



Toms River Regional School District

World Language Department

Spanish 3 Curriculum
Grades 10-12



Content Area: World Languages

Course Title: Spanish 3

Grade Level: 10-12

Date Created: August 1, 2019

Board Approved on: August 21, 2019

<p>Unit Plan 1 Travel Abroad</p>	<p>45 Days</p> <ul style="list-style-type: none"> ● Planning a trip - 10 days ● Airport travel - 10 days ● Tourist life - 10 days ● Authentic foods - 5 days ● Preparing food - 10 days
<p>Unit Plan 2 Maintaining a Healthy Lifestyle</p>	<p>45 Days</p> <ul style="list-style-type: none"> ● Human Anatomy- 5 days ● Healthy food choices - 10 days ● Physical health - 20 days ● Mental health - 10 days
<p>Unit Plan 3 My Future</p>	<p>45 Days</p> <ul style="list-style-type: none"> ● Personality and Relationships 15 days ● Professions - 15 days ● What will the future be like? (environment, technology, communication) - 15 days
<p>Unit Plan 4 Discovering mediums of Art</p>	<p>45 Days</p> <ul style="list-style-type: none"> ● Intro to art (styles, movements, materials) - 15 days ● Describing art - 15 days ● Interpreting art - 15 days



Unit 1 Overview

Content Area: Spanish 3

Duration: 45 Days

Unit Title: Travel Abroad

Target Course/Grade Level: 10-12

Unit Summary: The Travel unit is centered on reading, writing and speaking in the target language about traveling and the how traveling has a major role in language acquisition through discussing how to get around, getting to know the city and countryside, lodgings, sampling authentic foods, monetary exchanges, and cultural activities. The unit expands on the understanding of how traveling is viewed and regarded in target culture and how these views impact language learning. All levels of proficiency are addressed and fostered according to grade-level topics and abilities.

Primary Interdisciplinary Connections: <https://www.state.nj.us/education/cccs/>
Arts, Mathematics, Music, Science, Social Studies, Health/P.E.

ELA:

- RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events
- RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.
- RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)
- RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)
- W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
- W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- W.3.1b Provide reasons that support the opinion.
- W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- L.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others’ ideas and expressing their own clearly.
- SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- L.3 Demonstrate command of the conventions of standard language grammar and usage when writing or speaking.



- L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

Technology

- 8.1.2.A.4 Create a document with text using a word processing program.
- 8.1.2.B.1 Illustrate and communicate original ideas and stories using digital tools and media rich resources.
- 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
- 8.1.8.D.4 Assess the credibility and accuracy of digital content.

Social Studies

- 6.1.12.B.1.a Explain how geographic variations (e.g., climate, soil conditions, and other natural resources) impacted economic development in the New World.
- 6.1.12.C.1.a Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
- 6.1.12.D.1.a Assess the impact of the interactions and conflicts between native groups and North American settlers.
- 6.1.12.B.16.a Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources.

Science

- HS-ESS3-4. Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.

Health/PE

- 2.1.12.A.1 Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.
- 2.1.12.A.2 Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.
- 2.1.8.B.1 Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.
- 2.1.8.B.2 Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.
- 2.1.8.B.3 Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.
- 2.1.8.B.4 Analyze the nutritional values of new products and supplements.
- 2.2.12.B.1 Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.

Visual Arts

- 1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

21st Century Themes: Learning other languages and understanding the culture of the people who speak them is a 21st century skill that is essential to the success in the global society in which our students will live and work. <https://www.state.nj.us/education/cccs/2014/career/>

Career Readiness:



- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

21st Century Skills:

- 9.1.4.A.2 Identify potential sources of income.
- 9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.
- 9.1.8.A.4 Relate earning power to quality of life across cultures.
- 9.1.12.A.5 Analyze how the economic, social, and political conditions of a time period can affect the labor market.
- 9.1.8.B.6 Evaluate the relationship of cultural traditions and historical influences on financial practice.
- 9.1.8.B.9 Determine the most appropriate use of various financial products and services (e.g., ATM, debit cards, credit cards, check books).
- 9.1.8.B.10 Justify safeguarding personal information when using credit cards, banking electronically, or filing forms.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
- 9.3.12.AG.5 Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources Career Pathways.
- 9.3.12.AG- NR.2 Analyze the interrelationships between natural resources and humans.
- 9.3.12.FN- BNK.4 Demonstrate the use of banking technology and equipment.
- 9.3.GV- FIR.1 Apply the knowledge acquired from history, law, geography, science, language studies, social sciences (including economic and political science), business, foreign policy and culture to perform diplomatic functions.
- 9.3.GV- FIR.4 Describe the application of host country laws, customs and effective administrative practices
- used to manage the conduct of diplomatic operations.
- 9.3.HT.1 Describe the key components of marketing and promoting hospitality and tourism products and services.
- 9.3.HT.2 Evaluate the nature and scope of the Hospitality & Tourism Career Cluster and the role of hospitality and tourism in society and the economy.



- 9.3.HT.3 Demonstrate hospitality and tourism customer service skills that meet customers' needs.
- 9.3.HT.6 Describe career opportunities and means to attain those opportunities in each of the Hospitality & Tourism Career Pathways.
- 9.3.HT- LOD.2 Explain the role and importance of housekeeping operations to lodging facility.
- 9.3.HT- REC.1 Describe career opportunities in the Recreation, Amusements & Attractions Career Pathway.
- 9.3.HT- RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities.
- 9.3.HT- TT.1 Apply information about time zones, seasons and domestic and international maps to create or enhance travel.
- 9.3.HT- TT.2 Apply unit and time conversion skills to develop travel schedules and compute cost, distance and time (including travel time) factors.
- 9.3.HT- TT.3 Analyze cultural diversity factors to enhance travel planning.
- 9.3.HT- TT.6 Use common travel and tourism terminology used to communicate within the industry.
- 9.3.HT- TT.7 Customize travel with diverse transportation, lodging, cruise and food options.
- 9.3.HT- TT.11 Design promotional packages to effectively market travel and tourism.

Learning Targets/Objectives

New Jersey Student Learning Standard: 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Sources: New Jersey Student Learning Standards for World Languages:

<http://www.state.nj.us/education/cccs/2014/wl/>

Content Standards: The language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

Strands: A – Interpretive Mode, B - Interpersonal Mode, C- Presentational Mode

Target Proficiency Goal: Intermediate Mid - Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

Interpretive: The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to:

- Identify the main idea and some supporting details when reading.
- Understand the gist and some supporting details of conversations dealing with everyday life.
- Infer the meaning of some unfamiliar words when used in familiar contexts.

Interpersonal: The Intermediate-Mid language learner understands and communicates at the sentence



level and can use strings of sentences independently to:

- Ask and answer questions related to everyday life.
- Handle simple transactions related to everyday life:
- Initiate, maintain, and end a conversation.
- Ask for and give permission.
- Express needs.
- Give reasons.
- Request, suggest, and make arrangements.
- Extend, accept, and decline an invitation.
- Express an opinion and preference.

Presentational: The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to:

- Handle simple transactions related to everyday life
- Express needs.
- Give reasons.
- Express an opinion and
- Request and suggest

CPI #	Cumulative Progress Indicator (CPI)
7.1 A	Strand A - Interpretive Mode
7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1.NH.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
7.1.NH.A.7	Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.
7.1.NH.A.8	Identify some unique linguistic elements in English and the target language.
7.1 B	Strand B Interpersonal



7.1.NH.B.1	Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
7.1.NH.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level appropriate classroom and cultural activities.
7.1.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
7.1.NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas.
7.1 C	Strand C Presentational
7.1.NH.C.1	Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
7.1.NH.C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
7.1.NH.C.3	Describe in writing people and things from the home and school environment.
7.1.NH.C.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.C.5	Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.

Essential Questions	Enduring Understandings
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<p>How does travel shape my global perspective?</p> <p>What do I need when I travel?</p> <p>How do I plan for a trip?</p> <p>What types of traditional foods are eaten in the target country?</p> <p>How are the dishes prepared?</p>	<p>Recognizing how the cultural differences between the United States and other countries broadens my point of view and allows me to see different perspectives.</p> <p>There are many different types of food in the world.</p> <p>Travel experiences shape our global perspective.</p> <p>The layout of a city reflects the culture and history of the civilizations that have occupied it.</p> <p>Recognizing different modes of transportation helps me navigate the world around me.</p>
<p>Unit Objectives <i>Students will communicate about:</i></p>	<p>Unit Language Objectives <i>Students will be able to:</i></p>
<ul style="list-style-type: none"> ● Travel arrangements ● A plane trip ● Recommendations on what to see in a community ● Tourist accommodations ● Tourist activities ● Likes/Dislikes ● Places to see in the city ● Contrasts and similarities between country and city 	<ul style="list-style-type: none"> ● Give commands about directions and/or what to do/see when traveling ● Ask questions related to travel, travel preparedness, and foods. ● Describe and narrate using the indicative tenses ● Distinguish between preterite vs. imperfect ● Answer questions such as who, what, where, when, and how ● Use and identify temporal words ● Use and identify interrogatives ● Identify the topic and some details from simple sentences in various types of texts.
<p>Materials/Resources</p>	<p>Vocabulary</p>
<p>Core text: Realidades 2 & 3 Supplemental Material: Paso a Paso 2 & 3 <u>Shared Materials</u></p>	<p><u>Unit Vocabulary</u></p>



Evidence of learning

Summative Assessments:

- Department Quarterly Assessment
- Writing prompts
- Portfolio Assessment
- Interpersonal presentations
- Presentational speaking projects
- Language Logs and journal entries

Formative Assessments:

- Questioning: Provide students with question stems (sentence starters) to use to form questions; students can use these in a turn-and-talk. The teacher can use a rubric to evaluate students' use of the stems provided.
- Graphic organizers
- Venn diagram
- Think-Pair-Share
- Observations
- Conferencing
- Interactive Notebook
- Journals
- Anecdotal notes
- Class discussions
- Goal chart
- Checklist
- Center monitoring
- Exit Tickets
- Frayer Model
- KWL Chart
- Self Evaluation

Benchmark Assessment:

- [Writing/Video response to prompts each marking period](#)
- Performance assessments per marking period

Alternative Assessment:

- Student oral presentations
- Interpersonal assessments
- Language log
- Listening assessments
- Rehearsed skits
- Structured debates

Performance Tasks/Use of Technology:

FlipGrid Presentations and video responses, EdPuzzle.com - edited movies with questions post-marked, Student video presentations, Video comic strips, Kahoot.com, Bosuu.com, Slide deck quarterly presentations

Modifications (ELLs, Special Education, 504, Gifted and Talented)



Special Education Students

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Seating arrangements to enhance teacher-student and student-student interactions and instruction

504 Students

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Seating arrangements to enhance teacher-student and student-student interactions and instruction

Gifted and Talented

- Extension activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Student Choice Activities
- Student Driven Activities
- Group Projects
- Tiered Activities

English Language Learners

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time



- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Use visual representations
- Allow use of first language
- Peer tutoring/partner work
- Repeated directions
- Limit number of concepts/vocabulary words

Students At Risk of School Failure

- Cooperative Learning groups
- Multiple intelligences to meet all types of learners
- Review and make necessary IEP modifications/504 plan
- Whiteboards
- TPR
- Flexible Grouping
- Graphic Organizer
- Desk-Side Conferencing
- Personal Agendas
- Think/Pair Share
- Open-Ended Activities
- Games
- Multiple Level Questions
- Alternative Assessment
- Flashcards
- Listening Comprehension
- Rubrics

Unit 2 Overview

Content Area: Spanish 3

Duration: 45 Days

Unit Title: Living a Healthy Lifestyle

Target Course/Grade Level: 10-12

Unit Summary: The *Living a Healthy Lifestyle* unit is centered on reading, writing and speaking in the target language about living a healthy lifestyle, both physically and mentally, and how doing so plays a major role in language acquisition through discussing how to express an illness or injury, interpreting a health recommendation, exercises, food descriptions and preparations, nutrition, personality and relationships, etc. The unit expands on the understanding of how a healthy living is viewed and regarded in target culture and how these views impact language learning. All levels of proficiency are addressed and fostered according to grade-level topics and abilities.



Primary Interdisciplinary Connections: <https://www.state.nj.us/education/cccs/>
Arts, Mathematics, Music, Science, Social Studies, Health/P.E.

ELA:

- RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events
- RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.
- RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)
- RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)
- W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
- W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- W.3.1b Provide reasons that support the opinion.
- W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- L.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others’ ideas and expressing their own clearly.
- SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- L.3 Demonstrate command of the conventions of standard language grammar and usage when writing or speaking.
- L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

Technology:

- 8.1.2.A.4 Create a document with text using a word processing program.
- 8.1.2.B.1 Illustrate and communicate original ideas and stories using digital tools and media rich resources.
- 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
- 8.1.8.D.4 Assess the credibility and accuracy of digital content.

Science

- 4-PS3-3. Ask questions and predict outcomes about the changes in energy that occur when objects



collide.

- HS-ESS3-4. Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.

Social Studies

- 6.1.12.C.1.a Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
- 6.1.12.D.1.a Assess the impact of the interactions and conflicts between native groups and North American settlers.
- 6.1.12.B.16.a Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources.

Health/PE

- 2.1.12.A.1 Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.
- 2.1.12.A.2 Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.
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- 2.1.8.B.3 Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.
- 2.1.8.B.4 Analyze the nutritional values of new products and supplements.
- 2.1.12.C.1 Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies.
- 2.1.6.D.4 Assess when to use basic first-aid procedures.
- 2.1.12.E.1 Predict the short- and long-term consequences of unresolved conflicts.
- 2.1.12.E.2 Analyze how new technologies (i.e. social media) may positively or negatively impact the incidence of conflict or crisis.
- 2.2.8.D.2 Defend a position on a health or social issue to activate community awareness and responsiveness

21st Century Themes: Learning other languages and understanding the culture of the people who speak them is a 21st century skill that is essential to the success in the global society in which our students will live and work. <https://www.state.nj.us/education/cccs/2014/career/>

Career Readiness:

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- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

21st Century Skills

- 9.1.4.A.2 Identify potential sources of income.



- 9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.
- 9.1.8.A.4 Relate earning power to quality of life across cultures.
- 9.1.12.A.5 Analyze how the economic, social, and political conditions of a time period can affect the labor market.
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- 9.1.8.B.9 Determine the most appropriate use of various financial products and services (e.g., ATM, debit cards, credit cards, check books).
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- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

Learning Targets/Objectives

Communicate ideas in the target language about maintaining a healthy living at the New Jersey Student Learning Standard: 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Sources: New Jersey Student Learning Standards for World Languages:

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Content Standards: The language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

Strands: A – Interpretive Mode, B - Interpersonal Mode, C- Presentational Mode

Target Proficiency Goal: Intermediate Mid - Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

Interpretive: The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to:

- Identify the main idea and some supporting details when reading.



- Understand the gist and some supporting details of conversations dealing with everyday life.
- Infer the meaning of some unfamiliar words when used in familiar contexts.

Interpersonal: The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to:

- Ask and answer questions related to everyday life.
- Handle simple transactions related to everyday life:
- Initiate, maintain, and end a conversation.
- Ask for and give permission.
- Express needs.
- Give reasons.
- Request, suggest, and make arrangements.
- Extend, accept, and decline an invitation.
- Express an opinion and preference.

Presentational: The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to:

- Handle simple transactions related to everyday life
- Express needs.
- Give reasons.
- Express an opinion and
- Request and suggest

CPI #	Cumulative Progress Indicator (CPI)
7.1 A	Strand A - Interpretive Mode
7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1.NH.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
7.1.NH.A.7	Occasionally infer the meaning of a few unfamiliar words in highly contextualized



	situations.
7.1.NH.A.8	Identify some unique linguistic elements in English and the target language.
7.1 B	Strand B Interpersonal
7.1.NH.B.1	Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
7.1.NH.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level appropriate classroom and cultural activities.
7.1.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
7.1.NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas.
7.1 C	Strand C Presentational
7.1.NH.C.1	Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
7.1.NH.C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
7.1.NH.C.3	Describe in writing people and things from the home and school environment.
7.1.NH.C.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.C.5	Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.

Essential Questions	Enduring Understandings
<p>How can living a healthy lifestyle affect my life?</p> <p>What exercises can I do to maintain a healthy lifestyle?</p> <p>What types of foods should I eat to be healthy?</p> <p>What types foods should I avoid?</p>	<p>Understand the power of different foods/dishes and be able to make appropriate choices for maintaining a healthy lifestyle.</p> <p>Understand the value of exercise and what can be done given specific interests/schedule.</p> <p>Importance of balance and application of routines in</p>



<p>How does my personality and mood affect my mental health?</p> <p>What can I do if I become ill or injure myself?</p> <p>How can I handle a medical emergency?</p>	<p>one's life.</p> <p>Understand that mental health is of utmost importance and should be looked at as such.</p> <p>Recognize what actions should be taken if someone falls ill or injures themselves.</p>
<p>Unit Objectives <i>Students will communicate about:</i></p>	<p>Unit Language Objectives <i>Students will be able to:</i></p>
<ul style="list-style-type: none"> ● Symptoms and remedies ● Parts of the body ● Activities related to health and a healthy lifestyle ● How to stay in shape ● Nutrition ● Foods/cultural dishes ● Meal preparation ● Moods/Personalities ● Mental Health 	<ul style="list-style-type: none"> ● Use expressions related to a healthy living ● Express obligation using the structure Tener + que ● Use direct object pronouns ● Use affirmative and negative commands ● Give recommendations using the subjunctive ● Use reflexive and object pronouns ● Distinguish between appropriate uses of the preterite and the imperfect ● Identify the topic and some details from simple sentences in various types of texts. ● Present personal information, preferences, and opinions using simple sentences.
<p>Materials/Resources</p>	<p>Vocabulary</p>
<p>Core Text: Realidades 2 & 3 Supplemental Materials: Paso a Paso 2 & 3 Shared Materials</p>	<p>Unit Vocabulary</p>
<p>Evidence of learning</p>	
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Department Quarterly Assessment - Interpretive Reading and Presentational Component ● Writing prompts ● Portfolio Assessment ● Interpersonal presentations ● Presentational speaking projects ● Language Logs and journal entries <p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Questioning: Provide students with question stems (sentence starters) to use to form questions; students can use these in a turn-and-talk. The teacher can use a rubric to evaluate students' use of the stems provided. 	



- Graphic organizers
- Venn diagram
- Think-Pair-Share
- Observations
- Conferencing
- Interactive Notebook
- Journals
- Anecdotal notes
- Class discussions
- Goal chart
- Checklist
- Center monitoring
- Exit Tickets
- Frayer Model
- KWL Chart
- Self Evaluation

Benchmark Assessment:

- [Writing/video response to prompt in September and May](#)
- Performance assessments per marking period

Alternative Assessment:

- Student oral presentations
- Interpersonal assessments
- Language log
- Listening assessments
- Rehearsed skits
- Structured debates

Performance Tasks/Use of Technology:

FlipGrid Presentations and video responses, EdPuzzle.com - edited movies with questions post-marked, Student video presentations, Video comic strips, Kahoot.com, Bosuu.com, Slide deck quarterly presentations

Modifications (ELLs, Special Education, 504s, Gifted and Talented)

Special Education Students

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase



comprehension

- Provide extended time
- Simplify written and verbal instructions
- Seating arrangements to enhance teacher-student and student-student interactions and instruction

504 Students

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Seating arrangements to enhance teacher-student and student-student interactions and instruction

Gifted and Talented

- Extension activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Student Choice Activities
- Student Driven Activities
- Group Projects
- Tiered Activities

English Language Learners

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Use visual representations
- Allow use of first language
- Peer tutoring/partner work
- Repeated directions
- Limit number of concepts/vocabulary words

Students At Risk of School Failure



- Cooperative Learning groups
- Multiple intelligences to meet all types of learners
- Review and make necessary IEP modifications/504 plan
- Whiteboards
- TPR
- Flexible Grouping
- Graphic Organizer
- Desk-Side Conferencing
- Personal Agendas
- Think/Pair Share
- Open-Ended Activities
- Games
- Multiple Level Questions
- Alternative Assessment
- Flashcards
- Listening Comprehension
- Rubrics



Unit 3 Overview

Content Area: Spanish 3

Duration: 45 Days

Unit Title: My Future

Target Course/Grade Level: 10-12

Unit Summary: *My Future*, is centered on reading, writing and speaking in the target language about the ways students can serve their community both now and in the future, the professional and vocational opportunities post high school and the education required for different career paths and comparing the same to those of the target culture. The unit expands on the understanding of how career bound students and planning can impact the future and where they live, comparing and contrasting city and country life in the US and in SSC.

Primary Interdisciplinary Connections: <https://www.state.nj.us/education/cccs/>
Arts, Mathematics, Music, Science, Social Studies, Health/P.E.

ELA

- RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events
- RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.
- RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)
- RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)
- W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
- W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- W.3.1b Provide reasons that support the opinion.
- W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- L.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others’ ideas and expressing their own clearly.
- SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.3.3 Ask and answer questions about information from a speaker, offering appropriate



elaboration and detail.

- SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- L.3 Demonstrate command of the conventions of standard language grammar and usage when writing or speaking.
- L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.3.6 Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.

Technology

- 8.1.2.A.4 Create a document with text using a word processing program.
- 8.1.2.B.1 Illustrate and communicate original ideas and stories using digital tools and media rich resources.
- 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
- 8.1.8.D.4 Assess the credibility and accuracy of digital content.

Social Studies

- 6.1.12.C.12.d Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.
- 6.1.12.C.14.c Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.
- 6.1.12.D.14.d Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.
- 6.1.12.C.16.c Assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce. D. History, Culture, and Perspectives
- 6.1.12.D.16.a Analyze the impact of American culture on other world cultures from multiple perspectives.
- 6.2.12.D.5.d Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.

Science

- HS-ESS3-1. Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity
- HS-ESS3-4. Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.

Health/PE

- 2.1.12.A.1 Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.
- 2.1.12.A.2 Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.
- 2.2.12.A.3 Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.



- 2.2.12.B.1 Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.
- 2.2.8.D.2 Defend a position on a health or social issue to activate community awareness and responsiveness.
- 2.4.12.A.1 Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.
- 2.4.12.A.2 Compare and contrast the current and historical role of life commitments, such as marriage.
- 2.4.12.A.3 Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.
- 2.4.12.A.4 Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.

Visual Arts

- 1.4.12.B.3 Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

21st Century Themes: Learning other languages and understanding the culture of the people who speak them is a 21st century skill that is essential to the success in the global society in which our students will live and work. <https://www.state.nj.us/education/cccs/2014/career/>

Career Readiness:

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

21st Century Skills

- 9.1.4.A.2 Identify potential sources of income.
- 9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.
- 9.1.8.A.4 Relate earning power to quality of life across cultures.
- 9.1.12.A.5 Analyze how the economic, social, and political conditions of a time period can affect the labor market.
- 9.1.8.B.6 Evaluate the relationship of cultural traditions and historical influences on financial practice.
- 9.1.8.B.9 Determine the most appropriate use of various financial products and services (e.g., ATM, debit cards, credit cards, check books).
- 9.1.8.B.10 Justify safeguarding personal information when using credit cards, banking electronically, or filing forms.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.



- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

Learning Targets/Objectives

New Jersey Student Learning Standard: 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Sources: New Jersey Student Learning Standards for World Languages:
<http://www.state.nj.us/education/cccs/2014/wl/>

Content Standards: The language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

Strands: A – Interpretive Mode, B - Interpersonal Mode, C- Presentational Mode

Target Proficiency Goal: Intermediate Mid - Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

Interpretive: The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to:

- Identify the main idea and some supporting details when reading.
- Understand the gist and some supporting details of conversations dealing with everyday life.
- Infer the meaning of some unfamiliar words when used in familiar contexts.

Interpersonal: The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to:

- Ask and answer questions related to everyday life.
- Handle simple transactions related to everyday life:
- Initiate, maintain, and end a conversation.
- Ask for and give permission.
- Express needs.
- Give reasons.
- Request, suggest, and make arrangements.
- Extend, accept, and decline an invitation.
- Express an opinion and preference.

Presentational: The Intermediate-Mid language learner understands and communicates at the sentence



level and can use strings of sentences independently to:

- Handle simple transactions related to everyday life
- Express needs.
- Give reasons.
- Express an opinion and
- Request and suggest

CPI #	Cumulative Progress Indicator (CPI)
7.1 A	Strand A - Interpretive Mode
7.1.IL.A.1	Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.IL.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.IL.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
7.1.IL.A.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
7.1.IL.A.4	Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
7.1.IL.A.5	Demonstrate comprehension of conversations and written information on a variety of topics.
7.1.IL.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
7.1.IL.A.7	Infer the meaning of a few unfamiliar words in some new contexts.
7.1.IL.A.8	Compare and contrast unique linguistic elements in English and the target language.
7.1 B	Strand B Interpersonal
7.1.IL.B.1	Use digital tools to participate in short conversations and to exchange information related to targeted themes.
7.1.IL.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.
7.1.IL.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target



	culture(s)/language in familiar situations.
7.1.IL.B.4	Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
7.1.IL.B.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
7.1 C	Strand C Presentational
7.1.IL.C.1	Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.IL.C.2	Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
7.1.IL.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.C.4	Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.
7.1.IL.C.5	Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.
7.1.IL.C.6	Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.

Essential Questions	Enduring Understandings
<p>What do I want to do after high school?</p> <p>How does the economy impact or change my options?</p> <p>What are the highest paying jobs in my area and that of the target culture?</p> <p>How can my learning a foreign language impact my career opportunities?</p> <p>What type of person will I be in the future?</p>	<p>Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p>Use digital tools to participate in short conversations and to exchange information related to targeted themes.</p> <p>Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.</p>



Unit Objectives <i>Students will communicate about:</i>	Unit Language Objectives <i>Students will be able to:</i>
<ul style="list-style-type: none"> ● Professions ● Career education ● Advantages and disadvantages of professions, education, and personality traits ● Their future self ● Personality traits ● How people relate to one another ● City vs. Country ● Where they would prefer to live and why 	<ul style="list-style-type: none"> ● Relate professions to personality traits. ● Use the future tense to describe future personality traits, professions, and relationships. ● Use the conditional tense to express hypothetical and possible future careers, personalities, and relationships. ● Use the present tense to explain personality traits and interests. ● Use direct/indirect object pronouns to replace nominal direct and indirect objects. ● Request/provide information about them now and their future selves/classmates.
Materials/Resources	Vocabulary
Core Text: Realidades 2 & 3 Supplemental Materials: Paso a Paso 2 & 3 Shared Materials	Unit Vocabulary
Evidence of learning	
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Department Quarterly Assessment ● Writing prompts ● Portfolio Assessment ● Interpersonal presentations ● Presentational speaking projects ● Language Logs and journal entries <p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Questioning: Provide students with question stems (sentence starters) to use to form questions; students can use these in a turn-and-talk. The teacher can use a rubric to evaluate students' use of the stems provided. ● Graphic organizers ● Venn diagram ● Think-Pair-Share ● Observations ● Conferencing ● Interactive Notebook ● Journals ● Anecdotal notes ● Class discussions ● Goal chart ● Checklist 	



- Center monitoring
- Exit Tickets
- Frayer Model
- KWL Chart
- Self Evaluation

Benchmark Assessment:

- [Writing/video response to prompts each marking period](#)
- Performance assessments per marking period

Alternative Assessment:

- Student oral presentations
- Interpersonal assessments
- Language log
- Listening assessments
- Rehearsed skits
- Structured debates

Performance Tasks/Use of Technology:

FlipGrid Presentations and video responses, EdPuzzle.com - edited movies with questions post-marked, Student video presentations, Video comic strips, Kahoot.com, Bosuu.com, Slide deck quarterly presentations

Modifications (ELLs, Special Education, 504, Gifted and Talented)

Special Education Students

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Seating arrangements to enhance teacher-student and student-student interactions and instruction

504 Students

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension



- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Seating arrangements to enhance teacher-student and student-student interactions and instruction

Gifted and Talented

- Extension activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Student Choice Activities
- Student Driven Activities
- Group Projects
- Tiered Activities

English Language Learners

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Use visual representations
- Allow use of first language
- Peer tutoring/partner work
- Repeated directions
- Limit number of concepts/vocabulary words

Students At Risk of School Failure

- Cooperative Learning groups
- Multiple intelligences to meet all types of learners
- Review and make necessary IEP modifications/504 plan
- Whiteboards
- TPR
- Flexible Grouping
- Graphic Organizer
- Desk-Side Conferencing
- Personal Agendas
- Think/Pair Share
- Open-Ended Activities
- Games
- Multiple Level Questions
- Alternative Assessment
- Flashcards



- Listening Comprehension
- Rubrics



Unit 4 Overview

Content Area: Spanish 3

Duration: 45 days

Unit Title: Discovering Art

Target Course/Grade Level: 10-12

Unit Summary: *Discovering Art* is centered on reading, writing, and speaking in the target language about artists, art work and art movements as well as expressing opinions about the same at a grade-appropriate proficiency level. All levels of proficiency are addressed and fostered according to grade-level topics and abilities.

Primary Interdisciplinary Connections: <https://www.state.nj.us/education/cccs/>
Arts, Mathematics, Music, Science, Social Studies, Health/P.E.

ELA

- RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events
- RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.
- RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)
- RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author



about the same or similar characters (e.g., in books from a series)

- W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
- W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- W.3.1b Provide reasons that support the opinion.
- W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- L.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
- SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- L.3 Demonstrate command of the conventions of standard language grammar and usage when writing or speaking.
- L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.3.6 Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.

Technology

- 8.1.2.A.4 Create a document with text using a word processing program.
- 8.1.2.B.1 Illustrate and communicate original ideas and stories using digital tools and media rich resources.
- 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
- 8.1.8.D.4 Assess the credibility and accuracy of digital content.
- 8.2.5.B.6 Compare and discuss how technologies have influenced history in the past century. 6-8 The cultural, social, economic and political effects of technology.
- 8.2.8.B.2 Identify the desired and undesired consequences from the use of a product or system. The effects of technology on the environment.
- 8.2.8.B.3 Research and analyze the ethical issues of a product or system on the environment and report findings for review by peers and /or experts.
- 8.2.8.B.5 Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies.
- 8.2.12.C.2 Analyze a product and how it has changed or might change over time to meet human needs and wants

Social Studies

- 6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
- 6.2.12.D.3.a Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.
- 6.2.12.D.3.b Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.



- 6.2.12.D.5.c Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.

Health/PE

- 2.2.12.B.1 Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.

Visual Arts

- 1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
- 1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
- 1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
- 1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
- 1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various **historical eras**.
- 1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and **historical eras**.
- 1.4.12.B.3 Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

21st Century Themes: Learning other languages and understanding the culture of the people who speak them is a 21st century skill that is essential to the success in the global society in which our students will live and work. <https://www.state.nj.us/education/cccs/2014/career/>

Career Readiness:

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

21st Century Skills

- 9.1.4.A.2 Identify potential sources of income.
- 9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.
- 9.1.8.A.4 Relate earning power to quality of life across cultures.
- 9.1.12.A.5 Analyze how the economic, social, and political conditions of a time period can affect the



labor market.

- 9.1.8.B.6 Evaluate the relationship of cultural traditions and historical influences on financial practice.
- 9.1.8.B.9 Determine the most appropriate use of various financial products and services (e.g., ATM, debit cards, credit cards, check books).
- 9.1.8.B.10 Justify safeguarding personal information when using credit cards, banking electronically, or filing forms.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
- 9.3.HL.1 Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.
- 9.3.HL.2 Explain the healthcare workers' role within their department, their organization and the overall healthcare system.
- 9.3.LW.6 Describe various career opportunities and means to those opportunities in each of the Law, Public Safety, Corrections & Security Career Pathways.
- 9.3.LW- EFM.8 Compare and contrast the different career fields in fire and emergency management services.
- 9.3.LW- LEG.7 Compare and contrast different career fields in the legal services.
- 9.3.LW- SEC.8 Compare and contrast the different career fields in the security and protective services.

Learning Targets/Objectives

New Jersey Student Learning Standard: 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Sources: New Jersey Student Learning Standards for World Languages:

<http://www.state.nj.us/education/cccs/2014/wl/>

Content Standards: The language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

Strands: A – Interpretive Mode, B - Interpersonal Mode, C- Presentational Mode

Target Proficiency Goal: Intermediate Mid - Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.



Interpretive: The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to:

- Identify the main idea and some supporting details when reading.
- Understand the gist and some supporting details of conversations dealing with everyday life.
- Infer the meaning of unfamiliar words when used in familiar contexts.

Interpersonal: The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to:

- Ask and answer questions related to everyday life.
- Handle simple transactions related to everyday life:
- Initiate, maintain, and end a conversation.
- Ask for and give permission.
- Express needs.
- Give reasons.
- Request, suggest, and make arrangements.
- Extend, accept, and decline an invitation.
- Express an opinion and preference.

Presentational: The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to:

- Handle simple transactions related to everyday life
- Express needs.

CPI #	Cumulative Progress Indicator (CPI)
7.1 A	Strand A - Interpretive Mode
7.1.IL.A.1	Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.IL.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.IL.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
7.1.IL.A.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
7.1.IL.A.4	Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
7.1.IL.A.5	Demonstrate comprehension of conversations and written information on a variety of topics.



7.1.IL.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
7.1.IL.A.7	Infer the meaning of a few unfamiliar words in some new contexts.
7.1.IL.A.8	Compare and contrast unique linguistic elements in English and the target language.
7.1 B	Strand B Interpersonal
7.1.IL.B.1	Use digital tools to participate in short conversations and to exchange information related to targeted themes.
7.1.IL.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.
7.1.IL.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.B.4	Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
7.1.IL.B.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
7.1 C	Strand C Presentational
7.1.IL.C.1	Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.IL.C.2	Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
7.1.IL.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.C.4	Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.
7.1.IL.C.5	Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.
7.1.IL.C.6	Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.



Essential Questions	Enduring Understandings
<p>How does art affect culture?</p> <p>How is art an integral part of the cultures of other countries?</p> <p>Who are the most influential artists from target language speaking countries?</p> <p>What are some of the important movements in art and when did they happen?</p> <p>What materials are used to produce art?</p> <p>How does art affect culture and vice versa?</p>	<p>Art is essential to a culture.</p> <p>Art of a particular culture affects their traditions.</p> <p>Art from various cultures affects the art of other cultures.</p> <p>Visual arts impact culture and community.</p>
Unit Objectives <i>Students will communicate about:</i>	Unit Language Objectives <i>Students will be able to:</i>
<ul style="list-style-type: none"> ● Artists of the Spanish Speaking World ● Art descriptions ● Types of art ● Colors and meanings in a work of art ● The scene of a piece of art ● Different art styles ● A message from a piece of art ● Opinions about art 	<ul style="list-style-type: none"> ● Use the present tense to discuss art styles and give reactions to art ● Use preterite and Imperfect to describe artists and their artwork ● Use direct/indirect pronouns to describe and react to art
Materials/Resources	Vocabulary
<p>Core text: Realidades 2 & 3 Supplemental Materials: Paso a Paso 2 & 3 Notable Works of Art of the Spanish Speaking World</p> <p>Shared Materials</p>	<p>Unit Vocabulary</p>
Evidence of learning	
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Department Quarterly Assessment ● Writing prompts ● Portfolio Assessment 	



- Interpersonal presentations
- Presentational speaking projects
- Language Logs and journal entries

Formative Assessments:

- Questioning: Provide students with question stems (sentence starters) to use to form questions; students can use these in a turn-and-talk. The teacher can use a rubric to evaluate students' use of the stems provided.
- Graphic organizers
- Venn diagram
- Think-Pair-Share
- Observations
- Conferencing
- Interactive Notebook
- Journals
- Anecdotal notes
- Class discussions
- Goal chart
- Checklist
- Center monitoring
- Exit Tickets
- Frayer Model
- KWL Chart
- Self Evaluation

Benchmark Assessment:

- [Writing/video response to prompts each marking period](#)
- Performance assessments per marking period

Alternative Assessment:

- Student oral presentations
- Interpersonal assessments
- Language log
- Listening assessments
- Rehearsed skits
- Structured debates

Performance Tasks/Use of Technology:

FlipGrid Presentations and video responses, EdPuzzle.com - edited movies with questions postmarked, Student video presentations, Video comic strips, Kahoot.com, Bosuu.com, Slide deck quarterly presentations

Modifications (ELLs, Special Education, 504, Gifted and Talented)

Special Education Students

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time



- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Seating arrangements to enhance teacher-student and student-student interactions and instruction

504 Students

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Seating arrangements to enhance teacher-student and student-student interactions and instruction

Gifted and Talented

- Extension activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Student Choice Activities
- Student Driven Activities
- Group Projects
- Tiered Activities

English Language Learners

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time



- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Use visual representations
- Allow use of first language
- Peer tutoring/partner work
- Repeated directions
- Limit number of concepts/vocabulary words

Students At Risk of School Failure

- Cooperative Learning groups
- Multiple intelligences to meet all types of learners
- Review and make necessary IEP modifications/504 plan
- Whiteboards
- TPR
- Flexible Grouping
- Graphic Organizer
- Desk-Side Conferencing
- Personal Agendas
- Think/Pair Share
- Open-Ended Activities
- Games
- Multiple Level Questions
- Alternative Assessment
- Flashcards
- Listening Comprehension
- Rubrics