



Saddlebrook Preparatory School

Curriculum Map- Scope and Sequence: High School Spanish 4

Purpose of Planning	Unit One: Esas modas que van y vienen Q1 W 1-4	Unit Two: La tecnología y el progreso Q1 W5-9	Unit Three: Los derechos humanos Q2 W10-14
Unit Topic and Overview:	<p>Unit 1.1 Vocabulary: Fashion trends and fads. Grammar: The preterit and imperfect tense</p> <p>Unit 1.2 Vocabulary: The influence of fashion on cars Grammar: Preterit vs imperfect.</p>	<p>Unit 2.1 Vocabulary: Environmental issues affecting your world? Grammar: Uses of ser, estar and haber; the future tense.</p> <p>Unit 2.2 Vocabulary: Professions and activities in the future. Grammar: The subjunctive in noun clauses.</p>	<p>Unit 3.1 Vocabulary: Human rights and foreign policy. Grammar: Indirect commands.</p> <p>Unit 3.2 Vocabulary: The work of charitable organizations Grammar: Direct and indirect object pronouns and the personal a; gustar and similar verbs.</p>



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<p>Prerequisite Student Knowledge *What should students have previously mastered prior to this unit?</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Conjugate –ar, -er, -ir verbs in present, preterite, imperfect, present perfect, past perfect, future and subjunctive tense • Use of stem-changing verbs • Use affirmative and negative commands • Participate in conversations on familiar topics in some social situations; • Communicate orally, using accepted word order, common tenses, and other features of Spanish grammar with some accuracy and consistency • Demonstrate comprehension of key information from media works • Respond to a range of short fiction and non-fiction texts, using a variety of strategies • Demonstrate knowledge of Spanish vocabulary related to various topics • Read texts with familiar content or vocabulary, using a variety of reading strategies • Write in a variety of forms 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Conjugate –ar, -er, -ir verbs in present, preterite, imperfect, present perfect, past perfect, future and subjunctive tense • Use of stem-changing verbs • Use affirmative and negative commands • Participate in conversations on familiar topics in some social situations; • Communicate orally, using accepted word order, common tenses, and other features of Spanish grammar with some accuracy and consistency • Demonstrate comprehension of key information from media works • Respond to a range of short fiction and non-fiction texts, using a variety of strategies • Demonstrate knowledge of Spanish vocabulary related to various topics • Read texts with familiar content or vocabulary, using a variety of reading strategies • Write in a variety of forms 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Conjugate –ar, -er, -ir verbs in present, preterite, imperfect, present perfect, past perfect, future and subjunctive tense • Use of stem-changing verbs • Use affirmative and negative commands • Participate in conversations on familiar topics in some social situations; • Communicate orally, using accepted word order, common tenses, and other features of Spanish grammar with some accuracy and consistency • Demonstrate comprehension of key information from media works • Respond to a range of short fiction and non-fiction texts, using a variety of strategies • Demonstrate knowledge of Spanish vocabulary related to various topics • Read texts with familiar content or vocabulary, using a variety of reading strategies • Write in a variety of forms
<p>Essential Knowledge & Student Expectations *What are the anticipated learning outcomes for students?</p>	<p>Students should be able to answer in Spanish: What are today’s fashion trends? What is the influence of fashion on cars?</p>	<p>Students should be able to answer in Spanish: What are some environmental issues affecting your country? What professions or activities will lead in the future?</p>	<p>Students should be able to answer in Spanish: How did dictator Pinochet violated human rights in Chile? How to get involve in charitable organizations?</p>



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<p>Anchor Text and Supplemental Texts *Illustrate texts used, and how students' knowledge builds across units.</p>	<p>Anchor Text: Realidades 4 for Florida 2016 Edition.</p> <p>Supplemental Books: Workbook Realidades 4 21 Minicuentos by Tom Alsop</p>	<p>Anchor Text: Realidades 4 for Florida 2016 Edition.</p> <p>Supplemental Books: Workbook Realidades 4 21 Minicuentos by Tom Alsop</p>	<p>Anchor Text: Realidades 4 for Florida 2016 Edition.</p> <p>Supplemental Books: Workbook Realidades 4 21 Minicuentos by Tom Alsop</p>
<p>Multi-Media Links: *Videos, presentations, any and all supplemental online material.</p>	<p>www.successnetplus.com www.spanishspanish.com www.duolingo.com www.saddlebrookprep.rosettastoneclassroom.com www.kahoot.it www.jeopardylabs.com www.bbc.co.uk/languages/spanish/mividaloca/ Series: El internado</p>	<p>www.successnetplus.com www.spanishspanish.com www.duolingo.com www.saddlebrookprep.rosettastoneclassroom.com www.kahoot.it www.jeopardylabs.com www.bbc.co.uk/languages/spanish/mividaloca/ Series: El internado</p>	<p>www.successnetplus.com www.spanishspanish.com www.duolingo.com www.saddlebrookprep.rosettastoneclassroom.com www.kahoot.it www.jeopardylabs.com www.bbc.co.uk/languages/spanish/mividaloca/ Series: El internado</p>
<p>Instructional Practices: * Various Instructional Modalities, including Technology used</p>	<ul style="list-style-type: none"> • Activating prior knowledge • Bell work involving writing responses to prompts, grammar or vocabulary • Teacher directed instruction with PowerPoint and white board • Practice of vocabulary or grammar • Class discussion • Small group discussion • Role play <p>In-class work and homework with <i>Successnetplus, Duolingo and Rosetta Stone</i></p>	<ul style="list-style-type: none"> • Activating prior knowledge • Bell work involving writing responses to prompts, grammar or vocabulary • Teacher directed instruction with PowerPoint and white board • Practice of vocabulary or grammar • Class discussion • Small group discussion • Role play <p>In-class work and homework with <i>Successnetplus, Duolingo and Rosetta Stone</i></p>	<ul style="list-style-type: none"> • Activating prior knowledge • Bell work involving writing responses to prompts, grammar or vocabulary • Teacher directed instruction with PowerPoint and white board • Practice of vocabulary or grammar • Class discussion • Small group discussion • Role play <p>In-class work and homework with <i>Successnetplus, Duolingo and Rosetta Stone</i></p>



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<p style="text-align: center;">Assessments: *Types and Measurements of Mastery</p>	<p>Formal:</p> <ul style="list-style-type: none"> Vocabulary and Grammar Quizzes Unit tests Oral tests <i>Successnetplus</i>: reading, writing, listening and speaking online activities by chapter Quarterly project: oral presentation and essay In class projects and writing assignments Homework <p>Informal:</p> <ul style="list-style-type: none"> Bellwork Discussion with language correction/feedback Classroom activities – Kahoot and jeopardy labs <i>Duolingo</i> and <i>Rosetta Stone</i> level progression programs Workbook <p>Objective: 80% of students will be able to demonstrate proficiency of key target language (proficiency is defined as 80%+) on formal assessments at the completion of the unit.</p>	<p>Formal:</p> <ul style="list-style-type: none"> Vocabulary and Grammar Quizzes Unit tests Oral tests <i>Successnetplus</i>: reading, writing, listening and speaking online activities by chapter Quarterly project: oral presentation and essay In class projects and writing assignments Homework <p>Informal:</p> <ul style="list-style-type: none"> Bellwork Discussion with language correction/feedback Classroom activities – Kahoot and jeopardy labs <i>Duolingo</i> and <i>Rosetta Stone</i> level progression programs Workbook <p>Objective: 80% of students will be able to demonstrate proficiency of key target language (proficiency is defined as 80%+) on formal assessments at the completion of the unit.</p>	<p>Formal:</p> <ul style="list-style-type: none"> Vocabulary and Grammar Quizzes Unit tests Oral tests <i>Successnetplus</i>: reading, writing, listening and speaking online activities by chapter Quarterly project: oral presentation and essay In class projects and writing assignments Homework <p>Informal:</p> <ul style="list-style-type: none"> Bellwork Discussion with language correction/feedback Classroom activities – Kahoot and jeopardy labs <i>Duolingo</i> and <i>Rosetta Stone</i> level progression programs Workbook <p>Objective: 80% of students will be able to demonstrate proficiency of key target language (proficiency is defined as 80%+) on formal assessments at the completion of the unit.</p>
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<p>Interdisciplinary Lessons & Projects: *State additional content areas and title all lesson(s) and project(s)</p>	<p>Quarter 1 Writing Project: Hispanic Fashion Designers</p> <ul style="list-style-type: none"> • Humanities • World History • Technology 	<p>Quarter 1 Writing Project: Hispanic Fashion Designers</p> <ul style="list-style-type: none"> • Humanities • World History • Technology 	<p>Quarter 2 Writing Project: Human rights comparison between countries</p> <ul style="list-style-type: none"> • Humanities • Social Studies • World History • Technology
<p>Honors Course Differentiation(s):</p>	<p>Readings: Don Quijote de La Mancha</p> <p>Questionnaire Chapters 1-2 Writing activity about characters Worksheet: Vocabulary, grammar</p>	<p>Readings: Don Quijote de La Mancha</p> <p>Questionnaire Chapters 1-2 Writing activity about characters Worksheet: Vocabulary, grammar</p>	<p>Readings: Don Quijote de La Mancha</p> <p>Questionnaire Chapters 3-4 Writing activity about characters Worksheet: Vocabulary, grammar</p>



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<p>Integrated Common Core or NGSSS Standards (List): *See Below for Links</p>	<p>World Languages High School CCSS: Reading Standards: 1, 4, 5, 7, 10 (Advanced Level) Speaking and Listening Standards: 1, 2, 4, 5 (Advanced Level) Florida Next Generation World Languages: WL.K12.AL.1.1 WL.K12.AL.1.5 WL.K12.AL.2.2 WL.K12.AL.3.1 WL.K12.AL.3.5 WL.K12.AL.4.4 WL.K12.AL.4.5 WL.K12.AL.5.3 WL.K12.AL.5.7 WL.K12.AL.6.4 WL.K12.AL.7.1 WL.K12.AL.8.3 WL.K12.AL.9.2 WL.K12.AM.1.2 WL.K12.AM.2.4 WL.K12.AM.3.2 WL.K12.AM.3.7 WL.K12.AM.4.2 WL.K12.AM.4.4 WL.K12.AM.5.4 WL.K12.AM.5.6 WL.K12.AM.6.3 WL.K12.AM.7.2 WL.K12.AM.8.3 WL.K12.AM.9.1</p>	<p>World Languages High School CCSS: Reading Standards: 1, 4, 5, 7, 10 (Advanced Level) Speaking and Listening Standards: 1, 2, 4, 5 (Advanced Level) Florida Next Generation World Languages: WL.K12.AL.1.1 WL.K12.AL.1.5 WL.K12.AL.2.2 WL.K12.AL.3.1 WL.K12.AL.3.5 WL.K12.AL.4.4 WL.K12.AL.4.5 WL.K12.AL.5.3 WL.K12.AL.5.7 WL.K12.AL.6.4 WL.K12.AL.7.1 WL.K12.AL.8.3 WL.K12.AL.9.2 WL.K12.AM.1.2 WL.K12.AM.2.4 WL.K12.AM.3.2 WL.K12.AM.3.7 WL.K12.AM.4.2 WL.K12.AM.4.4 WL.K12.AM.5.4 WL.K12.AM.5.6 WL.K12.AM.6.3 WL.K12.AM.7.2 WL.K12.AM.8.3 WL.K12.AM.9.1</p>	<p>World Languages High School CCSS: Reading Standards: 1, 4, 5, 7, 10 (Advanced Level) Speaking and Listening Standards: 1, 2, 4, 5 (Advanced Level) Florida Next Generation World Languages: WL.K12.AL.1.1 WL.K12.AL.1.5 WL.K12.AL.2.2 WL.K12.AL.3.1 WL.K12.AL.3.5 WL.K12.AL.4.4 WL.K12.AL.4.5 WL.K12.AL.5.3 WL.K12.AL.5.7 WL.K12.AL.6.4 WL.K12.AL.7.1 WL.K12.AL.8.3 WL.K12.AL.9.2 WL.K12.AM.1.2 WL.K12.AM.2.4 WL.K12.AM.3.2 WL.K12.AM.3.7 WL.K12.AM.4.2 WL.K12.AM.4.4 WL.K12.AM.5.4 WL.K12.AM.5.6 WL.K12.AM.6.3 WL.K12.AM.7.2 WL.K12.AM.8.3 WL.K12.AM.9.1</p>
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Integrated CCSS Writing Standards (List): *See Below for Links	1, 2, and 3 (Advanced Level) 4, 5, and 6 (Advanced Level) 7,8 and 10 (Advanced Level)	1, 2, and 3 (Advanced Level) 4, 5, and 6 (Advanced Level) 7,8 and 10 (Advanced Level)	1, 2, and 3 (Advanced Level) 4, 5, and 6 (Advanced Level) 7,8 and 10 (Advanced Level)
Purpose of Planning	Unit Four: El individuo y la personalidad Q2 W15-18	Unit Five: Las relaciones personales Q3 W19-23	Unit Six: El mundo del espectáculo Q3 W24-27
Unit Topic and Overview:	Unit 4.1 Vocabulary: Personality and routines. Grammar: Reflexive constructions. Unit 4.2 Vocabulary: Discussing personality. Grammar: Agreement, form and position of adjectives; the past participle and the present perfect indicative and subjunctive.	Unit 5.1 Vocabulary: Styles of communication and relationships with friends and family. Grammar: Subjunctive vs indicative in adverbial clauses. Unit 5.2 Vocabulary: Feelings and qualities. Grammar: The future perfect and the pluperfect tenses; comparisons with nouns, adjectives, verbs and adverbs; superlatives.	Unit 6.1 Vocabulary: Entertainers and shows. Grammar: Subjunctive vs indicative in adverbial clauses. Unit 6.2 Vocabulary: Music, musicians, and musical events Grammar: Formal and informal commands; subjunctive with ojalá; tal ves and quizá(s).



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<p>Essential Knowledge & Student Expectations *What are the anticipated learning outcomes for students?</p>	<p>Students should be able to answer in Spanish: How do you describe your personality? What are the different types of personalities?</p>	<p>Students should be able to answer in Spanish: What is the importance of communication in a relationship? When do you feel angry or happy?</p>	<p>Students should be able to answer in Spanish: What makes a good show? Who are the most famous Hispanic musicians?</p>



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<p>Multi-Media Links: *Videos, presentations, any and all supplemental online material.</p>	<p>www.successnetplus.com www.spanishspanish.com www.duolingo.com www.saddlebrookprep.rosettastoneclassroom.com www.kahoot.it www.jeopardylabs.com www.bbc.co.uk/languages/spanish/mividaloca/ Series: El internado</p>	<p>www.successnetplus.com www.spanishspanish.com www.duolingo.com www.saddlebrookprep.rosettastoneclassroom.com www.kahoot.it www.jeopardylabs.com www.bbc.co.uk/languages/spanish/mividaloca/ Series: El internado</p>	<p>www.successnetplus.com www.spanishspanish.com www.duolingo.com www.saddlebrookprep.rosettastoneclassroom.com www.kahoot.it www.jeopardylabs.com www.bbc.co.uk/languages/spanish/mividaloca/ Series: El internado</p>
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<p>Interdisciplinary Lessons & Projects: *State additional content areas and title all lesson(s) and project(s)</p>	<p>Quarter 2 Writing Project: Human rights comparison between countries</p> <ul style="list-style-type: none"> • Humanities • Social Studies • World History • Technology 	<p>Quarter 3 Writing Project: Indigenous tribes of Latin America</p> <ul style="list-style-type: none"> • Humanities • Social Studies • World History • Technology 	<p>Quarter 3 Writing Project: Indigenous tribes of Latin America</p> <ul style="list-style-type: none"> • Humanities • Social Studies • World History • Technology
<p>Honors Course Differentiation(s):</p>	<p>Readings: Don Quijote de La Mancha</p> <p>Questionnaire Chapters 3-4 Writing activity about characters Worksheet: Vocabulary, grammar</p>	<p>Readings: Don Quijote de La Mancha</p> <p>Questionnaire Chapters 5-6 Writing activity about characters Worksheet: Vocabulary, grammar</p>	<p>Readings: Don Quijote de La Mancha</p> <p>Questionnaire Chapters 5-6 Writing activity about characters Worksheet: Vocabulary, grammar</p>



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Integrated CCSS Writing Standards (List): *See Below for Links	1, 2, and 3 (Advanced Level) 4, 5, and 6 (Advanced Level) 7,8 and 10 (Advanced Level)	1, 2, and 3 (Advanced Level) 4, 5, and 6 (Advanced Level) 7,8 and 10 (Advanced Level)	1, 2, and 3 (Advanced Level) 4, 5, and 6 (Advanced Level) 7,8 and 10 (Advanced Level)

Purpose of Planning	Unit Seven: La diversidad humana Q4 W28-30	Unit Eight: Las artes culinarias y la nutrición Q4 W31-33	Unit Nine: Nuestra compleja sociedad Q4 W34-36
Unit Topic and Overview:	<p>Unit 7.1 Vocabulary: Equality of opportunity. Grammar: Review of the preterit and imperfect; hacer and desde in time expressions.</p> <p>Unit 7.2 Vocabulary: Ethnic and gender diversity. Grammar: Por and para; verbs that require a preposition before an infinitive.</p>	<p>Unit 8.1 Vocabulary: Foods and their preparation. Grammar: The imperfect subjunctive.</p> <p>Unit 8.2 Vocabulary: Foods and nutrition. Grammar: The conditional and conditional perfect; the indicative or subjunctive in si- clauses.</p>	<p>Unit 9.1 Vocabulary: Crime and personal safety. Grammar: The pluperfect subjunctive.</p> <p>Unit 9.2 Vocabulary: Social problems and personal excesses. Grammar: Uses of se with impersonal and passive constructions; indefinite and negative expressions.</p>

<p>Prerequisite Student Knowledge *What should students have previously mastered prior to this unit?</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Conjugate –ar, -er, -ir verbs in present, preterite, imperfect, present perfect, past perfect, future and subjunctive tense • Use of stem-changing verbs • Use affirmative and negative commands • Participate in conversations on familiar topics in some social situations; • Communicate orally, using accepted word order, common tenses, and other features of Spanish grammar with some accuracy and consistency • Demonstrate comprehension of key information from media works • Respond to a range of short fiction and non-fiction texts, using a variety of strategies • Demonstrate knowledge of Spanish vocabulary related to various topics • Read texts with familiar content or vocabulary, using a variety of reading strategies • Write in a variety of forms 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Conjugate –ar, -er, -ir verbs in present, preterite, imperfect, present perfect, past perfect, future and subjunctive tense • Use of stem-changing verbs • Use affirmative and negative commands • Participate in conversations on familiar topics in some social situations; • Communicate orally, using accepted word order, common tenses, and other features of Spanish grammar with some accuracy and consistency • Demonstrate comprehension of key information from media works • Respond to a range of short fiction and non-fiction texts, using a variety of strategies • Demonstrate knowledge of Spanish vocabulary related to various topics • Read texts with familiar content or vocabulary, using a variety of reading strategies • Write in a variety of forms 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Conjugate –ar, -er, -ir verbs in present, preterite, imperfect, present perfect, past perfect, future and subjunctive tense • Use of stem-changing verbs • Use affirmative and negative commands • Participate in conversations on familiar topics in some social situations; • Communicate orally, using accepted word order, common tenses, and other features of Spanish grammar with some accuracy and consistency • Demonstrate comprehension of key information from media works • Respond to a range of short fiction and non-fiction texts, using a variety of strategies • Demonstrate knowledge of Spanish vocabulary related to various topics • Read texts with familiar content or vocabulary, using a variety of reading strategies • Write in a variety of forms
<p>Essential Knowledge & Student Expectations *What are the anticipated learning outcomes for students?</p>	<p>Students should be able to answer in Spanish: How are indigenous group represented in Latin-America? What is machismo and what role it plays in latin-America life?</p>	<p>Students should be able to answer in Spanish: What is paella and how do you make it? How different is nutrition in the USA from Latin-America?</p>	<p>Students should be able to answer in Spanish: Is it safe to travel to Latin- America? What are the social problems in Latin- America?</p>

<p>Anchor Text and Supplemental Texts *Illustrate texts used, and how students' knowledge builds across units.</p>	<p>Anchor Text: Realidades 4 for Florida 2016 Edition.</p> <p>Supplemental Books: Workbook Realidades 4 21 Minicuentos by Tom Alsop</p>	<p>Anchor Text: Realidades 4 for Florida 2016 Edition.</p> <p>Supplemental Books: Workbook Realidades 4 21 Minicuentos by Tom Alsop</p>	<p>Anchor Text: Realidades 4 for Florida 2016 Edition.</p> <p>Supplemental Books: Workbook Realidades 4 21 Minicuentos by Tom Alsop</p>
<p>Multi-Media Links: *Videos, presentations, any and all supplemental online material.</p>	<p>www.successnetplus.com www.spanishspanish.com www.duolingo.com www.saddlebrookprep.rosettastoneclassroom.com www.kahoot.it www.jeopardylabs.com www.bbc.co.uk/languages/spanish/mividaloca/ Series: El internado</p>	<p>www.successnetplus.com www.spanishspanish.com www.duolingo.com www.saddlebrookprep.rosettastoneclassroom.com www.kahoot.it www.jeopardylabs.com www.bbc.co.uk/languages/spanish/mividaloca/ Series: El internado</p>	<p>www.successnetplus.com www.spanishspanish.com www.duolingo.com www.saddlebrookprep.rosettastoneclassroom.com www.kahoot.it www.jeopardylabs.com www.bbc.co.uk/languages/spanish/mividaloca/ Series: El internado</p>
<p>Instructional Practices: * Various Instructional Modalities, including Technology used</p>	<ul style="list-style-type: none"> • Activating prior knowledge • Bell work involving writing responses to prompts, grammar or vocabulary • Teacher directed instruction with PowerPoint and white board • Practice of vocabulary or grammar • Class discussion • Small group discussion • Role play <p>In-class work and homework with <i>Successnetplus, Duolingo and Rosetta Stone</i></p>	<ul style="list-style-type: none"> • Activating prior knowledge • Bell work involving writing responses to prompts, grammar or vocabulary • Teacher directed instruction with PowerPoint and white board • Practice of vocabulary or grammar • Class discussion • Small group discussion • Role play <p>In-class work and homework with <i>Successnetplus, Duolingo and Rosetta Stone</i></p>	<ul style="list-style-type: none"> • Activating prior knowledge • Bell work involving writing responses to prompts, grammar or vocabulary • Teacher directed instruction with PowerPoint and white board • Practice of vocabulary or grammar • Class discussion • Small group discussion • Role play <p>In-class work and homework with <i>Successnetplus, Duolingo and Rosetta Stone</i></p>

<p style="text-align: center;">Assessments: *Types and Measurements of Mastery</p>	<p>Formal:</p> <ul style="list-style-type: none"> • Vocabulary and Grammar Quizzes • Unit tests • Oral tests • <i>Successnetplus</i>: reading, writing, listening and speaking online activities by chapter • Quarterly project: oral presentation and essay • In class projects and writing assignments • Homework <p>Informal:</p> <ul style="list-style-type: none"> • Bellwork • Discussion with language correction/feedback • Classroom activities – Kahoot and jeopardy labs • <i>Duolingo</i> and <i>Rosetta Stone</i> level progression programs • Workbook <p>Objective: 80% of students will be able to demonstrate proficiency of key target language (proficiency is defined as 80%+) on formal assessments at the completion of the unit.</p>	<p>Formal:</p> <ul style="list-style-type: none"> • Vocabulary and Grammar Quizzes • Unit tests • Oral tests • <i>Successnetplus</i>: reading, writing, listening and speaking online activities by chapter • Quarterly project: oral presentation and essay • In class projects and writing assignments • Homework <p>Informal:</p> <ul style="list-style-type: none"> • Bellwork • Discussion with language correction/feedback • Classroom activities – Kahoot and jeopardy labs • <i>Duolingo</i> and <i>Rosetta Stone</i> level progression programs • Workbook <p>Objective: 80% of students will be able to demonstrate proficiency of key target language (proficiency is defined as 80%+) on formal assessments at the completion of the unit.</p>	<p>Formal:</p> <ul style="list-style-type: none"> • Vocabulary and Grammar Quizzes • Unit tests • Oral tests • Final Exam • <i>Successnetplus</i>: reading, writing, listening and speaking online activities by chapter • Quarterly project: oral presentation and essay • In class projects and writing assignments • Homework <p>Informal:</p> <ul style="list-style-type: none"> • Bellwork • Discussion with language correction/feedback • Classroom activities – Kahoot and jeopardy labs • <i>Duolingo</i> and <i>Rosetta Stone</i> level progression programs • Workbook <p>Objective: 80% of students will be able to demonstrate proficiency of key target language (proficiency is defined as 80%+) on formal assessments at the completion of the unit.</p>
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<p>Interdisciplinary Lessons & Projects: *State additional content areas and title all lesson(s) and project(s)</p>	<p>Quarter 4 Project: Making a video in Spanish, a tv commercial, a song or an specific topic from the book</p> <ul style="list-style-type: none"> • Technology • Marketing 	<p>Quarter 4 Project: Making a video in Spanish, a tv commercial, a song or an specific topic from the book</p> <ul style="list-style-type: none"> • Technology • Marketing 	<p>Quarter 4 Project: Making a video in Spanish, a tv commercial, a song or an specific topic from the book</p> <ul style="list-style-type: none"> • Technology • Marketing
<p>Honors Course Differentiation(s):</p>	<p>Readings: Don Quijote de La Mancha</p> <p style="text-align: center;">Questionnaire Chapter 7 Writing activity about characters Worksheet: Vocabulary, grammar</p>	<p>Readings: Don Quijote de La Mancha</p> <p style="text-align: center;">Questionnaire Chapter 7 Writing activity about characters Worksheet: Vocabulary, grammar</p>	<p>Readings: Don Quijote de La Mancha</p> <p style="text-align: center;">Questionnaire Chapter 7 Writing activity about characters Worksheet: Vocabulary, grammar</p>

<p>Integrated Common Core or NGSSS Standards (List): *See Below for Links</p>	<p>World Languages High School CCSS: Reading Standards: 1, 4, 5, 7, 10 (Advanced Level) Speaking and Listening Standards: 1, 2, 4, 5 (Advanced Level) Florida Next Generation World Languages: WL.K12.AL.1.1 WL.K12.AL.1.5 WL.K12.AL.2.2 WL.K12.AL.3.1 WL.K12.AL.3.5 WL.K12.AL.4.4 WL.K12.AL.4.5 WL.K12.AL.5.3 WL.K12.AL.5.7 WL.K12.AL.6.4 WL.K12.AL.7.1 WL.K12.AL.8.3 WL.K12.AL.9.2</p> <p>WL.K12.AM.1.2 WL.K12.AM.2.4 WL.K12.AM.3.2 WL.K12.AM.3.7 WL.K12.AM.4.2 WL.K12.AM.4.4 WL.K12.AM.5.4 WL.K12.AM.5.6 WL.K12.AM.6.3 WL.K12.AM.7.2 WL.K12.AM.8.3 WL.K12.AM.9.1</p>	<p>World Languages High School CCSS: Reading Standards: 1, 4, 5, 7, 10 (Advanced Level) Speaking and Listening Standards: 1, 2, 4, 5 (Advanced Level) Florida Next Generation World Languages: Languages: WL.K12.AL.1.1 WL.K12.AL.1.5 WL.K12.AL.2.2 WL.K12.AL.3.1 WL.K12.AL.3.5 WL.K12.AL.4.4 WL.K12.AL.4.5 WL.K12.AL.5.3 WL.K12.AL.5.7 WL.K12.AL.6.4 WL.K12.AL.7.1 WL.K12.AL.8.3 WL.K12.AL.9.2</p> <p>WL.K12.AM.1.2 WL.K12.AM.2.4 WL.K12.AM.3.2 WL.K12.AM.3.7 WL.K12.AM.4.2 WL.K12.AM.4.4 WL.K12.AM.5.4 WL.K12.AM.5.6 WL.K12.AM.6.3 WL.K12.AM.7.2 WL.K12.AM.8.3 WL.K12.AM.9.1</p>	<p>World Languages High School CCSS: Reading Standards: 1, 4, 5, 7, 10 (Advanced Level) Speaking and Listening Standards: 1, 2, 4, 5 (Advanced Level) Florida Next Generation World Languages: WL.K12.AL.1.1 WL.K12.AL.1.5 WL.K12.AL.2.2 WL.K12.AL.3.1 WL.K12.AL.3.5 WL.K12.AL.4.4 WL.K12.AL.4.5 WL.K12.AL.5.3 WL.K12.AL.5.7 WL.K12.AL.6.4 WL.K12.AL.7.1 WL.K12.AL.8.3 WL.K12.AL.9.2</p> <p>WL.K12.AM.1.2 WL.K12.AM.2.4 WL.K12.AM.3.2 WL.K12.AM.3.7 WL.K12.AM.4.2 WL.K12.AM.4.4 WL.K12.AM.5.4 WL.K12.AM.5.6 WL.K12.AM.6.3 WL.K12.AM.7.2 WL.K12.AM.8.3 WL.K12.AM.9.1</p>
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Integrated CCSS Writing Standards (List): *See Below for Links	1, 2, and 3 (Advanced Level) 4, 5, and 6 (Advanced Level) 7,8 and 10 (Advanced Level)	1, 2, and 3 (Advanced Level) 4, 5, and 6 (Advanced Level) 7,8 and 10 (Advanced Level)	1, 2, and 3 (Advanced Level) 4, 5, and 6 (Advanced Level) 7,8 and 10 (Advanced Level)