

**Winslow Township School District**  
**10-12 Spanish 3**  
**Unit 3: Unit Theme: Our Planet's Future (Centroamérica)**

**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 • Discuss the impact of technology • Express environmental concerns and possibilities • Make predictions and discuss causes and effects • Discuss obligations and responsibilities • Present and support an opinion • Express a point of view and make recommendations. Cultures • Costa Rica's rainforest • Lakes in Nicaragua • Endangered species in Central America • La mejor edad, by Carlos Balaguer • Molinos de viento in Tilarán, Costa Rica • The Panama Canal • The art of José Antonio Velásquez • A Mayan legend. Connections • Social Studies: Patriotic symbols of a Central American country or city • Social Studies: Patriotic symbols in the community COMPARISONS • Class field trips • Lakes in Nicaragua and the U.S. • The letter g with a, e, i, o, u, l, r • Protecting endangered species • Windmills • Constructions important to the economy • Artists' representations of the world that surrounds them • Protecting nature. Communities • Patriotic symbols of the United States

The World Language High School students will also expand on grammar. In this unit, the students will use the Future tense, The prepositions por and para and Present subjunctive of regular verbs, More subjunctive verb forms

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 3</u></a>	7.1.IM.IPERS.1 7.1.IM.IPERS.4 7.1.IM.IPERS 6 7.1.IM.PRSNT.6 7.1.IM.PRSNT.7 WIDA 1,2	<ul style="list-style-type: none"> <li>• Students will influence others regarding environmental concerns/issues</li> <li>• Students will predict future environmental and technological issues facing our nation in the year 3000</li> <li>• Students will distinguish between the uses of por and para</li> <li>• Students will discuss government and its impact on society</li> <li>• Students will use persuasive language to express opinions for the purpose of               <ul style="list-style-type: none"> <li>• discussing obligations and responsibilities</li> </ul> </li> <li>• Students will use the present subjunctive of regular Verbs and more subjunctive verb forms</li> </ul>	<ul style="list-style-type: none"> <li>• When is por vs para used?</li> <li>• How do the acronyms WEDDING and WEIRDO relate to the subjunctive tense?</li> <li>• ¿Qué fuentes de energía renovable existen?</li> <li>• ¿Cómo se beneficia un país de su posición geográfica?</li> </ul>
<b>Unit 3</b> <i>Enduring Understandings</i>	<ul style="list-style-type: none"> <li>• Discuss impact of technology expressing environmental concerns relating to the future, as well as, properly using the prepositions por vs para</li> <li>• Discuss obligations and responsibilities</li> <li>• Present and support an opinion</li> <li>• Express a point of view and make recommendations</li> </ul>		

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<b>Curriculum Unit 3</b>	<b>Performance Expectations</b>		<b>Pacing</b>	
			<b>Days</b>	<b>Unit Days</b>
<b>Unit 3</b> <b>Our Planet's Future</b> <b>(Centroamérica)</b>	7.1.IM.IPERS.1	Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed	4	22
	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.	3	
	7.1.IM.IPERS.6	Exchange information from a variety of resources with classmates about global issues, including climate change.	4	
	7.1.IM.PRSNT.6	Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.	3	
	7.1.IM.PRSNT.7	Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.	5	
	<b>Assessment, Re-teach and Extension</b>		3	

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Unit 3 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.IPERS.1	Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed
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.
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.6	Exchange information from a variety of resources with classmates about global issues, including climate change.
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain	7.1.IM.PRSNT.6	Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.

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<p>confidence and competence as they progress along the proficiency continuum.</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.7</p>	<p>Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students’ own culture.</p>

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**Unit 3 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 3 Lesson 1&amp; 2</li> <li>• End of Unit vocabulary sheets / Binder Checks</li> <li>• Para y Piensa Review Questions</li> <li>• Unit 3 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 3 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>• Draft letter to a politician listing future environmental issues and concerns</li> <li>• Present a three minute campaign speech discussing the issues facing future generations</li> <li>• Create story boards related to a dream for the future</li> <li>• Contrasting one's own life to of "La Mejor Edad" - reflect on the similarities and differences between the two</li> <li>• Create a children's book using an environmental theme additionally each page must be for one of uses of por and para</li> <li>• Examine dialogs to determine if por and para are used correctly</li> <li>• Draft letter to your town mayor using the subjunctive regarding social issues and concerns</li> <li>• Prepare a PowerPoint and presentation comparing social issue in a Latin-American county to their own community discussing the issues facing future generations</li> <li>• Write an essay to their future self-predicting the issues and facing future generations</li> <li>• Create a dialog speaking in the subjunctive</li> <li>• Examine dialogs to determine if subjunctive is used correctly</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.

**Science**

**HS-ETS1-3.** Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.

**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.