



Saddlebrook Preparatory School

Curriculum Map- Scope and Sequence: High School Spanish 3

Purpose of Planning	Introduction: Para empezar Q1 W 1-3	Unit One: Un día inolvidable Q1 W4-6	Unit Two: ¿Cómo te expresas? Q1 W 7-9
Unit Topic and Overview:	<p>1. Tu vida diaria Vocabulary: Repaso- Daily routines; school life; leisure activities. Grammar: Repaso- Present tense verbs; reflective verbs.</p> <p>2. Dias especiales: Vocabulary: Repaso- Weekend activities; celebrations; special events. Grammar: Repaso- Verbs like gustar: possessive adjectives.</p>	<p>Unit 1.1 Vocabulary: Hiking objects, activities and perils; weather. Grammar: (Repaso) preterite verbs with the spelling change i-y; preterite of irregular verbs; preterite of the verbs with the spelling change e-i and o-u.</p> <p>Unit 1.2 Vocabulary: Getting ready for an athletic or academic competition; emotional responses to competition; awards and ceremonies. Grammar: (Repaso) the imperfect; uses of the imperfect.</p>	<p>Unit 2.1 Vocabulary: Describing art and sculpture; tools for painting; describing what influences art. Grammar: (Repaso)the preterite vs the imperfect; estar+ participle.</p> <p>Unit 2.2 Vocabulary: Musical instruments; describing dance; describing drama. Grammar: (Repaso) ser and estar; verbs with special meanings in the preterite vs the imperfect.</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 and subjunctive tense • Use of stem-changing verbs • 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 and subjunctive tense • Use of stem-changing verbs • 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 and subjunctive tense • Use of stem-changing verbs • 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 is your daily routine? How do you celebrate a special day?</p>	<p>Students should be able to answer in Spanish: What is your favorite memory from when you were a child? How do you get ready for an athletic competition?</p>	<p>Students should be able to answer in Spanish: Essential Question: what is your favorite kind of art? Essential Question: What is the relationship between music and culture?</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/</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/</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/</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 Project: Hispanic National Parks, Ecoturismo and Una aventura desastrosa</p> <ul style="list-style-type: none"> • World History • Geography • Marketing • Technology 	<p>Quarter 1 Project: Hispanic National Parks, Ecoturismo and Una aventura desastrosa</p> <ul style="list-style-type: none"> • World History • Geography • Marketing • Technology 	<p>Quarter 1 Project: Hispanic National Parks, Ecoturismo and Una aventura desastrosa</p> <ul style="list-style-type: none"> • World History • Geography • Marketing • Technology
<p>Honors Course Differentiation(s):</p>	<p>Readings: Susana y Javier en Sudamérica</p> <p>Questionnaire Chapters 1-6 Writing activity about characters Worksheet: Vocabulary, grammar</p>	<p>Readings: Susana y Javier en Sudamérica</p> <p>Questionnaire Chapters 1-6 Writing activity about characters Worksheet: Vocabulary, grammar</p>	<p>Readings: Susana y Javier en Sudamérica</p> <p>Questionnaire Chapters 1-6 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 (Intermediate Level) Speaking and Listening Standards: 1, 2, 4, 5 (Intermediate Level) Florida Next Generation World Languages: WL.K12.IH.1.1 WL.K12.IH.1.3 WL.K12.IH.1.3 WL.K12.IH.2.2 WL.K12.IH.3.5 WL.K12.IH.3.8 WL.K12.IH.4.1 WL.K12.IH.4.4 WL.K12.IH.4.4 WL.K12.IH.5.2 WL.K12.IH.6.1 WL.K12.IH.6.4 WL.K12.IH.7.1 WL.K12.IH.8.3 WL.K12.IH.9.2 WL.K12.AL.1.4 WL.K12.AL.2.1 WL.K12.AL.3.2 WL.K12.AL.3.5 WL.K12.AL.4.6 WL.K12.AL.5.4 WL.K12.AL.5.7 WL.K12.AL.6.1 WL.K12.AL.7.1 WL.K12.AL.8.2 WL.K12.AL.9.2</p>	<p>World Languages High School CCSS: Reading Standards: 1, 4, 5, 7, 10 (Intermediate Level) Speaking and Listening Standards: 1, 2, 4, 5 (Intermediate Level) Florida Next Generation World Languages: WL.K12.IH.1.1 WL.K12.IH.1.3 WL.K12.IH.2.2 WL.K12.IH.3.5 WL.K12.IH.3.8 WL.K12.IH.4.1 WL.K12.IH.4.4 WL.K12.IH.5.2 WL.K12.IH.6.1 WL.K12.IH.6.4 WL.K12.IH.7.1 WL.K12.IH.8.3 WL.K12.IH.9.2 WL.K12.AL.1.4 WL.K12.AL.2.1 WL.K12.AL.3.2 WL.K12.AL.3.5 WL.K12.AL.4.6 WL.K12.AL.5.4 WL.K12.AL.5.7 WL.K12.AL.6.1 WL.K12.AL.7.1 WL.K12.AL.8.2 WL.K12.AL.9.2</p>	<p>World Languages High School CCSS: Reading Standards: 1, 4, 5, 7, 10 (Intermediate Level) Speaking and Listening Standards: 1, 2, 4, 5 (Intermediate Level) Florida Next Generation World Languages: WL.K12.IH.1.1 WL.K12.IH.1.3 WL.K12.IH.2.2 WL.K12.IH.3.5 WL.K12.IH.3.8 WL.K12.IH.4.1 WL.K12.IH.4.4 WL.K12.IH.5.2 WL.K12.IH.6.1 WL.K12.IH.6.4 WL.K12.IH.7.1 WL.K12.IH.8.3 WL.K12.IH.9.2 WL.K12.AL.1.4 WL.K12.AL.2.1 WL.K12.AL.3.2 WL.K12.AL.3.5 WL.K12.AL.4.6 WL.K12.AL.5.4 WL.K12.AL.5.7 WL.K12.AL.6.1 WL.K12.AL.7.1 WL.K12.AL.8.2 WL.K12.AL.9.2</p>
	<p>School 5700 Saddlebrook Way</p>	<p>Wesley Chapel, FL 33543</p>	<p>813 907-4500</p>



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<p>Integrated CCSS Writing Standards (List): *See Below for Links</p>	<p>World Languages High School CCSS: 1, 2, and 3 (Intermediate Level) 4, 5, and 6 (Intermediate Level) 7,8 and 10 (Intermediate Level)</p>	<p>1, 2, and 3 (Intermediate Level) 4, 5, and 6 (Intermediate Level) 7,8 and 10 (Intermediate Level)</p>	<p>1, 2, and 3 (Intermediate Level) 4, 5, and 6 (Intermediate Level) 7,8 and 10 (Intermediate Level)</p>
<p>Purpose of Planning</p>	<p>Unit Three: ¿Qué haces para estar en forma? Q2 W 10-13</p>	<p>Unit Four: ¿Cómo te llevas con los demás? Q2 W 14-18</p>	<p>Unit Five: Trabajo y comunidad Q3 W 19-22</p>
<p>Unit Topic and Overview:</p>	<p>Unit 3.1 Vocabulary: Nutrition; illnesses and pains; medicine; habits for good health. Grammar: (Repaso) affirmative commands; affirmative and negative commands with Ud and Uds. Unit 3.2 Vocabulary: Excercises; getting and staying in shape; health advice. Grammar: (Repaso) the subjunctive: regular and irregular verbs; the subjunctive with stem changing –ar and –er verbs.</p>	<p>Unit 4.1 Vocabulary: Personality traits; interpersonal behavior; friendship. Grammar: (Repaso) the subjunctive with verbs of emotion; the uses of por and para. Unit 4.2 Vocabulary: Expressing and resolving interpersonal problems; interpersonal relationships. Grammar: Commands with nosotros; possessive pronouns.</p>	<p>Unit 5.1 Vocabulary: After-school work; describing a job. Grammar: (Repaso) the present and past perfect. Unit 5.2 Vocabulary: Volunteer activities; the benefits and importance of volunteer work. Grammar: The present perfect subjunctive; demonstrative adjectives and pronouns.</p>



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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: Why is important to keep a balance diet? How do you stay in shape?</p>	<p>Students should be able to answer in Spanish: What makes a good friend? How do you keep a good friend?</p>	<p>Students should be able to answer in Spanish: What is your ideal job? What is the importance of volunteer work?</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/</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/</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/</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 • Midterm 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>	<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 2 Project: Healthy life advice and poster</p> <ul style="list-style-type: none"> • Health • Science • Marketing • Technology 	<p>Quarter 2 Project: Healthy life advice and poster</p> <ul style="list-style-type: none"> • Health • Science • Marketing • Technology 	<p>Quarter 3 Project: Interview to a hero, news article a fire In class project: Magazine article</p> <ul style="list-style-type: none"> • Social Studies • Technology
<p>Honors Course Differentiation(s):</p>	<p>Readings: Susana y Javier en Sudamérica</p> <p>Questionnaire Chapters 7-12 Writing activity about characters Worksheet: Vocabulary, grammar</p>	<p>Readings: Susana y Javier en Sudamérica</p> <p>Questionnaire Chapters 7-12 Writing activity about characters Worksheet: Vocabulary, grammar</p>	<p>Readings: Susana y Javier en Sudamérica</p> <p>Questionnaire Chapters 13-17 Writing activity about characters Worksheet: Vocabulary, grammar</p>



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<p>Integrated CCSS Writing Standards (List): *See Below for Links</p>	<p>1, 2, and 3 (Intermediate Level) 4, 5, and 6 (Intermediate Level) 7,8 and 10 (Intermediate Level)</p>	<p>1, 2, and 3 (Intermediate Level) 4, 5, and 6 (Intermediate Level) 7,8 and 10 (Intermediate Level)</p>	<p>1, 2, and 3 (Intermediate Level) 4, 5, and 6 (Intermediate Level) 7,8 and 10 (Intermediate Level)</p>
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Purpose of Planning	Unit Six: Qué nos traerá en el futuro? Q3 W 23-27	Unit Seven: ¿Mito o realidad? Q4 W 28-31	Unit Eight: Encuentro entre culturas Q4 32-36
Unit Topic and Overview:	<p>Unit 6.1 Vocabulary: Jobs and professions; qualities of a good employee. Grammar: (Repaso) the future; the future of probability.</p> <p>Unit 6.2 Vocabulary: Technology; inventions; jobs in the future. Grammar: the future perfect; (Repaso) the use of direct and indirect object pronouns.</p>	<p>Unit 7.1 Vocabulary: Archaeological terms and activities; describing archaeological sites. Grammar: The present and past subjunctive in expressions of doubt.</p> <p>Unit 7.2 Vocabulary: Myths and legends; ancient beliefs; pre-Columbian scientific discoveries. Grammar: The subjunctive in adverbial clauses.</p>	<p>Unit 8.1 Vocabulary: Architecture and history of Spain? Grammar: The conditional.</p> <p>Unit 8.2 Vocabulary: Spain in the Americas; the encounter between Cortés and the Aztecs; family heritage. Grammar: The past subjunctive; the past subjunctive with si clauses.</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 and subjunctive tense • Use of stem-changing verbs • 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 and subjunctive tense • Use of stem-changing verbs • 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 and subjunctive tense • Use of stem-changing verbs • 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 the qualities of a good employee? What are the benefits of the use of technology?</p>	<p>Students should be able to answer in Spanish: How to protect archaeological sites? What is the relationship between myths/legends and culture?</p>	<p>Students should be able to answer in Spanish: How do historical changes in Spain influence architectural changes pre and post conquista? Encounter or destruction of a race?</p>

<p>Anchor Text and Supplemental Texts *Illustrate texts used, and how students' knowledge builds across units.</p>	<p>Anchor Text: Realidades 3 for Florida 2016 Edition.</p> <p>Supplemental Books: Workbook Realidades 3 21 Minicuentos by Tom Alsop</p>	<p>Anchor Text: Realidades 3 for Florida 2016 Edition.</p> <p>Supplemental Books: Workbook Realidades 3 21 Minicuentos by Tom Alsop</p>	<p>Anchor Text: Realidades 3 for Florida 2016 Edition.</p> <p>Supplemental Books: Workbook Realidades 3 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/</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/</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/</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 3 Project: Interview to a hero, news article a fire In class project: Magazine article</p> <ul style="list-style-type: none"> • Social Studies • Technology 	<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: Susana y Javier en Sudamérica</p> <p style="text-align: center;">Questionnaire Chapters 13-17 Writing activity about characters Worksheet: Vocabulary, grammar</p>	<p>Readings: Susana y Javier en Sudamérica</p> <p style="text-align: center;">Questionnaire Chapters 18-22 Writing activity about characters Worksheet: Vocabulary, grammar</p>	<p>Readings: Susana y Javier en Sudamérica</p> <p style="text-align: center;">Questionnaire Chapters 18-22 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 (Intermediate Level) Speaking and Listening Standards: 1, 2, 4, 5 (Intermediate Level) Florida Next Generation World Languages: WL.K12.IH.1.1 WL.K12.IH.1.3 WL.K12.IH.2.2 WL.K12.IH.3.5 WL.K12.IH.3.8 WL.K12.IH.4.1 WL.K12.IH.4.4 WL.K12.IH.5.2 WL.K12.IH.6.1 WL.K12.IH.6.4 WL.K12.IH.7.1 WL.K12.IH.8.3 WL.K12.IH.9.2</p> <p>WL.K12.AL.1.4 WL.K12.AL.2.1 WL.K12.AL.3.2 WL.K12.AL.3.5 WL.K12.AL.4.6 WL.K12.AL.5.4 WL.K12.AL.5.7 WL.K12.AL.6.1 WL.K12.AL.7.1 WL.K12.AL.8.2 WL.K12.AL.9.2</p>	<p>World Languages High School CCSS: Reading Standards: 1, 4, 5, 7, 10 (Intermediate Level) Speaking and Listening Standards: 1, 2, 4, 5 (Intermediate Level) Florida Next Generation World Languages: Languages: WL.K12.IH.1.1 WL.K12.IH.1.3 WL.K12.IH.2.2 WL.K12.IH.3.5 WL.K12.IH.3.8 WL.K12.IH.4.1 WL.K12.IH.4.4 WL.K12.IH.5.2 WL.K12.IH.6.1 WL.K12.IH.6.4 WL.K12.IH.7.1 WL.K12.IH.8.3 WL.K12.IH.9.2</p> <p>WL.K12.AL.1.4 WL.K12.AL.2.1 WL.K12.AL.3.2 WL.K12.AL.3.5 WL.K12.AL.4.6 WL.K12.AL.5.4 WL.K12.AL.5.7 WL.K12.AL.6.1 WL.K12.AL.7.1 WL.K12.AL.8.2 WL.K12.AL.9.2</p>	<p>World Languages High School CCSS: Reading Standards: 1, 4, 5, 7, 10 (Intermediate Level) Speaking and Listening Standards: 1, 2, 4, 5 (Intermediate Level) Florida Next Generation World Languages: WL.K12.IH.1.1 WL.K12.IH.1.3 WL.K12.IH.2.2 WL.K12.IH.3.5 WL.K12.IH.3.8 WL.K12.IH.4.1 WL.K12.IH.4.4 WL.K12.IH.5.2 WL.K12.IH.6.1 WL.K12.IH.6.4 WL.K12.IH.7.1 WL.K12.IH.8.3 WL.K12.IH.9.2</p> <p>WL.K12.AL.1.4 WL.K12.AL.2.1 WL.K12.AL.3.2 WL.K12.AL.3.5 WL.K12.AL.4.6 WL.K12.AL.5.4 WL.K12.AL.5.7 WL.K12.AL.6.1 WL.K12.AL.7.1 WL.K12.AL.8.2 WL.K12.AL.9.2</p>
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<p>Integrated CCSS Writing Standards (List): *See Below for Links</p>	<p>1, 2, and 3 (Intermediate Level) 4, 5, and 6 (Intermediate Level) 7,8 and 10 (Intermediate Level)</p>	<p>1, 2, and 3 (Intermediate Level) 4, 5, and 6 (Intermediate Level) 7,8 and 10 (Intermediate Level)</p>	<p>1, 2, and 3 (Intermediate Level) 4, 5, and 6 (Intermediate Level) 7,8 and 10 (Intermediate Level)</p>
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