

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

INTERNATIONAL BACCALAUREATE PROGRAM

LANGUAGE B: SPANISH HL, YEAR 1

Grade Level: 11

Credits: 5

BOARD OF EDUCATION ADOPTION DATE:

AUGUST 29, 2016

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

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IB SPANISH HL, YEAR 1

COURSE PHILOSOPHY

The International Baccalaureate Organization provides the following philosophy: *“Group 2 consists of two modern language courses—language ab initio and language B—that are offered in a number of languages. . . Language B is a language acquisition course designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process encourages the learner to go beyond the confines of the classroom, expanding an awareness of the world and fostering respect for cultural diversity. The group 2 courses use a balance between approaches to learning that are teacher-centered (teacher-led activities and assessment in the classroom) and those that are learner-centered (activities designed to allow the students to take the initiative, which can also involve student participation in the evaluation of their learning). The teacher is best placed to evaluate the needs of the students and is expected to encourage both independent and collaborative learning. The two modern language courses—language ab initio and language B—develop students’ linguistic abilities through the development of receptive, productive and interactive skills (as defined in “Syllabus content”).”*

COURSE DESCRIPTION

The International Baccalaureate Organization provides the following description: *“Language B is an additional language-learning course designed for students with some previous learning of that language. It may be studied at either SL or HL. The main focus of the course is on language acquisition and development of language skills. These language skills should be developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts, and should be related to the culture(s) concerned. The material should be chosen to enable students to develop mastery of language skills and intercultural understanding. It should not be intended solely for the study of specific subject matter or content.”* In most cases both SL and HL courses consist of the same educational aims, core syllabus and curriculum and assessment models. HL courses typically also include a range of additional elements designed to allow students to explore areas of interest within the subject in more depth. In this sense, SL courses are not watered down versions of their HL counterparts. The assessment criteria are equally demanding for both levels, and SL exams are marked and standardized with the same rigor as all IB coursework.”

COURSE SUMMARY

COURSE GOALS

CG1: Students will analyze global issues, social relationships, communication, and media in a manner that shows compassion and respect for other cultures.

CG2: Students will synthesize ideas from various texts and effectively communicate ideas, orally and in writing, in an open-minded, caring, and principled fashion.

CG3: Students will effectively communicate in their native and acquired language by developing their listening and comprehension skills.

CG4: Students will exercise critical thinking skills when approaching unfamiliar situations with curiosity, courage, and open minds.

COURSE ENDURING UNDERSTANDINGS

CEU1: Global issues can impact the world at the local, national, or international level.

CEU2: Being multilingual is important in a global society if we want to connect with others around the world.

CEU3: Linguistic diversity in Spain and Latin America has an impact on communication between people from different regions.

CEU4: Learning about linguistic history, customs, and traditions leads to appreciation and acceptance of others so that people can be more active participants in a global society.

CEU5: It is vital to utilize words specifically and authentically in order to communicate effectively.

COURSE ESSENTIAL QUESTIONS

CEQ1: How can environmental, political, technological, and social issues pose challenges to societies throughout the world?

CEQ2: Why is being multilingual important in today's society?

CEQ3a: Why is it important to consider someone's origins when communicating with them?

CEQ3b: In what ways can a specific dialect alter interpretation?

CEQ4: Why is knowledge of other cultures important?

CEQ5a: In what ways can meaning get lost in translation?

CEQ5b: Why does grammar matter?

CEQ5c: How can I sound more like a native speaker?

UNIT GOALS & PACING

UNIT TITLE	UNIT GOALS	RECOMMENDED DURATION
<u>1: Social Relationships</u>	Students will respectfully communicate in Spanish by being considerate of geographic linguistic nuances.	4-5 weeks
<u>2: Communication and Media: Publicity & Advertising</u>	Students will analyze, assess, and create advertising campaigns or promote a personal agenda in order to effectively persuade consumers in the target language.	4-5 weeks
<u>3: Communication and Media: Cell Phones and Text Messaging</u>	Students will evaluate and analyze the cultural and linguistic implications of communicating electronically.	4-5 weeks
<u>4: Global Issues: Migration in Latin America</u>	Students will analyze cultural changes in light of migration and immigration in order to be more respectful of global issues.	4-5 weeks
<u>5: Global Issues: The Environment and Natural Disasters</u>	Students will analyze environmental issues and natural disasters and their consequences in order to propose possible solutions.	4-5 weeks
<u>6: Customs and Traditions</u>	Students will analyze various aspects of cultural heritage including cuisine, eating habits, dining etiquette, and social events.	4-5 weeks
<u>7: Science and Technology</u>	Students will analyze how science and technological advances affect our lives so that they can compare and contrast the efficacy and ethics of these changes.	4-5 weeks
<u>8: Literature</u>	Students will analyze the cultural influences in various pieces of literature and communicate a culturally appropriate response.	4-5 weeks

IB SPANISH HL, YEAR 1**UNIT 1: Social Relationships - Linguistic Structures and Multilingualism****SUGGESTED DURATION: 4-5 weeks****UNIT OVERVIEW****UNIT LEARNING GOALS**

Students will respectfully communicate in Spanish by being considerate of geographic linguistic nuances.

UNIT LEARNING SCALE

4	In addition to score 3 performances, the student can use the learned skills and vocabulary related to linguistic structures and multilingualism in new situations and/or apply concepts learned in class to aide other students who are at a lower proficiency level.
3	<p>Exclusively in the target language, the student can:</p> <ul style="list-style-type: none"> utilize a range of vocabulary accurately, with only some errors; produce sentences and overall written work demonstrating a wide range of vocabulary; write using complex sentence structure; create products, both oral and written, which demonstrate a correct use of syntax and varied diction; synthesize ideas about major concepts and create end products demonstrating knowledge thereof; demonstrate a command of language that shows fluency, intonation, and a touch of authenticity; describe different linguistic nuances from different countries; recognize the historic linguistic structure and its consequences in modern language; recognize the linguistic diversity of Spain and Latin America; express their opinions in favor or against by using specific verbs in the indicative or subjunctive for affirmative or negative sentences.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance to avoid major errors in attempting to reach score 3 performances.
0	Even with help, the student does not exhibit understanding of the performances listed in score 3.

ENDURING UNDERSTANDINGS**ESSENTIAL QUESTIONS**

CEU3: Linguistic diversity in Spain and Latin America has an impact on communication between people from different regions.

CEQ3a: Why is it important to consider someone's origins when communicating with them?

CEQ3b: In what ways can a specific dialect alter interpretation?

CEU4: Learning about linguistic history, customs, and traditions leads to appreciation and acceptance of others so that people can be more active participants in a global society.

CEQ4: Why is knowledge of other cultures important?

CEU5: It is vital to utilize words specifically and authentically in order to communicate effectively.

CEQ5a: In what ways can meaning get lost in translation?

CEQ5b: Why does grammar matter?

CEQ5c: How can I sound more like a native speaker?

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG1 CEU3, 4, 5 CEQ3a-b, 4, 5a-c 7.1.IH.B.6 7.1.IH.C.3, 4 11-12.RST.9 11-12.WHST.2, 4, 9 DOK 3	<p>You are spending a semester abroad in Argentina. While you are there, you also have the opportunity for excursions to Colombia and Peru. Write an e-mail to a friend about your experiences in Argentina, Colombia, and Peru. Include the following:</p> <ul style="list-style-type: none">• informal greetings and closings;• appropriate transitioning from verb tense to verb tense based on the context of the email;• specific and thorough details about the experiences;• observations about the language nuances in those countries;• recommendations on what to do if the friend decides to visit any of these countries. <p>Your second email will be to your professor at the University in Argentina upon your return home. You must include the following:</p> <ul style="list-style-type: none">• formal greetings and closing;• appropriate transitioning from verb tense to verb tense (preterit and imperfect);• thank him for his help while you were in Argentina;• specific and thorough details about the experience in his class;• mention the importance of studying abroad (subjunctive) and how it has helped you.

TARGETED STANDARDS		
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO INTRODUCE
audience central ideas clarification creation cultural materials cultural perspectives dialects Indigenous languages inference linguistic structures nationalities paraphrase past tenses pluperfect tense preterit tense purpose research Spain spoken language summary synthesis translation vocabulary related to bilingualism written language	Use language appropriately in various settings (DOK 3)	7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.
	Synthesize written and oral text into an original composition or conversation (DOK 4)	7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics.
	Infer meaning of unfamiliar words in new contexts (DOK 2)	7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
	Offer and support opinions (DOK 3)	7.1.IH.B.2 Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.
	Handle a situation with a complication (DOK 3)	
	Compare and contrast the ideas of others with one's own (DOK 2)	7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.
	Arrive at justifiable conclusions based on the ideas of others (DOK 3)	
	Use the language to apply concepts or to explain personal or academic goals (DOK 3)	7.1.IH.B.6 Use language in a variety of settings to further personal and/or academic goals.
	Narrate and describe across a wide-range of topics (DOK 2)	7.1.IH.C.3 Use language creatively in writing for a variety of purposes.
	Compare and contrast culturally specific vocabulary and topics through understanding of the author's style and syntax (DOK 3)	7.1.IH.C.4 Explain the structural elements and/or cultural perspectives found in culturally authentic materials.
	Determine the central ideas or conclusions of a text (DOK 1)	11-12.RST.2: Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
	Summarize complex concepts, processes, or information presented in text (DOK 2)	
	Paraphrase in simpler yet accurate terms (DOK 4)	
	Identify information from multiple sources about the same process, phenomenon, or concept (DOK 1)	11-12.RST.9: Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
Analyze information from multiple sources about the same process, phenomenon, or concept to identify conflicting information (DOK 3)		
Integrate information from multiple sources about the same process, phenomenon, or concept (DOK 3)		

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO INTRODUCE
(same as above)	<p>Convey a knowledgeable stance in a style that responds to the discipline and context (DOK 2)</p> <p>Write informative /explanatory texts developing a topic with relevant facts appropriate to the audiences knowledge (DOK 4)</p>	<p>11-12.WHST.2: Write informative/explanatory texts including the narration of historical events, scientific procedures/experiments, or technical issues.</p>
	<p>Produce clear writing in which the development is appropriate to task, purpose, and audience (DOK 4)</p>	<p>11-12.WHST.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
	<p>Integrate evidence from informational texts into writing to support analysis, reflections, and research (DOK 3)</p>	<p>11-12.WHST.9: Draw evidence from informational texts to support analysis, reflection, and research.</p>

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will analyze, assess, and create advertising campaigns or promote a personal agenda in order to effectively persuade consumers in the target language.

UNIT LEARNING SCALE

4	In addition to score 3 performances, the student can use the learned skills and vocabulary about publicity and advertising in new situations and/or apply concepts learned in class to aide other students who are at a lower proficiency level.
3	<p>Exclusively in the target language, the student can:</p> <ul style="list-style-type: none"> • utilize a range of vocabulary accurately, with only some errors that do not interfere with comprehension; • produce sentences and overall written work demonstrating a wide range of vocabulary; • write using complex sentence structure; • create products, both oral and written, which demonstrate a correct use of syntax and varied diction; • synthesize ideas about major concepts and create end products demonstrating knowledge thereof; • demonstrate a command of language that shows fluency, intonation, and a touch of authenticity; • use persuasive language effectively in an advertising campaign or promotion; • use the imperative mood appropriately, depending on the targeted audience; • convey a main idea that can grab the audience’s attention; • justify in writing their choice of words for this campaign based on previous ads analyzed in class.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance to avoid major errors in attempting to reach score 3 performances.
0	Even with help, the student does not exhibit understanding on how to create an advertising campaign or promote a personal issue

ENDURING UNDERSTANDINGS

ESSENTIAL QUESTIONS

CEU1: Global issues can impact the world at the local, national, or international level.	CEQ1: How can environmental, political, technological, and social issues pose challenges to societies throughout the world?
CEU5: It is vital to utilize words specifically and authentically in order to communicate effectively.	CEQ5a: In what ways can meaning get lost in translation? CEQ5b. Why does grammar matter? CEQ5c: How can I sound more like a native speaker?
EU1: Different types of communication and media have the ability to reach many types of audiences and create different buying trends or public reactions.	EQ1a: What is the best medium to convey a message? EQ1b: How can an advertising campaign can be effective?

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG1 CEU1, 5, EU1 CEQ1, 5a-c, EQ1a-b 7.1.IH.A1,3 7.1.IH.B 5 11-12.WHST.5 DOK 4	<p>Create an advertising campaign to sell a product or one promoting an important issue (personal fitness, healthy eating, responsible cell phone use, environmental protection, etc.). Students may work individually or in a group. The following must be included:</p> <ul style="list-style-type: none">• attention to audience;• clear and precise message;• a campaign motto to attract the audience's attention;• medium and format;• written justification of choices made for this campaign. <p>The audience will interact with the presenter by verbally expressing how effective this campaign was and by asking various questions about the campaign.</p>

TARGETED STANDARDS		
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO INTRODUCE
advertising analysis audience central ideas clarification commands comparisons creation critique cultural materials cultural perspectives inference internet linguistic structures media paraphrase personal campaigns public campaigns purpose research spoken language summary synthesis television translation written language vocabulary related to advertising	Analyze written and oral text related to advertising and personal campaigns (DOK 3)	7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics
	Critique information presented in advertising campaigns (DOK 3)	
	Determine the correct language given the audience and context (DOK 2)	7.1.IH.A.3 Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.
	Communicate effectively about various topics (DOK 3)	7.1.IH.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.
	Analyze cultural perspectives (DOK 3)	7.1.IH.C.1 Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture(s) and in one's own culture, through a multimedia-rich presentation to be shared virtually with a target language audience.
	Synthesize written and oral text into original compositions or conversations (DOK 4)	
	Compare and contrast culturally specific vocabulary and topics through understanding of the author's style and syntax (DOK 3)	7.1.IH.C.5 Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one's own culture.
	Determine meaning of key terms used in a text (DOK 1)	11-12.RST.4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
	Determine meaning of domain specific vocabulary used in a text (DOK 1)	
	Write arguments anticipating the audiences knowledge level, concerns, values and biases (DOK 4)	11-12.WHST.1: Write arguments focused on discipline-specific content.
Develop and strengthen writing by trying a new approach (DOK 3)	11-12.WHST.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	
Develop and strengthen writing by focusing on addressing what is most significant for a specific purpose (DOK 3)		

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
audience central ideas clarification creation cultural materials cultural perspectives inference paraphrase Present subjunctive purpose research spoken language summary synthesis translation linguistic structures written language vocabulary related to advertising	Use language appropriately in various settings (DOK 3)	7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.
	Synthesize written and oral text into an original composition or conversation (DOK 4)	7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics.
	Infer meaning of unfamiliar words in new contexts (DOK 2)	7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
	Compare and contrast the ideas of others with one's own (DOK 2)	7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.
	Arrive at justifiable conclusions based on the ideas of others (DOK 3)	
	Narrate and describe across a wide-range of topics (DOK 2)	7.1.IH.C.3 Use language creatively in writing for a variety of purposes.
	Compare and contrast culturally specific vocabulary and topics through understanding of the author's style and syntax (DOK 3)	7.1.IH.C.4 Explain the structural elements and/or cultural perspectives found in culturally authentic materials.
	Identify information from multiple sources about the same process, phenomenon, or concept (DOK 1)	11-12.RST.9: Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
	Analyze information from multiple sources about the same process, phenomenon, or concept to identify conflicting information (DOK 3)	
Integrate information from multiple sources about the same process, phenomenon, or concept (DOK 3)		
Produce clear writing in which the development is appropriate to task, purpose, and audience (DOK 4)	11-12.WHST.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
Integrate evidence from informational texts into writing to support analysis, reflections, and research (DOK 3)	11-12.WHST.9: Draw evidence from informational texts to support analysis, reflection, and research.	

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will evaluate and analyze the cultural and linguistic implications of communicating electronically.

UNIT LEARNING SCALE

4	In addition to score 3 performances, the student can use the learned skills and vocabulary in new situations and/or apply concepts learned in class to aide other students who are at a lower proficiency level.
3	<p>Exclusively in the target language, the student can:</p> <ul style="list-style-type: none"> • utilize a range of vocabulary accurately, with only some errors; • produce sentences and overall written work demonstrating a wide range of vocabulary; • write using complex sentence structure; • create products, both oral and written, which demonstrate a correct use of syntax and varied diction; • synthesize ideas about major concepts and create end products demonstrating knowledge thereof; • demonstrate a command of language that shows fluency, intonation, and a touch of authenticity; • discuss and evaluate the use of cell phones in different societies; • determine what is considered appropriate use of these devices; • analyze the language used in text messaging; • communicate fluently about this topic with good pronunciation and grammar.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance to avoid major errors in attempting to reach score 3 performances.
0	Even with help, the student does not exhibit understanding of the performances listed in score 3.

ENDURING UNDERSTANDINGS

ESSENTIAL QUESTIONS

CEU1: Global issues can impact the world at the local, national, or international level.	CEQ1: How can environmental, political, technological, and social issues pose challenges to societies throughout the world?
CEU3: Linguistic diversity in Spain and Latin America has an impact on communication between people from different regions.	CEQ3a: Why is it important to consider someone’s origins when communicating with them? CEQ3b: In what ways can a specific dialect alter interpretation?
CEU4: Learning about linguistic history, customs, and traditions leads to appreciation and acceptance of others so that people can be more active participants in a global society.	CEQ4: Why is knowledge of other cultures important?
CEU5: It is vital to utilize words specifically and authentically in order to communicate effectively.	CEQ5a: In what ways can meaning get lost in translation? CEQ5b. Why does grammar matter? CEQ5c: How can I sound more like a native speaker?
EU1: The use of symbols in text messages affects syntax, grammar, and spelling.	EQ1: How does language evolve due to technology?

COMMON ASSESSMENT	
ALIGNMENT	DESCRIPTION
LG1 CEU1, 3, 4, 5, EU1 CEQ1, 3a-b, 4, 5a-c, EQ1 7.1. IH.B.5 7.1.IH.C.4 11-12.WHST.4, 9 DOK 4	Create a written composition following some of the IB required formats (including, but not limited to, essay, e-mail, newspaper article or blog). The writing should: <ul style="list-style-type: none"> • mention and evaluate the use of cell phones in order to determine appropriate use, based on culture; • analyze the language used in text messaging, specifically grammar, syntax, spelling, and symbols in order to effectively communicate; • provide various examples to compare and contrast the use of text messaging in different cultures and languages; • offer an opinion about how text messaging truly affects orthography and quality of expression; • give your opinion in favor or against the use of cell phones and justify it.

TARGETED STANDARDS		
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
audience cell phones central ideas chat clarification creation computers cultural materials cultural perspectives grammar inference paraphrase purpose research spoken language summary symbols syntax synthesis technology text messages translation vocabulary vocabulary related to linguistic structures written language	Analyze written and oral text related to electronic communication (DOK 2)	7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics
	Identify ways in which language can change in various situations (DOK 2)	7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.
	Determine the correct language given the audience and context (DOK 2)	7.1.IH.A.3 Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.
	Infer meaning of unfamiliar words in new contexts (DOK 2)	7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
	Compare and contrast the ideas of others with one's own in order to arrive at justifiable conclusions (DOK 3)	7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.
	Make observations about how ideas draw upon one another in order to arrive at a higher level thesis (DOK 3)	
	Communicate effectively about various topics (DOK 3)	7.1.IH.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.
	Compare and contrast culturally specific vocabulary and topics through understanding of the author's style and syntax (DOK 3)	7.1.IH.C.4 Explain the structural elements and/or cultural perspectives found in culturally authentic materials.
	Produce clear writing in which the development is appropriate to task, purpose, and audience (DOK 4)	11-12.WHST.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Integrate evidence from informational texts into writing to support analysis, reflections, and research (DOK 3)	11-12.WHST.9: Draw evidence from informational texts to support analysis, reflection, and research.	

IB SPANISH HL, YEAR 1**UNIT 4: Global Issues - Migration in Latin America and Spain****SUGGESTED DURATION: 4-5 weeks****UNIT OVERVIEW****UNIT LEARNING GOALS**

Students will analyze cultural changes in light of migration and immigration in order to be more respectful of global issues.

UNIT LEARNING SCALE

4	In addition to score 3 performances, the student can use the learned skills and vocabulary in new situations and/or apply concepts learned in class to aide other students who are at a lower proficiency level.		
3	Exclusively in the target language, the student can: <ul style="list-style-type: none"> utilize a range of vocabulary accurately, with only some errors; produce sentences and overall written work demonstrating a wide range of vocabulary; write using complex sentence structure; create products, both oral and written, which demonstrate a correct use of syntax and varied diction; synthesize ideas about major concepts and create end products demonstrating knowledge thereof; demonstrate a command of language that shows fluency, intonation, and a touch of authenticity; identify and analyze cultural changes due to migration and immigration in various countries; communicate in writing and use reading materials as reference; provide examples as evidence to support their point of view. 		
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.		
1	The student needs assistance to avoid major errors in attempting to reach score 3 performances.		
0	Even with help, the student does not exhibit understanding how to communicate on his/her own about migration and/or immigration in Latin America and Spain.		
ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
CEU1: Global issues can impact the world at the local, national, or international level.		CEQ1: How can environmental, political, technological, and social issues pose challenges to societies throughout the world?	
CEU2: Being multilingual is important in this global society if we want to connect with others around the world.		CEQ2: Why is being multilingual important in today's society?	
CEU4: Learning about linguistic history, customs, and traditions leads to appreciation and acceptance of others so that people can be more active participants in a global society.		CEQ4: Why is knowledge of other cultures important?	
EU1: Migration and immigration has inherent benefits and detriments to different societies.		EQ1: How do immigrants affect the culture of their new country?	

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG1 CEU1, 2, 4, EU1 CEQ1, 2, 4, EQ1 7.1.IH.C.1 7.1.IH.B.4 11-12.RST.2 11-12.WHST.9 DOK 4	<p>Collaborative Project: Written report and oral presentation</p> <p>Write a research paper about immigrants' situation in a country of your choice. You must include the following:</p> <ul style="list-style-type: none">• objective content supported by statistics;• analysis of cultural and language changes caused by this migration;• explanation supported by examples;• conclusion. <p>Upon completion of the written assignment, each student orally present and the audience will have the opportunity to make comments and ask any questions related to the topic.</p>

TARGETED STANDARD		
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
analysis audience central ideas clarification compare and contrast conditional tense consequence creation cultural differences cultural materials cultural perspectives imperfect tense inference Latin America paraphrase preterit tense purpose reasons reflection research Spain spoken language summary synthesis translation United States vocabulary related to migration and immigration written language	Identify ways in which language can change in various situations (DOK 2)	7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.
	Synthesize written and oral text an original composition or conversation (DOK 4)	7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics.
	Infer meaning of unfamiliar words in new contexts (DOK 2)	7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
	Compare and contrast the ideas of others with one's own in order to arrive at justifiable conclusions (DOK 2)	7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.
	Make observations about how ideas draw upon one another in order to arrive at a higher level concept (DOK 3)	
	Recognize cultural differences (DOK 1)	7.1.IH.C.1 Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture(s) and in one's own culture, through a multimedia-rich presentation to be shared virtually with a target language audience.
	Compare cultural differences to ours in order to develop a logical argument to understand global issues (DOK 3)	
	Identify the central ideas or conclusions of a text (DOK 1)	11-12.RST.2: Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
	Differentiate central ideas or conclusions from non-essential details of complex concepts, processes, or information presented in text (DOK 2)	
	Construct an accurate, simple summary of complex concepts, processes, or information presented in text (DOK 3)	
	Produce clear writing in which the development is appropriate to task, purpose, and audience (DOK 4)	11-12.WHST.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	Develop and strengthen writing by trying a new approach (DOK 3)	11-12.WHST.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
Develop and strengthen writing by focusing on addressing what is most significant for a specific purpose (DOK 4)		
Integrate evidence from informational texts into writing to support analysis, reflections, and research (DOK 3)	11-12.WHST.9: Draw evidence from informational texts to support analysis, reflection, and research.	
Integrate evidence from informational texts into writing to support analysis, reflections, and research (DOK 3)		

IB SPANISH HL, YEAR 1**UNIT 5: Global Issues - The Environment and Natural Disasters****SUGGESTED DURATION: 4-5 weeks****UNIT OVERVIEW****UNIT LEARNING GOALS**

Students will analyze environmental issues and natural disasters and their consequences in order to propose possible solutions.

UNIT LEARNING SCALE

4	In addition to score 3 performances, the student can use the learned skills and vocabulary in new situations and/or apply concepts learned in class to aide other students who are at a lower proficiency level.
3	Exclusively in the target language, the student can: <ul style="list-style-type: none"> utilize a range of vocabulary accurately, with only some errors; produce sentences and overall written work demonstrating a wide range of vocabulary; write using complex sentence structure; create products, both oral and written, which demonstrate a correct use of syntax and varied diction; synthesize ideas about major concepts and create end products demonstrating knowledge thereof; demonstrate a command of language that shows fluency, intonation, and a touch of authenticity; verbally and in writing, describe an environmental issue or a natural disaster; illustrate the consequences of these disasters; offer possible solutions.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance to avoid major errors in attempting to reach score 3 performances.
0	Even with help, the student does not exhibit understanding how to describe a photograph or communicate on his/her own about environmental issues and natural disasters.

ENDURING UNDERSTANDINGS**ESSENTIAL QUESTIONS**

CEU1: Global issues can impact the world at the local, national, or international level.	CEQ1: How can environmental, political, technological, and social issues pose challenges to societies throughout the world?
CEU4: Learning about linguistic history, customs, and traditions leads to appreciation and acceptance of others so that people can be more active participants in a global society.	CEQ4: Why is knowledge of other cultures important?
CEU5: It is vital to utilize words specifically and authentically in order to communicate effectively.	CEQ5a: In what ways can meaning get lost in translation? CEQ5b: Why does grammar matter? CEQ5c: How can I sound more like a native speaker?
EU1: Weather changes and natural disasters have strong effects on quality of life.	EQ1: How can a natural disaster have permanent effects on a culture?

COMMON ASSESSMENT	
ALIGNMENT	DESCRIPTION
LG1 CEU1, 4, 5, EU1 CEQ1, 4, 5a-b, EQ1 7.1.IH.A.2, 5 7.1.IH.B.2, 4 11-12.RST.2 DOK 4	Interactive Oral Collaborative Assessment: Internal Assessment practice Students will work in groups and will be presented with various photographs about natural disasters or environmental issues around the world. The students will discuss and describe the scenes or situations. Each student will then do an oral presentation where they will describe the photograph in depth, mention the problem and provide solutions. Class discussion will follow to offer some possible solutions.

TARGETED STANDARDS		
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
audience central ideas clarification command creation cultural materials cultural perspectives description details impersonal opinion inference paraphrase present subjunctive purpose research spoken language summary synthesis translation vocabulary related to climate changes, global warming and natural disasters written language	Identify ways in which language can change in various situations (DOK 2)	7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.
	Synthesize written and oral text into an original composition or conversation (DOK 4)	7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics.
	Offer and support opinions (DOK 3)	7.1.IH.B.2 Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.
	Compare and contrast the ideas of others with one's own in order to arrive at justifiable conclusions (DOK 3)	7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.
	Make observations about how ideas draw upon one another in order to arrive at a higher level thesis (DOK 2)	
	Identify the central ideas or conclusions of a text (DOK 1)	11-12.RST.2: Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
	Differentiate central ideas or conclusions from non-essential details of complex concepts, processes, or information presented in text (DOK 2)	
	Construct an accurate, simple summary of complex concepts, processes, or information presented in text (DOK 2)	
	Select an organizational structure that logically sequences claims, counterclaims, reasons, and evidence (DOK 3)	11-12.WHST.1: Write arguments focused on discipline-specific content.

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will analyze various aspects of cultural heritage including cuisine, eating habits, dining etiquette, and social events, in order to draw conclusions about the larger culture.

UNIT LEARNING SCALE

4	In addition to score 3 performances, the student can use the learned skills and vocabulary in new situations and/or apply concepts learned in class to aide other students who are at a lower proficiency level.
3	<p>Exclusively in the target language, the student can:</p> <ul style="list-style-type: none"> • utilize a range of vocabulary accurately, with only some errors; • produce sentences and overall written work demonstrating a wide range of vocabulary; • write using complex sentence structure; • create products, both oral and written, which demonstrate a correct use of syntax and varied diction; • synthesize ideas about major concepts and create end products demonstrating knowledge thereof; • demonstrate a command of language that shows fluency, intonation, and a touch of authenticity; • describe religious or secular celebration from different communities; • demonstrate the ability to write some of the texts required by IB for the external assessment; • analyze and evaluate how cultural heritage affects eating habits and social events; • write a recipe of an authentic food and using the imperative mood appropriately.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance to avoid major errors in attempting to reach score 3 performances.
0	Even with help, the student does not exhibit understanding how to describe or write a diary entry on his/her own about celebrations in other cultures.

ENDURING UNDERSTANDINGS

ESSENTIAL QUESTIONS

CEU2: Being multilingual is important in this global society if we want to connect with others around the world.	CEQ2: Why is being multilingual important in today’s society?
CEU3: Linguistic diversity in Spain and Latin America has an impact on communication between people from different regions.	CEQ3a: Why is it important to consider someone’s origins when communicating with them? CEQ3b: In what ways can a specific dialect alter interpretation?
CEU4: Learning about linguistic history, customs, and traditions leads to appreciation and acceptance of others so that people can be more active participants in a global society.	CEQ4: Why is knowledge of other cultures important?

COMMON ASSESSMENT	
ALIGNMENT	DESCRIPTION
LG1 CEU2, 3, 4 CEQ2, 3a-b, 4 7.1.IH.A.5 7.1.IH.B.2, 4 7.1.IH.C.1, 3, 4 7.1.AL.C.5 11-12.WHST.2, 4, 9 DOK 1,2,3,4	<p>Interactive Oral Activity and Written Productive Skills</p> <p>Part 1: Students will conduct group presentation and must include the following information:</p> <ul style="list-style-type: none"> • description and explanation of the various customs and traditions of a Spanish-speaking country; • an authentic culinary recipe from that country, listing the ingredients and how to prepare it; • aspects of that specific culture they enjoyed the most and why; • comparison and contrast that culture with their own; • visuals. <p>Part 2: Each student must submit a written text using any of the following formats: diary entry/blog, brochure, leaflet, flyer pamphlet advertisement, news report, review, written correspondence.</p> <p>The students will write their information based on the country of their oral presentation. Imagine you have attended one of the many celebrations. You are very impressed with the attitude the citizens of that community have demonstrated. Write your text explaining which celebration you attended, describe it, and mention what aspects have captured your attention and why. Furthermore, write a recipe that accompanies that celebration and use commands to give the instructions on how to make it.</p>

TARGETED STANDARDS		
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO INTRODUCE
cultural differences cultural similarities	Recognize cultural differences (DOK 1)	7.1.AL.C.5 Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture. 11-12.WHST. 2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
	Compare cultural differences to ours in order to develop a tolerance and understanding of other societies (DOK 3)	
	Write informative/explanatory texts that develops a topic with significant facts appropriate to the audience's knowledge (DOK 4) Write informative/explanatory texts using domain-specific vocabulary to manage the complexity of the topic (DOK 4)	
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
audience celebrations central ideas clarification commands creation cultural materials cultural perspectives cultural comparisons	Analyze written and oral text related to customs, etiquette and food from other cultures (DOK 3)	7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics. 7.1.IH.A.3 Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.
	Critique information presented in cultural articles (DOK 3)	
	Determine the correct language given the audience and context (DOK 3)	

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
(continued) inference paraphrase present subjunctive purpose research spoken language summary synthesis traditions translation vocabulary related to gastronomy and customs and traditions written language	Identify ways in which language can change in various situations (DOK 2)	7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.
	Synthesize written and oral text into an original composition or conversation (DOK 4)	7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics.
	Infer meaning of unfamiliar words in new contexts (DOK 2)	7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
	Offer and support opinions (DOK 3)	7.1.IH.B.2 Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.
	Compare and contrast the ideas of others with one's own in order to arrive at justifiable conclusions (DOK 3)	7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.
	Make observations about how ideas draw upon one another in order to arrive at a higher level thesis (DOK 3)	
	Recognize cultural differences (DOK 1)	7.1.IH.C.1 Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture(s) and in one's own culture, through a multimedia-rich presentation to be shared virtually with a target language audience.
	Compare cultural differences to ours in order to develop a tolerance and understanding of other societies (DOK 3)	
	Narrate and describe across a wide-range of topics (DOK 2)	7.1.IH.C.3 Use language creatively in writing for a variety of purposes.
	Compare and contrast culturally specific vocabulary and cultural perspectives with their own (DOK 2)	7.1.IH.C.4 Explain the structural elements and/or cultural perspectives found in culturally authentic materials.
Differentiate central ideas or conclusions from non-essential details of complex concepts, processes, or information presented in text (DOK 2)	11-12.RST.2: Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.	
Construct an accurate, simple summary of complex concepts, processes, or information presented in text (DOK 2)		
Produce clear writing in which the development is appropriate to task, purpose, and audience (DOK 4)	11-12.WHST.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
Integrate evidence from informational texts into writing to support analysis, reflections, and research (DOK 3)	11-12.WHST.9: Draw evidence from informational texts to support analysis, reflection, and research.	

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will analyze how science and technological advances affect our lives so that they can compare and contrast the efficacy and ethics of these changes.

UNIT LEARNING SCALE

4	In addition to score 3 performances, the student can use the learned skills and vocabulary in new situations and/or apply concepts learned in class to aide other students who are at a lower proficiency level.
3	<p>Exclusively in the target language, the student can:</p> <ul style="list-style-type: none"> • utilize a range of vocabulary accurately, with only some errors; • produce sentences and overall written work demonstrating a wide range of vocabulary; • write using complex sentence structure; • create products, both oral and written, which demonstrate a correct use of syntax and varied diction; • synthesize ideas about major concepts and create end products demonstrating knowledge thereof; • demonstrate a command of language that shows fluency, intonation, and a touch of authenticity; • write about the effects of technology and/or science; • use the written interview format with a formal register; • find an ethical solution to the issues mentioned on the interview.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance to avoid major errors in attempting to reach score 3 performances.
0	Even with help, the student does not exhibit understanding of how to write an interview about science and technology.

ENDURING UNDERSTANDINGS

ESSENTIAL QUESTIONS

CEU1: Global issues can impact the world at the local, national, or international level.	CEQ1: How can environmental, political, technological, and social issues pose challenges to societies throughout the world?
CEU4: Learning about linguistic history, customs, and traditions leads to appreciation and acceptance of others so that people can be more active participants in a global society.	CEQ4: Why is knowledge of other cultures important?
CEU5: It is vital to utilize words specifically and authentically in order to communicate effectively.	CEQ5a: In what ways can meaning get lost in translation? CEQ5b: Why does grammar matter? CEQ5c: How can I sound more like a native speaker?
EU1: Ethics is a value that must be present in all aspects of society in order for people to be principled individuals.	EQ1a: Who decides what is ethical? EQ1b: Is it possible to act unethically yet still be right?

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG1 CEU1, 4, 5, EU1 CEQ1, 4, 5a-b, EQ1a-b 7.1.IH.A.2, 5 7.1.IH.B.2 7.1.IH.C.3 11-12.RST.2 11-12.WHST.2, 4, 9 DOK 4	Practice for the IB External assessment - Written Productive Skills Fictional interview of a Scientist (script) The students will choose a scientist and research about his/her life and professional accomplishments. Upon completion of the research, the students will write a script of a fictional interview with this particular scientist. The following information must be included: <ul style="list-style-type: none">• formal register;• open-ended questions that will lead to extensive answers;• content based on texts previously read in class (about science and technology);• evidence from informational texts to support analysis, reflection, and research;• an ethical conclusion (from the scientist's point of view).

TARGETED STANDARDS		
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
audience response central ideas controversial clarification creation cultural materials cultural perspectives description ethics evidence inference interview paraphrase purpose research questions spoken language summary synthesis translation vocabulary related to ethics, science and technology written language	Identify ways in which language can change in various situations (DOK 1)	7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.
	Synthesize written and oral text into an original composition or conversation (DOK 4)	7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics.
	Offer and support opinions (DOK 3)	7.1.IH.B.2 Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.
	Compare and contrast the ideas of others with one's own in order to arrive at justifiable conclusions (DOK 3)	7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.
	Make observations about how ideas draw upon one another in order to arrive at a higher level thesis (DOK 3)	
	Narrate and describe across a wide-range of topics (DOK 2)	7.1.IH.C.3 Use language creatively in writing for a variety of purposes.
	Differentiate central ideas or conclusions from non-essential details of complex concepts, processes, or information presented in text (DOK 2)	11-12.RST.2: Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
	Construct an accurate, simple summary of complex concepts, processes, or information presented in text (DOK 2)	
	Analyze information from multiple sources about the same process, phenomenon, or concept to identify conflicting information (DOK 3)	11-12.RST.9: Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
	Integrate information from multiple sources about the same process, phenomenon, or concept (DOK 3)	
Write informative/explanatory texts that develops a topic with significant facts appropriate to the audience's knowledge (DOK 4)	11-12.WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	
Write informative/explanatory texts using domain-specific vocabulary to manage the complexity of the topic (DOK 4)		
Produce clear writing in which the development is appropriate to task, purpose, and audience (DOK 4)	11-12.WHST.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
Integrate evidence from informational texts into writing to support analysis, reflections, and research (DOK 3)	11-12.WHST.9: Draw evidence from informational texts to support analysis, reflection, and research.	

IB SPANISH HL, YEAR 1**UNIT 8: Literature - Various Poems and Short Stories****SUGGESTED DURATION: 4-5 weeks****UNIT OVERVIEW****UNIT LEARNING GOALS**

Students will analyze the cultural influences in various pieces of literature and communicate a culturally appropriate response.

UNIT LEARNING SCALE

4	In addition to score 3 performances, the student can use the learned skills and vocabulary in new situations and/or apply concepts learned in class to aide other students who are at a lower proficiency level.
3	Exclusively in the target language, the student can: <ul style="list-style-type: none"> utilize a range of vocabulary accurately, with only some errors; produce sentences and overall written work demonstrating a wide range of vocabulary; write using complex sentence structure; create products, both oral and written, which demonstrate a correct use of syntax and varied diction; synthesize ideas about major concepts and create end products demonstrating knowledge thereof; demonstrate a command of language that shows fluency, intonation, and a touch of authenticity; read and analyze various literary pieces; identify important details; make cultural connections; produce a piece of creative writing connected to a literary piece read in class using any of the suggested text formats.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance to avoid major errors in attempting to reach score 3 performances.
0	Even with help, the student does not exhibit understanding of a literary piece and cannot perform all tasks mentioned in section 3.

ENDURING UNDERSTANDINGS**ESSENTIAL QUESTIONS**

CEU1: Global issues can impact the world at the local, national, or international level.	CEQ1: How can environmental, political, technological, and social issues pose challenges to societies throughout the world?
CEU2: Being multilingual is important in this global society if we want to connect with others around the world.	CEQ2: Why is being multilingual important in today's society?
CEU3: Linguistic diversity in Spain and Latin America has an impact on communication between people from different regions.	CEQ3a: Why is it important to consider someone's origins when communicating with them? CEQ3b: In what ways can a specific dialect alter interpretation?
CEU4: Learning about linguistic history, customs, and traditions leads to appreciation and acceptance of others so that people can be more active participants in a global society.	CEQ4: Why is knowledge of other cultures important?
CEU5: It is vital to utilize words specifically and authentically in order to communicate effectively.	CEQ5a: In what ways can meaning get lost in translation? CEQ5b: Why does grammar matter? CEQ5c: How can I sound more like a native speaker?
EU1: Literature both reflects and impacts a culture.	EQ1: How do literary works reflect cultural aspects of a country?

COMMON ASSESSMENT	
ALIGNMENT	DESCRIPTION
LG1 CEU1, 2, 3, 4, 5, EU1 CEQ1, 2, 3a-b, 4, 5a-b, EQ1 7.1.AL.A.1, 5 7.1.IH.C.3 7.1.AL.C.5 11-12.RST.2, 9 11-12.W.2, 4, 5, 9 DOK 4	<p>External Assessment Practice: Written Assignment of Receptive and Written Productive Skills</p> <p>Students will read, reflect upon, and develop further understanding of a literary work read in class so that they can produce a piece of creative writing that may be chosen from the recommended text types: a new ending to a novel, interview a character, diary entry by one of the characters in a story or play.</p> <p>The rationale: Students must write a rationale introducing the assignment, stating their aim(s) and how their aim(s) have been achieved.</p>

TARGETED STANDARDS		
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO INTRODUCE
character syntax theme varied Spanish authors	Accurately compare and contrast those themes and characters from different works read in class (DOK 3)	7.1.AL.A.1: Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to targeted themes.
	Comprehension of written work through grammar, vocabulary, and syntax (DOK 2)	7.1.AL.A.5: Evaluate information from oral and written discourse dealing with a variety of topics.
	Inference of meaning using syntax, vocabulary root knowledge, and grammar (DOK 2)	7.1.AL.A.7: Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
audience appreciation of writer's choices analysis annotation connotation cultural context draw conclusions explicit details figurative language guiding questions hypothesis individual oral commentary inferred details international mindedness interview irony	Narrate and describe across a wide-range of topics (DOK 2)	7.1.IH.C.3 Use language creatively in writing for a variety of purposes.
	Analyze how love or friendship is treated by the Spanish authors and how it is approached by us in our modern culture (DOK 3)	7.1.AL.C.5: Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture.
	Differentiate central ideas or conclusions from non-essential details of complex concepts, processes, or information presented in text (DOK 2)	11-12.RST.2: Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
	Construct an accurate, simple summary of complex concepts, processes, or information presented in text (DOK 2)	
	Analyze information from multiple sources about the same process, phenomenon, or concept to identify conflicting information (DOK 3)	11-12.RST.9: Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
	Integrate information from multiple sources about the same process, phenomenon, or concept (DOK 3)	

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
journal/diary entry literary analysis observation organization point of view purpose research sarcasm structure style subtext supervised writing task technique title specificity transitions tone	<p>Write informative/explanatory texts that develops a topic with significant facts appropriate to the audience’s knowledge (DOK 4)</p> <p>Write informative/explanatory texts using domain-specific vocabulary to manage the complexity of the topic (DOK 4)</p> <p>Produce clear writing in which the development is appropriate to task, purpose, and audience (DOK 4)</p> <p>Develop and strengthen writing by focusing on addressing what is most significant for a specific purpose (DOK 34)</p> <p>Integrate evidence from informational texts into writing to support analysis, reflections, and research (DOK 3)</p>	<p>11-12.WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>11-12.WHST.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>11-12.WHST.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>11-12.WHST.9: Draw evidence from informational texts to support analysis, reflection, and research.</p>