[Planning Guide User Information](https://docs.google.com/viewer?a=v&pid=explorer&chrome=true&srcid=0BzaY2soe3hc_MTAzODNkODQtZmZiMi00ZjYxLWJhZTMtNmZhY2U5NjFmNjMx&hl=en_US&authkey=CP2_wxA)

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| **Unit 1: The Influence of Language and Culture on Identity** | **Time Allocations** |
| Unit 1  10 class periods (90 minutes each)  or  21 class periods (45 minutes each) |
| **Unit Overview** | |
| **The Influence of Language and Culture on Identity:** Students will learn to greet others and make basic conversation in culturally appropriate ways based on context and mode of communication (in person, by phone, text or online). They will be able communicate with the teacher and peers in a classroom or virtual context using the target language. | |
| **Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) *(district clarifications/elaborations in italics)*** | |
| **Strand (1)** **Interpersonal Communication: Speaking and Writing.** The student is expected to:  **Ⓡ LOTE I.1A** Ask and respond to questions about everyday life in spoken and written conversation.  **Ⓡ LOTE I.1B** Express and exchange personal opinions or preferences in spoken and written conversation.  **Ⓡ LOTE I.1C** Ask and tell others what they need to, should, or must do in spoken and written conversation.  **Ⓡ LOTE I.1D** Articulate requests, offer alternatives, or develop simple plans in spoken and written conversation.  **Ⓢ LOTE I.1E** Participate in spoken conversation using culturally appropriate expressions, register, and gestures.  **Ⓢ LOTE I.1F** Participate in written conversation using culturally appropriate expressions, register, and style.  **Strand (2)** **Interpretive Communication: Reading and Listening.** The student is expected to:  **Ⓡ LOTE I.2A** Demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.  **Ⓡ LOTE I.2B** Identify key words and details from fiction and nonfiction texts and audio and audiovisual materials.  **Ⓡ LOTE I.2C** Infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials.  **Ⓡ LOTE I.2D** Identify cultural practices from authentic print, digital, audio, and audiovisual materials.  **Strand (3) Presentational Communication: Speaking and Writing.** The student is expected to:  **Ⓡ LOTE I.3A** State and support an opinion or preference orally and in writing.  **Ⓡ LOTE I.3B** Describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences. | |

| **5C’s Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)** |
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| **Communication**   * **Standard 1.A** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions * **Standard 1.B** Students understand and interpret spoken language on a variety of topics. * **Standard 1.C** Students present information, concepts, and ideas to an audience of readers on a variety of topics.   **Cultures**   * **Standard 2.A** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. * **Standard 2.2** Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.   **Connections**   * **Standard 3.1** Students reinforce and further their knowledge of other disciplines through the foreign language. * **Standard 3.2** Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.   **Comparisons**   * **Standard 4.1** Students demonstrate understanding of the nature of language through comparisons of the language studied on their own. * **Standard 4.2** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and on their own.   **Communities**   * **Standard 5.1** Students uses the language both within and beyond the school setting. * **Standard 5.2** Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. |

| [³](https://docs.google.com/viewer?a=v&pid=explorer&chrome=true&srcid=0BzaY2soe3hc_YTdkNTA5NWMtMWU5YS00N2RiLWE0MTItMjA3MTIyNTc2ZWU5&hl=en_US&authkey=CJqE4-IJ) **English Language Proficiency Standards (ELPS)** | | |
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| **Structured Conversations**  **Ⓢ ELPS 1(C)** Use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary.  **Ⓢ ELPS 1(E)** Internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment.  **Ⓢ ELPS 1(F)** Use accessible language and learn new and essential language in the process.  **Ⓢ ELPS 2(D)** Monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed.  **Ⓢ ELPS 2(E)** Use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language.  **Ⓢ ELPS 2(G)** Understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar.  **Ⓢ ELPS 3(E)** Share information in cooperative learning interactions.  **Writing to Learn**  **Ⓢ ELPS 1(B)** Monitor oral and written language production and employ self-corrective techniques or other resources.  **Ⓢ ELPS 1(C)** Use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary.  **Ⓢ ELPS 1(F)** Use accessible language and learn new and essential language in the process.  **Ⓢ ELPS 5(B)** Write using newly acquired basic vocabulary and content-based grade-level vocabulary.  **Reading to Learn**  **Ⓢ ELPS 1(C)** Use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary.  **Ⓢ ELPS 4(D)** Use prereading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary and other pre-reading activities to enhance comprehension of written text.  **Ⓢ ELPS 4(F)** Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language.  **Ⓢ ELPS 4(H)** Read silently with increasing ease and comprehension for longer periods.  **Checking for Understanding**  **Ⓢ ELPS 1(B)** Monitor oral and written language production and employ self-corrective techniques or other resources.  **Ⓢ ELPS 1(C)** Use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary.  **Ⓢ ELPS 2(D)** Monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed.  **Grouping for Differentiation**  **Ⓢ ELPS 2(D)** Monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed.  **Ⓢ ELPS 2(E)** Use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language.  **Ⓢ ELPS 2(G)** Understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar.  **Ⓢ ELPS 3(E)** Share information in cooperative learning interactions.  **Ⓢ ELPS 4(D)** Use prereading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary and other pre-reading activities to enhance comprehension of written text. | | |
| **College and Career Readiness Standards (CCRS)** | | |
| **Ⓢ CDS I.D2** Use study habits necessary to manage academic pursuits and requirements.  **Ⓢ CDS I.E1** Work independently.  **Ⓢ CDS I.E2** Work collaboratively.  **Ⓢ CDS II.A2** Use a variety of strategies to understand the meanings of new words.  **Ⓢ CDS II.E4** Use technology appropriately. | | |
| **Key Concepts** | | |
| * communication * identification | * inferences * interaction | * presentation * summary |
| **Key Skills** | | |
| * active listening * Cornell note-taking | * questioning * circumlocution | * reading for understanding * writing for learning |
| **Academic Vocabulary** | | |
| * **identify** * **virtual** | * **indicate** * **communicate** | * **infer** * **reflect** |

| **Essential Understandings/Guiding Questions** |
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| **Essential Understandings**   * Understanding and respecting own identity and the identity of others. * Recognizing the power of cultural identity and the value of diversity in our society and in the societies of the target cultures. * Reflecting on the influence of technology on ones’ personal and public identity.   **Guiding Questions**   1. How does one’s identity evolve over time? *¿Cómo se desarrolla nuestra identidad a lo largo del tiempo?* 2. How does language shape our cultural identity? *¿Cómo moldea la lengua nuestra identidad cultural?* 3. How does technology influence the development of personal and public identity? *¿Cómo influye la tecnología en el desarrollo de la identidad pública y personal?* 4. How does the art of a community reflect its public identify? *¿Cómo refleja el arte de una comunidad su identidad pública?* |

| **Assessment Connections** |
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| **Performance Expectations: NCSSFL/ACTFL Can-Do Statements for Novice Learners.**   |  |  | | --- | --- | | **Mode of Communication** | **Performance Expectations** | | **Interpersonal**  *Learners interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.* | * I can communicate in spontaneous spoken or written conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions. * I can provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals. * I can express some basic needs, using practiced or memorized words and phrases, with the help of gestures or visuals. * I can express basic preferences or feelings, using practiced or memorized words and phrases, with the help of gestures or visuals. * I can participate in conversations on several familiar topics using simple sentences. | | **Interpretive**  *Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.* | * I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken or written. * I can identify memorized or familiar words when they are supported by gestures or visuals in informational texts. * I can identify memorized or familiar words when they are supported by gestures or visuals in fictional texts. * I can understand memorized or familiar words when they are supported by gestures or visuals in conversations. * I can understand the main idea of simple conversations that I overhear. * I can understand the main idea of texts related to everyday life and personal interests or studies. * I can understand the main idea in short, simple messages, texts and presentations on familiar topics. | | **Presentational**  *Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.* | * I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken or written language. * I can introduce myself using practiced or memorized words and phrases, with the help of gestures or visuals. * I can express my likes and dislikes using practiced or memorized words and phrases, with the help of gestures or visuals. * I can name very familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals. |   *Assessments:*   |  |  |  | | --- | --- | --- | | **Mode of Communication** | **Formative Assessment** | **Summative Assessment** | | **Interpersonal**  *(Speaking and Listening; Writing and Reading)* | * Students will participate in a scavenger hunt looking for others who are born on the same month/day, etc. * Students will participate in an interview with a new student by greeting and asking and answering “get to know” questions. * Students will participate in a guided one-on-one introductory conversation. * Students will give and respond to classroom instructions (“Simon Says” type of games where students can also give simple commands) * Students will write a conversation about meeting and greeting others and about likes and dislikes. Students may exchange their written conversations with their classmates. They can create a chart/diagram or other visual of their choice about likes and dislikes. Students can also create a google doc and share in class to promote discussion. | * Students will role play a spontaneous conversation based on a given scenario (meeting someone for the first time, talking about school supplies etc.) * Students will respond to a text message they just received from a new friend. * Students will have a dialogue between a Spanish/Hispanic and an American pen-pal, meeting for the first time in person or in a virtual classroom and talk about themselves (age, school, classes, etc.) | | **Interpretive**  *(Reading, Listening)* | * Students will listen to dialogues about school. They can use a Venn diagram, an anchor chart, or any original visual to organize the information. * Students will watch authentic videos (no more than 5 minutes in length) containing self-introductions. They will take Cornell notes, then will write silently in their (virtual) diaries how what they heard compared to their own description. * Students will write a poem introducing themselves in Spanish. * Students will read short descriptions of Spanish-speaking countries and regions, then identify the country/region on a map. | * Students will read and respond to a message/email/text in Spanish from a friend about family and/or birthdays. Then, they will write a response in the same format addressing specific criteria (respond to questions, ask questions, give details, comment of the text/email/message, etc.) * Students will listen and respond verbally to a voicemail/online app/video chat in Spanish from a new friend. * Students will read online a short paragraph about someone greeting them, introducing themselves and saying what they like and dislike. Student will then reflect and respond to teacher-created questions in a chat or Google form survey. | | **Presentational** *(Writing, Speaking)* | * Students will use Flipgrid, record a video, record a conversation using Audacity, PPT, or present in class on un-rehearsed topics. * Students will write an email on a topic they will draw from a hat. They will use the email format. * Students will introduce a person whose image is given or drawn before the presentation. * Based on research and level of understanding, students will create a presentation on “Where is Spanish spoken in the world?” with text, images, graphs, videos. It can be a slide show or any media. Students will present to the class when done, in person or in a video chat. * Students will give themselves a Spanish name, write it down and introduce themselves with name tags in complete sentences. Students can also do this activity in a Teams class meeting. * Students will create a “comic strip” illustrating people meeting in different scenarios (in person/on the phone/online) * Students will write an introductory letter to a “pen pal” in a Spanish-speaking country or region, sharing information and asking for information. | * Students will watch a video related to the unit, will take notes and will write a short paragraph using the information learned. * Students will create a Storyboard to introduce themselves and talk about likes and dislikes. * Students will write and present/record a skit based on a given introductory scenario. | |

| **Instructional Considerations** |
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| **Prerequisites/Background Knowledge for Students**   * Student’s background knowledge depends on factors such as home language, heritage, culture, socio-economic status and more. * Students enrolled in level 1 Spanish are typically youth that have none or very little experience with the Spanish/Hispanic language and cultures. * Students will brainstorm/learn about different family structures in different places, even among their classmates. * Students will detect differences and commonalities between their first language and the target language through observing cognates, word order and cultural differences. * Students will need to consistently recycle previous vocabulary and structures to build their language.   **Background Knowledge for Teacher**   * Having insight into student’s first language and background knowledge helps the teacher be equitable and to connect with all students and encourage them to grow academically and personally. * Teachers must be familiar with multiple means of engagement, representation, as well as action and expression. They must be up-to-date on 21st century research-based strategies and techniques, as well as instructional models such as Project-based Language Learning (PBLL), 5E Instructional Model and Universal Design for Learning (UDL).   **Recommended Context**   * Meet a new friend and engage in basic dialogue in Spanish * Answer or making a phone call * Appropriately communicate with friends at a basic level using different types of interpersonal interactions (phone, text, face-to-face) * Get to know a new person (name, age, nationality) * Introduce a new student * Introduce oneself using simple or incomplete sentences (name, age, origin) * Communicate basic personal interests (I like, I don’t like) * Ask for information about others using simple or incomplete sentences * Share likes and dislikes using simple or incomplete sentences * Take a class in Spain or a Hispanic country * Respond to basic written and spoken commands in the classroom or virtual setting * Explain the Hispanic world and give examples of countries included   **Supportive Thematic Content Knowledge**   * Appropriate vocabulary to help communicate within the unit context * Numbers (1-31) related to birthdays and phone numbers * Months of the year related to birthdays * Days of the week related to student activities * Basic understanding of the cultural difference between speaking formally and informally (*tu/usted*) * Greetings (hello, goodbye, how are you...) * Phrases to introduce self (my name is, I am from...) * Ask and answer questions regarding ones’ name (What’s your name? What’s your honorable last name? My name is… Where are you from? * I like/I don’t like * Basic school supplies (pen, pencil, notebook, book...) * Basic in-person and virtual classroom instructions (sit down, raise your hand, write in chat, respond…) * Basic afterschool activities (play sports, go to the gym, watch movies, talk with friends, listen to music, etc.) * Daily schedules and classes * The alphabet and using it to spell one’s name   **Supportive Contextual Language Functions, Structures and Patterns**   * Use of cognates to negotiate meaning. * Basic exposure to important verbs (ser, estar, tener, poder, gustar, iretc.) in the present tense. * Basic use of thematic vocabulary in unit context * Basic use of question words and expressions (who, what, when, where) related to identity (Who are you? What is your name? What is your age?/How old are you? Where are you from?) * Basic understanding of the gender and number of nouns in Spanish (masculine, feminine, singular, plural) and comparison to own language * Basic understanding of definite and indefinite articles (the, a) in Spanish (el, la, los, las) * Basic use of “I like” or “I don’t like” in context (me gusta/no me gusta)   **Instructional Accommodations for Diverse Learners**   * Commonly used accommodations: breaks, scaffolding, guided or cloze notes, seating, word banks, chunking texts and assignments, sentence starters, checklist, graphic organizers, extended time, and Cornell notes. * Differentiate content (what the teacher uses in the lesson): Watch a video, listen to audio clips, watch a picture, and complete a Frayer model. * Differentiate process (how student learn): TPRS, journaling, partner talk, grouping, and save the last word. * Differentiate product (what students produce): Give student choices.   **ACTFL 21st Century Skills Map:**  **Interdisciplinary Themes**  Global Awareness:   * Language education and cultural understanding are at the heart of developing global awareness for students. In order to understand and address global issues, it is important to understand the perspectives on the world that speakers of other languages bring to the table. By learning other languages, students develop respect and openness to those whose culture, religion, and views on the world may be different.   + Language students can interact with students from the target language in order to discuss issues and reach solutions.   **Information, Media and Technology Skills**  Communication:   * Students as effective communicators use languages to engage in meaningful conversation, to understand and interpret spoken language and written text, and to present information, concepts, and ideas.   + Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.   + Use communication for a range of purposes (e.g. to inform, instruct, motivate, and persuade).   + Communicate effectively in diverse multilingual environments.   Collaboration:   * Students as collaborators use their native and acquired languages to learn from and work cooperatively across cultures with global team members, sharing responsibility and making necessary compromises while working toward a common goal.   + Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal   Critical Thinking and Problem Solving:   * Students as inquirers frame, analyze, and synthesize information as well as negotiate meaning across language and culture in order to explore problems and issues from their own and different perspectives.   + Understanding the interconnections among systems   Creativity and Innovation:   * Students as creators and innovators respond to new and diverse perspectives. They use language in imaginative and original ways to make useful contributions.   + Developing, implementing and communicating new ideas to others   Information Literacy:   * Students as informed global citizens access, manage, and effectively use culturally authentic sources in ethical and legal ways.   + Accessing information efficiently and effectively, evaluating information critically and competently and using information accurately and creatively for the issue or problem at hand   Media Literacy:   * Students as active global citizens evaluate authentic sources to understand how media reflect and influence language and culture.   + Examining how individuals interpret messages differently, how values and points of view are included or excluded and how media can influence beliefs and behaviors   Technology Literacy:   * Students as productive global citizens use appropriate technologies when interpreting messages, interacting with others, and producing written, oral, and visual messages.   + Using digital technology, communication tools and/or networks appropriately to access, manage, integrate, evaluate, and create information in order to function in a knowledge economy   **Life and Career Skills**  Flexibility and Adaptability:   * Students as flexible and adaptable language learners are open-minded, willing to take risks, and accept the ambiguity of language while balancing diverse global perspectives.   + Adapting to varied roles and responsibilities   + Working effectively in a climate of ambiguity and changing priorities   Initiative and Self-Direction:   * Students as life-long learners are motivated to set their own goals and reflect on their progress as they grow and improve their linguistic and cultural competence.   + Monitoring one’s own understanding and learning needs   + Going beyond basic mastery of skills and/or curriculum to explore and expand one’s own learning and opportunities to gain expertise   Social and Cross-Cultural Skills:   * Students as adept language learners understand diverse cultural perspectives and use appropriate socio-linguistic skills in order to function in diverse cultural and linguistic contexts.   + Bridging cultural differences and using differing perspectives to increase innovation and the quality of work.   Productivity and Accountability:   * Students as productive and accountable learners take responsibility for their own learning by actively working to increase their language proficiency and cultural knowledge.   + Setting and meeting high standards and goals for delivering quality work on time   Leadership and Responsibility:   * Students as responsible leaders leverage their linguistic and cross-cultural skills to inspire others to be fair, accepting, open, and understanding within and beyond the local community. * Using interpersonal and problem-solving skills to influence and guide others toward a goal |

| **Instructional Strategies/Activities** |
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| **Formative Assessment Strategies**   * Non-verbal response (whiteboards, thumbs up/down, hand signals), index card summaries or questions, one-minute essay, concept map, misconception check, observation, self-assessment, exit slip, journal entry, quick write/silent writing/QSSSA, one-work summary, TPR, tic-tac-toe choice topics, four corners, 3-2-1, directed paraphrasing, Likert scale, word sort, flag it, etc.   **Summative Assessment Strategies**   * Portfolio, project, integrated performance assessment, interviews, comprehensive reading, listening, writing, speaking combined, etc.   **Integrated Performance Assessment (IPA) Strategies**   * Students demonstrate in a summative assessment what they can do on their own in a culturally authentic context. Examples: interpretive reading and listening of authentic text, video and audio clips created by native speakers for native speakers; interpersonal writing (email) or speaking (phone conversation) based on the interpretive task; presentational writing and speaking based on the previous interpersonal task. Teacher uses proficiency rubrics to assess student performance. Unnoticeable grammar and vocabulary errors are not assessed.   **Literacy Practices and Accommodations for English Learners**   * *Total Physical Response (TPR):*Teaching language or vocabulary concepts through physical movement as a response to verbal input. The brain connection between speck and action enhances learning language and vocabulary in a stress-free context. * *Know-Want to Know-Learn-Share (KWKLS):* Elicit student’s prior knowledge via a three-column chart. Sets purpose for the activity. Helps students to monitor their comprehension. * *Think-Pair-Share (TPS):* Students think individually about a topic or question, pair with a classmate and share ideas and thoughts. * *Frayer Model:* Students define target vocabulary and create examples and non-examples, give characteristics, and/or drawing a picture to illustrate the meaning of the word. Students complete a graphic organizer divided into four sections. * *Summary Frames:* Students answer a series of questions that emphasize the important elements within a text pattern, then write summaries based on their responses. * *Cornell or Two-Column Notes:* Students determine importance of text or other sources and self-question as they read or listen. They take notes in an organized format. * *Rubrics*: Use this tool to communicate the expectations for an assignment by listing criteria and describing the levels of quality (excellent-poor). Rubrics provide focused feedback on works in progress and grade final products. * *Think-Aloud:* In this "eavesdropping on someone's thinking" strategy, teachers model for students how to construct meaning from a text. Teacher reads a selection out loud and describe things they're doing as they read to monitor their comprehension. * *RAFT Strategy:* This strategy encourages students to understand their roles as writers, the audience they will address, the varied formats for writing, and the topic they'll be writing about. * *Anticipation Guide:* Before students read a text, they respond to statements or questions about what they think on the topic. It activates students' prior knowledge and builds curiosity about a new topic before reading. * *Graphic Organizers:* Enhance learning and understanding through guided thinking as students create or complete visual maps or diagrams.   **HISD Literacy Routines for Sheltered Instruction**   * *Ge to know me:* Teacher identifies and monitors student’s literacy and language needs. * *Huddle:* Grouping for differentiation to frontload new learning and plan a response to misunderstandings. * *Turn the light on:* Scaffold direct instruction to increase comprehensible input and meet the literacy and language needs of the learners. * *Do I really get it:* Teach students to monitor their comprehension and check for understanding frequently through structured questions. * *Pump up the vocab:* Create opportunities for students to build and apply academic vocabulary daily. * *Be the lead reader:* Lead guided reading to ensure students make *sense* of complex texts. * *Let’s talk:* Facilitate academic conversations that allow students to monitor and build understanding. * *Pencil to paper*: Structure student opportunities to employ writing to make sense of new learning. |

| **Resources** | |
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| **Adopted Instructional Materials**   * Textbook *¡Avancemos!* (grades 6-8), Houghton Mifflin Harcourt * Digital resource *¡Avancemos!* (grades 6-12), Houghton Mifflin Harcourt   **Supporting Standard Resources**   * ACTFL World-Readiness Standards for Learning Languages (video and summary): <http://bit.ly/2m3dvE1> * NCSSFL/ACTFL Can-do Statements: <http://bit.ly/2lViPcf> * ACTFL 21 Century Skills Map: <http://bit.ly/2lWvWtH> * ACTFL Proficiency Guidelines: <http://bit.ly/2kxjJeD> * ACTFL Performance Descriptors for Language Learners: <http://bit.ly/2kkRj7Q> * Creating Learning Targets: Global Can-Do Statements: <http://bit.ly/2lViPcf> * TEA Standards for LOTE. *Chapter 74. Curriculum Requirements. Subchapter A. Required Curriculum*: <http://bit.ly/2kytSaX>   **Unit Digital Resources**   * Spanish Graphic Organizers <https://sites.google.com/site/readmhs/graphic-organizers/spanish-graphic-organizers> * Spanish Podcasts: https://spanishlandschool.com/best-spanish-podcasts/ and <https://www.fluentu.com/blog/spanish/spanish-podcasts/> * Todo-claro: <https://www.todo-claro.com/e_index.php> (Interactive online exercises) * Study Skills: To Be Successful in Spanish Class: <http://bit.ly/2k3sHAh>   **Professional Learning Resources**   * HISD Literacy Routines for Sheltered Instruction: <https://houstonisdpsd.org/literacy-routines> * 7Steps to a Language-rich, Interactive Foreign Language Classroom (Anna Matis, John Seidlitz) * Using the Newly Revised Can-Do Statements to make Learning Transparent: <http://bit.ly/2m1c0Gf> * Checking for Understanding: <http://bit.ly/2lBnq3n> * Performance Assessments: <http://bit.ly/2kwPiFr> * Going For 90% Plus: How to Stay in the Target Language: <http://bit.ly/2lZFxQx> * Learning Targets: <http://bit.ly/2m3ezaZ> * Making The Interpersonal Mode As Easy As Possible For Novice Learners: <http://bit.ly/2k8ueoK> * COERLL: <http://coerll.utexas.edu/methods/> (Foreign Language Teaching Methods)   + [Language Teaching Methods](http://coerll.utexas.edu/coerll/project/foreign-language-teaching-methods)   + [Blog](http://blog.coerll.utexas.edu/) * NPR: “Hidden Brain”   + [“Watch Your Mouth”](https://www.npr.org/2018/07/12/628490776/watch-your-mouth)   + [“Lost in Translation: The Power Of Language To Shape How We View The World"](https://www.npr.org/2018/01/29/581657754/lost-in-translation-the-power-of-language-to-shape-how-we-view-the-world) * Clementi, Donna and Terrill, Laura. The Keys to Planning for Learning, *Effective Curriculum, Unit, and Lesson Design.* ACTFL, 2013. | **Virtual Resources and Activities for Students and Teachers**   * Storyboard: <https://www.storyboardthat.com> (cartoon layouts - can be used as a writing activity or to make cartoons to create reading activities) * Cube creator from ReadWriteThink.org: <http://www.readwritethink.org/classroom-resources/student-interactives/cube-creator-30850.html> * Study Stack: <https://www.studystack.com/> (learn through games) * Duolingo (free, online) <https://www.duolingo.com/> (visual aids, text and audio, with pronunciation help for students to translate using new word recall strategies) * Memrise (free, online/offline) <https://www.memrise.com/> (a great collection of everyday conversational phrases and videos of native speakers using the language in daily conversations) * Busuu (free basic version, online/offline) <https://www.busuu.com/> (hear native speakers talk; take quizzes at every level) * Digital Dialects: <https://www.digitaldialects.com/> (language learning activities & vocabulary practice games) * UDL (Universal Design for Learning): <http://udlguidelines.cast.org/> * Cartoon layout (summarizing through pictures):.   <http://www.readwritethink.org/parent-afterschool-resources/games-tools/mystery-cube-a-30188.html>   * UDL-aligned strategies: <https://goalbookapp.com/toolkit/v/strategies> (High level thinking skills strategies) * Audacity: [www.audacity.com](http://www.audacity.com) (Audio recording app to record and edit conversations or presentations) * Flip Grid: [www.flipgrid.com](http://www.flipgrid.com) (1=3 Minutes videos-short answers and brief presentations) * You Tube: [www.youtube.com](http://www.youtube.com) (videos about vocabulary, authentic resources, documentaries, interviews, etc.) * Quizlet: <https://quizlet.com/features/flashcards> (Flashcards, vocabulary reviews and games) * Cube creator from ReadWriteThink.org   <http://bit.ly/2kxtPML>   * Edpuzzle: <https://edpuzzle.com/login/teacher> (Interactive video editor for quizzes or listening comprehension) * Think-Pair-Share Strategies: <http://www.adlit.org/strategies/23277/> * The Frayer Model: <http://bit.ly/2jZ82gy> * Cornell or Two-column Note Taking: <http://bit.ly/2k3AT3n> * Rubistar: <http://bit.ly/2kwF4VG> (create rubrics) * Reading Rockets: <https://www.readingrockets.org/strategies/think_alouds> (think aloud strategies) * Reading Rockets: <https://www.readingrockets.org/strategies/raft> (RAFT strategy) * Anticipation Guides: <http://www.adlit.org/strategies/19712/> * Teaching and Learning through Graphic Organizers: <http://www.inspiration.com/visual-learning/graphic-organizers> |