

## Winslow Township School District

### 10-12 Spanish 3

#### Unit 5: Unit Theme: How Do You Have Fun? (Los Paises Andinos)

**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 • Talk about personal items • Talk about requirements • Express what does and doesn't exist • Say what would or would not happen • Report what someone said • Talk about the day's activities. Cultures • La Organización de Estados Americanos (OEA) • Indigenous artifacts • Paintings of contemporary indigenous artists • La Plaza de Armas in Trujillo, Peru • Music in Andean countries • Archaeological sites in Peru • Geographic variety in Andean countries. Connections • Social Studies: Nouns in Spanish and indigenous languages. Comparisons • World organizations with many member states • The value of historical objects • The Spanish sounds of /L/ and /LL/ • The importance of indigenous art • Places with historical significance • How music reflects a culture • The Spanish p • What ancient ruins tell us about a culture • Geographic variety. Communities • Languages other than English spoken in the community

The World Language High School students will also expand on grammar. In this unit, the students will use Expressions with sea, Subjunctive after adverbial conjunctions, and Writing Subjunctive with unknowns and know the difference between Qué and cuál 5: Speaking Conditional tense

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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	Performance Expectations for World Language	Unit Focus	Essential Questions
<a href="#"><u>Unit 5</u></a>	7.1.IH.IPRET.1 7.1.IH.IPRET.5 7.1.IH.IPERS.5: 7.1.IH.PRSNT.4 7.1.IH.PRSNT.5 WIDA 1,2	<ul style="list-style-type: none"> <li>• Students will discuss how they use computers and the internet to communicate with others.</li> <li>• Students will be able to communicate in the subjunctive of the unknown and adverbial clauses</li> <li>• Students will discuss recreational activities enjoyed during leisure time.</li> <li>• Students will be able to understand the difference between que and cual, use the conditional tense, and use reported speech to relay information about what someone said without using a direct quote.</li> </ul>	<ul style="list-style-type: none"> <li>• With all the technology available today, does one need to travel to other countries to experience the culture?</li> <li>• What technology do students think is important to invent in the future?</li> <li>• What do ancient ruins tell us about how ancient civilizations spent their leisure time?</li> <li>• Why do people play board games?</li> </ul>
<b>Unit 5</b> <i>Enduring Understandings</i>	<ul style="list-style-type: none"> <li>• Students will use vocabulary related to computers, e-mail, and online chats, to discuss personalities, issues related to technology and chat room interactions.</li> <li>• Subjunctive will be used to discuss plans for the future.</li> <li>• Students will use vocabulary related to leisure activities and determine which should be the activities at the school student center.</li> <li>• The conditional tense will be applied to discuss what activities would be the best for the school.</li> </ul>		

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Curriculum Unit 5	Performance Expectations		Pacing	
			Days	Unit Days
<b>Unit 5</b>  <b>How Do You Have Fun? (Los Paises Andinos)</b>	7.1.IH.IPRET.1	Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.	4	22
	7.1.IH.IPRET.5	Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.	3	
	7.1.IH.IPERS.5:	Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.	4	
	7.1.IH.PRSNT.4	Use language creatively in writing for a variety of purposes.	3	
	7.1.IH.PRSNT.5	Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.	5	
	Assessment, Re-teach and Extension		3	

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Unit 5 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.IH.IPRET.1	Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	7.1.IH.IPRET.5	Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.
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.IH.IPERS.5:	Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of	7.1.IH.PRSNT.4	Use language creatively in writing for a variety of purposes.

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<p>topics. Speakers and writers gain 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.IH.PRSNT.5</p>	<p>Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.</p>

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**Unit 5 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 5 Lesson 1&amp; 2</li> <li>• End of Unit vocabulary sheets / Binder Checks</li> <li>• Para y Piensa Review Questions</li> <li>• Unit 5 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 5 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>• In groups students create a list of all the technology they use and then negotiate amongst themselves the order according importance using subjunctive.</li> <li>• Listen to a conversation discussing the internet between two students from Peru and then write all the similarities and differences between themselves and the students presented</li> <li>• Use the subjunctive with the unknown to create and discuss an imaginary future inventions</li> <li>• Have groups design a short lesson to teach subjunctive with conjunctions and adverbial clauses</li> <li>• Make flash Cards for vocabulary words</li> <li>• Listen to movie clips and write subjunctives</li> <li>• Go to board and complete a conjugate verb drill</li> <li>• Students design and label an ideal student center and present a sales pitch to the class for the best student center for the school. The class must discuss the benefits of each and select the one with the best fit.</li> <li>• Read silly yes/no questions to gauge and foster understanding related to what a typical student does during his leisure time.</li> <li>• Have students turn statements into questions using que and cual.</li> <li>• Use the conditional tense to write an essay on "What would I do on a perfect day off"</li> <li>• Interview a classmate, using no quotes report back what was said or implied.</li> </ul>

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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	
<p><b>9.1.12.CFR.1:</b> Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of culture</p> <p><b>9.2.12.CAP.3:</b> Investigate how continuing education contributes to one's career and personal growths</p> <p><b>9.4.12.CT.2:</b> Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).</p> <p>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.</p> <p>Additional opportunities to address 9.1, 9.2 &amp; 9.4:</p> <p><b>Philadelphia Mint</b>  <a href="https://www.usmint.gov/learn/kids/resources/educational-standards">https://www.usmint.gov/learn/kids/resources/educational-standards</a></p> <p><b>Different ways to teach Financial Literacy.</b>  <a href="https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/">https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/</a></p>	



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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: • Conjuguemos.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: • Conjuguemos.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:  <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, Increase Interaction.</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.

**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.