

**Winslow Township School District**  
**10-12 Spanish 3**  
**Unit 2: Unit Theme: It's Time to Help (United States)**

**Overview: Summary:** The World Language High School students will cover unit standards such as; communication, cultures, connections, comparisons and communities. In the unit standard communication, the students will • Describe volunteer activities • Organize people to do a project • Persuade or influence others • Make requests and recommendations • Express opinions • Talk about media and the community. Cultures • Hands on Miami Day • El Museo del Barrio in New York City • The art of Pablo O'Higgins • Short story: En la Ocho y la Doce • Organizing volunteer programs • Carlos Santana and charitable work • Spanish-language newspapers in the U.S. • Short story: Las mañanitas • Musical styles and influences. Connections • History: César Chávez and the César Chávez Day of Service and Learning. Comparisons • Community volunteer opportunities • Museums that preserve and reflect different cultures • Artists in the community • Charity involvement of celebrities • Spanish-language publications in the U.S. • The Spanish d and the English tt and th • Popular and traditional music of a region. Communities • Leaders in the community and special events.

The World Language High School students will also expand on grammar. In this unit, the students will use polite requests, Tú commands, other command forms and Impersonal constructions with se, Pronouns with commands, Impersonal expressions + infinitive

This instruction must include science, social studies and technology, as well as College and Career readiness, by utilizing the NJ Student Learning Standards as mandated by the New Jersey Department of Education. Technology is integrated into instruction in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge. Resources and activities found on the Technology Resource Page provide a variety of differentiated learning opportunities to meet the needs of individual students. Activities range in levels outside of grade level to meet the academic needs and learning styles of all students.

All lessons are differentiated to accommodate classified, ESL, and advanced students. Accommodations/modifications as per IEP and 504 Plans will be implemented. Enrichment activities designed to challenge the more advanced students include independent study and project-based learning through active exploration of real-world challenges and problems. These activities are detailed in the Teachers' Editions.

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Overview	Performance Expectations for World Language	Unit Focus	Essential Questions
<a href="#"><u>Unit 2</u></a>	7.1.IM.IPRET.7 7.1.IM.IPERS.2 7.1.IM.IPERS.4 7.1.IM.IPERS.5 7.1.IM.PRSNT.4  WIDA 1,2	<ul style="list-style-type: none"> <li>• Students will use commands to direct others to perform certain activities.</li> <li>• Students will discuss volunteerism and its importance in the community.</li> <li>• Students will write and verbalize formal and informal commands.</li> <li>• Students will create a newspaper and write the articles using media terminology</li> <li>• Students will formulate conversations using commands and impersonal expressions</li> </ul>	<ul style="list-style-type: none"> <li>• Why do we have to learn how to write and verbalize commands</li> <li>• in Spanish</li> <li>• What is the difference between Informal and Formal commands - both how to and when to use</li> <li>• Have you ever been a volunteer, why should we volunteer?</li> <li>• Why do we have to use pronouns with commands?</li> </ul>
<b>Unit 2</b> <i>Enduring Understandings</i>	<ul style="list-style-type: none"> <li>• Volunteer activities and use of commands to organize and direct people to do things</li> <li>• Use commands with pronouns to express opinions and state impersonal constructions with the pronoun se to suggest something should be done.</li> </ul>		

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Curriculum Unit 2	Performance Expectations		Pacing	
			Days	Unit Days
<b>Unit 2</b> <b>It's Time to Help</b> <b>(United States)</b>	7.1.IM.IPRET.7	Infer the meaning of some unfamiliar words in some new contexts.	4	22
	7.1.IM.IPERS.2	Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.	3	
	7.1.IM.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.	4	
	7.1.IM.IPERS.5	Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.	3	
	7.1.IM.PRSNT.4	Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.	5	
	Assessment, Re-teach and Extension		3	

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Unit 2 Grade 10-12		
Core Idea	Performance Expectations	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	7.1.IM.IPRET.7	Infer the meaning of some unfamiliar words in some new contexts.
Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.	7.1.IM.IPERS.2	Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.
Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.	7.1.IM.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.

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<p>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</p>	<p>7.1.IM.IPERS.5</p>	<p>Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.</p>
<p>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</p>	<p>7.1.IM.PRSNT.4</p>	<p>Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.</p>

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**Unit 2 Grade 10-12**

**Assessment Plan**

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| <ul style="list-style-type: none"> <li>• Use Assessment Rubrics to:</li> <li>• Assess the student's class participation, completion of activities, completion of homework, completion of projects and vocabulary and grammar quizzes and tests.</li> <li>• Assess the students group and partner work participation</li> <li>• Assess the students voluntary and involuntary verbal participation</li> <li>• Assess the Did You Get It? Review Packet Unit 2 Lesson 1&amp; 2</li> <li>• End of Unit vocabulary sheets / Binder Checks</li> <li>• Para y Piensa Review Questions</li> <li>• Unit 2 Lesson 1 and 2 Projects</li> <li>• Reading, Writing, Listening and Speaking Unit Quizzes and Tests.</li> <li>• Voice Recordings</li> </ul> | <ul style="list-style-type: none"> <li>• Alternative Assessments:</li> <li>• Modified Assessments</li> <li>• Heritage Learner Assessments</li> <li>• ESL Assessments</li> <li>• Pre-AP Assessments</li> <li>• AP Assessments</li> <li>• Projects</li> <li>• Presentations</li> <li>• Voice Recordings</li> <li>• Video Presentations</li> </ul> |
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Resources	Activities
<ul style="list-style-type: none"> <li>• Avancemos text book and workbook pages Unit 2 Lesson 1 and 2</li> <li>• Play audio TXT CD Tracks</li> <li>• Audio TXT CD tracks</li> <li>• Telehistoria DVD Avancemos Workbook/Textbook</li> <li>• End of Unit Vocabulary Lists and Grammar Concepts/Rules</li> </ul> <p><b>Diversity, Equity &amp; Inclusion Educational Resources</b>  <a href="https://www.nj.gov/education/standards/dei/">https://www.nj.gov/education/standards/dei/</a></p>	<ul style="list-style-type: none"> <li>• Students will complete the Textbook Avancemos Level 3 activities provided per lesson per unit as assigned by the teacher.</li> <li>• Write and film an ordinal commercial seeking volunteers for a campaigns using commands</li> <li>• Write a letter to your subordinates using commands to tell them what to do in your absence</li> <li>• Write an article about a campaign to clean up a park</li> <li>• Write a social action plan along with a brochure</li> <li>• Play charades using commands alternating formal and informal commands</li> <li>• Write, later exchange with a classmate a list of commands that sends to various places in the school with a camera to make sure they arrived</li> <li>• Make a Grammar wall with all grammar points for commands</li> <li>• Have student read out commands while others perform the task</li> <li>• Write a newspaper to be published, using pronouns with commands must include classified editorial, personal ad, personal ad</li> <li>• Create a cartoon character which uses vocabulary</li> <li>• List individual philosophy on a subject using impersonal expressions</li> </ul>
Instructional Best Practices and Exemplars	
<ol style="list-style-type: none"> <li>1. Identifying similarities and differences in both languages</li> <li>2. Summarizing and note taking</li> <li>3. Reinforcing effort and providing recognition</li> <li>4. Homework and practice</li> <li>5. Linguistic representations</li> </ol>	<ol style="list-style-type: none"> <li>6. Cooperative learning</li> <li>7. Setting objectives and providing feedback</li> <li>8. Generating and testing hypotheses</li> <li>9. Cues, questions, and modeling</li> <li>10. Manage response rates, time and accuracy</li> </ol>

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**9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills**

**9.1.12.CFR.1:** Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of culture

**9.2.12.CAP.3:** Investigate how continuing education contributes to one's career and personal growths

**9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

**Philadelphia Mint**

<https://www.usmint.gov/learn/kids/resources/educational-standards>

**Different ways to teach Financial Literacy.**

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

**Modifications for Special Education/504**

**Students with special needs:** Students will be provided with accommodations and modifications specified in their IEP Plan and 504 Plan. Some activities may include but not limited to are; Small group instruction, Text-to-speech platforms, Modeling and guided practice, Read directions aloud, Repeat, rephrase and clarify directions, Extended time as needed, Break down assignments into smaller units, Provide shortened assignments, Modify testing format, Repeat directions as needed, Sentence Starters, End of Unit Word List, Sing-A-longs, Yes/No Questions, Sentence Completion, Memory Aids, Read Before Listening, Peer Study Support, Role-Playing and Skits, Multisensory Input/Output and Synthetic/Analytic Support

**Resources:** Available online and on disc: • eEdition (DVD-ROM) and eEdition Interactive Online Student Edition • @HomeTutor (CD-ROM) - featuring Animated Grammar Available online: • Conjuguemos.com • Cultura Interactiva • Culture Links • WebQuests • Flashcards • Review Games • Self-check Quiz



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Modifications for At-Risk Students	
<p>Students will be provided with accommodations and modifications that may include: Students will be provided with accommodations and modifications that may include: Text-to-speech platforms, Extended time as needed, Read directions aloud, Assist with organization, Use of computer, Emphasize/highlight key concepts, Recognize success, Provide timelines for work completion, Break down multi-step tasks into smaller chunks, Provide copy of class notes, End of Unit Word List, Sentence Starters, Alphabetic/Phonetic Awareness, Clear Structure, Frequent Review/Repetition, Cumulative Instruction, Metacognitive Support, Personalize It, Sequential Organization</p> <p>Available online and on disc: • eEdition (DVD-ROM) and eEdition Interactive Online Student Edition • @HomeTutor (CD-ROM) - featuring Animated Grammar Available online: • Conjuguemos.com • Cultura Interactiva • Culture Links • WebQuests • Flashcards • Review Games • Self-check Quiz</p>	
English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link:  <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></p> <p><input type="checkbox"/> Grades 9-12 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Listening</li> <li><input type="checkbox"/> Speaking</li> <li><input type="checkbox"/> Reading</li> <li><input type="checkbox"/> Writing</li> <li><input type="checkbox"/> Oral Language</li> </ul> <p>Check Comprehension of Students and use accommodations and modifications as determined by NJ DOE Bilingual and ESL policies. These may include: Use of bilingual dictionaries, Personal dictionary, Word Wall, Pictures, photographs, Sentence Starters, Response frames, Adapted text, Repeated reading, Provide Background knowledge experience, Increase Vocabulary (cognates) Exposure, Fluency strategies, Support What They know, Increase Accuracy, Regional Variations, Writing Skills, Literacy Skills, Provide Comprehensive Input, Build Background, asking English Language Connections</p>	<p>Students will be provided with modifications that may include:</p> <p>Raise levels of intellectual demands, Require higher order thinking, communication, and leadership skills, Differentiate content, process, or product according to student's readiness, interests, and/or learning styles Provide higher level texts, Expand use of open-ended, abstract questions, Critical and creative thinking activities that provide an emphasis on research and in-depth study, Enrichment Activities/Project-Based Learning/ Independent Study, Communicate Preferences, Expand and Elaborate, Timed Answers, Self-correct, Summarize, Critical Thinking, Making Cultural Comparisons, Support Ideas with Details, Circumlocution, Persuade, Sequence information, Use Transitions, Draw Conclusions, Relate Opinions</p>

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**Interdisciplinary Connections**

**ELA**

**NJSLSA.R4.** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**NJSLSA.R10.** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

**NJSLSA.W5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**W.11-12.6.** Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**Social Studies**

**6.1.12.HistoryCA.14.c:** Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

**6.1.12.HistoryUP.16.a:** Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.

**Integration of Computer Science and Design Thinking NJSLS 8**

**8.2.12.ITH.3:** Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

**8.2.12.ITH.1:** Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.