

Winslow Township School District
10-12 Spanish 3
Unit 8: Let's Talk about Literature (El Cono Sur)

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 and critique literature • Talk about what you were doing in the past • Link events and ideas • Read and interpret a short play • Talk about unplanned occurrences • Express opinions about a text. Cultures • A book fair in Buenos Aires, Argentina • Books and movies in Chile and the U.S. • Surrealist art in Chile • Argentinian students preparing a play • Street theater in Uruguay • Theaters in Argentina • Famous writers of Argentina and Chile Connections • Geography: Opposite seasons; research your region's climate COMPARISONS • Buying books • The relationship between different artistic manifestations • The Spanish y • How painters represent their dreams • Artistic elements of theaters • Important authors from a country • Participating in plays • Celebrations and their history • Spanish suffixes -ción and -cción and the English /s/ of city and /ks/ of accent. Communities • The seasons and climate in your region

The World Language High School students will also expand on grammar. In this unit, the students will use Past progressive, Writing Conjunctions Writing and Se for unintentional occurrences

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

Winslow Township School District
10-12 Spanish 3
Unit 8: Let's Talk about Literature (El Cono Sur)

Overview	Performance Expectations for World Language	Unit Focus	Essential Questions
Unit 8	7.1.IH.IPRET.1: 7.1.IH.IPRET.6 7.1.IH.IPERS.4 7.1.IH.PRSNT.1 7.1.IH.PRSNT.2 WIDA 1,2	<ul style="list-style-type: none"> • Students will be able to use as much of the new vocabulary to answer questions and expand on books or types of books that interest them. • Students will read a short story and expand on the characters as well as make predictions. • Students will integrate the past progressive into their book summarizes • Students will be able to read, critique a play and write their own original play. • Students will apply vocabulary to demonstrate unintentional occurrences and how no one is responsible 	<ul style="list-style-type: none"> • List books that have been used as a basis for a movie, in your opinion which was more entertaining the book or the movie? • Artist represent their dreams through their images, are these images real or surreal? • How is theater different and how is it similar in the US versus Argentina? • What is more difficult theater or movie making? • What is needed to be successful in each?
Unit 8 <i>Enduring Understandings</i>	<ul style="list-style-type: none"> • Student will discuss the various types of literature and the use of literary style using the related vocabulary. • Students will use present progressive tenses to discuss events in the past. • Students will read and analyze a novel by Antonio Skarmeta • Student will discuss theater in Argentina, they will become familiar with scenery, costumes, actors, and people who work behind the scenes vocabulary. • Students will read and interpret a short play. • Students will discuss unplanned occurrences and express opinions about text. 		

Winslow Township School District
10-12 Spanish 3
Unit 8: Let's Talk about Literature (El Cono Sur)

Curriculum Unit 8	Performance Expectations		Pacing	
			Days	Unit Days
Unit 8 Let's Talk about Literature (El Cono Sur)	7.1.IH.IPRET.1:	Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics	4	22
	7.1.IH.IPRET.6	Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).	3	
	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.)	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	

Winslow Township School District
10-12 Spanish 3
Unit 8: Let's Talk about Literature (El Cono Sur)

Unit 8 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:	Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	7.1.IH.IPRET.6	Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).
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.)
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of	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.

Winslow Township School District
10-12 Spanish 3
Unit 8: Let's Talk about Literature (El Cono Sur)

<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.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>

Winslow Township School District
10-12 Spanish 3
Unit 8: Let's Talk about Literature (El Cono Sur)

Unit 8 Grade 10-12

Assessment Plan

- | | |
|--|---|
| <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 8 Lesson 1& 2 • End of Unit vocabulary sheets / Binder Checks • Para y Piensa Review Questions • Unit 8 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 |
|--|---|

Winslow Township School District
10-12 Spanish 3
Unit 8: Let's Talk about Literature (El Cono Sur)

Resources	Activities
<ul style="list-style-type: none"> • Avancemos text book and workbook pages Unit 8 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 will be asked to write a funny book review for an actual or makeup book, using at least 10 new vocabulary words. • In literary circles students will read and discuss "El Cartero de Neruda", they will make predictions and conclusions related to the reading. • Students will read a short story by Eduardo Saravia based on what is learned from the protagonist, draw conclusions about what a mirror means to him. • Students will compose and alternative ending to the story supported by details from the reading. • Students will use conjunctions in their stories and will discuss what sentences mean and which conjunction of time fits the best. • Students will have to create an original game to practice the "past progressive • Ask students to depict and discuss a dream they had. Did it feel real? Was the dream possible? • Write poems in class and ask students to put music to their poem. • Re-enact scenes from the short story. • Students will read a play in class and act out all parts. • In groups students will write an original play which will need to be filmed. • Students will survey other students in class, using different unintentional occurrences expressions and illustrate results with graph. • Students will explain orally what happened in each play and what they would have done had they been the writer. • Students will create and label scenery for their in-class play. • Students will play music for the play and teach the songs to the class who will be the choir. In class students will make a photocopy of the director's notes, then each sentence will be cut separately, and in pairs students will have to place the directors notes in correct sequential.

Winslow Township School District
10-12 Spanish 3
Unit 8: Let's Talk about Literature (El Cono Sur)

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>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</p> <p>9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growths</p> <p>9.4.12.CT.2: 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 & 9.4:</p> <p>Philadelphia Mint https://www.usmint.gov/learn/kids/resources/educational-standards</p> <p>Different ways to teach Financial Literacy. https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/</p>	

Winslow Township School District
10-12 Spanish 3
Unit 8: Let's Talk about Literature (El Cono Sur)

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

Winslow Township School District
10-12 Spanish 3
Unit 8: Let's Talk about Literature (El Cono Sur)

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 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</p> <p>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>

Winslow Township School District
10-12 Spanish 3
Unit 8: Let's Talk about Literature (El Cono Sur)

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

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.

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.