

**Winslow Township School District**  
**10-12 Spanish 3**  
**Unit 6: Unit Theme: Where do We Live (Spain)**

**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 your neighborhood • Talk about an excursion • Describe places and things • Say what has happened • Describe an excursion • Express what will have happened • Talk about the history of a place. Cultures • Architecture in Spain • New traditional music in Spain • Antoni Gaudí and Parc Güell • Flamenco music and dance • Spanish art • Short story Manolito Gafotas • Las Comunidades Autónomas • El Greco and Toledo • Poem: Romance sonámbulo • Modern and traditional elements of cities. Connections • Art History: Portraits by Velázquez, Picasso, and Dalí COMPARISONS • Architecture and public space • The letter h • Flamenco and modern music • Positive and negative effects of nicknames • Different styles of portrait painting • The /rr/ sound • How artists portray cities through art. Communities • Art in the community

The World Language High School students will also expand on grammar. In this unit, the students will use Past participles as adjectives, Present perfect and Past perfect, Writing Future perfect

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 6</u></a>	7.1.IH.IPRET.3 7.1.IH.IPERS.4 7.1.IH.IPERS.5 7.1.IH.PRSNT.1 7.1.IH.PRSNT.2  WIDA 1,2	<ul style="list-style-type: none"> <li>• Students will prepare classified ads to rent an apartment in the city, and describe what is inside the apartment as well as the neighborhood it's in.</li> <li>• Students will use the present perfect tense to ask what someone has done while visiting the neighborhood.</li> <li>• Students will be able to use travel vocabulary to discuss differences between cities</li> <li>• Students will distinguish between past perfect and future perfect tenses.</li> </ul>	<ul style="list-style-type: none"> <li>• What places should there be in large cities?</li> <li>• Why is it important to understand about the differences between dwellings?</li> <li>• How can you tell cities apart?</li> <li>• What influences do cities have that can be found in art?</li> </ul>
<b>Unit 6</b> <i>Enduring Understandings</i>	<ul style="list-style-type: none"> <li>• Students will discuss parts of an apartment and the items within it. Students will discuss places in neighborhoods and the differences in neighborhoods.</li> <li>• Students will talk about what happened and what needs to be done to improve a neighborhood, using present perfect and past participles as adjectives.</li> <li>• Students will discuss real and imagery excursions</li> <li>• Students will use the past perfect and future perfect to discuss what has happened and what will have happened by a certain time</li> </ul>		

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Curriculum Unit 6	Performance Expectations		Pacing	
			Days	Unit Days
<b>Unit 6</b> <b>Where do We Live</b> <b>(Spain)</b>	7.1.IH.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one’s own culture.	4	22
	7.1.IH.IPERS.4	Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)	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.1	Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.	3	
	7.1.IH.PRSNT.2	Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.	5	
	Assessment, Re-teach and Extension		3	

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Unit 6 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.3	Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one’s own culture.
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.4	Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)
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.

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<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.1</p>	<p>Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.</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.2</p>	<p>Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.</p>

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**Unit 6 Grade 10-12**

**Assessment Plan**

- 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 6 Lesson 1& 2
- End of Unit vocabulary sheets / Binder Checks
- Para y Piensa Review Questions
- Unit 6 Lesson 1 and 2 Projects
- Reading, Writing, Listening and Speaking Unit Quizzes and Tests.
- Voice Recordings

- 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"> <li>• Avancemos text book and workbook pages Unit 6 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>• Have students create an office setting where one student is a realtor and he must persuade the other student to rent from him.</li> <li>• Read "La reina de las Historietas" and write an interview with Amparo's grandmother to get a different perspective on the family and the community, drawing conclusions from Amparo's historieta.</li> <li>• Listen to conversations and later write a short description of what has been done.</li> <li>• Read and analyze the short story "Manolito Gafotas" by Elvi have students identify humor across cultures.</li> <li>• Formulate a travel itinerary which will encompasses a travel guide including history of places to visit with pictures and descriptions.</li> <li>• Summarize main ideas for each paragraph of " A Granada en Tren"</li> <li>• Write electronic message to family member back home telling them what you have done and will have done by the time they read the e-mail because of the time difference, using the past perfect and future perfect tenses.</li> <li>• Using "para and dentro de" as time references have students create sentences about something that will have already happened by next week.</li> <li>• Use maps to determine the geography of the places students will write about.</li> <li>• Listen to an itinerary and discuss what will happen at certain times.</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**

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.</p> <p>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.

**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.

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**Integration of Computer Science and Design Thinking NJSL 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.