

Name of Unit/Course: Leisure Time/Spanish 4 Honors		
Overall Unit Information		
Self-Check		
Unit or Course Goal(s)	Unit Title: Leisure Time in Spanish-speaking Countries. For this unit the students will collaborate in small groups of three to create a “news broadcast” video of leisure time in a Spanish-speaking country. This unit will be a blended leaning plan with Lab Rotation activities.	See A1
Standards	<p>Name of standards: Georgia Performance Standards.                      Link to standards: <a href="#">Click Here for Standards Link</a>                      Location information: North Paulding High School, Dallas, GA.                      Grade/Year: 10<sup>th</sup> 11<sup>th</sup> 12<sup>th</sup> grades (ages 15-17 years old)                      Subject: Spanish 4                      Standard (as written):                      MLIV.IP1C Elicit and express opinions and information.                      MLIV.IP1D Exchange personal reactions to spoken and written information related to the target cultures.                      MLIV.CCC2C Recognize and discuss local, regional, and national differences in the countries where the target language is spoken.                      MLIV.CCC1C Discuss how the viewpoints of people in countries where the target language is spoken are reflected in their practices and products, such as political systems, art, architecture, music, and literature                      MLIV.P1D Give prepared presentations (near full control of present, past, and future tenses), using visual and technological support as appropriate.                      MLIV.P1E Demonstrate Intermediate-Low to Intermediate-Mid proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics.                      MLIV.CCC2A Discuss the influences of events and issues on the relationships between countries where the target language is spoken and the students’ own culture.                      MLIV.CCC4A Discuss information acquired through the use of media, entertainment, and technology in the target language.</p>	See A2

## K-12 Blended and Online Learning

<p>Learner Characteristics</p>	<p>These are High School students in a suburban area of Georgia.            Non-native English Speakers: 30%            Special Education/IEP: 0%            Talented and Gifted: 80%            Countries: Students represent 5 different countries.            SES: 10% of students live in low socio-economic homes.            Testing: 100% of the students met expectations on the Georgia Milestone Standardized Test.            504: 20% of students have special accommodations on a 504.</p>	<p>See B1</p>
<p>Technology requirements</p>	<ol style="list-style-type: none"> <li>1. Computer or Laptop</li> <li>2. Internet connection</li> <li>3. Video recording device (Computer camera, Cellphone, Digital camera)</li> <li>4. Google Docs account.</li> <li>5. Canvas</li> </ol>	<p>See D5</p>
<p>Prerequisite Skills</p>	<ol style="list-style-type: none"> <li>1. Successful completion of Spanish 3 with minimum of 85% grade.</li> <li>2. Mid-Intermediate level Spanish Speaking Proficiency</li> <li>3. Recommendation by previous Spanish teacher.</li> <li>4. Knowledge of Microsoft Software</li> <li>5. Knowledge of Google Docs</li> <li>6. Computer literate</li> </ol>	<p>See A4 &amp; D6</p>
<p>Introductory Communication Plans</p>	<p>Students are expected to participate in daily discussion forum and collaborate daily with their partners in the group. All students will share their work with the teacher via Google docs for communication and feedback from the teacher. Students should use the target language as much as possible when communicating with each other and the teacher. Students are expected to follow the communications rules in the syllabus.</p>	<p>See A4 B9 &amp; B10</p>

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<p>Universal Design Principles Considered</p>	<ul style="list-style-type: none"> <li>A. Multiple Forms of Representation               <ul style="list-style-type: none"> <li>a. Webquests</li> <li>b. Webpages</li> <li>c. Videos</li> <li>d. Quizlets</li> <li>e. Online textbook</li> <li>f. Presentations</li> </ul> </li> <li>B. Multiple Forms of Expressions               <ul style="list-style-type: none"> <li>a. Quizzes</li> <li>b. Discussion Forums</li> <li>c. Collaboration</li> </ul> </li> <li>C. Multiple Forms of Engagement               <ul style="list-style-type: none"> <li>a. Cellphone</li> <li>b. In-person Discussions</li> <li>c. Virtual Discussions</li> <li>d. E-mail</li> <li>e. Small groups Collaboration</li> </ul> </li> </ul>	<p>See B4</p>
<p>Number of Modules or Weeks</p>	<p>This will be a six week blended unit. Each Monday the students will have access to a new module with assignments to be completed before the next module is released. There will be a self-check quiz for each module for completion and a content area quiz. Each module assignment will be due on the next Monday.</p>	<p>See A3</p>

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<b>Module 1 Plan</b> (Note: “module” and “lesson” used interchangeably. A module is typically 1-2 weeks long. Please design 4-6 weeks of blended or online instruction.)		<b>Self-Check</b>
Module Objective(s)	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Complete a self-check quiz on the progress of the project. All answers must be “yes” on the self-check quiz in order for the student to move on to the next module.</li> <li>2. Complete a content area quiz on the verb tenses and material reviewed that week. A minimum score of 85% will be required for the student to move forward to the next module.</li> <li>3. Elicit and express opinions on the information researched about their Spanish-speaking country on three topics: Holidays, National Foods, and Music.</li> <li>4. Exchange personal reactions to spoken and written information related to the target cultures on the three topics assigned.</li> <li>5. Discuss the influences of events and issues on the relationships between countries where the target language is spoken and the students’ own culture and the three assigned topics.</li> <li>6. Post the discussions on the Discussion Board and receive a minimum score of 85% on the rubric.</li> </ol>	See A1 & A2
Module Assessment(s)	<ol style="list-style-type: none"> <li>1. Self-Check quiz on completion of tasks to move forward on to the next module.</li> <li>2. Content area quiz on Present Perfect Subjunctive (PPS) graded automatically.</li> <li>3. Discussion Board assignments: What kind of different holidays have you found interesting? Which holiday would you like to celebrate in the United States? (Graded with the rubric on Discussion board).</li> <li>4. VHL assessments on PPS.</li> </ol>	See A2 A3 C1 C2 & C5

## K-12 Blended and Online Learning

<p>Description of Learning Activities</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Select one Spanish-speaking country to create their presentation.</li> <li>2. Select one of the three topics to discuss: Holidays, National Foods and Music.</li> <li>3. Conduct research on their topic by going online and visiting several websites. Teacher will provide some pre-approved topic-specific websites.</li> <li>4. Be divided into groups of three with no repeating topics.</li> <li>5. Create a Google account and share the work with their partners and the teacher.</li> <li>6. Read on class content PPS.</li> <li>7. Introduction to holiday vocabulary.</li> <li>8. Participate in the Discussion Board and answer the questions provided.</li> </ol>	<p>See A2 A3 B3 B4 &amp; B10</p>
<p>Formative Evaluation &amp; Feedback</p>	<p>Mid-week teacher-student co-planning.            Discussion Board assignments: What kind of different holidays have you found interesting? Which holiday would you like to celebrate in the United States? (Graded with the rubric on Discussion board).            Read the assignment on the PPS.            Participate in class opener activities.</p>	<p>See A3 C1 C3 &amp; C5</p>
<p>Physical Learning Materials</p>	<p>Teacher created handouts.            Textbook</p>	<p>See A3, A9, B1, B4, &amp; B6</p>
<p>Digital Learning Objects</p>	<p><b>Copyright/Licensing: All the materials used are either free to use or with permission from developer.</b>            Online VHL assessments on PPS.            Google classroom/docs            YouTube Video: <a href="https://www.youtube.com/watch?v=LNx6HWMxFwU">https://www.youtube.com/watch?v=LNx6HWMxFwU</a>  <a href="#">Quizlet Vocabulary</a>  <a href="#">View Adobe Spark videos</a>            Websites:  <a href="https://www.whatspain.com/festival-spain.html">https://www.whatspain.com/festival-spain.html</a>  <a href="https://dayofthedead.holiday/">https://dayofthedead.holiday/</a>  <a href="https://www.conectate.com.do/articulo/dias-feriados-republica-dominicana/">https://www.conectate.com.do/articulo/dias-feriados-republica-dominicana/</a></p>	<p>See A3, A9, B1, B4, &amp; B6</p>

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Plans for Differentiation	<p>Students who advance rapidly will be provided with Activity Menus for extended work.  Evidence of advanced content and acceleration opportunities.  A fourth topic can be included for gifted students (discussed during co-planning)  Students will be provided with multiple forms of expression.  Provision for students with 504 plans.  Tutoring before and after school.  Mandatory co-planning with teacher mid-week</p>	See B1 B4 & B6
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Module 2 Plan		Self-Check
Module Objective(s)	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Complete a self-check quiz on the progress of the project. All answers must be “yes” on the self-check quiz in order for the student to move on to the next module.</li> <li>2. Complete a content area quiz on the verb tenses and material reviewed that week. A minimum score of 85% will be required for the student to move forward to the next module.</li> <li>3. Read on class content Present Perfect Indicative (PPI).</li> <li>4. Recognize and discuss local, regional, and national differences in the countries where the target language is spoken on three topics: Holidays, National Foods, and Music.</li> <li>5. Demonstrate Intermediate-Low to Intermediate-Mid proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics.</li> <li>6. Discuss the influences of events and issues on the relationships between countries where the target language is spoken and the students’ own culture and the three assigned topics.</li> <li>7. Post the discussions on the Discussion Board and receive a minimum score of 85% on the rubric.</li> </ol>	See A1 & A2

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<p>Module Assessment(s)</p>	<ol style="list-style-type: none"> <li>1. Self-Check quiz on completion of tasks to move forward on to the next module.</li> <li>2. Content area quiz on Present Perfect Indicative (PPI) graded automatically.</li> <li>3. Discussion Board assignments: What kind of different foods have you found interesting? Which kinds of foods would you like to try? (Graded with the rubric on Discussion board).</li> <li>4. VHL assessments on PPI.</li> </ol>	<p>See A2 A3 C1 C2 &amp; C5</p>
<p>Description of Learning Activities</p>	<ol style="list-style-type: none"> <li>1. Conduct research on their topic by going online and visiting several websites. Teacher will provide some pre-approved topic-specific websites.</li> <li>2. Gather information on their topic choice (Holidays, National Foods and Music).</li> <li>3. Collaborate with group members and teacher through Google docs.</li> <li>4. Introduction to new food vocabulary.</li> <li>5. Participate in class opener activities.</li> </ol>	<p>See A2 A3 B3 B4 &amp; B10</p>
<p>Formative Evaluation &amp; Feedback</p>	<p>Mid-week teacher-student co-planning.            Discussion Board assignments: What kind of different foods have you found interesting? Which kinds of foods would you like to try and why? (Graded with the rubric on Discussion board).            Read the assignment on the PPI.            Participate in class opener activities.</p>	<p>See A3 C1 C3 &amp; C5</p>
<p>Physical Learning Materials</p>	<p>Teacher created handouts.            Textbook</p>	<p>See A3, A9, B1, B4, &amp; B6</p>

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<p>Digital Learning Objects</p>	<p><b>Copyright/Licensing: All the materials used are either free to use or with permission from developer.</b>          Online VHL assessments on PPI.          Google classroom/docs          YouTube videos:  <a href="https://www.youtube.com/watch?v=WsYpk73CS4A">https://www.youtube.com/watch?v=WsYpk73CS4A</a>  <a href="https://www.youtube.com/watch?v=sSawpU81cl">https://www.youtube.com/watch?v=sSawpU81cl</a></p> <p>Websites:  <a href="https://www.bbcgoodfood.com/howto/guide/top-10-foods-try-spain">https://www.bbcgoodfood.com/howto/guide/top-10-foods-try-spain</a>  <a href="https://www.bbcgoodfood.com/howto/guide/top-10-foods-try-mexico">https://www.bbcgoodfood.com/howto/guide/top-10-foods-try-mexico</a>  <a href="https://www.dominicancooking.com/12535/dominican-foods-you-must-try">https://www.dominicancooking.com/12535/dominican-foods-you-must-try</a></p>	<p>See A3, A9, B1, B4, &amp; B6</p>
<p>Plans for Differentiation</p>	<p><b>Students who advance rapidly will be provided with Activity Menus for extended work. Evidence of advanced content and acceleration opportunities. A fourth topic can be included for gifted students (discussed during co-planning)</b>          Students will be provided with multiple forms of expression.          Provision for students with 504 plans.          Tutoring before and after school.          Mandatory co-planning with teacher mid-week</p>	<p>See B1 B4 &amp; B6</p>



Module 3 Plan		Self-Check
Module Objective(s)	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Complete a self-check quiz on the progress of the project. All answers must be “yes” on the self-check quiz in order for the student to move on to the next module.</li> <li>2. Complete a content area quiz on the verb tenses and material reviewed that week. A minimum score of 85% will be required for the student to move forward to the next module.</li> <li>3. Discuss the influences of events and issues on the relationships between countries where the target language is spoken and the students’ own culture.</li> <li>4. Read on class content Conditional Perfect (CP).</li> <li>5. Recognize and discuss local, regional, and national differences in the countries where the target language is spoken on three topics: Holidays, National Foods, and Music.</li> <li>6. Demonstrate Intermediate-Low to Intermediate-Mid proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics.</li> <li>7. Discuss the influences of events and issues on the relationships between countries where the target language is spoken and the students’ own culture and the three assigned topics.</li> <li>8. Post the discussions on the Discussion Board and receive a minimum score of 85% on the rubric.</li> </ol>	See A1 & A2
Module Assessment(s)	<ol style="list-style-type: none"> <li>1. Self-Check quiz on completion of tasks to move forward on to the next module.</li> <li>2. Content area quiz on CP graded automatically.</li> <li>3. Discussion Board assignments: What kind of different types of music have you found interesting? Which kinds of music would you listen to and why? (Graded with the rubric on Discussion board).</li> <li>4. VHL assessments on CP.</li> </ol>	See A2 A3 C1 C2 & C5

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<p>Description of Learning Activities</p>	<ol style="list-style-type: none"> <li>1. Continue to conduct research on their topic by going online and visiting several websites. Teacher will provide some pre-approved topic-specific websites.</li> <li>2. Watch assigned video on the topic.</li> <li>3. Gather information on their topic choice (Holidays, National Foods and Music).</li> <li>4. Collaborate with group members and teacher through Google docs.</li> <li>5. Introduction to new vocabulary.</li> <li>6. Participate and watch assigned VHL videos on Conditional Perfect.</li> <li>7. Participate in class opener activities.</li> </ol>	<p>See A2 A3 B3 B4 &amp; B10</p>
<p>Formative Evaluation &amp; Feedback</p>	<p>Mid-week teacher-student co-planning.            Discussion Board assignments: What kind of different foods have you found interesting? Which kinds of foods would you like to try and why? (Graded with the rubric on Discussion board).            Read the assignment on the CP.            Participate in class opener activities.</p>	<p>See A3 C1 C3 &amp; C5</p>
<p>Physical Learning Materials</p>	<p>Teacher created handouts.            Textbook</p>	<p>See A3, A9, B1, B4, &amp; B6</p>
<p>Digital Learning Objects</p>	<p><b>Copyright/Licensing: All the materials used are either free to use or with permission from developer.</b>            Online VHL assessments on CP.            Google classroom/docs            YouTube video: <a href="https://www.youtube.com/watch?v=jTBATres2hw">https://www.youtube.com/watch?v=jTBATres2hw</a>            Websites:  <a href="https://www.whatspain.com/traditional-spanish.html">https://www.whatspain.com/traditional-spanish.html</a>  <a href="https://planetamusik.com/blog/musica-mexicana/">https://planetamusik.com/blog/musica-mexicana/</a>  <a href="https://www.godominicanrepublic.com/es/sobre-rd/musica/">https://www.godominicanrepublic.com/es/sobre-rd/musica/</a></p>	<p>See A3, A9, B1, B4, &amp; B6</p>

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Plans for Differentiation	<p>Students who advance rapidly will be provided with Activity Menus for extended work.  Evidence of advanced content and acceleration opportunities.  A fourth topic can be included for gifted students (discussed during co-planning)  Students will be provided with multiple forms of expression.  Provision for students with 504 plans.  Tutoring before and after school.  Mandatory co-planning with teacher mid-week</p>	See B1 B4 & B6
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Module 4 Plan		Self-Check
Module Objective(s)	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Complete a self-check quiz on the progress of the project. All answers must be “yes” on the self-check quiz in order for the student to move on to the next module.</li> <li>2. Complete a content area quiz on the verb tenses and material reviewed that week. A minimum score of 85% will be required for the student to move forward to the next module.</li> <li>3. Discuss information acquired through the use of media, entertainment, and technology in the target language.</li> <li>4. Discuss the influences of events and issues on the relationships between countries where the target language is spoken and the students’ own culture.</li> <li>5. Read on class content Past Perfect.</li> <li>6. Recognize and discuss local, regional, and national differences in the countries where the target language is spoken on three topics: Holidays, National Foods, and Music.</li> <li>7. Demonstrate Intermediate-Low to Intermediate-Mid proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics.</li> <li>8. Discuss the influences of events and issues on the relationships between countries where the target language is spoken and the students’ own culture and the three assigned topics.</li> <li>9. Post the discussions on the Discussion Board and receive a minimum score of 85% on the rubric.</li> </ol>	See A1 & A2

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<p>Module Assessment(s)</p>	<ol style="list-style-type: none"> <li>1. Self-Check quiz on completion of tasks to move forward on to the next module.</li> <li>2. Content area quiz on Past Perfect graded automatically.</li> <li>3. Discussion Board assignments: What topics have you found interesting while researching your Spanish-speaking countries? What is different from your own culture? (Graded with the rubric on Discussion board).</li> <li>4. VHL assessments on Past Perfect.</li> </ol>	<p>See A2 A3 C1 C2 &amp; C5</p>
<p>Description of Learning Activities</p>	<ol style="list-style-type: none"> <li>1. Share with the class one interesting concept about the topic they are researching.</li> <li>2. Begin writing dialog for final video project.</li> <li>3. Begin filming final project video broadcast news.</li> <li>4. Watch a series of assigned videos on the topics selected.</li> <li>5. Gather information on their topic choice (Holidays, National Foods and Music).</li> <li>6. Collaborate with group members and teacher through Google docs.</li> <li>7. Introduction to new vocabulary.</li> <li>8. Participate and watch assigned VHL videos on Past Perfect.</li> <li>9. Participate in class opener activities.</li> </ol>	<p>See A2 A3 B3 B4 &amp; B10</p>
<p>Formative Evaluation &amp; Feedback</p>	<p>Mid-week teacher-student co-planning.            Discussion Board assignments: What topics have you found interesting while researching your Spanish-speaking countries? What is different from your own culture? (Graded with the rubric on Discussion board).            Read the assignment on the Past Perfect.            Participate in class opener activities.</p>	<p>See A3 C1 C3 &amp; C5</p>
<p>Physical Learning Materials</p>	<p>Teacher created handouts.            Textbook</p>	<p>See A3, A9, B1, B4, &amp; B6</p>

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<p>Digital Learning Objects</p>	<p><b>Copyright/Licensing: All the materials used are either free to use or with permission from developer.</b>          Online VHL assessments on Past Perfect.          Google classroom/docs          YouTube video: <a href="https://www.youtube.com/watch?v=5VpGDhJ8eNw">https://www.youtube.com/watch?v=5VpGDhJ8eNw</a>          Websites:  <a href="https://www.expatica.com/es/lifestyle/food-drink/spanish-food-106723/">https://www.expatica.com/es/lifestyle/food-drink/spanish-food-106723/</a>  <a href="https://www.palaumusica.cat/en/programme_314?cycle=172547&amp;subset=upcoming">https://www.palaumusica.cat/en/programme_314?cycle=172547&amp;subset=upcoming</a></p>	<p>See A3, A9, B1, B4, &amp; B6</p>
<p>Plans for Differentiation</p>	<p><b>Students who advance rapidly will be provided with Activity Menus for extended work. Evidence of advanced content and acceleration opportunities. A fourth topic can be included for gifted students (discussed during co-planning)</b>          Students will be provided with multiple forms of expression.          Provision for students with 504 plans.          Tutoring before and after school.          Mandatory co-planning with teacher mid-week</p>	<p>See B1 B4 &amp; B6</p>

Module 5 Plan		Self-Check
Module Objective(s)	<p>The Students will:</p> <ol style="list-style-type: none"> <li>1. Share with the class one interesting concept about the topic they are researching.</li> <li>2. Finalize writing dialog for final video project.</li> <li>3. Finalize filming final product video news broadcast.</li> <li>4. Complete a self-check quiz on the progress of the project. All answers must be “yes” on the self-check quiz in order for the student to move on to the next module.</li> <li>5. Complete a content area quiz on the verb tenses and material reviewed that week. A minimum score of 85% will be required for the student to move forward to the next module.</li> <li>6. Discuss information acquired through the use of media, entertainment, and technology in the target language.</li> <li>7. Demonstrate Intermediate-Low to Intermediate-Mid proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics.</li> <li>8. Discuss the influences of events and issues on the relationships between countries where the target language is spoken and the students’ own culture and the three assigned topics.</li> <li>9. Post the discussions on the Discussion Board and receive a minimum score of 85% on the rubric.</li> </ol>	See A1 & A2
Module Assessment(s)	<ol style="list-style-type: none"> <li>1. Self-Check quiz on completion of tasks to move forward on to the next module.</li> <li>2. Content area quiz on Future Perfect graded automatically.</li> <li>3. Discussion Board assignments: How can researching other countries cultures help you better understand your own culture? (Graded with the rubric on Discussion board).</li> <li>4. VHL assessments on Future Perfect.</li> </ol>	See A2 A3 C1 C2 & C5

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<p>Description of Learning Activities</p>	<ol style="list-style-type: none"> <li>1. Share with the class one interesting concept about the topic they are researching.</li> <li>2. Finalize writing dialog for final video project.</li> <li>3. Finalize and edit video final project news broadcast.</li> <li>4. Watch assigned video for topic.</li> <li>5. Finish gathering information on their topic choice (Holidays, National Foods and Music).</li> <li>6. Collaborate with group members and teacher through Google docs.</li> <li>7. Introduction to new vocabulary.</li> <li>8. Participate and watch assigned VHL videos on Future Perfect.</li> <li>9. Participate in class opener activities.</li> </ol>	<p>See A2 A3 B3 B4 &amp; B10</p>
<p>Formative Evaluation &amp; Feedback</p>	<p>Mid-week teacher-student co-planning.            Discussion Board assignments: How can researching other countries cultures help you better understand your own culture? (Graded with the rubric on Discussion board).            Read the assignment on the Future Perfect.            Participate in class opener activities.</p>	<p>See A3 C1 C3 &amp; C5</p>
<p>Physical Learning Materials</p>	<p>Teacher created handouts.            Textbook</p>	<p>See A3, A9, B1, B4, &amp; B6</p>
<p>Digital Learning Objects</p>	<p><b>Copyright/Licensing: All the materials used are either free to use or with permission form developer.</b>            Online VHL assessments on Future Perfect.            Google classroom/docs            Websites:  <a href="https://www.youtube.com/watch?v=459J8Cy-9DU">https://www.youtube.com/watch?v=459J8Cy-9DU</a></p>	<p>See A3, A9, B1, B4, &amp; B6</p>

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Plans for Differentiation	<p>Students who advance rapidly will be provided with Activity Menus for extended work.  Evidence of advanced content and acceleration opportunities.  A fourth topic can be included for gifted students (discussed during co-planning)  Students will be provided with multiple forms of expression.  Provision for students with 504 plans.  Tutoring before and after school.  Mandatory co-planning with teacher mid-week</p>	See B1 B4 & B6
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Module 6 Plan		Self-Check
Module Objective(s)	<p>The Students will:</p> <ol style="list-style-type: none"> <li>1. Give prepared presentation (near full control of present, past, and future tenses), on the three assigned topics using visual and technological support as appropriate.</li> <li>2. Share the class final project online to be viewed in class.</li> <li>3. Provide peer feedback on projects with a rubric.</li> <li>4. Complete a self-check quiz on the progress of the project. All answers must be “yes” on the self-check quiz in order for the student to move on to the next module.</li> <li>5. Complete a content area quiz on the verb tenses and material reviewed that week. A minimum score of 85% will be required for the student to move forward to the next module.</li> <li>6. Discuss information acquired through the use of media, entertainment, and technology in the target language.</li> <li>7. Demonstrate Intermediate-Low to Intermediate-Mid proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics.</li> <li>8. Discuss the influences of events and issues on the relationships between countries where the target language is spoken and the students’ own culture and the three assigned topics.</li> <li>9. Post the discussions on the Discussion Board and receive a minimum score of 85% on the rubric.</li> </ol>	See A1 & A2



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<p>Module Assessment(s)</p>	<ol style="list-style-type: none"> <li>1. Self-Check quiz on completion of tasks to move forward on to the next module.</li> <li>2. Content area quiz on Relative Pronouns graded automatically.</li> <li>3. Discussion Board assignments: What was the most important thing you learned while researching your Spanish-speaking country? (Graded with the rubric on Discussion board).</li> <li>4. VHL assessments on Relative Pronouns.</li> </ol>	<p>See A2 A3 C1 C2 &amp; C5</p>
<p>Description of Learning Activities</p>	<ol style="list-style-type: none"> <li>1. Share with the class the video of the final project.</li> <li>2. Provide peer feedback on projects viewed using a rubric.</li> <li>3. Watch assigned video for topic.</li> <li>4. Collaborate with group members and teacher through Google docs.</li> <li>5. Introduction to new vocabulary.</li> <li>6. Participate and watch assigned VHL videos on Relative Pronouns.</li> <li>7. Participate in class opener activities.</li> </ol>	<p>See A2 A3 B3 B4 &amp; B10</p>
<p>Formative Evaluation &amp; Feedback</p>	<p>Mid-week teacher-student co-planning.            Discussion Board assignments: What was the most important thing you learned while researching your Spanish-speaking country? (Graded with the rubric on Discussion board).            Read the assignment on the Relative Pronouns.            Participate in class opener activities.</p>	<p>See A3 C1 C3 &amp; C5</p>
<p>Physical Learning Materials</p>	<p>Teacher created handouts.            Textbook</p>	<p>See A3, A9, B1, B4, &amp; B6</p>
<p>Digital Learning Objects</p>	<p><b>Copyright/Licensing: All the materials used are either free to use or with permission from developer.</b>            Online VHL assessments on Relative Pronouns.            YouTube video: <a href="https://www.youtube.com/watch?v=dct8hDp3GK0">https://www.youtube.com/watch?v=dct8hDp3GK0</a>            Google classroom/docs            Student created videos</p>	<p>See A3, A9, B1, B4, &amp; B6</p>

## K-12 Blended and Online Learning

Plans for Differentiation	<p>Students who advance rapidly will be provided with Activity Menus for extended work. Evidence of advanced content and acceleration opportunities. A fourth topic can be included for gifted students (discussed during co-planning)</p> <p>Students will be provided with multiple forms of expression. Provision for students with 504 plans. Tutoring before and after school. Mandatory co-planning with teacher mid-week</p>	See B1 B4 & B6
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