

Winslow Township School District

10-12 Spanish 3

Unit 4: Unit Theme: That's How I'd Like To Be (El Caribe)

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 people • Tell others what to do • Express wishes and desires • Describe people and things • Express doubt, denial, and disbelief • Express positive and negative emotions. Cultures • Félix Sánchez, Olympic Gold Medalist • How sports celebrities help disaster victims • How singers help people • El Morro, San Juan, Puerto Rico • Caribbean artists and their artwork • Popular customs • Independence heroes from Puerto Rico and Dominican Republic. Connections • Mathematics: Calculating the average from baseball statistics. Comparisons • The Olympic Games • The Spanish j • The effects of formal education on a musician's talent and way of thinking • Tourist places • The importance of creating one's own style in art • The influence of society and politics in artists' work • Popular customs and how they vary from culture to culture • Heroes of the Caribbean. Communities • Latino players in Major League Baseball

The World Language High School students will also expand on grammar. In this unit, the students will use Suffixes, Subjunctive with ojalá and verbs of hope, Subjunctive with verbs of influence and Superlatives, Subjunctive with doubt, Subjunctive with emotion

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
<u>Unit 4</u>	7.1.IM.IPRET.3: 7.1.IM.IPRET.4 7.1.IM.IPERS.1 7.1.IM.PRSNT.5 7.1.IM.PRSNT.6 WIDA 1,2	<ul style="list-style-type: none"> • Students will compare professions using subjunctive to influence others on characteristics needed for each profession • Students will express hopes and desires using subjunctive • Students will read and summarize a segment of the novel by Esmeralda Santiago "El Sueno de America" • Students will evaluate what characteristics make a person a hero • Students will distinguish when to use subjunctive versus indicative when discussing doubt • Students will use suffix " isimo" and convert adjectives into superlatives 	<ul style="list-style-type: none"> • Who inspires you? • What is the American Dream? • Who are your heroes? • Why is it important to have your own style?
Unit 4 <i>Enduring Understandings</i>	<ul style="list-style-type: none"> • Discuss and describe attributes of professions expressing wish and desires, using "ojala que" and verbs of hope and influence. • Connections to suffixes. • Discuss and describe artist and sports figures. • Use expressions of doubt, denial and disbelief to describe heroes and the superlative" isimo" 		

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Curriculum Unit	Performance Expectations		Pacing	
			Days	Unit Days
Unit 4 That’s How I’d Like To Be (El Caribe)	7.1.IM.IPRET.3:	React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.	4	22
	7.1.IM.IPRET.4	Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.	3	
	7.1.IM.IPERS.1	Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.	4	
	7.1.IM.PRSNT.5	When expressing viewpoints, give reasons to support the claims.	3	
	7.1.IM.PRSNT.6	Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.	5	
	Assessment, Re-teach and Extension		3	

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Unit 4 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.3:	React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	7.1.IM.IPRET.4	Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
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.1	Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
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	7.1.IM.PRSNT.5	When expressing viewpoints, give reasons to support the claims.

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progress along the proficiency continuum.		
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.	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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Unit 4 Grade 10-12

Assessment Plan

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| <ul style="list-style-type: none">• Use Assessment Rubrics to:• Assess the student's class participation, completion of activities, completion of homework, completion of projects and vocabulary and grammar quizzes and tests.• Assess the students group and partner work participation• Assess the students voluntary and involuntary verbal participation• Assess the Did You Get It? Review Packet Unit 4 Lesson 1& 2• End of Unit vocabulary sheets / Binder Checks• Para y Piensa Review Questions• Unit 4 Lesson 1 and 2 Projects• Reading, Writing, Listening and Speaking Unit Quizzes and Tests.• Voice Recordings | <ul style="list-style-type: none">• Alternative Assessments:• Modified Assessments• Heritage Learner Assessments• ESL Assessments• Pre-AP Assessments• AP Assessments• Projects• Presentations• Voice Recordings• Video Presentations |
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Resources	Activities
<ul style="list-style-type: none">• Avancemos text book and workbook pages Unit 4 Lesson 1 and 2• Play audio TXT CD Tracks• Audio TXT CD tracks• Telehistoria DVD Avancemos Workbook/Textbook• End of Unit Vocabulary Lists and Grammar Concepts/Rules <p>Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/</p>	<ul style="list-style-type: none">• Students will complete the Textbook Avancemos Level 3 activities provided per lesson per unit as assigned by the teacher• Students select profession that Interest them, list traits that they believe are necessary for success, present to class using verbs of influence to convince class these are the essential trails for the profession.• Create an in class job fair, where students must present resume and influence potential employers to hire them using subjunctive and verbs of influence.• Students to draft their new college roommate an e-mail describing themselves and their request for the upcoming year.• Convert sentences both written and oral from present tense to the subjunctive.• Read, summarize and answer questions for a segment of the novel by Esmeralda Santiago "El Sueno de America"• Ask students to express Esmeralda's sorrow, then to write about a time they were sad over a disagreement with friend or relative and how they could have handled the situation differently.• Post and Repeat Wedding Acronym in class.• Select from fish bowl a picture of a profession and have student describe and act out situations, class guesses profession.• Present in class a project on a Hero, describe what the person does that makes him/her a hero.• In groups a carton strip for a new super hero using expressions of doubt and denial and disbelief.• Read paragraphs and fill in indicative or subjunctive• Computer class zone activities, select subjunctive or indicative• Give a list of adjectives and asked to make superlatives• Write a tongue twister using "esimo"

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Instructional Best Practices and Exemplars	
1. Identifying similarities and differences in both languages 2. Summarizing and note taking 3. Reinforcing effort and providing recognition 4. Homework and practice 5. Linguistic representations	6. Cooperative learning 7. Setting objectives and providing feedback 8. Generating and testing hypotheses 9. Cues, questions, and modeling 10. Manage response rates, time and accuracy
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/	

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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: • Conjugemos.com • Cultura Interactiva • Culture Links • WebQuests • Flashcards • Review Games • Self-check Quiz

Modifications for At-Risk Students

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

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

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English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p><input type="checkbox"/> Grades 9-12 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"><input type="checkbox"/> Listening<input type="checkbox"/> Speaking<input type="checkbox"/> Reading<input type="checkbox"/> Writing<input type="checkbox"/> Oral Language <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 connection</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.

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6.1.12.HistoryUP.3.a: Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g. Native American/European, Native American/White settlers, American/Latin American, American/Asian).

6.1.12.HistoryUP.5.a: Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.

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.