

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

INTERNATIONAL BACCALAUREATE PROGRAM

LANGUAGE B: SPANISH SL, YEAR 2

Grade Level: 12

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 SL, YEAR 2

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

Spanish SL is an International Baccalaureate course designed for students with some previous learning of the Spanish language, and the main focus is on language acquisition and the development of language skills, including receptive skills, productive skills, and interactive skills. These skills will be developed through the study and use of a range of written and spoken material. These authentic materials are chosen to enable students to develop a mastery of language skills and intercultural understanding, as well as to foster concern for global issues. The International Baccalaureate Organization provides the following description: “This course gives students the possibility of reaching a high degree of competence in an additional language while exploring the culture where that language is spoken. The course aims to develop the students’ linguistic competence and intercultural understanding...while learning the target language, the student becomes aware of the similarities and differences between his or her own culture(s) and those of the target culture. With this awareness, a greater respect for other peoples and the way in which they lead their lives is fostered. Within the course framework, through the study of authentic texts, students investigate and reflect on cultural values and behaviors.” Both SL and HL courses consist of the same educational aims, core syllabus and curriculum and assessment models. 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. The minimum number of hours for this course is 150 hours.

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 - Racism and Discrimination</u>	Students will draw conclusions about injustice and on how societies are affected differently by racism and discrimination, communicating their analysis in the target language.	4-5 weeks
<u>2: Social Relationships - Social and/or Political Structures</u>	Students will analyze the political history of Spain and Latin America and its effects on these countries in order to articulate informed opinions.	4-5 weeks
<u>3: Communication and Media - Internet, Media, and Television</u>	Students will debate about the advantages and disadvantages of various, using sources in the support or refutation of an argument in the target language.	4-5 weeks
<u>4: Global Issues - Globalization</u>	Students will investigate globalization and anti-globalization in order to develop and support opinions on those topics in the target language.	4-5 weeks
<u>5: Customs and Traditions - Arts and Historical Events</u>	Students will engage in meaningful conversations in the target language about the importance of art and how it reflects its culture.	4-5 weeks
<u>6: Science and Technology – Renewable Energy</u>	Students will reflect the influence of new technology on society and the concept of sustainability in order to develop an argument for or against renewable energy in the target language.	4-5 weeks

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will draw conclusions about injustice and on how societies are affected differently by racism and discrimination, communicating their analysis in the target language.

4	In addition to score 3 performances, the student can use the learned skills and vocabulary related to racism and discrimination 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 minor errors; • produce sentences and overall written work demonstrating a wide range of vocabulary; • write using complex sentence structures; • 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; • reflect upon the injustice that exists in the world; • read and synthesize information in order to draw accurate conclusions about works or people being studied; • recognize and identify different articles and news text styles; • use direct and indirect dialogue; • recognize the importance of context clues.
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 assistance, 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?
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 CEU1, 4, 5 CEQ1, 4, 5a-b 7.1.AL.A.8 7.1.AL.B.3 7.1.AL.C.3 11-12.RST.2 11-12.WHST.2, 5, 9, 10 DOK 4	<p>Students will write a paper modeled after Paper 2 (as taken from the IB Curriculum Guide, but modified to reflect the unit of study). This is a one-hour, thirty-minute assessment. It can either be modified to fit in the class period or taken over two class periods. Externally assessed.</p> <ul style="list-style-type: none"> • Students will demonstrate their receptive and written productive skills by answering various questions related to various texts. • Students will read and synthesize information in order to draw accurate conclusions about a human rights leaders from Latin America. • Students will produce sentences and overall written work demonstrating a wide range of vocabulary. • Students will write an intercultural comparative analysis about a human rights leader from your community and the one described in the article provided.

TARGETED STANDARDS		
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO INTRODUCE
commands cultural materials cultural perspectives direct dialogue injustice linguistic structures present perfect preterit tense passive "se" Rigoberta Menchu spoken language vocabulary related to racism and discrimination	Analyze written and oral text for Spanish-specific elements (DOK 3)	7.1.AL.A.8 Analyze elements of the target language that do not have a comparable linguistic element in English.
	Recognize cultural differences (DOK 1)	
	Apply an understanding of vocabulary, and grammar in a given scenario (DOK 2)	7.1.AL.B.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
	Analyze the reason for writing and determine task, purpose, audience, organization and style (DOK 3)	7.1.AL.C.3 Use language creatively in writing for personal, career, or academic purposes.

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
analysis audience central ideas clarification comparisons creation critique indicate inference paraphrase	Infer meaning of text by utilizing context clues (DOK 2)	7.1.AL.A.1 Analyze and critique the validity of culturally authentic materials using electronic information and other sources related to targeted themes.
	Analyze different cultural perspectives (DOK 3)	7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts
	Analyze and synthesize information from various sources (DOK 4)	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.
	Infer meaning of text by utilizing context clues (DOK 2)	11-12.WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
	Construct an accurate, simple summary of complex concepts, processes, or information presented in text (DOK 2)	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.
	Write informative/explanatory texts that develops a topic with significant facts appropriate to the audience’s knowledge (DOK 4)	11-12.WHST.9: Draw evidence from informational texts to support analysis, reflection, and research.
	Write informative/explanatory texts using domain-specific vocabulary to manage the complexity of the topic (DOK 4)	11-12.WHST.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
	Develop and strengthen writing in the target language and determine purpose and audience (DOK 3)	
Integrate evidence from informational texts into writing to support analysis, reflections, and research (DOK 3)		
Determine organizational structure for a range of tasks, purposes, and audiences (DOK 3)		

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will analyze the political history of Spain and Latin America and its effects on these countries in order to articulate informed opinions.

UNIT LEARNING SCALE

4	In addition to score 3 performances, the student can use the learned skills and vocabulary in new and spontaneous/unrehearsed situations and/or students can apply concepts learned in class to aid 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 minor errors; • produce sentences and overall written work demonstrating a wide range of vocabulary; • write using complex sentence structures; • 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; • create an essay that is indicative of all of the higher order thinking and writing skills inherent within the unit, and explore strategies for preparing, planning, and practicing for the examination; • give opinions in favor or against; • reflect on the political history of Spain and Latin America; • distinguish various forms of governments.
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 assistance, 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.AL.A.1 7.1.AL.C.3 11-12.RST.2 11-12.WHST.2, 5, 9 DOK 4	IB Assessment: Paper 2 (Text Type: Essay-Movie Review) Externally assessed Students will write an essay/movie analysis about <i>La Historia Oficial</i> , about the political turmoil that Argentina faced during the seventies. The essay will: <ul style="list-style-type: none"> • summarize the argument, conflict, and theme of the movie; • identify the characters that are against and in favor of the regime and explain why; • compare the political situation in Argentina with other political systems from different countries; • state their opinion of this movie and justify it.

TARGETED STANDARDS		
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO INTRODUCE
(see below)	Analyze the reason for writing to decide on task, purpose and audience (DOK 3) Determine suitable idea development strategies, organization, and style (DOK 3)	7.1.AL.C.3 Use language creatively in writing for personal, career, or academic purposes
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
analysis audience central ideas clarification commands comparisons creation critique cultural materials cultural perspectives direct dialogue indicate inference injustice linguistic structures Latin America paraphrase political history prefix present perfect	Identify different cultural perspectives (DOK 1)	7.1.AL.A.1 Analyze and critique the validity of culturally authentic materials using electronic information and other sources related to targeted themes.
	Infer meaning of text by utilizing context clues (DOK 2)	
	Analyze and synthesize information from various sources (DOK 4)	7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
	Infer meaning of text by utilizing context clues (DOK 2)	
	Analyze written and oral text for cultural differences (DOK 3)	7.1.AL.A.8 Analyze elements of the target language that do not have a comparable linguistic element in English.
	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)	11-12.WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	
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
(continued) preterit tense purpose reflection research Spain spoken language subjunctive suffix synthesis translation vocabulary related to government structures words with Greek roots	Develop and strengthen writing by trying a new approach (DOK 3) Develop and strengthen writing by focusing on addressing what is most significant for a specific purpose (DOK 3) Integrate evidence from informational texts into writing to support analysis, reflections, and research (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. 11-12.WHST.9: Draw evidence from informational texts to support analysis, reflection, and research.

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will debate about the advantages and disadvantages of various media, using sources in the support or refutation of an argument in the target language.

4	In addition to score 3 performances, the student can use the learned skills and vocabulary in new and spontaneous/unrehearsed situations and/or students can apply concepts to aid 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 minor 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; • refute and use journalistic texts/headlines; • identify bias and journalistic sensationalism; • debate different issues about media.
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 assistance, 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?
CEU2: Being multilingual is important in a 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?
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 CEU1, 2, 4, 5 CEQ1, 2, 4, 5a-c 7.1.AL.A.1, 2 7.1.AL.B.4 7.1.AL.C.1 11-12.RST.2, 9 11-12.WHST.1 DOK 3	IB Assessment: Interactive Oral (group work) Internally assessed Students will debate the importance and impact of the Internet and other media. In the debate, students will: <ul style="list-style-type: none"> compare and contrast the effects of mass media in different communities; support their argument with facts and statistics based on previously read articles; craft closing statements that support the argument presented.

TARGETED STANDARDS		
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO INTRODUCE
(see below)	Analyze cultural perspectives in written and oral text (DOK 3)	7.1.AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.
	Question or respond to clarify, verify, or challenge conclusions posed by others (DOK 3)	7.1.AL.B.4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.
	Synthesize comments, claims, and evidence from all sides of an issue (DOK 4)	
	Compare Spanish-speaking cultures to American culture in order to develop a logical argument to understand global issues (DOK 3)	7.1.AL.C.1 Create a research-based multimedia-rich presentation to be shared virtually with a target language audience.
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
add analysis audience central ideas clarification commands comparisons conclusion creation critique cultural materials cultural perspectives direct dialogue indicate	Infer meaning of text by utilizing context clues (DOK 3)	7.1.AL.A.1 Analyze and critique the validity of culturally authentic materials using electronic information and other sources related to targeted themes.
	Analyze and synthesize information from various sources (DOK 4)	
	Infer meaning of text by utilizing context clues (DOK 3)	7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts
	Analyze written and oral text for cultural differences (DOK 3)	7.1.AL.A.8 Analyze elements of the target language that do not have a comparable linguistic element in English.
	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)	

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
inference injustice internet linguistic structures main idea media bias newspapers headlines opposite ideas organize	Identify information from multiple sources about the same process, phenomenon, or concept: DOK 1 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 4	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.
paraphrase passive “se” point	Write arguments anticipating the audience’s knowledge level, concerns, values and biases (DOK 4) Write arguments developing claim(s) fairly and thoroughly supplying the most relevant data and evidence (DOK 4)	11-12.WHST.1: Write arguments focused on discipline-specific content.
present perfect preterit tense pronoun “se” purpose reflection research spoken language summary support synthesis translation vocabulary related to media and communication written language	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 investigate globalization and anti-globalization in order to develop and support opinions on those topics in the target language.

4	In addition to score 3 performances, the student can use the learned skills and vocabulary in new and spontaneous/unrehearsed situations and/or students can apply concepts to aid 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 minor 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; • reflect on how drug trafficking has affected the world; • reflect and debate on the effect of free trade treaties. 	
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 assistance, the student does not exhibit understanding of the performances listed in score 3.	
ENDURING UNDERSTANDINGS		
CEU1: Global issues can impact the world at the local, national, or international level.	ESSENTIAL QUESTIONS	
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.	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.	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?	

COMMON ASSESSMENT	
ALIGNMENT	DESCRIPTION
LG1 CEU 1, 4, 5 CEQ1, 4, 5a-c 7.1.AL.C.1 11-12.RST.2 11-12.RST.9: DOK 1,2,3,4	<p>IB Assessment: Interactive Oral Presentation- Small Groups Internally assessed</p> <p>Students will either orally present and defend their point of view regarding the benefits or damages of globalization, or orally present, analyze, and discuss authentic sources from various media on how societies and economies of countries are affected by drug consumption and drug trafficking.</p> <p>Upon completing the presentations, the students will demonstrate the ability to interact in a conversation with the audience and answer various questions regarding the presented topics.</p>

TARGETED STANDARDS		
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
analysis anti-globalization audience central ideas clarification commands comparisons creation critique cultural materials cultural perspectives direct dialogue drug cartels drug trafficking free trade treaty globalization homogeneous indicate inference injustice internet linguistic structures media newspapers' texts opinion against opinion in favor	Infer meaning of text by utilizing context clues (DOK 2)	7.1.AL.A.1 Analyze and critique the validity of culturally authentic materials using electronic information and other sources related to targeted themes.
	Analyze and synthesize information from various sources (DOK 4)	
	Engage in a variety of discussions by listening and sharing acquired and prior knowledge (DOK 2)	7.1.AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.
	Analyze and evaluate text, comments, claims, and evidence posed (DOK 3)	
	Reference evidence from texts and research to support comments and ideas (DOK 3)	
	Infer meaning of text by utilizing context clues (DOK 3)	7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
	Analyze written and oral text for cultural differences (DOK 3)	7.1.AL.A.8 Analyze elements of the target language that do not have a comparable linguistic element in English.
	Compare cultural differences in order to develop a logical argument to understand global issues (DOK 3)	7.1.AL.C.1 Create a research-based multimedia-rich presentation to be shared virtually with a target language audience.

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
(continued) paraphrase passive “se” point present perfect preterit tense purpose reflection research spoken language subjunctive summary synthesis translation vocabulary related to globalization, drug trafficking world organizations	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)	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
	Conduct research and synthesize from multiple sources (DOK 4)	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.
	Write arguments anticipating the audience’s knowledge level, concerns, values and biases (DOK 4) Write arguments developing claim(s) fairly and thoroughly supplying the most relevant data and evidence (DOK 4)	11-12.WHST.1: Write arguments focused on discipline-specific content.
	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 engage in meaningful conversations in the target language about the importance of art and how it reflects its culture.

UNIT LEARNING SCALE

4	In addition to score 3 performances, the student can use the learned skills and vocabulary in new and spontaneous/unrehearsed situations and/or students can apply concepts learned to aid 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 minor 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; • analyze various styles of art and explain how it connects to history; • describe in detail a picture prompt; • make a cultural connection based on the picture prompt.
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 assistance, the student does not exhibit understanding of the performances listed in score 3.

ENDURING UNDERSTANDINGS

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.

ESSENTIAL QUESTIONS

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?

COMMON ASSESSMENT	
ALIGNMENT	DESCRIPTION
LG1 CEU4, 5 CEQ4, 5a-c 7.1.AL.A.1, 2, 4 7.1.AL.B.5 7.1.AL.C.5 11-12.RST.2 11-12.WHST.2 DOK 3	<p>IB Assessment: Individual Oral and Interactive Oral Internally assessed</p> <p>Students will be presented with photographs of various works of art. These works of art will depict different situations, places, people, and objects. The students will describe these scenes or situations and offer a personal interpretation. Following the presentation, the students will discuss with the teacher and will demonstrate that they are able to speak freely and coherently, expressing ideas, opinions and reflections upon what they have learned about the target cultures.</p>

TARGETED STANDARDS		
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO INTRODUCE
(see below)	Compare cultural differences to ours in order to develop a tolerance and understanding of other societies (DOK 3)	7.1.AL.A.4 Evaluate, from multiple cultural perspectives, the historical, political, and present-day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
	Present information, findings, and supportive evidence that conveys a clear and distinct perspective such that listeners can follow the line of reasoning (DOK 3)	7.1.AL.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.
	Present alternate and opposing perspectives (DOK 3)	
	Utilize appropriate organization, development, substance, and style to create works appropriate to task (DOK 3)	
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
art analysis audience central ideas celebrations comparisons creation critique cultural materials cultural perspectives direct dialogue description	Infer meaning of text by utilizing context clues (DOK 2)	7.1.AL.A.1 Analyze and critique the validity of culturally authentic materials using electronic information and other sources related to targeted themes.
	Analyze and synthesize information from various sources (DOK 4)	
	Engage in a variety of discussions by listening and sharing acquired and prior knowledge (DOK 2)	7.1.AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings
	Analyze and evaluate text, comments, claims, and evidence posed (DOK 3)	
	Reference evidence from texts and research to support comments and ideas (DOK 3)	

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
(continued) details indicate inference main idea media paintings painters cubism surrealism realism paraphrase present perfect preterit tense passive "se" point purpose reflection research spoken language summary synthesis traditions translation vocabulary related to art	Compare cultures to develop a tolerance and understanding of other societies (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)
	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)	
	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)	11-12.WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will reflect the influence of new technology on society and the concept of sustainability in order to develop an argument for or against renewable energy in the target language.

UNIT LEARNING SCALE

4	In addition to score 3 performances, the student can use the learned skills and vocabulary in new and spontaneous/unrehearsed situations and/or students can apply concepts learned to aid 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; • reflect on how sustainability affects different societies; • compare and contrast the different types of renewable energy; • reflect on the future of renewable energy.
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 assistance, 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?
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 CEU1, 4, 5 CEQ 1, 4, 5a-c 7.1.AL.B.5 11-12.RST.2 11-12.WHST.4 DOK 4	IB Assessment: Productive Written Skills/Oral Skills Practice for the external assessment Students will develop a brochure or a poster in the target language presenting various types of renewable energy or alternative ways of maintaining sustainability. They will orally present on their views and the solutions to the problems that affect the environment. Following the presentation, the audience will be able to ask questions.

TARGETED STANDARDS

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO INTRODUCE
analysis citation inference	Cite specific textual evidence to support analysis of technical text (DOK 2) Infer distinctions an author makes from textual evidence that supports analysis of science and technical texts (DOK 2) Infer gaps or consistencies in an account from textual evidence that supports analysis of science and technical texts (DOK 2)	11.12.RST.1: Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
analysis audience central ideas clarification commands comparisons conditional tense creation critique cultural materials cultural perspectives direct dialogue future tense indicate inference injustice internet linguistic structures paraphrase	Engage in a variety of discussions by listening and sharing knowledge (DOK 2) Reference evidence from texts and research to support comments and ideas (DOK 3) Present information, findings, and supportive evidence that conveys a clear and distinct perspective such that listeners can follow the line of reasoning (DOK 3) Present alternate and opposing perspectives (DOK 3) Utilize appropriate organization, development, substance, and style to create works appropriate to task (DOK 3)	7.1.AL.B.4: Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings. 7.1.AL.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
(continued) passive "se" preterit tense public campaigns purpose questionnaire reflection renewable energy research spoken language summary sustainability synthesis translation vocabulary related to renewable energy and sustainability	Analyze how renewable energy and sustainability has been used in various cultures and how it is approached 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)	
	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)	11-12.WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
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.	