

Spanish III

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Spanish III

Course Description:

Spanish III is a high school level course and a continuation of Spanish level II. In this course, a variety of techniques are used to address different learning styles and multiple intelligences. The four modalities of listening, speaking, reading, and writing will be practiced to acquire vocabulary, develop communication skills, and enhance language learning strategies in the context of Spanish-speaking cultural situations. This course provides students with the interpersonal, interpretive, and presentational oral and written skills they need to create language for communication on the intermediate-low level according to ACTFL standards. Linguistic and cultural comparisons are made throughout the course. Culture is integrated throughout the text, from the basic intro to vocabulary, to the different themes that are discussed in readings, technology-based activities, and other cultural activities. Connections to other disciplines are addressed through theme pages, authentic photographs, readings and project assignments. The students will not only gain specific knowledge and skills in order to communicate in real life situations but will develop cultural competence and esthetic appreciation of the culture. At the end of the course, students will be better prepared to participate in the Spanish-speaking world. The five “C” goal areas (Communication, Cultures, Connections, Comparisons, and Communities) stress the application of learning a language beyond the instructional setting. **1. Communication** – Students communicate in languages other than English. **2. Cultures** – Students gain knowledge and understanding of other Spanish-speaking cultures from Latin America and Spain. **3. Connections** -Students connect with other disciplines and acquire information to reinforce and further their knowledge of other disciplines through the foreign language. **4. Comparisons** – through the study of language and culture students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. **5. Communities** –With the use of technology students participate in multilingual communities at home and around the world. Students also use the language within and beyond the school setting and show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Suggested Course Sequence:

Unit 1: Repaso- Para empezar (5 weeks)

Unit 2: Mes de la Herencia Hispana (2 weeks)

Unit 3: Chapter 1- Dias inolvidables (7 weeks)

Unit 4: Chapter 2- ¿Cómo te expresas? (7 weeks)

Unit 5: Chapter 3- ¿Qué haces para estar en forma? (7 weeks)

Unit 6: Chapter 4- ¿Cómo te llevas con los demás? (6 weeks)

Pre-requisite: Spanish II

Unit 1 - Overview

Content Area: Spanish III

Unit Title: Unit 1: Repaso- Para empezar (Review- Special Days)

Grade Level: 10th and 11th

Core Ideas: In the Repaso Unit, students will review the vocabulary and grammar they learned in Spanish II associated with sports and hobbies, daily routines, extracurricular activities, outdoor activities, family, special events, vacation and traveling. This unit will also recap grammar topics such as the present tense of regular and irregular verbs, reflexive verbs, preterite of regular and irregular verbs, imperfect tense, possessive adjectives, and verbs like gustar.

Unit 1 - Standards

Proficiency Level: Intermediate Low

Interpretive Mode of Communication: Learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.

Interpersonal Mode of Communication: Learners understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.

Presentational Mode of Communication: Learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.

Performance Expectations (NJSL)

Standards

CPI#: **New Jersey Students Learning Standards (NJSL)**

7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.

7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.

Career Readiness, Life Literacies, and Key Skills

9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.

Computer Science and Design Thinking

8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
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Intercultural Statements (Amistad, Holocaust, LGBT, etc...)

N.J.S.A. 18 A 52:16A-88	Holocaust Law: Students will read <i>Family Pictures/Cuadros de Familia</i> written and illustrated by Carmen Lomas Garza, a Mexican-American narrative artist who creates images about everyday events in the lives of Mexican-Americans based on her memories and experiences in Texas and California. The paintings and stories reflect a strong sense of family and community as well as culture and diversity. The images celebrate and appreciate Mexican-American culture. Students will be able to understand another culture and perspectives in an environment of respect and acceptance.
N.J.S.A. 18 A 35-4.35	LGBT and Disabilities Law: With the use of technology and culturally authentic videos, students will explore the role of the traditional family in Spanish-speaking countries and how it has changed in the past decades. Students will be able to compare and contrast different family dynamics including traditional, extended, monoparental and homoparental (LGBT) families.

CASEL'S SEL Framework

Self- Awareness	<ul style="list-style-type: none"> Identifying personal, cultural, and linguistic assets Examining prejudices and biases
Self- Management	<ul style="list-style-type: none"> Exhibiting self-discipline and self-motivation Using planning and organizational skills
Social Awareness	<ul style="list-style-type: none"> Using planning and organizational skills Identifying diverse social norms, including unjust ones
Relationship Skills	<ul style="list-style-type: none"> Demonstrating cultural competency Seeking or offering support and help when needed
Responsible Decision Making	<ul style="list-style-type: none"> Demonstrating curiosity and open-mindedness Recognizing how critical thinking skills are useful both inside & outside of school Reflecting on one's role to promote personal, family, and community well-being Evaluating personal, interpersonal, community, and institutional impacts

Interdisciplinary Connections

<p>English Language Arts</p>	<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>
<p>Social Studies</p>	<p>6.2.12.HistoryCC.5.d: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.</p> <p>6.2.12.EconGE.6.c: Relate the rise of the Internet and social media to global economy.</p>

<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> • What are some popular sports played in Spanish-speaking countries? • What pastimes and activities do you enjoy doing? • What pastimes and activities do students in Spanish-speaking countries enjoy doing? • How do you describe yourself? • How do you describe a typical day at school? • What are the similarities and differences between schools in the US and schools in Spanish-speaking countries? • What do you generally do during summer vacation? • What are some special family events in Spanish-speaking countries? • What do you understand about family diversity? • How are families different? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • There are similarities and differences in the daily lives of people in the target language cultures and, in the U.S., • Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. • Families share a sense of unity and tradition that often centers on home. • There are differences among each other and within the community and there are different family dynamics. • There are traditional and modern families in Spanish-speaking countries and in the U.S. and a variety of configurations can make up a family.
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Evidence of Learning	
<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Brainstorming activities (Vocabulary) • Thumbs up/down activities • Vocabulary race games • Whiteboard activities • Observation of oral discourse • Communicative activities • Discussions Dice Game for conjugating verbs • Do now/Exit tickets • Partner asking and answering questions • Online games (Kahoot, Gimkit, Blooket, Quizziz) • Pearson online assignments • Listening activities <p>Summative/Benchmark Assessment(s):</p> <ul style="list-style-type: none"> • Vocabulary quizzes • Grammar quizzes • Repaso Test • Cultural readings/questions • Paragraphs • Oral Presentation: Celebrations in Spanish-speaking countries • Oral Presentation: A vacation you took last year • Individual Project: Sports description • Writing assignment: Routine booklet <p>Alternative Assessments:</p> <p>Online or printed quizzes and tests</p>	
<p>Resources/Materials:</p> <p>Textbook, Auténtico 3 Audio and video programs Pearson: online textbook YouTube: cultural videos Slides presentations Google Chrome Google Forms Chrome books Authentic materials from different sources Online educational games: Kahoot, Quizziz, Gimkit, Blooket Online study tools: Conjuguemos (www.conjuguemos.com) Quizlet (www.quizlet.com)</p>	<p>Key Vocabulary:</p> <p>Vocabulary related to sports, hobbies, daily routines, outdoor activities, families, special events, vacation, and celebrations.</p>

Suggested Pacing Guide			
Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
1 Mi vida diaria.	<ul style="list-style-type: none"> ❖ Students will be able to talk and write about their daily activities. ❖ Students will be able to discuss school and extracurricular activities. ❖ Students will be able to read and listen about the activities of Spanish young people. ❖ Students will be able to compare their leisure activities and those of Spanish students 	<ul style="list-style-type: none"> • Do-nows and exit tickets using Kahoot and Blooket • Listening activity about young students from Spain • Comprehension questions • Writing sentences about daily activities with regular and irregular present-tense verbs • Asking and responding questions with a partner using interrogative words and present tense verbs. 	5
2 Actividades extracurriculares.	<ul style="list-style-type: none"> ❖ Students exchange information about extracurricular activities and sports. ❖ Students will be able to express likes and dislikes using different idiomatic expressions. ❖ Students will be able to compare the use of <i>encantar</i>, <i>gustar</i>, <i>importar</i> and <i>intersar</i> to that of their English counterparts. 	<ul style="list-style-type: none"> • Reading/listening activities related to sports in Latin America and extracurricular activities. • Chart with leisure and after school activities • Writing sentences about sports and activities • Stem-changing verbs • Verbs like “gustar” and “encantar” • Individual Project: Sports description. 	5
3 Mi rutina	<ul style="list-style-type: none"> ❖ Students will be able to describe their daily routine using reflexive verbs. ❖ Students will be able to compare their routines to those of Spanish speaking students. 	<ul style="list-style-type: none"> • Writing a routine booklet using images and sentences with the reflexive verbs. • Interactive stories with images and audio using the reflexive verbs. • Listening, reading, writing, and communication activities. 	5
4 Dias especiales	<ul style="list-style-type: none"> ❖ Students will be able to explore special events and activities in the Spanish-speaking world by reading and watching cultural videos. ❖ Students will be able to ask and answer questions about family events using the past tenses. ❖ Students will be able to compare families and family traditions in the U.S. and in Spanish-speaking communities. 	<ul style="list-style-type: none"> • Video in the target language about different families and their favorite events and comprehension questions. • Survey about family related activities • Venn diagram comparing and contrasting local students’ families’ activities and holidays with those of Spanish-speaking communities. 	5

	<ul style="list-style-type: none"> ❖ Students will be able to explore different touristic places in Spanish-speaking countries. 	<ul style="list-style-type: none"> • Oral presentation about a past vacation. • Writing about students' favorites vacations using preterite tense verbs and related vocabulary. 	
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Teacher Notes: All lessons will include do-now and exit tickets at the beginning and end of each class. Do-now and exit tickets will include relevant vocabulary and grammar as well as cultural aspects of each lesson. Different sources will be used, including games like Kahoot, Blooket, Gimkit, and Quizziz. A variety of formative and summative assessments will be used throughout the unit.

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504 Students
<ul style="list-style-type: none"> -Pair visual prompts with verbal presentations. -Ask students to restate information, directions, and assignments. -Repetition and practice. -Model skills / techniques to be mastered. -Extended time to complete class work and assessments. -Provide copy of class notes. -Preferential seating to be mutually determined by the student and teacher. Hands-on materials (bilingual dictionaries, visual aids, teacher made adaptations, outlines. 	<ul style="list-style-type: none"> -Assess comprehension through demonstration (gestures/ drawings Rephrase questions, directions, and explanations Highlight key vocabulary -Hands-on materials (bilingual dictionaries, visual aids, teacher made adaptations, outlines, study guides -Give instructions in writing and orally. 	<ul style="list-style-type: none"> -Use of Higher Level questioning techniques. -Provide assessments that require higher level thinking. -Increased production in writing assignments. -Assign student as a peer helper. 	<ul style="list-style-type: none"> -Extra help after school Varying time to complete class work and assessments. -Provide copy of class notes. -Use graphic organizers - Student-directed learning/ independent studies appropriate. - Assign a peer helper in the class setting. - Provide oral reminders and check student work during independent work time -Assist student with long and short term planning of assignments. -Provide regular parent/ school communication. 	<ul style="list-style-type: none"> -Pair visual prompts with verbal presentations. -Ask students to restate information, directions, and assignments. -Repetition and practice. -Model skills / techniques to be mastered. -Extended time to complete class work and assessments. -Provide copy of class notes. -Preferential seating to be mutually determined by the student and teacher. - Hands-on materials (bilingual dictionaries, visual aids, teacher made adaptations, outlines.

Unit 2 - Overview

Content Area: Spanish

Unit Title: Unit 2: Mes de la Hispanidad (Hispanic Heritage Month)

Grade Level: Spanish III, 10th and 11th

Core Ideas: Hispanic Heritage Month project that will incorporate Spanish grammar and vocabulary and will praise the contributions of influential Hispanics in society. Famous Hispanics to be researched will be from diverse backgrounds, such as artists, painters, athletes, singers, and social activists, Hispanics with disabilities, Afro Latinos, and from the LGBT community.

Unit 2 - Standards

Proficiency Level: Intermediate Low

Interpretive Mode of Communication: Learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.

Interpersonal Mode of Communication: Learners understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.

Presentational Mode of Communication: Learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.

Performance Expectations (NJSL)

Satndards

CPI#:	New Jersey Students Learning Standards (NJSL)
7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.

7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.

Career Readiness, Life Literacies, and Key Skills

9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
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Computer Science and Design Thinking

8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
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Intercultural Statements (Amistad, Holocaust, LGBT, etc...)

N.J.S.A. 18 A 52:16A-88	<u>Amistad Law</u> : During Hispanic Heritage Month, students will research and present information on the impact of Afro Latinos in society by creating a biographical booklet on one of the following influential figures: Mariano Rivera, Roberto Clemente, Carmelo Anthony, Celia Cruz, Julia de Burgos, Zoe Saldana, Rosie Perez, and Laurie Hernandez.
N.J.S.A. 18 A 35-4.35	<u>LGBT and Disabilities Law</u> : During Hispanic Heritage Month, students will explore and present information on the impact of influential Latinos with disabilities and from the LGBT community that have impacted society. Students will investigate and create a biographical booklet in the target language highlighting one of the following influential figures: Salma Hayek, Frida Kahlo, Selena Gomez, Diana Romero, Demi Lovato, Jose Feliciano, Ricky Martin, Zoe Saldana, and Sofia Jirau.

CASEL'S SEL Framework

Self- Awareness	<ul style="list-style-type: none"> Identifying personal, cultural, and linguistic assets Examining prejudices and biases
Self- Management	<ul style="list-style-type: none"> Exhibiting self-discipline and self-motivation Using planning and organizational skills
Social Awareness	<ul style="list-style-type: none"> Using planning and organizational skills Identifying diverse social norms, including unjust ones
Relationship Skills	<ul style="list-style-type: none"> Demonstrating cultural competency Seeking or offering support and help when needed
Responsible Decision Making	<ul style="list-style-type: none"> Demonstrating curiosity and open-mindedness Recognizing how critical thinking skills are useful both inside & outside of school Reflecting on one's role to promote personal, family, and community well-being Evaluating personal, interpersonal, community, and institutional impacts

Interdisciplinary Connection	
English Language Arts	<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>
Social Studies	<p>6.2.12.HistoryCC.1.f: Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures).</p> <p>6.2.12.HistoryCC.1.g: Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.</p>
Visual and Performing Arts	1.5.12prof.Re8a: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> • What comes to your mind when you think of an Afro Latino person? • What are some of the contributions made by Hispanics/Latinos in the United States? • What is gender and ethnic diversity? • How successful Latinos with disabilities have an impact in today's society? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Ethnic diversity refers to the presence of people from a variety of cultural and ethnic backgrounds or identities. Hispanics contribute to the largest minority group in the United States. Many Hispanics positively contribute to America's society. • Many Latinos with disabilities have overcome challenges and have positively impacted society through music, art, sports and movies. • Latinos with disabilities are changing society's standards in the beauty industry.

Evidence of Learning	
<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Brainstorming activities (Vocabulary) • Thumbs up/down activities • Vocabulary race games • Whiteboard activities • Observation of oral discourse • Communicative activities • Discussions Dice Game for conjugating verbs • Do now/Exit tickets • Partner asking and answering questions • Online games (Kahoot, Gimkit, Blooket, Quizziz) • Pearson online assignments <p>Summative/Benchmark Assessment(s):</p> <ul style="list-style-type: none"> • Listening activities • Authentic reading assignments • Vocabulary quizzes • Grammar quizzes • Cultural readings/questions • Paragraph corrections • Hispanic heritage month project 	
<p>Resources/Materials:</p> <p>Textbook, Autentico 3</p> <p>Audio and video programs</p> <p>Pearson, online textbook</p> <p>YouTube</p> <p>Slides presentations</p> <p>Google</p> <p>Chrome books</p> <p>Authentic materials from different sources</p> <p>Online educational games (Kahoot, Quizziz, Gimkit, Blooket)</p> <p>Online study tools (Quizlet)</p>	<p>Key Vocabulary:</p> <p>Vocabulary and adjectives that describes people and professions: cantante, artista, pintor/a, deportista, actor, actriz, trabajador/ra, talentoso/a, artistic/a, exitoso/a, etc.</p>

Suggested Pacing Guide			
Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
1	❖ Students will be able to explore the lives of influential Latinos	<ul style="list-style-type: none"> ❖ YouTube videos in the target language ❖ Reading passages 	2
2	❖ Students will be able to identify and apply the uses of “ser” and “estar”	❖ Writing activity to describe influential Latinos using “ser” and “estar” verbs.	1
3	❖ Students will be able to identify and apply the differences between the preterite and imperfect verbs.	❖ Reading and writing using past tense verbs in Spanish.	2
4	❖ Students will be able to create to create a biographical booklet using diverse resources.	❖ Booklet made of construction paper. Information previously written and corrected that includes a brief biography of an influential Latino. Variety of vocabulary and grammar used.	5
<p>Teacher Notes: Teacher Notes: All lessons will include do-now and exit tickets at the beginning and end of each class. Do-now and exit tickets will include relevant vocabulary and grammar as well as cultural aspects of each lesson. Different sources will be used, including games like Kahoot, Blooket, Gimkit, and Quizziz. A variety of formative and summative assessments will be used throughout the unit.</p>			

Differentiation/Modification Strategies				
Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	505 Students
<ul style="list-style-type: none"> -Pair visual prompts with verbal presentations. -Ask students to restate information, directions, and assignments. -Repetition and practice. -Model skills / techniques to be mastered. -Extended time to complete class work and assessments. -Provide copy of class notes. -Preferential seating to be mutually determined by the student and teacher. -Extra textbooks for home. -Hands-on materials (bilingual dictionaries, visual aids, teacher made adaptations, outlines, study guides -Give instructions in writing and orally. 	<ul style="list-style-type: none"> -Assess comprehension through demonstration (gestures/ drawings Rephrase questions, directions, and explanations Highlight key vocabulary 	<ul style="list-style-type: none"> -Use of Higher Level questioning techniques. -Provide assessments that require higher level thinking. -Increased production in writing assignments -Assign student as a peer helper. 	<ul style="list-style-type: none"> -Extra help after school Varying time to complete class work and assessments. -Provide copy of class notes. -Use graphic organizers - Student-directed learning/ independent studies appropriate. - Assign a peer helper in the class setting. - Provide oral reminders and check student work during independent work time -Assist student with long and short term planning of assignments. -Provide regular parent/ school communication. 	<ul style="list-style-type: none"> -Pair visual prompts with verbal presentations. -Ask students to restate information, directions, and assignments. -Repetition and practice. -Model skills / techniques to be mastered. -Extended time to complete class work and assessments. -Provide copy of class notes. -Preferential seating to be mutually determined by the student and teacher. -Extra textbooks for home. -Hands-on materials (bilingual dictionaries, visual aids, teacher made adaptations, outlines, study guides -Give instructions in writing and orally.

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Unit 3 - Overview

Content Area: Spanish III

Unit Title: Unit 3: Días inolvidables (Unforgettable Day)

Grade Level:, 10th and 11th

Core Ideas: Memorable outdoor experiences and competitions. Vocabulary related to outdoor activities, camping, natural environment, weather, athletic events and competitions. Regular and irregular preterite and imperfect verbs. Verbs with spelling and stem changing in the preterite. Cultural perspectives about the importance of national parks, ecotourism and family outings in different cultures. The passion and rivalry of sports and competitions in Spain and Latin America.

Unit 1 - Standards

Proficiency Level: Intermediate Low

Interpretive Mode of Communication: Learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.

Interpersonal Mode of Communication: Learners understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.

Presentational Mode of Communication: Learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.

Performance Expectations (NJSL)

Standards

CPI#: New Jersey Students Learning Standards (NJSL)

7.1.IL.IPRET.1

Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).

7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.

Career Readiness, Life Literacies, and Key Skills

9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
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Computer Science and Design Thinking

8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
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Intercultural Statements (Amistad, Holocaust, LGBT, etc...)

N.J.S.A. 18 A 35-4.35	LGBT and Disabilities Law: Students will be exposed to a variety of sports and competitions played in Spanish –speaking countries. Students will also explore and become aware of the Special Olympics which are the largest sports organization for children and adults with intellectual and physical disabilities. Students will also learn about World Blind Football Championship and the Spanish-speaking teams that participate in it.
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CASEL’S SEL Framework

Self- Awareness	<ul style="list-style-type: none"> Identifying personal, cultural, and linguistic assets Examining prejudices and biases
Self- Management	<ul style="list-style-type: none"> Exhibiting self-discipline and self-motivation Using planning and organizational skills
Social Awareness	<ul style="list-style-type: none"> Using planning and organizational skills Identifying diverse social norms, including unjust ones
Relationship Skills	<ul style="list-style-type: none"> Demonstrating cultural competency Seeking or offering support and help when needed
Responsible Decision Making	<ul style="list-style-type: none"> Demonstrating curiosity and open-mindedness Recognizing how critical thinking skills are useful both inside & outside of school Reflecting on one’s role to promote personal, family, and community well-being Evaluating personal, interpersonal, community, and institutional impacts

Interdisciplinary Connections

English Language Arts	<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>
Social Studies	<p>6.2.12.HistoryCC.5.d: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.</p> <p>6.2.12.EconGE.6.c: Relate the rise of the Internet and social media to global economy.</p>
<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> • How can you relate with nature through outdoor activities and sports? • What are the advantages and disadvantages of ecotourism? • Why is ecotourism important in Latin America? • What are the 7 Wonder of the World and how many are located in Latin America? • What outdoor activities can be performed in some of the 7 Wonders of Latin America? • How have ancient pilgrimages shaped travel practices in Spain? • What can you do in a backpacking or camping trip in South America? • What are some of the most important National Parks in Latin America and what are the differences and similarities with National Parks in the United States? • What is “El Clasico” and why is there a rivalry? • How do South Americans prepare for a “futbol” (soccer) match? • How does a person with a physical disability prepare for an athletic event? • What are the Special Olympics? • How do you prepare for an athletic event or competition? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Latin America offers a great variety of geographical landscapes and places to practice outdoor activities and sports including volcano hiking, snorkeling, skiing, surfing, riding on jungle boats, trekking, sea kayaking, rafting, and cycling on mountains, among others. • In Latin America, ecotourism offers a unique balance between environmental protection and economic growth. • For over a thousand years, pilgrims have hiked the Camino de Santiago across northern Spain, one of the most important Christian pilgrimage routes during the Middle Ages. Now it has become one of the most famous pilgrimages in Europe with several routes attracting thousands of tourists each year. • Latin America has numerous National Parks that attract foreign tourists the entire year. A variety of mountain peaks in Patagonia and the Andes, one the most beautiful waterfall in the world that borders Brazil, Paraguay and Argentina, Galapagos Island in Ecuador, glaciers, volcanoes, tropical rainforests and many others. • Real Madrid and Barcelona is one of the biggest soccer rivalries in the world. The rivalry stems

- How do you describe past events and competitions using the preterite and imperfect verbs?

from Madrid and Barcelona two of the biggest cities in Spain with opposite political spectrums.

- South Americans are very passionate about soccer; families gather and celebrate soccer events with traditional food and music.
- A person with physical disabilities can compete in different sports offered in the United States and Spanish-speaking countries. For example, Blind Football is designed for players who are blind or visually impaired and it organizes a World Championship.
- Paralympic game is a major international sports competition for athletes with disabilities split into Winter Games and Summer Games that occur every two years.
- Students can describe past sporting events and competitions using the preterite and imperfect verbs.

Evidence of Learning

Formative Assessments:

- Vocabulary race games
- Whiteboard activities
- Observation of oral discourse
- Communicative activities
- Discussions Dice Game for conjugating verbs
- Do now/Exit tickets
- Partner asking and answering questions
- Online games (Kahoot, Gimkit, Blooket, Quizziz)
- Pearson online assignments
- Listening activities
- Venn Diagrams
- T-Charts

Summative/Benchmark Assessment(s):

- Authentic reading assignments
- Authentic videos and comprehension questions
- Vocabulary quizzes
- Grammar quizzes
- Chapter 1 Test
- Cultural readings/questions
- Paragraphs
- Individual Project: Outdoor Adventures

- Writing assignment: Camping Story Booklet

Alternative Assessments:

Online or printed quizzes and tests

Resources/Materials:

Textbook, Auténtico 3
 Audio and video programs
 Pearson: online textbook
 YouTube: cultural videos
 Slides presentations
 Google Chrome
 Google Forms
 Chrome books
 Authentic materials from different sources
 Online educational games: Kahoot, Quizziz, Gimkit, Blooket
 Online study tools: Conjuguemos (www.conjuguemos.com)
 Quizlet (www.quizlet.com) , Spanish Dictionary (www.spanishdict.com) Study Spanish (www.studyspanish.com)

Key Vocabulary:

Vocabulary related to outdoor activities, camping, natural environment, weather, athletic events and competitions.

El bosque, el desierto, la naturaleza, el paisaje, el refugio, la roca, la sierra, el valle, los binoculares, la linterna, el saco de dormir, la tienda de acampar, granizo, relampago, trueno, el amanecer, el anochecer, el entrenamiento, la carrera, la ceremonia, etc.

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
1 Dias Inolvidables. -Introduccion to vocabulario en contexto 1 -Regular preterite verbs	<ul style="list-style-type: none"> ❖ Students will be able to match and label camping equipment, activities and locations. ❖ Students will be able to talk about camping and vacation using vocabulary from this chapter. ❖ Students will be able to read and listen to information about camping and outdoor vacations. ❖ Students will be able to compare and contrast camping and outdoor activities in Latin America and the United States. 	<ul style="list-style-type: none"> • Do-nows and exit tickets using Kahoot and Blooket • Matching and labeling images of camping equipment and related activities • Manipulatives to introduce vocabulary related to camping: flashlights, binoculars, etc. • Listening activity about outdoor activities. • Comprehension questions • Writing sentences about outdoor activities with regular preterite tense verbs. • Asking and responding questions with a partner using interrogative words and past tense verbs. • Venn Diagrams and T-Charts • Vocabulary quiz • Regular preterite quiz 	5

<p>2 Dias Inolvidables</p> <p>-Ongoing vocabulary</p> <p>-Stem-changing and irregular preterite verbs</p>	<ul style="list-style-type: none"> ❖ Students will be able to explore ecotourism in Latin America using technology. ❖ Students will be able to create a touristic flyer using images and vocabulary from this unit. ❖ Students will be able to watch an authentic video about tourism and answer comprehension questions. 	<ul style="list-style-type: none"> • Reading/listening activities related to ecotourism in Latin America with comprehension questions. • Group discussion about pros and cons of ecotourism. • Stem-changing and irregular preterite verbs. • Individual Project: Flyer about ecotourism. • Grammar quiz: stem changing and irregular preterite verbs. 	5
<p>3 Parques Nacionales</p> <p>-Ongoing vocabulary</p> <p>-Regular and irregular preterite verbs</p>	<ul style="list-style-type: none"> ❖ Students will be able to explore outdoor activities in National Parks in different regions of South, Central and North America. ❖ Students will be able to plan a trip to one National Park. 	<ul style="list-style-type: none"> • Reading and listening activities about National Parks • Research about National Parks • National Park Webquest. • Presentation about a National Park. 	5
<p>4 Como alcanzar tus metas</p> <p>-Introduction to vocabulario en contexto 2</p>	<ul style="list-style-type: none"> ❖ Students will be able to match and label images related to athletic competitions. ❖ Students will be able to exchange phrases and vocabulary related to competitions. ❖ Students will be able to read, listen to, and understand information about authentic events, competitions, goals and prizes. 	<ul style="list-style-type: none"> • Matching and labeling images related to athletic competitions. • Manipulatives to introduce vocabulary: certificate, medal, trophy, etc. • Manipulatives to have student exchange phrases related to competitions. • Worksheets • Reading activity with context clues and comprehension questions • Listening activity and True and False comprehension questions • Do-Nows and Exit Tickets using Kahoot and Gimkit • Quizlet to review vocabulary • Vocabulary Quiz 	5
<p>5 Como alcanzar tus metas</p> <p>-Ongoing vocabulary</p> <p>- Preterite tense</p>	<ul style="list-style-type: none"> ❖ Students will be able to read and interpret segments from a school's newspaper related to competitions. ❖ Students will be able to distinguish and sort vocabulary used before and after a competition. ❖ Students will be able to discover sports and competitions for people with disabilities 	<ul style="list-style-type: none"> • Read and respond to comprehension questions. • Use a T-chart to sort vocabulary related to competitions. • Videos about athletes with disabilities • Class discussion and small group discussion about different opportunities and organizations 	5

-Imperfect tense	<ul style="list-style-type: none"> ❖ Students will be able to acknowledge the passion and rivalry of Barcelona and Real Madrid “clasico” 	<p>for athletes with physical disabilities.</p> <ul style="list-style-type: none"> • Video about rivalry of Spanish soccer teams. • Online assignments on Pearson 	
6 Como alcanzar tus metas -Ongoing vocabulary -Preterite and imperfect tenses	<ul style="list-style-type: none"> ❖ Students will be able to apply strategies used in Language Arts classes for creative writing in Spanish. ❖ Students will be able to use preterite and imperfect and current vocabulary to write a story. ❖ Students will be able to narrate a special experience in the past tense. 	<ul style="list-style-type: none"> • Brainstorming web and writing web graphic organizers. • Use vocabulary from this lesson and preterite and imperfect verbs to write connected sentences with organized and detailed events. • Write a draft following a model using topic sentence, details, description, and conclusion. • Revise draft and publish it on a booklet. 	5
7 Como alcanzar tus metas -Ongoing vocabulary -Stem-changing, regular and irregular imperfect and preterite verbs.	<ul style="list-style-type: none"> ❖ Students will be able to use different resources to prepare for the Unit Test ❖ Students will be able to listen and comprehend descriptions of an excursion to a National Park ❖ Students will be able to read and comprehend an announcement about a competition ❖ Students will be able to write an article for the school newspaper ❖ Students will be able to make cultural comparisons of main sports and competitions in Spanish-speaking countries and in the United States. 	<ul style="list-style-type: none"> • Vocabulary and grammar review using online assignments on Pearson • Vocabulary and grammar review playing online games in Kahoot, Blooket, Quizziz • Vocabulary and grammar review using Quizlet as a study tool. • TPR for vocabulary and verbs • Flashcards • Worksheets • Unit Test 	5

Teacher Notes: All lessons will include do-now and exit tickets at the beginning and end of each class. Do-now and exit tickets will include relevant vocabulary and grammar as well as cultural aspects of each lesson. Different sources will be used, including games like Kahoot, Blooket, Gimkit, and Quizziz. A variety of formative and summative assessments will be used throughout the unit.

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	506 Students
-Pair visual prompts with verbal presentations.	-Assess comprehension through demonstration (gestures/ drawings Rephrase questions,	-Use of Higher Level questioning techniques.	-Extra help after school Varying time to complete class work and assessments.	-Pair visual prompts with verbal presentations.

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<ul style="list-style-type: none"> -Ask students to restate information, directions, and assignments. -Repetition and practice. -Model skills / techniques to be mastered. -Extended time to complete class work and assessments. -Provide copy of class notes. -Preferential seating to be mutually determined by the student and teacher. -Extra textbooks for home. -Hands-on materials (bilingual dictionaries, visual aids, teacher made adaptations, outlines, study guides -Give instructions in writing and orally. 	<p>directions, and explanations</p> <p>Highlight key vocabulary</p> <ul style="list-style-type: none"> -Hands-on materials (bilingual dictionaries, visual aids, teacher made adaptations, outlines, study guides -Give instructions in writing and orally. 	<ul style="list-style-type: none"> -Provide assessments that require higher level thinking. -Increased production in writing assignments. -Assign student as a peer helper. 	<ul style="list-style-type: none"> -Provide copy of class notes. -Use graphic organizers - Student-directed learning/ independent studies appropriate. - Assign a peer helper in the class setting. - Provide oral reminders and check student work during independent work time -Assist student with long and short term planning of assignments. -Provide regular parent/ school communication. 	<ul style="list-style-type: none"> -Ask students to restate information, directions, and assignments. -Repetition and practice. -Model skills / techniques to be mastered. -Extended time to complete class work and assessments. -Provide copy of class notes. -Preferential seating to be mutually determined by the student and teacher. -Extra textbooks for home. -Hands-on materials (bilingual dictionaries, visual aids, teacher made adaptations, outlines, study guides -Give instructions in writing and orally.
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Unit 4 - Overview

Content Area: Spanish III

Unit Title: Unit 4: ¿Cómo te expresas? (How do You Express Yourself?)

Grade Level: 10th and 11th

Core Ideas: In this unit, students will explore different artistic expressions and how to appreciate them. The vocabulary includes types of art and how to describe them; music, drama and dance performances. The grammar section includes preterite vs. imperfect, estar + past participle, ser and estar, verbs with different meanings in the preterite and imperfect. Cultural perspectives include artistic expressions and artists in the Spanish-speaking world; African influence in Spanish music and dance, such as salsa, merengue, bachata, and tango among others. This unit also includes perspectives of indigenous and mestizo painters, and Spanish-speaking painters who have represented indigenous culture, feminist movements, and the tragedies of war and the suffering it inflicts upon individuals, particularly innocent civilians.

Unit 4 - Standards

Proficiency Level: Intermediate Low

Interpretive Mode of Communication: Learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.

Interpersonal Mode of Communication Learners understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.

Presentational Mode of Communication Learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.

Performance Expectations (NJSLs)

Standards

CPI#: **New Jersey Students Learning Standards (NJSLs)**

7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.

7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
Career Readiness, Life Literacies, and Key Skills	
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
Computer Science and Design Thinking	
8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
Intercultural Statements (Amistad, Holocaust, LGBT, etc...)	
N.J.S.A. 18 A 35-4.35	LGBT and Disabilities Law: Students will explore the life of Mexican painter Frida Kahlo who is an icon among artists in the LGBTQ community. Frida Kahlo, who had multiple disabilities including polio as a child and spinal damage from a car accident, became a world-renowned self-portrait painter. She has since served as a role model for generations of artists, people with disabilities and bisexual women. Many people within the Latino and other communities hide their disability due to negative stigmas, but Kahlo illustrated hers in her art.
N.J.S.A. 18 A 52:16A-88	Amistad Law: Students will explore the African influence in a variety of Spanish music genres in the Caribbean and South America. The major African contribution to Latin music is in its rhythmic enrichment . Many Latin American instruments, like drums, bells, rattles and flutes as well as some dances and songs are traceable to ceremonial contexts in Africa. Many Latin American genres have African roots, such as: Mambo, samba, cumbia, rumba, tango, cha-cha-cha, among others. Students will be able to compare African influences in Latin music with genres from the United States, such as jazz, blues, gospel, and rock & roll.
N.J.S.A. 18 A:35-28	Holocaust Law: Students will explore and analyze the artworks of Ecuadorian painter Oswaldo Guayasamin of Kichwa and mestizo heritage. Through his paintings, Guayasamin portrayed the oppression, poverty and suffering of the local population. He expressed solidarity with oppressed indigenous and black communities and depicted the pain and injustice caused by dictatorships, imperialists and European colonizers. Students will also explore and discuss famous Spanish artists like Pablo Picasso and Francisco de Goya. <i>Guernica</i> is a large 1937 oil painting on canvas by Spanish artist Pablo Picasso. It is one of his best-known works, regarded by many art critics as the most moving and powerful anti-war painting in history. <i>Disasters of War</i> a series of 82 prints created between 1810 and 1820 by the Spanish painter Francisco de Goya represents the inhumane consequences of war.
CASEL'S SEL Framework	
Self- Awareness	<ul style="list-style-type: none"> Identifying personal, cultural, and linguistic assets Examining prejudices and biases
Self- Management	<ul style="list-style-type: none"> Exhibiting self-discipline and self-motivation Using planning and organizational skills
Social Awareness	<ul style="list-style-type: none"> Using planning and organizational skills Identifying diverse social norms, including unjust ones

Relationship Skills	<ul style="list-style-type: none"> • Demonstrating cultural competency • Seeking or offering support and help when needed
Responsible Decision Making	<ul style="list-style-type: none"> • Demonstrating curiosity and open-mindedness • Recognizing how critical thinking skills are useful both inside & outside of school • Reflecting on one’s role to promote personal, family, and community well-being • Evaluating personal, interpersonal, community, and institutional impacts
Interdisciplinary Connections	
English Language Arts	<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>
Social Studies	<p>6.1.12.HistoryUP.2.b: Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War.</p> <p>6.1.12. CivicsDP.3.b: Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.</p> <p>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).</p> <p>6.2.12.GeoSV.1.a: Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century</p> <p>6.2.12.HistoryCC.1.b: Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.</p> <p>6.2.12.HistoryCC.1.c: Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.</p> <p>6.2.12.HistoryCC.1.d: Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.</p>

	<p>6.2.12.HistoryCC.1.f: Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures).</p> <p>6.2.12.HistoryCC.1.g: Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies</p>
Visual and Performing Arts	<p>1.5.12prof.Pr5a: Analyze and evaluate the reasons and ways an exhibition is presented.</p> <p>1.5.12prof.Pr6a: Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings.</p> <p>1.5.12prof.Re8a: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.</p>
<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> • What aspects of a country’s culture are reflected on a popular work of art? • What is the relationship between art and a country’s history? • What feelings and experiences can be transmitted through dance? • If you were an artist, how would you express yourself? • What are the influences of Africans in Latin America music? • What events were happening in the world when Pablo Picasso painted <i>Guernica</i>? • How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences? • What is the value of engaging in the process of art criticism? • What historical and social contexts are represented in the artworks of Frida Kahlo and Diego Rivera? • What social issues are expressed in murals? • What are some adjectives used in the target language to describe a painting? • What cognates can be used to describe music and art? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Art allows people from different cultures and different times to communicate with each other via images, sounds and stories. • Art is often a vehicle for social change as it can give voice to those who are underrepresented. • Dance can be used as a vehicle for expression. It can help tell a story, convey feelings and emotions, and connect with others and with ourselves. • When the slaves were brought over, the only thing they really could bring with them was culture; whether it was music, dance or religious beliefs, they attempted to preserve as much of their rich cultural heritage as possible in their new country. This led to very interesting musical developments, as Latin American countries found themselves to be a melting pot of native individuals, slaves and European colonies. • Picasso painted <i>Guernica</i> at his home in Paris in response to the 26 April 1937 bombing of <i>Guernica</i>, a Basque Country town in northern Spain which was bombed by Nazi Germany and Fascist Italy at the request of the Spanish Nationalists. • Kahlo was influenced by the political and social context in which she lived. The Mexican Revolution, and the implications of the Revolution throughout the following decades, heavily impacted her. She also represented gender equality and feminist movements. • Diego Rivera was inspired by the political ideals of the Mexican Revolution (1914-15) and the Russian Revolution (1917), and wanted to make

art that reflected the lives of the working class and native peoples of Mexico.

- Many cognates can be used to talk about art. Some of them are: *ceramica, escultura, mural, figura, melodia, trompeta*, among others.

Evidence of Learning

Formative Assessments:

- Whiteboard activities
- Observations of class activities
- Communicative activities
- Class discussions
- Do now/Exit tickets
- Partner asking and answering questions
- Online games (Kahoot, Gimkit, Blooket, Quizziz)
- Pearson online assignments
- Listening activities
- Graphic organizers and maps
- Venn Diagrams
- T-Charts
- Talavera Painting Project

Summative/Benchmark Assessment(s):

- Authentic reading assignments
- Authentic videos and comprehension questions
- Vocabulary quizzes
- Grammar quizzes
- Chapter 2 Test
- Cultural readings/questions
- Paragraphs
- Individual Project: Famous Artist Project and Presentation

Alternative Assessments:

Online or printed quizzes and tests

Resources/Materials:

Textbook, Auténtico 3
 Audio and video programs
 Latin music
 Construction paper
 Pearson: online textbook
 YouTube: cultural videos
 Slides presentations

Key Vocabulary:

Vocabulary related to art forms, genres, materials, professions, works of art, music, and dance.

La cerámica, la escultura, el autorretrato, la naturaleza muerta, el poema, la danza, el fondo, la figura, el movimiento, el paso, el ritmo, etc.

<p>Google Chrome</p> <p>Google Forms</p> <p>Chrome books</p> <p>Authentic materials from different sources</p> <p>Online educational games: Kahoot, Quizziz, Gimkit, Blooket</p> <p>Online study tools: Conjuguemos (www.conjuguemos.com)</p> <p>Quizlet (www.quizlet.com) , Spanish Dictionary (www.spanishdict.com) Study Spanish (www.studyspanish.com)</p>	
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Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
<p>1. ¿Cómo te expresas?</p> <p>-Introducción to vocabulario en contexto 1</p> <p>-Adjective agreement</p> <p>-Comparatives and superlatives</p>	<ul style="list-style-type: none"> ❖ Students will be able to match and label images with new vocabulary words related to art. ❖ Students will be able to use adjectives to describe different paintings. ❖ Students will be able to use TPR to respond to commands ❖ Students will be able to use comparatives and superlatives to compare art performances. ❖ Students will be able to talk about artists and their artworks in the target language. ❖ Students will be able to read and listen to information about styles, features, tools and media used in the creation of visual and performing arts. ❖ Students will be able to identify art related cognates in English and Spanish. 	<ul style="list-style-type: none"> • Do-nows and exit tickets using Kahoot and Blooket • Matching and labeling images of visual and performing arts. • Manipulatives to introduce vocabulary related to art: palette, brush, frame, etc. • Study set-up with different art materials • Reading and listening activity about different types of art materials and works of art. • Comprehension questions • Writing sentences with art related vocabulary using adjective agreement and comparatives/superlatives • Asking and responding questions with a partner about art preferences. • Textbook and online vocabulary and grammar activities • Venn Diagrams and T-Charts • Vocabulary quiz 	5
<p>2 ¿Cómo te expresas?</p> <p>-Ongoing vocabulary</p> <p>-Preterite vs. Imperfect</p> <p>-Past participle</p>	<ul style="list-style-type: none"> ❖ Students will be able to analyze different artworks of Diego Rivera, Diego Velazquez, Joan Miro and Salvador Dali. ❖ Students will be able to analyze surrealist art and have group discussions. ❖ Students will be able to discuss different social and political 	<ul style="list-style-type: none"> • Do-nows and exit tickets • Reading activities and group discussions about different paintings. • Comprehension questions • Reading activities using the preterite and imperfect verbs • Online assignments on Pearson 	5

	<p>contexts that are represented in different paintings.</p> <ul style="list-style-type: none"> ❖ Students will be able to create a story based on a painting using vocabulary and grammar from this unit. ❖ Students will be able to discuss Language Arts strategies: using illustrations, using context clues, and organizing information. 	<ul style="list-style-type: none"> • Writing activity to describe different artworks using Language Arts strategies. • Cultural videos • Past participle quiz 	
<p>3 ¿Cómo te expresas?</p> <p>-Ongoing vocabulary and grammar</p>	<ul style="list-style-type: none"> ❖ Students will be able to research famous Spanish-speaking artists ❖ Students will be able to explain the practices and perspectives of important Latin American and Spanish figures in the arts. ❖ Students will be able to write and present information about different artists ❖ Students will be able to develop an appreciation for artistic role models and fine arts. ❖ Students will be able to analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings. 	<ul style="list-style-type: none"> • Individual Project: Famous Spanish-speaking Artists. • Students will research a famous Spanish-speaking painter and gather information. Then, create a presentation on Google Slides or Prezi. • Personal information as well as period and style, three important artworks and their meaning. • Small groups presentations and discussions. • Interpretation of artwork: description, message, and connections • Students will walk around school and will analyze different murals painted by former students. They will describe their favorites using the target language. 	5
<p>4 Los talleres de artes</p> <p>-Introduction to vocabulario en context 2</p>	<ul style="list-style-type: none"> ❖ Students will be able to respond to TPR by holding up appropriate clip art images or words or making gestures. ❖ Students will be able to ask and respond questions using situations cards ❖ Students will be able to acquire new vocabulary by playing Bingo and completing crossword puzzles. ❖ Students will be able to identify instruments used in Latin rhythms 	<ul style="list-style-type: none"> • Matching and labeling images related to athletic competitions. • Manipulatives to introduce vocabulary: certificate, medal, trophy, etc. • Manipulatives to have student exchange phrases related to competitions. • Worksheets • Reading activity with context clues and comprehension questions • Listening activity and True and False comprehension questions • Do-Nows and Exit Tickets using Kahoot and Blooket • Quizlet to review vocabulary 	5

		<ul style="list-style-type: none"> • Vocabulary Quiz 	
<p>5 Los talleres de artes</p> <p>-Ongoing vocabulary</p> <p>-Ser and Estar</p>	<ul style="list-style-type: none"> ❖ Students will be able to identify different genres like tango, flamenco, and salsa ❖ Students will discover the origins and roots of several Latin rhythms. ❖ Students will apply <i>Ser</i> and <i>Estar</i> in reading and writing activities 	<ul style="list-style-type: none"> • Reading and listening to different genres. • Audiovisuals • Create list of instruments used in each genre • Analyze social contexts Reading and writing activities using <i>Ser</i> and <i>Estar</i> • Writing activities about music and dance using different verbs • Workbook: reading and writing • PowerPoint presentations 	5
<p>6 Los talleres de artes</p> <p>-Ongoing vocabulary</p> <p>-Preterite and imperfect tenses</p>	<ul style="list-style-type: none"> ❖ Students will be able to acquire basic dancing skills and perform with their peers ❖ Students will be able to analyze different music genres and learn about their history and social impact ❖ Students will be able to gather information and create a poster and presentation 	<ul style="list-style-type: none"> • Cultural video about Latin rhythms with True and False, comprehension and personal questions • Group project about music. Work in small groups; research and gather information about a Latin music genre: Tango, Merengue, Bachata, Flamenco, Latin Pop, Salsa, Cumbia, etc. Create a poster with most important figures from that genre, instruments used, history, social contexts, etc. Demonstrate in class the basic steps. 	5
<p>7 Los talleres de artes</p> <p>-Ongoing vocabulary</p> <p>-Ser and Estar</p> <p>-Estar</p> <p>+Participio</p> <p>-Preterite and Imperfect</p>	<ul style="list-style-type: none"> ❖ Students will be able to apply vocabulary and grammar to write reviews about fine arts exhibitions and performances ❖ Students will be able to identify different art styles and art related vocabulary at the end of this unit. 	<ul style="list-style-type: none"> • Vocabulary and grammar review using online assignments on Pearson • Vocabulary and grammar review playing online games in Kahoot, Blooket, Quizziz • Vocabulary and grammar review using Quizlet as a study tool. • TPR for vocabulary and verbs • Flashcards • Worksheets • Unit Test 	5

Teacher Notes: All lessons will include do-now and exit tickets at the beginning and end of each class. Do-now and exit tickets will include relevant vocabulary and grammar as well as cultural aspects of each lesson. Different sources will be used, including games like Kahoot, Blooket, Gimkit, and Quizziz. A variety of formative and summative assessments will be used throughout the unit.

Differentiation/Modification Strategies				
Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	507 Students
<ul style="list-style-type: none"> -Pair visual prompts with verbal presentations. -Ask students to restate information, directions, and assignments. -Repetition and practice. -Model skills / techniques to be mastered. -Extended time to complete class work and assessments. -Provide copy of class notes. -Preferential seating to be mutually determined by the student and teacher. -Extra textbooks for home. -Hands-on materials (bilingual dictionaries, visual aids, teacher made adaptations, outlines, study guides -Give instructions in writing and orally. 	<ul style="list-style-type: none"> -Assess comprehension through demonstration (gestures/ drawings Rephrase questions, directions, and explanations Highlight key vocabulary -Hands-on materials (bilingual dictionaries, visual aids, teacher made adaptations, outlines, study guides -Give instructions in writing and orally. 	<ul style="list-style-type: none"> -Use of Higher Level questioning techniques. -Provide assessments that require higher level thinking. -Increased production in writing assignments. -Assign student as a peer helper. 	<ul style="list-style-type: none"> -Extra help after school Varying time to complete class work and assessments. -Provide copy of class notes. -Use graphic organizers - Student-directed learning/ independent studies appropriate. - Assign a peer helper in the class setting. - Provide oral reminders and check student work during independent work time -Assist student with long and short term planning of assignments. -Provide regular parent/ school communication. 	<ul style="list-style-type: none"> -Pair visual prompts with verbal presentations. -Ask students to restate information, directions, and assignments. -Repetition and practice. -Model skills / techniques to be mastered. -Extended time to complete class work and assessments. -Provide copy of class notes. -Preferential seating to be mutually determined by the student and teacher. -Extra textbooks for home. -Hands-on materials (bilingual dictionaries, visual aids, teacher made adaptations, outlines, study guides -Give instructions in writing and orally.

Unit 5 - Overview

Content Area: Spanish III

Unit Title: Unit 5: ¿Qué haces para estar en forma? (What do you do to stay fit?)

Grade Level: 10th and 11th

Core Ideas: In this unit, students will be able to use vocabulary and talk about symptoms of illnesses and their remedies, discuss eating habits, understand cultural perspectives about health, fitness and nutrition and give advice related to nutrition and exercise using affirmative and negative commands or the subjunctive. Students will discover typical Latino dishes as well as the influence of African, Native American, and European roots in popular meals. Cultural differences will be observed, and students will make comparisons between outdoor food markets in Spain or Latin America with supermarkets in the United States. Lastly, students will be able to watch several food and nutrition videos in the target language and create healthy nutrition plans for teenagers as well as for people with diabetes or high cholesterol.

Unit 5- Standards

Proficiency Level: Intermediate Low

Interpretive Mode of Communication: Learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.

Interpersonal Mode of Communication: Learners understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.

Presentational Mode of Communication: Learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.

Performance Expectations (NJSLs)

Standards

CPI#: New Jersey Students Learning Standards (NJSLs)

7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.

7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.

Career Readiness, Life Literacies, and Key Skills

9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
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Computer Science and Design Thinking

8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
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Intercultural Statements (Amistad, Holocaust, LGBT, etc...)

N.J.S.A. 18 A 35-4.35	LGBT and Disabilities Law: Students will watch several short informative videos about health and nutrition in the target language and will use this information plus background knowledge to create several nutrition plans for active teenagers, people with diabetes, obesity, and high cholesterol levels. Students will explore the options for dairy free and gluten free diets.
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N.J.S.A. 18 A 52:16A-88	Amistad Law: Students will explore the African influence in a variety of Spanish dishes. African influences are embedded into Latin American culture, with their presence dating back to colonial times. Some of these influences are seen in dishes like <i>mangú</i> from Dominican Republic, <i>mofongo</i> from Puerto Rico, <i>mogo mogo</i> from Mexico, <i>rondón</i> from Colombia and Venezuela, <i>tacu tacu</i> from Peru, and <i>tapado</i> common in several Central American countries.
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N.J.S.A. 18 A:35-28	Holocaust Law: Students will discover the origin of different products and how colonization led to a fusion of ingredients to prepare the most famous Hispanic/Latin dishes. When Spaniards arrived in Mesoamerica, they encountered the Maya, Aztecs and other prominent Indigenous groups. The land was rich, fertile, and filled with crops such as beans, pumpkins, chilies, avocados, elderberries, guavas, papayas, tomatoes, cocoa, cotton, tobacco, henequen, indigo, maguey, corn, and cassava. European diet was principally composed of bread, olive oil, olives, “meat,” and wine. While this diet was somewhat sustained on the actual voyage from Europe to the Americas, upon arrival, Europeans found themselves devoid of the foods they considered necessary for survival.
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CASEL’S SEL Framework

Self- Awareness	<ul style="list-style-type: none"> Identifying personal, cultural, and linguistic assets Examining prejudices and biases
Self- Management	<ul style="list-style-type: none"> Exhibiting self-discipline and self-motivation Using planning and organizational skills
Social Awareness	<ul style="list-style-type: none"> Using planning and organizational skills Identifying diverse social norms, including unjust ones
Relationship Skills	<ul style="list-style-type: none"> Demonstrating cultural competency Seeking or offering support and help when needed
Responsible Decision Making	<ul style="list-style-type: none"> Demonstrating curiosity and open-mindedness Recognizing how critical thinking skills are useful both inside & outside of school Reflecting on one’s role to promote personal, family, and community well-being Evaluating personal, interpersonal, community, and institutional impacts

Interdisciplinary Connections

<p>English Language Arts</p>	<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>
<p>Social Studies</p>	<p>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).</p> <p>6.2.12.HistoryCC.1.c: Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.</p> <p>6.2.12.HistoryCC.1.d: Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.</p> <p>6.2.12.HistoryCC.1.f: Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures).</p> <p>6.2.12.HistoryCC.1.g: Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies</p>
<p>Health and Physical Education</p>	<p>2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life</p> <p>2.2.12.PF.1: Compare the short and long term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.</p> <p>2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.</p> <p>2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide.</p> <p>2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance.</p> <p>2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness.</p>

Unit Essential Question(s):

- Why is it important to exercise regularly and have a nutritious diet?
- What fruits and vegetables contain high levels of vitamins and minerals?
- What are products including fruits and vegetables original from the Americas?
- What are some popular foods in the Spanish-speaking world?
- What Latin dishes have African influences?
- What is the relationship between certain ingredients and some common health problems?
- What is the relationship between size portions and a good health?
- How do mealtimes differ in United States and Spanish-speaking countries?
- What are some differences and similarities between junk food in the United States and certain Spanish-speaking countries?
- What exercises or activities can you do to lower stress and increase energy?
- Why are natural remedies so popular in Spanish-speaking countries?
- What sports were played by native Americans in Mexico and Central America?

Unit Enduring Understandings:

- Regular exercise and nutritious eating habits lead to a healthy lifestyle.
- Many fruits and vegetables contain high levels of vitamins and minerals and are a better option than processed foods when eating snacks.
- Many products were unknown to Europeans before Christopher Columbus arrived in the Caribbean: chocolate, corn, green beans, peppers, pineapples, potatoes, tomatoes, and vanilla, among others.
- Latin American and Spanish cuisine is well known internationally for its diversity and tasty ingredients. Every region has an influence from its own Native American roots, and it also has African, Spanish, Italian, Asian, and Arabic influences. Some items typical in Latin America include maize-based dishes like arepas, pupusas, tacos, tortillas, and tamales. Empanadas are known in the entire region, paella, ceviche, among many others.
- In Spain and Latin America eating times and schedules differ
- There are differences and similarities between junk food in the United States and in Spanish-speaking countries, although, Hispanic families have traditionally preferred to eat meals at home.

Evidence of Learning

Formative Assessments:

- Whiteboard activities
- Observations of class activities
- Communicative activities
- Class discussions
- Do now/Exit tickets
- Partner asking and answering questions
- Online games (Kahoot, Gimkit, Blooket, Quizziz)
- Pearson online assignments
- Listening activities
- Graphic organizers and maps
- Venn Diagrams
- T-Charts
- Health and Nutrition videos in the target language with comprehension questions

Summative/Benchmark Assessment(s):

- Authentic reading assignments
- Authentic videos and comprehension questions
- Vocabulary quizzes
- Grammar quizzes
- Chapter 3 Test
- Cultural readings/questions
- Paragraphs
- Meal plans for breakfast, lunch and dinner
- Individual Project: Food Pyramid

Alternative Assessments:

Online or printed quizzes and tests

Resources/Materials:

Textbook, Auténtico 3
 Audio and video programs
 Latin music
 Construction paper
 Pearson: online textbook
 YouTube: cultural videos
 Slides presentations
 Google Chrome
 Google Forms
 Chrome books
 Authentic materials from different sources
 Online educational games: Kahoot, Quizziz, Gimkit, Blooket

Key Vocabulary:

Vocabulary related to symptoms and remedies, parts of the body, health food and nutrition, physical fitness and exercise.

La alergia, el antibiótico, la aspirina, el jarabe, la gripe, el corazón, el músculo, la vitamina, la fibra, la merienda...

Online study tools: Conjuguemos (www.conjuguemos.com)
 Quizlet (www.quizlet.com) , Spanish Dictionary
 (www.spanishdict.com) Study Spanish
 (www.studyspanish.com)

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
<p>1. ¿Qué haces para estar en forma?</p> <p>-Introduction to vocabulario en contexto 1</p>	<ul style="list-style-type: none"> ❖ Students will be able to match and label images with new vocabulary words related to art. ❖ Students will be able to identify health and nutrition related cognates in English and Spanish. ❖ Students will be able to learn and use in context vocabulary words and phrases related to common health concerns (the flu, fever, cough, a common cold, etc). 	<ul style="list-style-type: none"> • Do-nows and exit tickets using Kahoot and Blooket • Matching and labeling images of body parts, symptoms, and food. • Manipulatives to introduce vocabulary related to food: fruits, vegetables, etc. • Listening and repeating words and answer True and False questions. • Reading and listening activity. • Asking and responding questions with a partner about nutrition and exercise preferences. • Textbook and online vocabulary and grammar activities • Vocabulary quiz 	5
<p>2. ¿Qué haces para estar en forma?</p> <p>-Ongoing vocabulario en contexto 1</p> <p>-Introduction to Affirmative Commands</p>	<ul style="list-style-type: none"> ❖ Students will be able to write a short dialogue between a doctor and a patient, highlighting vocabulary from this chapter ❖ Students will be able to create a list of symptoms, possible illnesses, and treatments ❖ Students will be able to read and interpret different situations at the doctor's office and decide what is the best treatment for each person ❖ Students will be able to create a T-chart with junk food and healthy food. ❖ Students will be able to interpret a cultural video in the target language ❖ Students will be able to give advice and tell others what to do by using affirmative commands 	<ul style="list-style-type: none"> • Do-nows and exit tickets • Reading activities and group discussions about healthy and unhealthy foods • Writing activity: Dialogue about doctor and patient. Use of vocabulary and affirmative commands. • T-Chart with healthy and unhealthy foods • Cultural video about common illnesses and natural remedies • Group and class discussion about natural used in Latin America since ancient civilizations • Writing short sentences/phrases using commands and telling others how to follow a healthy diet • Online assessments on Pearson • Affirmative commands quiz 	5

<p>3 ¿ Qué haces para estar en forma?</p> <p>-Ongoing vocabulario en contexto 1</p> <p>- Affirmative and Negative “tú” Commands</p> <p>Afirmative and Negative “usted and ustedes” commands</p>	<ul style="list-style-type: none"> ❖ Students will draw and write “Healthy Plates” for breakfast, lunch, and dinner incorporating Spanish foods following the latest guidelines ❖ Students will interpret nutrition videos in the target language ❖ Students will create nutritious meal plans for different population groups ❖ Students will use vocabulary and commands to create meal plans 	<ul style="list-style-type: none"> • With construction paper students will create three different healthy plates incorporating Hispanic products and different food groups. Each plate will consist of breakfast, lunch and dinner. Students will draw, color and label each plate. • Students will watch 2 informative videos of NBC news in the target language. Videos will include health topics of added sugars and size portions. • After watching the video and answering comprehension questions, students will create meal plans for people with diabetes and people trying to reduce high cholesterol and weight • Commands quiz 	5
<p>4 ¿ Qué haces para estar en forma?</p> <p>-Ongoing vocabulario en contexto 1</p> <p>- Affirmative and Negative “tú” Commands</p> <p>Afirmative and Negative “usted and ustedes” commands</p>	<ul style="list-style-type: none"> ❖ Students will be able to research food from a Spanish-speaking country. ❖ Students will be able to research and present information on typical meals from a specific country ❖ Students will be able to follow steps to create a recipe ❖ Students will incorporate vocabulary and grammar to record a video cooking a recipe. 	<ul style="list-style-type: none"> • <u>Food Project</u>: Research food from a Spanish speaking country. Choose at least 3 typical foods for breakfast, lunch, and dinner. Include snacks, desserts, and beverages. Include images, brief background and history of each plate, and ingredients. • <u>Recipe Project</u>: In small groups, choose a typical Spanish plate or dessert, like paella, arroz con leche, tres leches cake, empanadas, churros, etc. Create a video preparing the meal (with real ingredients or pretend play food). Use commands to explain to the audience each step. 	5
<p>5 ¿Quieres estar en forma?</p> <p>-Introduction to vocabulario en contexto 2</p> <p>-Commands</p>	<ul style="list-style-type: none"> ❖ Students will be able to incorporate new vocabulary related to physical activity ❖ Students will be able to create routine exercise plans using commands ❖ Students will be able to explore different fitness options commonly used in Spanish-speaking countries 	<ul style="list-style-type: none"> • Matching and labeling pictures of exercise and routines • TPR of different physical activities • Create a schedule with a routine plan for a person who wants to lose weight and a person that wants to gain muscle. • Create a comic strip of two friends attending a fitness class. 	5

	<ul style="list-style-type: none"> ❖ Students will be able to reflect on their fitness daily routines 	<p>Incorporate vocabulary and commands</p> <ul style="list-style-type: none"> • Quizlet and Quizziz for vocabulary review • Online activities on Pearson • Vocabulary quiz 	
<p>6 ¿Quieres estar en forma?</p> <p>-Ongoing vocabulario en contexto 2</p> <p>-Commands</p> <p>-Introduction to regular subjunctive verbs</p>	<ul style="list-style-type: none"> ❖ Students will be able to write talk about exercise and healthy lifestyles ❖ Students will be able to use memorize phrases to perform a skit ❖ Students will be able to use vocabulary, commands and previously acquired grammar to create a skit ❖ Students will be able to record and edit a video using technology 	<ul style="list-style-type: none"> • In groups of three or four, students will choose a topic related to the unit: The Doctor’s Office, Food and Nutrition, Exercise and Fitness. First, they will create a skit, incorporating all of the requirements. Then, they will perform and record in an appropriate place: gym, nurse’s office, cafeteria, etc. 	5
<p>7 ¿Quieres estar en forma?</p> <p>-Ongoing vocabulario en contexto 2</p> <p>-Commands</p> <p>-Introduction to regular subjunctive verbs</p>	<ul style="list-style-type: none"> ❖ Students will be able to listen to and comprehend a radio station program about health advice ❖ Students will be able to give advice to others about food and nutrition ❖ Students will be able to read and interpret topics related to health, nutrition, and exercise. ❖ Students will be able to compare cultural aspects and make connections 	<ul style="list-style-type: none"> • Vocabulary and grammar review using online assignments on Pearson • Vocabulary and grammar review playing online games in Kahoot, Blooket, Quizziz • Vocabulary and grammar review using Quizlet as a study tool. • TPR for vocabulary and verbs • Flashcards • Worksheets • Unit Test 	5

Teacher Notes: All lessons will include do-now and exit tickets at the beginning and end of each class. Do-now and exit tickets will include relevant vocabulary and grammar as well as cultural aspects of each lesson. Different sources will be used, including games like Kahoot, Blooket, Gimkit, and Quizziz. A variety of formative and summative assessments will be used throughout the unit.

Additional Resources:

Differentiation/Modification Strategies				
Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	508 Students

<ul style="list-style-type: none"> -Pair visual prompts with verbal presentations. -Ask students to restate information, directions, and assignments. -Repetition and practice. -Model skills / techniques to be mastered. -Extended time to complete class work and assessments. -Provide copy of class notes. -Preferential seating to be mutually determined by the student and teacher. -Extra textbooks for home. -Hands-on materials (bilingual dictionaries, visual aids, teacher made adaptations, outlines, study guides -Give instructions in writing and orally. 	<ul style="list-style-type: none"> -Assess comprehension through demonstration (gestures/ drawings Rephrase questions, directions, and explanations Highlight key vocabulary -Hands-on materials (bilingual dictionaries, visual aids, teacher made adaptations, outlines, study guides -Give instructions in writing and orally. 	<ul style="list-style-type: none"> -Use of Higher Level questioning techniques. -Provide assessments that require higher level thinking. -Increased production in writing assignments. -Assign student as a peer helper. 	<ul style="list-style-type: none"> -Extra help after school Varying time to complete class work and assessments. -Provide copy of class notes. -Use graphic organizers - Student-directed learning/ independent studies appropriate. - Assign a peer helper in the class setting. - Provide oral reminders and check student work during independent work time -Assist student with long- and short-term planning of assignments. -Provide regular parent/ school communication. 	<ul style="list-style-type: none"> -Pair visual prompts with verbal presentations. -Ask students to restate information, directions, and assignments. -Repetition and practice. -Model skills / techniques to be mastered. -Extended time to complete class work and assessments. -Provide copy of class notes. -Preferential seating to be mutually determined by the student and teacher. -Extra textbooks for home. -Hands-on materials (bilingual dictionaries, visual aids, teacher made adaptations, outlines, study guides -Give instructions in writing and orally.
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Unit 6 - Overview

Content Area: Spanish III

Unit Title: Unit 6: ¿Cómo te llevas con los demás? (How Do You Get Along with Others?)**Grade Level:** 10th and 11th

Core Ideas: In this unit, students will talk about friendship, families, and personality traits. Also, distinguish between positive and negative personal qualities. Students will be able to discuss conflicts in the target language and how to resolve them. Students will compare relationships between teens and their parents in Mexico with their own experiences and compare how people express and react to others' emotions in Spanish-speaking cultures. Several films and TV series will be showed in class to interpret and discuss topics of families and relationships. Students will continue to expand on the uses of subjunctive to express opinions and talk about emotions, use the prepositions “por and para”, “nosotros” commands, and possessive pronouns.

Unit 6- Standards**Proficiency Level: Intermediate Low**

Interpretive Mode of Communication: Learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.

Interpersonal Mode of Communication: Learners understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.

Presentational Mode of Communication: Learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.

Performance Expectations (NJSLs)**Standards****CPI#: New Jersey Students Learning Standards (NJSLs)**

7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.

7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.

Career Readiness, Life Literacies, and Key Skills

9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
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Computer Science and Design Thinking

8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
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Intercultural Statements (Amistad, Holocaust, LGBT, etc...)

N.J.S.A. 18 A 35-4.35	LGBT and Disabilities Law: Disney movie <i>Luca</i> with a strong message about friendship and acceptance, close relationships and identity. Students will watch the movie in the target language, describe the characters and interpret the message of the sea monsters changing its identity without letting judgmental people find out. The Vespa is a symbol of freedom for Luca and Alberto , serving as their “wings” as they look to explore the limits of the sky.
N.J.S.A. 18 A 52:16A-88	Amistad Law: Disney movie Encanto does not only represent a Colombian family with Afro-Latino roots, but it also represents Mirabel, a dark-skinned, curly haired princess wearing glasses and with no supernatural talent. Encanto has Afro Latino and dark-skinned representation and contribution and is rich in music and other cultural aspects. Students will watch the movie in the target language work on several activities. Segments of the movie Vivo will also be shown in the target language. It has a strong representation of Cuban Afro Latino music and culture in the streets of Havana and Miami and honors Cuban music with Celia Cruz. It is a story of love and friendship that represents Afro Cuban music in a positive way.

CASEL’S SEL Framework

Self- Awareness	<ul style="list-style-type: none"> Identifying personal, cultural, and linguistic assets Examining prejudices and biases
Self- Management	<ul style="list-style-type: none"> Exhibiting self-discipline and self-motivation Using planning and organizational skills
Social Awareness	<ul style="list-style-type: none"> Using planning and organizational skills Identifying diverse social norms, including unjust ones
Relationship Skills	<ul style="list-style-type: none"> Demonstrating cultural competency Seeking or offering support and help when needed
Responsible Decision Making	<ul style="list-style-type: none"> Demonstrating curiosity and open-mindedness Recognizing how critical thinking skills are useful both inside & outside of school Reflecting on one’s role to promote personal, family, and community well-being Evaluating personal, interpersonal, community, and institutional impacts

Interdisciplinary Connections

English Language Arts	<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>
Social Studies	6.2.12.HistoryCC.1.c: Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.
Health	<p>2.1.12.EH.1: Recognize one’s personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.</p> <p>2.1.12.SSH.1: Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.</p> <p>2.1.12.SSH.2: Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations.</p>
<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> • What is love? • What are some ways of expressing “I love you” in the Spanish language? • What is the importance of love and friendship? • How is Valentine’s Day celebrated in Spanish-speaking countries? • What is “Día del Amigo”? • What qualities make the perfect friend or loved one? • How would you describe yourself? • With the use of technology, how have personal relationships changed in the past 10 years? • What are the qualities of a superhero? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • In Spanish there are several ways to express “I love you” depending on the relationship. It can be expressed with <i>te quiero, te amo and te adoro</i>. • Good friends are important to a person’s mental health and quality of life. Friends prevent isolation and loneliness and can give a sense of belonging and happiness. • In Spain Valentine’s Day is celebrated very similar to the United States. In Latin American countries the celebration is growing and is also an excuse to celebrate friendship calling it “El Día del Amor y la Amistad” (The Day of Love and Friendship) • “El Día del Amigo” (Friend’s Day) is celebrated in Argentina and other South American countries in July. It is a national event where groups of friends visit each other, spend the day together,

exchange presents, post social media messages, have lunch or dinner together as a way to celebrate friendship.

Evidence of Learning

Formative Assessments:

- Whiteboard activities
- Observations of class activities
- Communicative activities
- Class discussions
- Do now/Exit tickets
- Partner asking and answering questions
- Online games (Kahoot, Gimkit, Blooket, Quizziz)
- Pearson online assignments
- Listening activities
- Graphic organizers and maps
- Venn Diagrams
- T-Charts
- Health and Nutrition videos in the target language with comprehension questions

Summative/Benchmark Assessment(s):

- Authentic reading assignments
- Authentic videos and comprehension questions
- Vocabulary quizzes
- Grammar quizzes
- Chapter 3 Test
- Cultural readings/questions
- Paragraphs
- Meal plans for breakfast, lunch and dinner
- Individual Project: Food Pyramid

Alternative Assessments:

Online or printed quizzes and tests

Resources/Materials:

Textbook, Auténtico 3
 Audio and video programs
 Latin music
 Construction paper
 Pearson: online textbook
 YouTube: cultural videos
 Slides presentations
 Google Chrome

Key Vocabulary:

Vocabulary related personality traits and personal relationships; adjectives to describe friends and family members:

La amistad, la armonía, la pelea, el malentendido, amable, celoso/a, honesto/a, sincero/a, vanidoso/a...

<p>Google Forms</p> <p>Chrome books</p> <p>Authentic materials from different sources</p> <p>Online educational games: Kahoot, Quizziz, Gimkit, Blooket</p> <p>Online study tools: Conjuguemos (www.conjuguemos.com)</p> <p>Quizlet (www.quizlet.com) , Spanish Dictionary (www.spanishdict.com) Study Spanish (www.studyspanish.com)</p>	
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Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
<p>1. ¿Cómo te llevas con los demás?</p> <p>-Introduction to vocabulario en contexto 1</p>	<ul style="list-style-type: none"> ❖ Students will be able to match and label images with new vocabulary words related to personal relationships. ❖ Students will be able to exchange information about love and friendship. ❖ Students will be able to determine and describe ideals for relationships. 	<ul style="list-style-type: none"> • Do-nows and exit tickets using Kahoot and Blooket • Matching and labeling images with new vocabulary words. • Choice board: Work on a Tic-Tac-Toe and choose different activities for vocabulary acquisition. • Listening and repeating words and answer True and False questions. • Reading and listening activity. • Asking and responding questions with a partner about friends and personal relationships • Textbook and online vocabulary and grammar activities • Vocabulary quiz 	5
<p>2. ¿Cómo te llevas con los demás?</p> <p>-Ongoing vocabulario en contexto 1</p> <p>-Subjunctive with verbs of emotion</p>	<ul style="list-style-type: none"> ❖ Students will be able to read and write about relationships and personality traits. ❖ Students will be able to discuss friendships and family relationships ❖ Students will be able to read and talk about views of friendships and those of people in Spain ❖ Students will explore how Valentine's Day is celebrated in Spanish-speaking countries ❖ Students will discover the celebration of <i>Día del Amigo</i> (Friend's Day) ❖ Students will explore and analyze friendship relationships while 	<ul style="list-style-type: none"> • Do-nows and exit tickets • Reading activities and group discussions about friends' relationships in preparation for a <i>Quinceañera</i> party. • Reading activity and survey interpretation of Spanish teenagers' attitudes towards friendship, honesty, and generosity • T-Chart comparing positive and negative qualities of a person • Venn Diagram comparing <i>Valentine's Day</i> and <i>Día del Amigo</i> 	5

	<p>watching the movie <i>Luca</i> in the target language.</p>	<ul style="list-style-type: none"> • Writing a paragraph describing a friend, using vocabulary and verbs from this chapter • <i>Luca</i> descriptions and personality traits. Analysis of close relationships, acceptance and identity. • Online assessments on Pearson 	
<p>3 La familia en vivo</p> <p>-Ongoing vocabulario en contexto 1</p> <p>-Subjunctive with verbs of emotion</p> <p>-Por and Para</p>	<ul style="list-style-type: none"> ❖ Students will explore family relationships of Mexican-Americans and <i>Tejanos</i> by watching segments of <i>Selena</i> ❖ Students will watch segments of the movie <i>Encanto</i> and discuss about family relationships in Latino families. 	<ul style="list-style-type: none"> • Students will watch segments of Selena Quintanilla’s series on Netflix in the target language. They will be able to discuss, reflect and write about family relationships in Mexican-Americans and identity issues • Venn Diagram comparing Selena’s family and familia Madrigal from <i>Encanto</i>. • Por and Para quiz • Subjunctive with verbs of emotions quiz 	5
<p>4 La familia en vivo</p> <p>-Introduction to vocabulario en contexto 2</p> <p>-Subjunctive with verbs of emotion</p> <p>-Por and Para</p> <p>-Nosotros commands</p> <p>-Possessive pronouns</p>	<ul style="list-style-type: none"> ❖ Students will be able to analyze family relationships, conflicts and emotions ❖ Students will be able to discuss the relationship between positive attitude and personal/professional success ❖ Students will discuss psychological aspects of human emotions and interactions. 	<ul style="list-style-type: none"> • Do-nows and exit tickets • Online activities on Pearson • Auténtico video partnered with Univisión: “La amargura es contagiosa”. Video about psychological aspects of human emotions followed by groups activities. • Persuasive video “Relaciones humanas: obligar o influir” AP Theme: Contemperara Life. • Informative video: ¿Qué relación hay entre el temperamento de una persona y su forma de ver los problemas? AP Theme: Contemproary Life. • Individual and group activities • Class discussions 	5

<p>5 La familia en vivo</p> <p>-Ongoing vocabulario en contexto 2</p> <p>-Subjunctive with verbs of emotion</p> <p>-Por and Para</p> <p>-Nosotros commands</p> <p>-Possessive pronouns</p>	<ul style="list-style-type: none"> ❖ Students will be able to write a dialogue about family or personal relationships ❖ Students will be able to perform a skit that resembles a Spanish “telenovela” using grammar and vocabulary from this unit. 	<ul style="list-style-type: none"> • In groups of 4 or 5 students, create a dialogue/skit that resembles a Spanish soap opera and perform it in front of the class. The topic should include family and personal relationships, vocabulary and grammar from the unit. 	5
<p>6 La familia en vivo</p> <p>-Ongoing vocabulario en contexto 2</p> <p>-Subjunctive with verbs of emotion</p> <p>-Por and Para</p> <p>-Nosotros commands</p> <p>-Possessive pronouns</p>	<ul style="list-style-type: none"> ❖ Students will be able to express opinions and emotions use the subjunctive verbs ❖ Students will be able to write about family and friends conflicts and resolutions using vocabnulary and grammar from this unit. ❖ Students will eb able to compare family relationships in the United States and in Spanish-speaking countries ❖ Students will be able to listen and comprehend descriptions of good friends and family members ❖ Students will be able to use vocabulary in the target language to describe friends, family members, personality traits and relationships. 	<ul style="list-style-type: none"> • Unit review using different online learning tools • Online games • Worksheets • Unit test 	5

Teacher Notes: All lessons will include do-now and exit tickets at the beginning and end of each class. Do-now and exit tickets will include relevant vocabulary and grammar as well as cultural aspects of each lesson. Different sources will be used, including games like Kahoot, Blooket, Gimkit, and Quizziz. A variety of formative and summative assessments will be used throughout the unit.

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	509 Students
<ul style="list-style-type: none"> -Pair visual prompts with verbal presentations. -Ask students to restate information, directions, and assignments. -Repetition and practice. -Model skills / techniques to be mastered. -Extended time to complete class work and assessments. -Provide copy of class notes. -Preferential seating to be mutually determined by the student and teacher. -Extra textbooks for home. -Hands-on materials (bilingual dictionaries, visual aids, teacher made adaptations, outlines, study guides -Give instructions in writing and orally. 	<ul style="list-style-type: none"> -Assess comprehension through demonstration (gestures/ drawings Rephrase questions, directions, and explanations Highlight key vocabulary -Hands-on materials (bilingual dictionaries, visual aids, teacher made adaptations, outlines, study guides -Give instructions in writing and orally. 	<ul style="list-style-type: none"> -Use of Higher Level questioning techniques. -Provide assessments that require higher level thinking. -Increased production in writing assignments. -Assign student as a peer helper. 	<ul style="list-style-type: none"> -Extra help after school Varying time to complete class work and assessments. -Provide copy of class notes. -Use graphic organizers - Student-directed learning/ independent studies appropriate. - Assign a peer helper in the class setting. - Provide oral reminders and check student work during independent work time -Assist student with long- and short-term planning of assignments. -Provide regular parent/ school communication. 	<ul style="list-style-type: none"> -Pair visual prompts with verbal presentations. -Ask students to restate information, directions, and assignments. -Repetition and practice. -Model skills / techniques to be mastered. -Extended time to complete class work and assessments. -Provide copy of class notes. -Preferential seating to be mutually determined by the student and teacher. -Extra textbooks for home. -Hands-on materials (bilingual dictionaries, visual aids, teacher made adaptations, outlines, study guides -Give instructions in writing and orally.