

## Winslow Township School District

### 10-12 Spanish 3

#### Unit 7: Unit Theme: Your Past and Your Future (Colombia and Venezuela)

**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 • Relate what others wanted you to do • Express past assumptions and emotions • Remember work and school activities • Talk about career possibilities • Hypothesize • Narrate in the past CULTURES • A food stand in Bogotá, Colombia • Television in Venezuela • Celebrations in Colombia and the U.S. • Graduation ceremonies • Professions and art in Colombia • Universities in Colombia • Schools in Venezuela and Colombia C O N N E C T I O N S • Music: Origin of instruments used in joropo and cumbia music. COMPARISONS • Where students meet after school • The relationship between culture and communications media in different countries • The Spanish r • The importance of typical celebrations in any country • Magical realism • Graduation ceremonies • The influence of an artist’s intuition on artistic style • The Spanish t • The influence of a country’s history on its education system • Schools in Venezuela and Colombia C O M M U N I T I E S • Typical music and dance of the United States 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 7</u></a>	7.1.IH.IPRET.2 7.1.IH.IPRET.3 7.1.IH.IPERS.1 7.1.IH.IPERS.2: 7.1.IH.PRSNT.5 WIDA 1,2	<ul style="list-style-type: none"> <li>• Students will compose in depth schedules related to school or work activities.</li> <li>• Students will discuss hopes, doubts, emotions and opinions in the past and what others wanted them to do in the past and what had happened</li> <li>• The students will be able to assess the qualification needed for professions and match with their own ideas about careers, while using college and career vocabulary.</li> <li>• Students will express contrary to fact conditions, use Si clauses, while developing listening, writing, and reading skills.</li> </ul>	<ul style="list-style-type: none"> <li>• How is advertising a fountain of information relative to our society?</li> <li>• How is culture communicated through advertising?</li> <li>• In Columbia as well as attending regular secondary schools students have the option to attend public trade schools where they learn to specialize in one trade. Do you think this would be a good option in our school district, across the United States?</li> </ul>
<b>Unit 7</b> <i>Enduring Understandings</i>	<ul style="list-style-type: none"> <li>• Students will use vocabulary to talk about school activities and create to do list.</li> <li>• Students will practice the imperfect subjunctive to talk about what friends and family wanted them to do in the past.</li> <li>• Students will express past assumptions and emotions to discuss work and school activities using perfect subjunctive. Students will use vocabulary to discuss related careers and professions.</li> <li>• Students will express contrary-to- fact conditions by using the imperfect subjunctive with "si" clauses and the conditional clause.</li> <li>• Students will use the proper sequence of tenses for any sentence with verbs in the indicative and subjunctive.</li> </ul>		<ul style="list-style-type: none"> <li>• How does history affect education?</li> </ul>

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Curriculum Unit <b>7</b>	Performance Expectations		Pacing	
			Days	Unit Days
<b>Unit 7</b>  <b>Your Past and Your Future (Colombia and Venezuela)</b>	7.1.IH.IPRET.2	Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.	4	22
	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.	3	
	7.1.IH.IPERS.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	
	7.1.IH.IPERS.2:	Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.	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 7 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.2	Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
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.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.
Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and	7.1.IH.IPERS.2:	Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.

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competence as they 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.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

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**Unit 7 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 student's 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 7 Lesson 1&amp; 2</li><li>• End of Unit vocabulary sheets / Binder Checks</li><li>• Para y Piensa Review Questions</li><li>• Unit 7 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>•</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 7 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>• Create a school or work schedule listing responsibilities and to- do's for an eight hour period.</li><li>• In pairs ask questions about the activities listed on the schedule that you have in common with your partner and how your partner's day is different from yours. Then as a group present a summary to the class.</li><li>• Provide a variety of silly lies about the past and have students respond/correct using the imperfect subjunctive.</li><li>• Write a letter asking advice related to a time you would have liked someone to do something that they didn't want to do. Tell what you wanted and how the other person reacted. Then have students answer each other's letters with their advice on how to accomplish what you need done.</li><li>• Read about Venezuelan soap operas and have students discuss the role of soap operas in Venezuelan culture. Compare soap operas to those of the United States and to US Reality TV.</li><li>• Prepare a bulletin board with the class schedule for the upcoming week, at the end of the week revisit to see if what was predicted was accomplished.</li><li>• Ask students to read a dialog and have them try to reflect tones that clearly communicate the speaker's emotion.</li><li>• Create in class posters to promote upcoming Soap Operas</li><li>• Read about a student's uncertainty regarding college and the selection of a major. Ask students which of this student's statements they feel apply to them most.</li><li>• Have students analyze with a partner resumes and determine if they were the boss would they hire the person, why are they the best fit for the job. Then write rejection letters indicating why the person was not a good fit for the job, using the subjunctive to give advice to the candidate.</li></ul>

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	<ul style="list-style-type: none"><li>• Have students write a cover letter to include with their resume. Students will use the conditional and imperfect subjunctive to state what they would do if they were to get the sought-after position, if it were offered to them.</li><li>• Have students use "ojala que" to express hopes and regrets. Have students read their sentences aloud and ask the class if each sentence is possible (present subj) or impossible (imperfect subj).</li><li>• With a partner prepare a brochure for all the open positions in your company</li><li>• Listen to various people describe their background and match a person's experience to open positions.</li><li>• Have a job fair and require students to introduce themselves and drop off resumes</li></ul>
<b>Instructional Best Practices and Exemplars</b>	
<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: 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

**English Language Learners**

All WIDA Can Do Descriptors can be found at this link:

<https://wida.wisc.edu/teach/can-do/descriptors>

- Grades 9-12 WIDA Can Do Descriptors:
  - Listening
  - Speaking
  - Reading
  - Writing
  - Oral Language

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.

**Modifications for Gifted Students**

Students will be provided with modifications that may include:

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

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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**

**6.1.5.EconEM.4:** Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities

**6.1.8.EconNE.4.a:** Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.

**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)

**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.