



World Language

Spanish III

Grades 10-12

March 2022

**Wayne Hills and Wayne Valley
World Language Teachers**

Wayne School District Curriculum Format

Content Area/ Grade Level/ Course:	World Languages - Spanish Third Year – Grades 10-12 Spanish III
Unit Plan Title:	Para empezar
Time Frame	30 days
World Language Standards	
<ul style="list-style-type: none"> ● 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.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.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts. ● 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language. ● 7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas. ● 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.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations. ● 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.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas. ● 7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience. ● 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. ● 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing. ● 7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students’ own regions. 	
College and Career Readiness Standards	
<ul style="list-style-type: none"> ● 9.4.2.CA:1: GArticulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). ● 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8). ● 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). ● 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. ● 94.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). ● 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3). 	

- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.TL.2: Create a document using a word processing application.

Interdisciplinary Standards

- 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.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJSLSA.W3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- NJSLSA.W4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.SL1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL4 - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- NJSLSA.SL5 - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Unit Summary

- ❖ **Tu vida diaria**
 - Talk about school and non-school daily activities.
 - Describe your day before and after school.
- ❖ **Días especiales**
 - Talk about weekend activities.
 - Describe special events and celebrations.

ACTFL Can-Do Statements - Proficiency Benchmarks

INTERPRETIVE:

- I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

INTERPERSONAL:

- I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.

PRESENTATIONAL:

- I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.

INVESTIGATE:

- In my own and other cultures I can make comparisons between products and practices to help me understand perspectives.

INTERACT:

- I can interact at a functional level in some familiar contexts.

Essential Question(s)

In the target language:

- Can I describe things I do during the school week?
- Can I describe things I do during the weekend?
- Can I describe things I do during holidays and special events?
- Can I compare my activities to others?
- Can I understand lifestyles and values of Spanish-speaking people?
- Can I understand the cultural practices of Spanish-speaking people?

Enduring Understandings

- Communicating using the present tense to discuss daily and weekly activities.
- Comparing and contrasting everyday activities to that of others.
- Engaging in conversation in real world contexts.
- Recognizing and recycling words and phrases and incorporating them in new context.
- Making cultural assumptions based on 21st Century perspective may lead to misunderstandings and/or misinformation.

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply. 21 st Century Themes		Indicate whether these skills are E-Encouraged , T-Taught , or A-Assessed in this unit by marking E , T , A on the line before the appropriate skill. 21 st Century Skills	
X	Global Awareness	E	Creativity and Innovation
X	Environmental Literacy	E,T,A	Critical Thinking and Problem Solving
	Health Literacy	E,T,A	Communication
X	Civic Literacy	E	Collaboration
X	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

- Talk and read about the activities of young Spanish people.
- Talk, read and listen to information about daily routines, pastimes and chores.
- Talk, read and listen to information about television programs, entertainment, special days and vacations.
- Talk and read about Bariloche, Argentina.
- Write and present information orally about daily routines, pastimes and household chores.
- Write and present information orally about television programs, entertainment, special days and vacations.
- Write about activities for visiting foreign students.
- Use irregular present tense verbs.
- Use stem-changing verbs in the present.
- Use reflexive verbs.
- Use verbs like gustar.
- Talk about possessions.
- Use the Preterit tense to talk about the past.
- Ask and answer questions.

Assessments (Pre, Formative, Summative, Other) Denote required common assessments with an *

- Formal written unit assessment*

- Teacher observation
- Listening comprehension
- Quizzes
- Homework
- Writing samples
- Oral/aural – formal and informal
- Performance assessments
- Reading comprehension
- Digital/online assessments

Teaching and Learning Activities

Activities

- Students can describe their daily schedules
- Prepare and present a dialogue with a partner
- Introduce and practice new vocabulary in context
- Discuss the school activities
- Textbook, workbook and online activities
- CD and DVD listening and comprehension
- Role play
- Conduct surveys
- Create a movie review
- Photo essays
- Storytelling
- Think, pair, share
- Information exchange
- Create short communicative texts, emails, and social media posts.

Differentiation Strategies

- Create picture cards for vocabulary reinforcement
- Create index cards for vocabulary reinforcement
- Use visual aids to present new material, i.e. PowerPoint presentations, transparencies, and picture cards
- Kinesthetic and pantomime activities
- TPR, use of manipulatives
- Choice of activities where possible
- Make a brochure about a destination.
- Choice of activities where possible
- Strategy and flexible groups based on formative assessment or student choice
- One:One conferring with teacher
- Choice of narrative or persuasive text composition
- Differentiated checklists and rubrics (if appropriate)
- Student selected goals for writing
- Level of independence
- Consult mentor texts to support writing
- ELL Supports and Extension activities are included with each lesson
- [Differentiation Strategies for Special Education Students](#)
- [Differentiation Strategies for Gifted and Talented Students](#)
- [Differentiation Strategies for ELL Students](#)
- [Differentiation Strategies for At Risk Students](#)

Resources

- <https://savvasrealize.com/#/>
- www.kahoot.com

- www.quizlet.com
- www.conjuguemos.com
- Studyspanish.com
- www.wordreference.com
- www.spanish4teachers.org
- Google Classroom
- Youtube
- Textbook - Realidades 3
- Workbook - Realidades 3
- La Catrina- Video Novel and Workbook
- Realidades 3 Audio CD's, MP3 files
- Realidades 3 video accompaniments (DVD set, video files)
- Other websites, as needed such as Spanish language online news and magazines
- Teacher generated worksheets
- Microsoft Office Programs (Documents, Powerpoints)
- Spanishdict.com
- Que Tal Magazine and digital resources

Wayne School District Curriculum Format

Content Area/ Grade Level/ Course:	World Languages - Spanish Third Year – Grades 10-12 Spanish III
Unit Plan Title:	Capítulo 1 – Días inolvidables
Time Frame	30 days
World Language Standards	
<ul style="list-style-type: none"> ● 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.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.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts. ● 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language. ● 7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas. ● 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.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations. ● 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.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas. ● 7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience. ● 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. ● 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing. ● 7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students’ own regions. 	
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- 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).
- 9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data.

Interdisciplinary Standards

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- NJSLSA.SL5 - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Unit Summary

❖ **Días inolvidables**

- Describe a visit to a park.
- Communicate about camping, equipment and outdoor activities.
- Narrate an outdoor adventure.
- Talk about school competitions.
- Express your emotions regarding the outcome of an event.
- Narrate an event in the past using the preterit
- Use the imperfect tense to talk about what use to happen
- Understand cultural perspectives on family outings.
- Read, listen to, and understand information about athletic events; other kids of competitions, goals and prizes.
- Read about a famous pilgrimage route in Spain.
- Read about a Mexican legend.

Essential Question(s)

In the target language:

- Can I narrate an event in the past?
- Can I describe a school competition?
- Can I express my feelings regarding an event?
- Can I describe family outings?
- Can I talk about outdoor activities?
- Can I use the imperfect tense to talk about the past?

- Can I make predictions about a story.
- Can I recount the plot of a story.

ACTFL Can-Do Statements - Proficiency Benchmarks

INTERPRETIVE:

- I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

INTERPERSONAL:

- I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.

PRESENTATIONAL:

- I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.

INVESTIGATE:

- In my own and other cultures I can make comparisons between products and practices to help me understand perspectives.

INTERACT:

- I can interact at a functional level in some familiar contexts.

Enduring Understandings

- Communicating using the preterite tense to talk about past events.
- Communicating using the imperfect tense to talk about past events.
- Expressing and understanding feelings of self and others.
- Making connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.
- Recognizing that hobbies and activities are very similar between cultures.
- Making cultural assumptions based on 21st Century perspective may lead to misunderstandings and/or misinformation.

In this unit plan, the following 21st Century themes and skills are addressed.

<i>Check all that apply.</i> 21st Century Themes		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input type="checkbox"/> E, T, A	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/> E, T, A	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input type="checkbox"/> E, T, A	Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input type="checkbox"/> E	Collaboration
<input checked="" type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

- Talk, read and write about national parks, outdoor activities and camping.
- Talk, read, listen and write about competitive events.
- Talk, read and write about geographic locations and weather events.
- Talk and read about fine arts.
- Talk and write about a party and childhood memories.
- Talk, read, write and present information about Aztec myths and ancient pilgrimages.
- Interpret pilgrimages in Spain.

- Read a popular cheer for the Barcelona soccer team.
- Describe nature.
- Describe the inclement weather.
- Describe when things happen during the day.
- Describe and discuss sports and competitions.

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

- Formal written unit assessment*
- Teacher observation
- Listening comprehension
- Quizzes
- Homework
- Writing samples
- Oral/aural – formal and informal
- Performance assessments
- Reading comprehension
- Digital/online assessments

Teaching and Learning Activities

Activities

- Students describe their summer outdoor experiences.
- Create a presentation about the national parks in South America.
- Prepare and present a dialogue with a partner
- Write a picture-based story
- Describe your favorite national park.
- Describe a sporting event.
- Create an event schedule.
- Create surveys.
- Introduce and practice new vocabulary in context
- Textbook, workbook and online activities
- CD and DVD listening and comprehension
- Video/online poster projects
- Bingo – vocabulary
- Sequence a story
- Create a brochure for an *ecocamp*
- Create a report about a sporting event
- Create short communicative texts, emails, and social media posts on sports topic.

Differentiation Strategies

- Create picture cards for vocabulary reinforcement
- Create index cards for vocabulary reinforcement
- Use visual aids to present new material, i.e. PowerPoint presentations, transparencies, and picture cards
- Kinesthetic: TPR, use of manipulatives
- Create an award certificate
- Choice of activities where possible
- Create a sports chant.
- Create a map of the pilgrimage.
- E-friends
- Choice of activities where possible

- Strategy and flexible groups based on formative assessment or student choice
- One:One conferring with teacher
- Choice of narrative or persuasive text composition
- Differentiated checklists and rubrics (if appropriate)
- Student selected goals for writing
- Level of independence
- Consult mentor texts to support writing
- ELL Supports and Extension activities are included with each lesson
- [Differentiation Strategies for Special Education Students](#)
- [Differentiation Strategies for Gifted and Talented Students](#)
- [Differentiation Strategies for ELL Students](#)
- [Differentiation Strategies for At Risk Students](#)
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Resources

- www.savvas.com
- www.kahoot.com
- www.quizlet.com
- www.conjuguemos.com
- Studyspanish.com
- www.wordreference.com
- www.spanish4teachers.org
- www.quizizz.com
- www.Edpuzzle.com
- www.Flipgrid.com
- Google Classroom
- Youtube
- Textbook - Realidades 3
- Workbook - Realidades 3
- Realidades 3 Audio CD's, MP3 files
- Realidades 3 video accompaniments (DVD set, video files)
- La Catrina - Video Novel and Workbook
- Other websites, as needed such as Spanish language online news and magazines
- Teacher generated worksheets
- Microsoft Office Programs (Documents, Powerpoints)
- Que Tal Magazine and digital resources

Wayne School District Curriculum Format

Content Area/ Grade Level/ Course:	World Languages – Spanish Second Year – Grades 10-12 Spanish III
Unit Plan Title:	Capítulo 2 – ¿Cómo te expresas?
Time Frame	30 days
World Language Standards	
<ul style="list-style-type: none"> ● 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.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.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts. ● 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language. ● 7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas. ● 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.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations. ● 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.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas. ● 7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience. ● 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. ● 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing. ● 7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students’ own regions. 	
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- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

Interdisciplinary Standards

- 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.
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Unit Summary

❖ ¿Cómo te expresas?

- Talk about the arts.
- Give an opinion about a work of art.
- Relate the arts to your own experience.
- Describe how people express themselves through the arts.
- Narrate events in the past using the preterite and the imperfect.
- Discuss some important artists of the Spanish speaking world.
- Learn about dance, music and art in the Spanish speaking world.

Essential Question(s)

- Can I talk about the arts?
- Can I give an opinion about a work of art?
- Can I relate the arts to my own experiences?
- Can I describe how people express themselves through art?
- Can I talk about the past?
- Can I understand music, drama and dance performances?
- Can I talk about different forms of entertainment?

ACTFL Can-Do Statements - Proficiency Benchmarks

INTERPRETIVE:

- I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

INTERPERSONAL:

- I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.

PRESENTATIONAL:

- I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.

INVESTIGATE:

- In my own and other cultures I can make comparisons between products and practices to help me understand perspectives.

INTERACT:

- I can interact at a functional level in some familiar contexts.

Enduring Understandings

- Communicating about art and its different forms of expression.
- Comparing and contrasting the use of the imperfect and preterite tenses to communicate about the past.
- Developing an understanding and appreciation of the different forms of art and artists.
- Making connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.
- Making cultural assumptions based on 21st Century perspective may lead to misunderstandings and/or misinformation.

In this unit plan, the following 21st Century themes and skills are addressed.

<i>Check all that apply.</i> 21st Century Themes		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input checked="" type="checkbox"/> E,T,A	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/> E,T,A	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input type="checkbox"/> E,T,A	Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input type="checkbox"/> E	Collaboration
<input checked="" type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

- Talk about art forms.
- Talk about art supplies.
- Describe a work of art.
- Talk and read about important artist and art museums.
- Write art and entertainment reviews and write about their contents.
- Write a review of an audition.
- Talk about the TV show *Sábado Gigante*.
- Describe salsa music.
- Use the preterite and imperfect.
- Practice estar and the past participle.
- Review ser and estar.
- Learn the suffix –ismo.
- Learn about verbs that change meaning the preterite and the imperfect.
- Read part of an autobiography.
- Read poetry by Juan Luis Guerra.
- Understand contributions of latin and hispanic artist
- Compare art/artists of Spanish culture with that of American culture.

Assessments (Pre, Formative, Summative, Other)	Denote required common assessments with an *
<ul style="list-style-type: none"> ● Formal written unit assessment* ● Teacher observation ● Listening comprehension ● Quizzes ● Homework ● Writing samples ● Oral/aural – formal and informal ● Performance assessments ● Reading comprehension 	
<i>Teaching and Learning Activities</i>	
<i>Activities</i>	<ul style="list-style-type: none"> ● Prepare and present a dialogue with a partner ● Write a composition about what you used to do ● Introduce and practice new vocabulary in context ● Textbook, workbook and online activities ● CD and DVD listening and comprehension ● Create a presentation (PowerPoint, Prezi) about their daily routine. ● Create index cards ● Discuss a work of art. ● Discuss artists of different types(Music,Art,Theater) ● Read a story or realia. ● Compare and contrast different forms of art. ● Discuss museums in the community. ● Draw and label the floor plan of an art room in your school. ● Create a painting or style of Miró, Picasso, Velázquez and any other. ● Create a <i>montaje</i> ● Create newspaper announcement and review.
<i>Differentiation Strategies</i>	<ul style="list-style-type: none"> ● Create picture cards for vocabulary reinforcement ● Create index cards for vocabulary reinforcement ● Use visual aids to present new material, i.e. PowerPoint presentations, transparencies, and picture cards ● Kinesthetic: TPR, use of manipulatives ● Choice of activities where possible ● Identify different types of music and dance. ● Choice of activities where possible ● Strategy and flexible groups based on formative assessment or student choice ● One:One conferring with teacher ● Choice of narrative or persuasive text composition ● Differentiated checklists and rubrics (if appropriate) ● Student selected goals for writing ● Level of independence ● Consult mentor texts to support writing ● ELL Supports and Extension activities are included with each lesson ● Differentiation Strategies for Special Education Students ● Differentiation Strategies for Gifted and Talented Students ● Differentiation Strategies for ELL Students ● Differentiation Strategies for At Risk Students

Resources

- www.phschool.com
- www.kahoot.com
- www.quizlet.com
- www.conjuguemos.com
- Studyspanish.com
- www.wordreference.com
- www.spanish4teachers.orgwww.quizizz.com
- www.Edpuzzle.com
- www.Flipgrid.com
- Google Classroom
- Youtube
- Textbook - Realidades 3
- Workbook - Realidades 3
- La Catrina- Video Novel and Workbook
- Que Tal Magazine and digital resources
- Realidades 3 Audio CD's, MP3 files
- Realidades 3 video accompaniments (DVD set, video files)
- Other websites, as needed such as Spanish language online news and magazines
- Teacher generated worksheets
- Microsoft Office Programs (Documents, Powerpoints)

**Wayne School District
Curriculum Format**

Content Area/ Grade Level/ Course:	World Languages – Spanish Second Year – Grades 10-12 Spanish III
Unit Plan Title:	Capítulo 3 – ¿Qué haces para estar en forma?
Time Frame	33 days
World Language Standards	
<ul style="list-style-type: none"> ● 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.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.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts. ● 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language. ● 7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas. ● 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.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations. ● 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.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas. ● 7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience. ● 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. ● 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing. ● 7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students’ own regions. 	
College and Career Readiness Standards	
9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).	

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

• 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).

• 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

• 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

• 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1)

Interdisciplinary Standards

- 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.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJSLSA.W3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- NJSLSA.W4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.SL1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL4 - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- NJSLSA.SL5 - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Unit Summary

❖ ¿Qué haces para estar en forma?

- Talk about symptoms and remedies.
- Talk about maintaining a healthy lifestyle.
- Express how you feel under specific circumstances
- Understand cultural perspectives about health, physical fitness and nutrition.
- Read, listen to and understand information about: physical fitness equipment, exercises to stay fit and giving advice.
- Recognizing the use of direct and indirect objects in oral and spoken language.

Essential Question(s)

- Can I talk about symptoms related to illness?
- Can I talk about good eating habits?
- Can I discuss health and nutrition?
- Can I express my feelings about specific circumstances?

- Can I compare and contrast cultural perspectives about health, physical fitness and nutrition?
- Can I persuade others to maintain a healthy lifestyle?
- Can I use the object pronouns to replace nouns?

ACTFL Can-Do Statements - Proficiency Benchmarks

INTERPRETIVE:

- I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

INTERPERSONAL:

- I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.

PRESENTATIONAL:

- I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.

INVESTIGATE:

- In my own and other cultures I can make comparisons between products and practices to help me understand perspectives.

INTERACT:

- I can interact at a functional level in some familiar contexts.

Enduring Understandings

- Discussing physical symptoms.
- Understanding how to maintain a healthy lifestyle.
- Comparing and contrasting lifestyles in spanish speaking countries.
- Making connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.
- Communicating using object pronouns.
- Making cultural assumptions based on 21st Century perspective may lead to misunderstandings and/or misinformation.

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply. 21 st Century Themes		Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill. 21 st Century Skills	
X	Global Awareness	E,T,A	Creativity and Innovation
	Environmental Literacy	E,T,A	Critical Thinking and Problem Solving
	Health Literacy	E,T,A	Communication
X	Civic Literacy	E	Collaboration
X	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

- Talk, read and write about menus, nutrition and the preparation and quality of food.
- Talk, read, listen and write about physical and mental health, exercise, illnesses and remedies.
- Recall body parts.
- Talk about health- related activities and ways of staying in shape.
- Read the lyrics from Mexican *Corrido*.
- Read and write about planning a party.

- Describe food and nutrition.
- Describe state of being related to health
- Give informal negative and affirmative commands.
- Give formal negative and affirmative commands.
- Placement of reflexive, direct and indirect object pronouns
- Use the present subjunctive of regular verbs
- Use the present subjunctive with irregular and stem-changing verbs
- Create word families.
- Read about Latin American teen magazines.
- Discuss teen reading habits in Spain and Latin America

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

- Formal written unit assessment*
- Teacher observation
- Listening comprehension
- Quizzes
- Homework
- Writing samples
- Oral/aural – formal and informal
- Performance assessments
- Reading comprehension

Teaching and Learning Activities

Activities

- Prepare and present a dialogue with a partner
- Introduce and practice new vocabulary in context
- Textbook, workbook and online activities
- CD and DVD listening and comprehension
- Create a food pyramid
- Create a food journal
- Create an exercise routine
- Compare and contrast your health habits to others
- Read a Spanish nutrition study report
- Interpret a nutrition label
- Write a *dicho*
- Research information about health and lifestyle.
- Evaluate information as it pertains to developing a healthy lifestyle.

Differentiation Strategies

- Create picture cards for vocabulary reinforcement
- Create index cards for vocabulary reinforcement
- Use visual aids to present new material, i.e. PowerPoint presentations, transparencies, and picture cards
- Kinesthetic: TPR, use of manipulatives
- Choice of activities where possible
- Create a subjunctive flow-chart
- Create a poster describing good and bad nutrition
- Choice of activities where possible
- Strategy and flexible groups based on formative assessment or student choice
- One:One conferring with teacher
- Choice of narrative or persuasive text composition

- Differentiated checklists and rubrics (if appropriate)
- Student selected goals for writing
- Level of independence
- Consult mentor texts to support writing
- ELL Supports and Extension activities are included with each lesson
- [Differentiation Strategies for Special Education Students](#)
- [Differentiation Strategies for Gifted and Talented Students](#)
- [Differentiation Strategies for ELL Students](#)
- [Differentiation Strategies for At Risk Students](#)

Resources

- www.phschool.com
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- Studyspanish.com
- www.wordreference.com
- www.spanish4teachers.org
- www.quizizz.com
- www.Edpuzzle.com
- www.Flipgrid.com
- Google Classroom
- Youtube
- Textbook - Realidades 3
- Workbook - Realidades 3
- Realidades 3 Audio CD's, MP3 files
- Realidades 3 video accompaniments (DVD set, video files)
- La Catrina- Video Novel and Workbook
- Other websites, as needed such as Spanish language online news and magazines
- Teacher generated worksheets
- Microsoft Office Programs (Documents, Powerpoints)

**Wayne School District
Curriculum Format**

Content Area/ Grade Level/ Course:	World Languages - Spanish Third Year Spanish III
Unit Plan Title:	Capítulo 4 – ¿Cómo te llevas con los demás? Time permitting this unit will be included.
Time Frame	33 days

World Language Standards

- 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.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.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.
- 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.
- 7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
- 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.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
- 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.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
- 7.1.IL.PRSENT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
- 7.1.IL.PRSENT.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.
- 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
- 7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

College and Career Readiness Standards

- 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- ● 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- ● 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- ● 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Interdisciplinary Standards

- 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.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJSLSA.W3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- NJSLSA.W4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.SL1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL4 - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- NJSLSA.SL5 - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Unit Summary

❖ ¿Cómo te llevas con los demás?

- Express how you relate to friends and family.
- Explain what is needed to maintain friendships.
- Talk about family conflict and how to resolve them.
- Understand cultural perspectives on dealing with friends and family.
- Read, listen to and understand information about love and friendships.
- Understand personality traits
- Practice the subjunctive with verbs of emotion.

- Distinguish the uses of por and para.
- Use nosotros commands.
- Compare and contrast expressions of love in Latin America and other diverse cultures.
- Use possessive pronouns.

Essential Question(s)

- Can I express how I relate to friends and family?
- Can I explain the importance of friendships?
- Can I discuss how to maintain friendships and other relationships?
- Can I express my feelings in certain situations?
- Can I discuss conflict resolution?
- Can I compare and contrast cultural perspectives dealing with friends and family?

ACTFL Can-Do Statements - Proficiency Benchmarks

INTERPRETIVE:

- I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

INTERPERSONAL:

- I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.

PRESENTATIONAL:

- I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.

INVESTIGATE:

- In my own and other cultures I can make comparisons between products and practices to help me understand perspectives.

INTERACT:

- I can interact at a functional level in some familiar contexts.

Enduring Understandings

- Understanding relationships and different cultural perspectives on relationships.
- Recognizing the value of relationships.
- Communicating using different tenses.
- Using commands in everyday life.
- Making connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.
- Holidays and special events are very similar among cultures.
- Making cultural assumptions based on the 21st Century perspective may lead to misunderstandings and/or misinformation.

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply. 21 st Century Themes		Indicate whether these skills are E -Encouraged, T -Taught, or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill. 21 st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input type="checkbox"/>	Creativity and Innovation
<input checked="" type="checkbox"/>	Environmental Literacy	<input type="checkbox"/>	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input type="checkbox"/>	Communication
<input type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	Collaboration

Student Learning Targets/Objectives (Students will know/Students will understand)

- Talk, read, listen to information about friendship, interpersonal relationships, personality traits, emotions and conflict-resolution.
- Talk and read about musician, known artists and poets.
- Write about a trip and a day out.
- Talk and read about soap operas (telenovelas) and poetry readings.
- Write about the theme of love in art.
- Recite song lyrics by Paulina Rubio.
- Explain the impact of love in Spanish- Speaking cultures and their art.
- Use the subjunctive to express emotions.
- Differentiate between por and para
- Give nosotros commands
- Use possessive pronouns

Assessments (Pre, Formative, Summative, Other)*Denote required common assessments with an **

- Formal written unit assessment*
- Teacher observation
- Listening comprehension
- Quizzes
- Homework
- Writing samples
- Oral/aural – formal and informal
- Performance assessments
- Reading comprehension
- KWL charts
- Exit cards

*Teaching and Learning Activities**Activities*

- Research/explore the culture of the Hispanic World
- Read and interpret a love poem.
- Play “create a sentence” game.
- Introduce and practice new vocabulary in context
- Textbook, workbook and online activities
- CD and DVD listening and comprehension
- Role play
- Surveys
- Write a description about a relationship.
- Describe relationships.
- Give advice to solve family conflicts.
- Create a greeting card
- Describe traits that you are looking for in a significant other
- Pie charts.
- Write personal advice.
- Act a scene from a telenovela.

Differentiation Strategies

- Create picture cards for vocabulary reinforcement
- Create index cards for vocabulary reinforcement
- Use visual aids to present new material, i.e. PowerPoint presentations, transparencies, and picture cards

- Kinesthetic: TPR, use of manipulatives
- Choice of activities where possible
- Create an ad
- Choice of activities where possible
- Strategy and flexible groups based on formative assessment or student choice
- One:One conferring with teacher
- Choice of narrative or persuasive text composition
- Differentiated checklists and rubrics (if appropriate)
- Student selected goals for writing
- Level of independence
- Consult mentor texts to support writing
- ELL Supports and Extension activities are included with each lesson
- [Differentiation Strategies for Special Education Students](#)
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Resources

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- www.Edpuzzle.com
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- Workbook - Realidades 3
- Realidades 3 Audio CD's, MP3 files
- La Catrina- Video Novel and Workbook
- Que Tal Magazine and digital resources
- Realidades 3 video accompaniments (DVD set, video files)
- Other websites, as needed such as Spanish language online news and magazines
- Teacher generated worksheets
- Microsoft Office Programs (Documents, Powerpoints)

**Wayne School District
Curriculum Format**

Content Area/ Grade Level/ Course:		World Languages - Spanish Third Year Spanish III
Unit Plan Title:		Capítulo 5 – Trabajo y comunidad Time permitting this unit will be included.
Time Frame		24 days

World Language Standards

- 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.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.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.
- 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.
- 7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
- 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.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
- 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.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
- 7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
- 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.
- 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
- 7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students’ own regions.

College and Career Readiness Standards

- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).

- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Interdisciplinary Standards

- 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.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJSLSA.W3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- NJSLSA.W4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.SL1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL4 - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- NJSLSA.SL5 - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Unit Summary

❖ Trabajo y comunidad

- Talk about ways of getting a job
- Describe skills and abilities needed to perform a job
- Describe interview techniques
- Talk about opportunities for volunteer work in your community
- Explain how you can help your community
- Understand cultural perspectives on dealing with students' jobs and volunteer work.
- Learn the present perfect tense
- Learn the pluperfect tense
- Review demonstratives adjectives and pronouns
- Read a folktale
- Learn the present perfect subjunctive tense

Essential Question(s)

- Can I get a job?
- Do I have the skills and abilities needed to perform a job?
- Can I discuss opportunities for volunteer work in my community?
- How can I contribute of my community?
- Can I compare and contrast student jobs and volunteer work in other cultures?
- Can I understand the meaning of a Mayan folktale?

ACTFL Can-Do Statements - Proficiency Benchmarks

INTERPRETIVE:

- I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

INTERPERSONAL:

- I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.

PRESENTATIONAL:

- I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.

INVESTIGATE:

- In my own and other cultures I can make comparisons between products and practices to help me understand perspectives.

INTERACT:

- I can interact at a functional level in some familiar contexts.

Enduring Understandings

- Communicating about work opportunities.
- Interviewing for work and volunteer opportunities.
- Making connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.
- Making cultural assumptions based on the 21st Century perspective may lead to misunderstandings and/or misinformation.

In this unit plan, the following 21st Century themes and skills are addressed.

<i>Check all that apply.</i> 21st Century Themes		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills	
X	Global Awareness	E,T,A	Creativity and Innovation
X	Environmental Literacy	E,T,A	Critical Thinking and Problem Solving
	Health Literacy	E,T,A	Communication
X	Civic Literacy	E	Collaboration
X	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

- Talk, read, listen and write about work, job searches and employment types.
- Talk, read, listen and write about personality traits and personal goals.
- Talk and read about community gardens.
- Talk and read about emergencies, volunteer community organizations and community activism.
- Talk about songs with social content.
- Talk about getting a job
- Talk about different jobs
- Talk about job skills
- Prepare for an interview
- Discuss community needs
- Discuss volunteer work opportunities
- Use the present perfect
- Use the pluperfect
- Use the present perfect subjunctive
- Use demonstrative adjectives and pronouns.

Assessments (Pre, Formative, Summative, Other)		Denote required common assessments with an *
<ul style="list-style-type: none"> ● Formal written unit assessment* ● Teacher observation ● Listening comprehension ● Quizzes ● Homework ● Writing samples ● Oral/aural – formal and informal ● Performance assessments ● Reading comprehension 		
<i>Teaching and Learning Activities</i>		
<i>Activities</i>	<ul style="list-style-type: none"> ● Prepare and present a dialogue with a partner ● Write a composition about personal experiences of volunteer work ● Introduce and practice new vocabulary in context ● Textbook, workbook and online activities ● CD and DVD listening and comprehension ● Write a cover letter ● Create a resume ● Read and interpret job ads ● Mock interview ● Support a candidate for community office 	
<i>Differentiation Strategies</i>	<ul style="list-style-type: none"> ● Create picture cards for vocabulary reinforcement ● Create a survey about volunteer work ● Create index cards for vocabulary reinforcement ● Use visual aids to present new material, i.e. PowerPoint presentations, transparencies, and picture cards ● Kinesthetic: TPR, use of manipulatives ● Choice of activities where possible ● Strategy and flexible groups based on formative assessment or student choice ● One:One conferring with teacher ● Choice of narrative or persuasive text composition ● Differentiated checklists and rubrics (if appropriate) ● Student selected goals for writing ● Level of independence ● Consult mentor texts to support writing ● ELL Supports and Extension activities are included with each lesson ● Differentiation Strategies for Special Education Students ● Differentiation Strategies for Gifted and Talented Students ● Differentiation Strategies for ELL Students ● Differentiation Strategies for At Risk Students 	
<i>Additional Suggested Activities</i>	<ul style="list-style-type: none"> ● Describe the perfect “novio/novia”. ● Describe the perfect friend. ● Draw a comic strip based on your favorite activity. ● Imagine you have friends visiting from out of town. Write a note giving them choices about what they can do/see while they are visiting. ● Make a timeline of eight events in your life. Illustrate and present to class. ● Tell a funny story about something that happened to you as a child. ● Create a poster about your childhood and important facts about yourself. 	

- Write the opening of your first novel or short story.
- Write a description of your dream car and sketch it.
- Write an email to your teacher about why you do not have your homework.
- Create a newscast and present to class.
- Forecast the weather for a specific city.
- Blog about a recent event that made you step back and think (opinions & beliefs).
- Using photos from your local newspaper, create a news report for what is shown.
- Research careers and explain how you need to prepare for 5 different professions.
- Equate classes in high school and college to your goals.
- Create a presentation for middle school students on a career and what they need to accomplish to become a member of that profession/
- Create and execute a scavenger hunt within your school. Give hints and directions on going from one location to the next.
- Plan your own restaurant. Include designs, menus and advertisements.
- Make a list of your goals and create a poster to illustrate your plans.
- You won the lottery! Make a list of 10 things you would do with the money and present to class.
- Imagine you are at your 20th high school reunion. Create a list of things you will be doing so you can tell your classmates.
- Create a poster that compares television to the internet.
- You have had the worst day of your life. Write an email or text message to a friend telling him/her what has happened.
- Write 3 recipe cards and include the directions for each.
- Based on Picasso's cubism style, create your own self-portrait.
- View episodes 1-4 of La Catrina series.
- Complete comprehension activities for La Catrina series, episodes 1-14.
- Complete assessments for La Catrina series.
- Act out one of the most important scenes in La Catrina
- Assume the role of the characters in La Catrina.

Resources

- www.phschool.com
- www.kahoot.com
- www.quizlet.com
- www.conjuguemos.com
- Studyspanish.com
- www.wordreference.com
- www.spanish4teachers.org
- www.quizizz.com
- www.Edpuzzle.com
- www.Flipgrid.com
- Google Classroom
- Youtube
- Textbook - Realidades 3
- Workbook - Realidades 3
- Realidades 3 Audio CD's, MP3 files
- Realidades 3 video accompaniments (DVD set, video files)
- La Catrina- Video Novel and Workbook
- Que Tal Magazine and digital resources
- Other websites, as needed such as Spanish language online news and magazines

- Teacher generated worksheets
- Microsoft Office Programs (Documents, Powerpoints)