and growth over time and align to the varied learning styles and interests in the class community.</p> <ul style="list-style-type: none"> • 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. 	<p>and opinions, and getting others to adopt a course of action.</p> <p>2. Reading and writing are used in languages other than English for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.</p>
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		teachers.com/activities/5979907 <ul style="list-style-type: none"> • Various teacher-created Reading and strategy resources • Various vocabulary games/activities • Various texts and graphic organizers 			<p>Standard 2: Cultural Understanding</p> <p>1. Effective communication involves meanings that go beyond words and require an understanding of perceptions, gestures, folklore, and family and community dynamics. All of these elements can affect whether and how well a message is received.</p>
3. <u>Problemas en Paraíso</u>	<p>RCHS Focus Skills for Spanish:</p> <ul style="list-style-type: none"> • Students are able to express 	<ul style="list-style-type: none"> • <u>Problemas en Paraíso</u> by Carol Gaab 	<ul style="list-style-type: none"> • Para Empezar (do now) questions 	<ul style="list-style-type: none"> • Students will express respectful agreement or 	<p>Learning Standards for Languages Other Than English</p>

<ul style="list-style-type: none"> • How does family dynamic (eg. single parent home or non-traditional family unit) influence parent-child relationships? • Are popular resorts/vacation destinations an accurate representation of the typical way of life of the residents of that place? 	<p>their own thoughts, provide descriptions, and communicate about familiar and unfamiliar topics using strings of sentences with various details.</p> <ul style="list-style-type: none"> • 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 their responses to given questions. They can make personal 	<p>https://fluencymatters.com/product/problemas-en-paraiso-e-book/</p> <ul style="list-style-type: none"> • Teacher guide: https://drive.google.com/file/d/1uuZ-Ep8-hmaOZnuTlxo1EkX2rvG3ru7/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: <ul style="list-style-type: none"> ○ Señor Woolly website and interactive student accounts (to highlight grammatical structures found in book) www.senorwooly.com 	<ul style="list-style-type: none"> • Antes de Salir (exit slips) • Analyzing student's independent work and group/partner work • Strategic questioning during lessons • Student annotations 	<p>disagreement with opinions, validating the knowledge of peers, or challenging their viewpoints in constructive ways.</p> <ul style="list-style-type: none"> • 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 	<p>(Checkpoint B-Modern Languages)</p> <p>Standard 1: Communication</p> <p>1. Listening and speaking are primary communicative goals in modern language learning. These skills are used for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a</p>
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	<p>connections to a text.</p> <ul style="list-style-type: none"> • Students can decipher between literal and figurative language in higher level texts 	<ul style="list-style-type: none"> ○ El Mundo en Tus Manos Subscription (weekly current event newspaper written for language learners) https://digital.teacherspayteachers.com/activities/5979907 • Various teacher-created Reading and strategy resources • Various vocabulary games/activities • Various texts and graphic organizers 		<p>as opportunities to grow academically and emotionally.</p>	<p>course of action.</p> <p>2. Reading and writing are used in languages other than English for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.</p> <p>Standard 2: Cultural Understanding</p> <p>1. Effective communication</p>
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					involves meanings that go beyond words and require an understanding of perceptions, gestures, folklore, and family and community dynamics. All of these elements can affect whether and how well a message is received.
<p>4. <u>Frida</u></p> <ul style="list-style-type: none"> How has the role of women in society changed since the 	<p>RCHS Focus Skills for Spanish:</p> <ul style="list-style-type: none"> Students are able to express their own thoughts, provide descriptions, and communicate about familiar 	<ul style="list-style-type: none"> <u>Frida</u> by Kristy Placido https://fluencymatters.com/product/frida-kahlo-e-book/ Teacher guide: https://drive.google.com/file/d/1IWdA-4axik41ZYDb81nU2BuVASBY 	<ul style="list-style-type: none"> Para Empezar (do now) questions Antes de Salir (exit slips) Analyzing student's independent work and group/partner work 	<ul style="list-style-type: none"> Students will express respectful agreement or disagreement with opinions, validating the knowledge of peers, or challenging their viewpoints in 	<p>Learning Standards for Languages Other Than English (Checkpoint B-Modern Languages)</p> <p>Standard 1: Communication</p>

<p>early 1900s?</p> <ul style="list-style-type: none"> • What is the definition of beauty? Does everyone define it the same way? • How do people survive and thrive after a hardship? • How do your family relationships shape your identity? • What does a selfie show about society? 	<p>and unfamiliar topics using strings of sentences with various details.</p> <ul style="list-style-type: none"> • 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 their responses to given questions. They can make personal connections to a text. • Students can decipher between literal and figurative language in 	<p>McRC/view?usp=sharing</p> <ul style="list-style-type: none"> • *Within each novel unit, I also incorporate any relevant grammatical structures, holidays, or current events. I use the following two platforms for this: <ul style="list-style-type: none"> ○ Señor Wooly website and interactive student accounts (to highlight grammatical structures found in book) www.senorwooly.com ○ El Mundo en Tus Manos Subscription (weekly 	<ul style="list-style-type: none"> • Strategic questioning during lessons • Student annotations • Final essay: Selfie Project 	<p>constructive ways.</p> <ul style="list-style-type: none"> • 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 as opportunities to grow academically and emotionally. 	<ol style="list-style-type: none"> 1. Listening and speaking are primary communicative goals in modern language learning. These skills are used for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action. 2. Reading and writing are
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	<p>higher level texts.</p>	<p>current event newspaper written for language learners) https://digital.teacherspayteachers.com/activities/5979907</p> <ul style="list-style-type: none"> • Various teacher-created Reading and strategy resources • Various vocabulary games/activities • Various texts and graphic organizers 			<p>used in languages other than English for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.</p> <p>Standard 2: Cultural Understanding</p> <p>1. Effective communication involves meanings that go beyond words and require an</p>
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					<p>understanding of perceptions, gestures, folklore, and family and community dynamics. All of these elements can affect whether and how well a message is received.</p>
<p>5. <u>Bianca Nieves y Los Siete Toritos</u></p> <ul style="list-style-type: none"> Is bullfighting torture or culture? 	<p>RGHS Focus Skills for Spanish:</p> <ul style="list-style-type: none"> Students are able to express their own thoughts, provide descriptions, and communicate about familiar and unfamiliar topics using strings of sentences with various details. 	<ul style="list-style-type: none"> <u>Bianca Nieves y Los Siete Toritos</u> by Carrie Toth https://fluencymatters.com/product/bianca-nieves-y-los-7-toritos-e-book/ Teacher guide: https://drive.google.com/file/d/18kwDWo4bq6pv64eGjOREdDecgkKHc_C/view?usp=sharing 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<p>Learning Standards for Languages Other Than English (Checkpoint B-Modern Languages)</p> <p>Standard 1: Communication</p> <p>1. Listening and speaking are primary communic</p>

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		<p>current event newspaper written for language learners) https://digital.teacherspayteachers.com/activities/5979907</p> <ul style="list-style-type: none"> • Various teacher-created Reading and strategy resources • Various vocabulary games/activities • Various texts and graphic organizers 			<p>socializing , providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.</p> <p>Standard 2: Cultural Understanding</p> <p>1. Effective communication involves meanings that go beyond words and require an understanding of perceptions, gestures, folklore, and family</p>
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					and community dynamics. All of these elements can affect whether and how well a message is received.
<p>6. <u>Vida y Muerte En La Mara Salvatrucha</u></p> <ul style="list-style-type: none"> How does a gang use marketing techniques to sell themselves to new members? How are tattoos an art form? 	<p>RCHS Focus Skills for Spanish:</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> <u>Vida y Muerte en La Mara Salvatrucha</u> by autor anónimo https://fluencymatters.com/product/vida-y-muerte-en-la-mara-salvatrucha-e-book/ Teacher guide: https://drive.google.com/file/d/1gQtZ2B4PWu_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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<p>Learning Standards for Languages Other Than English (Checkpoint B-Modern Languages)</p> <p>Standard 1: Communication</p> <p>1. Listening and speaking are primary communicative goals in modern language learning. These skills are</p>

<p>How do they reflect the person who wears them?</p> <ul style="list-style-type: none"> • In what ways does the US involvement in foreign wars help other nations? In what ways does it hurt? 	<p>can ask and answer questions.</p> <ul style="list-style-type: none"> • Students can read about any topic, as long as the text is at a comprehensible level. They can use evidence from the text as well as develop inferences in order to explain their responses to given questions. They can make personal connections to a text. • Students can decipher between literal and figurative language in higher level texts. 	<p>following two platforms for this:</p> <ul style="list-style-type: none"> ○ Señor Wooly website and interactive student accounts (to highlight grammatical structures found in book) www.senorwooly.com ○ El Mundo en Tus Manos Subscription (weekly current event newspaper written for language learners) https://digital.teac 		<p>the class community.</p> <ul style="list-style-type: none"> • 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. 	<p>used for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.</p> <p>2. Reading and writing are used in languages other than English for the purposes of socializing, providing and acquiring information, expressing</p>
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		<p>herspayteachers.com/activities/5979907</p> <ul style="list-style-type: none"> • Various teacher-created Reading and strategy resources • Various vocabulary games/activities • Various texts and graphic organizers 			<p>g personal feelings and opinions, and getting others to adopt a course of action.</p> <p>Standard 2: Cultural Understanding</p> <p>1. Effective communication involves meanings that go beyond words and require an understanding of perceptions, gestures, folklore, and family and community dynamics. All of these elements</p>
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