

# Honors Spanish III Unit 1 (Preliminary Chapter)

Content Area: **World Languages**  
Course(s): **SPANISH III**  
Time Period: **Marking Period 1**  
Length: **4 weeks**  
Status: **Published**

## Standards

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### World Language Standards

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WL.NH.7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
WL.NH.7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
WL.NH.7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
WL.NH.7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
WL.NH.7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
WL.NH.7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
WL.NH.7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
WL.NH.7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
WL.NH.7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
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WL.NH.7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
WL.NH.7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
WL.NH.7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
WL.NH.7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
WL.NH.7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
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WL.NH.7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.

WL.NH.7.1.NH.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).

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## Transfer Goals

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## Transfer Goals

We want students to be able to talk about themselves in the target language in order to communicate with another Spanish-speaker. We also want the students to be familiar with Hispanic culture in the U.S.

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## Concepts

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## Essential Questions

- How do artists reflect culture in their works?
- How is spoken/written language different in Spanish and English?

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## Understandings

- When talking about oneself and others verb formation is important.

- Reflexive verbs are used to discuss daily routine.
- Some verbs are used in expressions to convey different meanings.
- There are many different groups of Hispanic-Americans in the United States and their culture is visible all around us.
- Salvador Dalí is a well-known Spanish artist.

## **Critical Knowledge and Skills**

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### **Knowledge**

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Students will know:

- Verbs like gustar
- Present tense of regular verbs
- Present tense of irregular verbs
- Present tense of yo verbs
- Present tense of stem-changing verbs
- Preterite tense of stem-changing verbs
- Comparisons
- The works of Salvador Dalí

### **Skills**

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Students will be able to:

- Talk about oneself and others.
- Say what they know using the verbs saber and conocer.
- Describe their daily routine.
- Make comparisons.
- Demonstrate an awareness of Hispanic culture in the U.S.
- Recognize some famous works by the artist Salvador Dalí.
- Recognize some famous Hispanic Americans.

## Assessment and Resources

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### Formative Assessment Plan (Other Evidence)

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- Quizzes
- Labs
- Classwork
- Homework
- Projects
- Do Nows
- Performance Tasks

### Summative Assessment Plan

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*These summative assessments encompass multiple standards covered throughout the year and previous years of study.*

*Students will need to illustrate the knowledge they have gained throughout the school year & previous years through analytical questions and performance tasks.*

- Midterm and Final Assessment

### Primary Resources

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#### Text

Avancemos

Power points

### Supplementary Resources

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#### Other additional resources:

- VoiceThread
- Quizlet

- Edmodo
- Classzone
- Movies
- Podcasts
- Duolingo
- Globe Trekker and other cultural video series
- Yabla
- IXL

## **Technology Integration and Differentiated Instruction**

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### **Technology Integration**

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#### **Edmodo/Google Classroom**

Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)

**GAFE (Google Apps For Education)** - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time see results upon completion of the assignments to allow for 21st century learning

#### **One to One Student laptop**

All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic

#### **Additional Support**

These are examples of technology that can be used to support each of the lessons within this topic: Ven Connmigo video series, GlobeTrekker videos, VoiceThread, IXL, etc.

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
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TECH.9.4.12.IML.5	Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).

## **Differentiated Instruction**

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### **Gifted Students (N.J.A.C.6A:8-3.1)**

Within each lesson, the Gifted Students are to be given a leadership role in the room.

Performance Task-Additional practice will be provided for students that provided a higher level of thinking for the concepts.

### **English Language Learners (N.J.A.C.6A:15)**

Work with ELL Teacher to allow for all assignments to be completed with extra time.

Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

### **At Risk Students (N.J.A.C.6A:8-4.3c)**

Work with the I&RS Team to reach the needs of students.

Mentors provided

Offer additional supports as needed (after school help, parent contacts, frequent checks for understanding, etc.)

### **Special Education Students (N.J.A.C.6A:8-3.1)**

All IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Frequent checks for understanding

Multiple representations- Encourage and allow tables, graphic organizers, etc.

Extend the time needed to complete assignments/assessments

Provide a copy of grading rubrics for projects/labs

Modify assessments as needed by adding word banks, enlarging text, visual aids, highlighted directions, etc.

Provide highlighted notes and readings when necessary

Assign cooperative learning projects/assignments in which the groups are heterogeneously mixed by ability

level/learning style.

## **Interdisciplinary Connections**

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**MATH -**

**SCIENCE -**

**SOCIAL STUDIES -** Locations of Spanish-speaking countries

**ELA -**

**VISUAL/PERFORMING ARTS -** Listen to music of Spanish-speaking performers; introduce Spanish-speaking artists and culture

**APPLIED TECHNOLOGY -**

**BUSINESS EDUCATION -**

**GLOBAL AWARENESS -** Review Hispanic culture; Review different Hispanic-American groups in the US; Research different famous Hispanic-Americans

## **Learning Plan / Pacing Guide**

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### **Week 1**

Guided and modified notes

Reflexive & stem change graphic organizer

“Barquitos” reflexive & stem change verb activity

Quiz, Quiz, Trade- verb review game- present tense

Video tutorials

### **Week 2**

Guided and modified notes

Two verbs to express being SER & ESTAR

Communicative vocabulary activities

TPRS storytelling “actriz famosa” activity

Voicethread story re-telling activity

### **Week 3**

4 “Frases Secretas” Activity

Class Survey Activity-vocabulary in use

Listen to two songs in Spanish & compare language usage

Classzone Review & practice

#### **Week 4**

Guided and modified notes on making comparisons

Comparative phrases graphic organizer

Video tutorials

Compare two paintings by Spanish artists Dali & Velazquez

Bolsa secreta activity-comparatives in use

Kahoot Review---Assessment



# Honors Spanish III Unit 2 (Chapter 1-1, 1-2)

Content Area: **World Languages**  
Course(s): **SPANISH III**  
Time Period: **Marking Period 1**  
Length: **10 weeks**  
Status: **Published**

## Standards

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### World Language Standards

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TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLA.SL5).

## Transfer Goals

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## Transfer Goals

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We want them to be able to talk about themselves in the target language in the past tense in order to communicate with another Spanish speaker. We also want the students to be familiar with Mexican culture and geography.

## Concepts

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## Essential Questions

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- How can we communicate the idea of past tense as opposed to present tense in Spanish?
- How is Mexican culture evident in art and literature?
- How is spoken/written language different in Spanish and English?

- Why are there three different types of past tenses in Spanish?

## **Understandings**

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- Different endings are required to express the past tense.
- Spanish speakers use two different past tenses which depend upon the use.
- Nature plays an important role in literature, art, and leisure time activities.
- The culture of a country is reflected in its art and literature.
- Spanish speaking music artists that are currently popular & their influence on language and culture
- The geography of a country influences its recreational activities.

## **Critical Knowledge and Skills**

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### **Knowledge**

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Students will know:

- Preterite tense of regular verbs
- Preterite tense of irregular verbs
- Imperfect tense of verbs
- Preterite tense vs. Imperfect tense

### **Skills**

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Students will be able to:

- Describe a camping trip.
- Talk about what students did with friends.
- Talk about nature.
- Talk about family vacations.
- Describe a place and its climate.
- Talk about past actions and describe the setting of past actions.

- Recognize some famous works by the authors Octavio Paz and Laura Esquivel.

## **Assessment and Resources**

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### **Formative Assessment Plan (Other Evidence)**

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- Quizzes
- Labs
- Classwork
- Homework
- Projects
- Do Nows
- Performance Tasks

### **Summative Assessment Plan**

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*To measure mastery of concepts and a collection of units the following will be administered per the discretion of the teacher:*

- Unit Tests

*To show mastery of the concepts within multiple units from the beginning of the year to the end of the year, the following will be administered to the students across all levels within the biology curriculum:*

- Midterm and Final Assessment

*These summative assessments encompass multiple standards covered throughout the year. Students will need to illustrate the knowledge they have gained throughout the school year through analytical questions and performance tasks.*

- Unforgettable Experience Project: Narrate experiences from an outdoor vacation/ excursion with past tenses using what you've learned in MKP1.

## Primary Resources

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### Text

Avancemos

## Supplementary Resources

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### Other additional resources:

- VoiceThread
- Quizlet
- Edmodo
- Classzone
- Movies
- Podcasts

## Technology Integration and Differentiated Instruction

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### Technology Integration

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#### Edmodo/Google Classroom

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**GAFE (Google Apps For Education)** - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time see results upon completion of the assignments to allow for 21st century learning

#### One to One Student laptop

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## **Differentiated Instruction**

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Provide a copy of grading rubrics for projects/labs

Modify assessments as needed by adding word banks, enlarging text, visual aids, highlighted directions, etc.

Provide highlighted notes and readings when necessary

Assign cooperative learning projects/assignments in which the groups are heterogeneously mixed by ability level/learning style.

## **Interdisciplinary Connections**

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**MATH -**

**SCIENCE -**

**SOCIAL STUDIES -** Explore Mexican culture, Research ecological parks in Mexico

**ELA -** Introduce Mexican authors and literature, Read a graphic novel in Spanish

**VISUAL/PERFORMING ARTS -** Create a vacation video

**APPLIED TECHNOLOGY -** Video on el Gran Desafío

**BUSINESS EDUCATION -**

**GLOBAL AWARENESS -** Explore Mexican art and literature

## **Learning Plan / Pacing Guide**

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**(Ch. 1-1)**

### **Week 1**

Guided and modified notes-Pronouns in use

Reflexive/direct/indirect object pronoun graphic organizer

Quiz, Quiz, Trade- Pronouns

Video tutorials

Class survey activity-vocabulary in use

Kahoot Review

## **Week 2**

Guided and modified notes TRAER & DECIR

Present using reported speech graphic organizer

Reported speech practice activity-Que dijiste

Communicative vocabulary survey activities

Students recreated version of reported speech activity

## **Week 3**

Guided and modified notes-CAR/ GAR ZAR verbs in the preterite

Graphic organizer-other similar irregular verbs

TPRS storytelling/ writing using all new irregular preterite verbs

Voicethread story re-telling activity

Classzone Review & practice

## **Week 4**

Guided and modified notes-irregular preterite verbs HACER/ VENIR/ HABER/ TENER/ PODER/ PONER

Irregular preterite verbs graphic organizer

Quiz, Quiz, Trade- irregular verbs

Video tutorials

Class survey activity-vocabulary in use/ irregular verbs in use

## **Week 5**

Guided and modified notes-irregular preterite verbs IR/ SER

How to distinguish the difference between certain similar irregular verbs

Classzone.com guided review & practice

TPRS storytelling/ writing assignment using all new irregular preterite verbs

Student created (small group) version of TPRS story using all new irregular preterite verbs

Peer edit

Kahoot Review--Assessment

## **(Ch. 1-2)**

## **Week 1**

Recycled vocabulary & grammar concepts

Quiz, Quiz, Trade-

4 Truths and a Lie- DI activity

Jig Saw Review-recycled vocabulary & grammar concepts

## **Week 2**

Introduction to Preterite and Imperfect-implications of language



Watch “vodaphone commercial” to present differences in past tense language usage

Partner conversations about language usage/ implications

Guided and modified notes-all verbs in the imperfect tense

Graphic organizer- verbs in the imperfect tense

### **Week 3**

Vocabulary review activity

Open ended partner questions about thematic vocabulary

Concentric circle activity (asking & answering)

Additional uses for the imperfect (age/time) Can either past tense be used? Are they interchangeable?

Listening activities on Classzone.com

TPRS storytelling/ retelling/rewriting using verbs in the imperfect tense

Brainstorm ideas for “una experiencia inolvidable” performance task

### **Week 4**

Independent in class writing

Performance task in class presentations

El Gran Desafío-Avancemos video series-comprehension & discussion questions

### **Week 5**

End of the unit foreign film activity

Presentation of vocabulary, characters & themes in “Y también la lluvia”

Discuss how the vocabulary & themes relate to the thematic Unit 1

Watch film/discussion questions

Assessment

# Honors Spanish III Unit 3 (Chapter 2-1, 2-2)

Content Area: **World Languages**  
Course(s): **SPANISH III**  
Time Period: **Marking Period 2**  
Length: **10 weeks**  
Status: **Published**

## Standards

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TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLA.SL5).

## Transfer Goals

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## Transfer Goals

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We want students to be able to talk about volunteer work in the target language in order to communicate with another Spanish speaker. We also want the students to be able to give and act out commands.

## Concepts

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## Essential Questions

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- How does immigration affect the culture of an area?
- What volunteer work can you do in your community?
- Why is it important to conserve the different cultures that exist in a country?
- How can I organize people in a community/ delegate jobs?

- How does language change in different situations?
- How does language change in different situations?
- How is spoken/written language different in Spanish and English?

## **Understandings**

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- Different endings are required to express commands.
- The language we use changes with the situation.
- There are many different types of Spanish speakers in the US.
- Structures and writing systems of English and the target language have similarities and differences.
- The goal is effective communication, not word for word translation.
- Spanish speaking music artists that are currently popular & their influence on language and culture
- The culture of a country is reflected in its art and literature.
- Volunteerism is key to being a good citizen.

## **Critical Knowledge and Skills**

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### **Knowledge**

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Students will know:

- Tu commands, regular and irregular
- Usted, ustedes & nosotros commands
- The work of various latino artists including Pablo O'Higgins & Roberto Fernandez
- The work of Latino activist Cesar Chavez
- The placement of pronouns with commands
- Impersonal expressions with infinitives
- Impersonal constructions with "SE"

### **Skills**

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Students will be able to:

- Describe volunteer activities
- Organize people to do a project.
- Persuade or influence others using commands.
- Make requests and recommendations.
- Express opinions.
- Talk about media and the community.
- Recognize some works by the latino authors.
- Be familiar with the charitable works and the music of various latino music artists.
- Recognize the legacy of Latino leader Cesar Chavez as it relates to the theme of the unit.

## **Assessment and Resources**

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### **Formative Assessment Plan (Other Evidence)**

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- Quizzes
- Labs
- Classwork
- Homework
- Projects
- Do Nows
- Performance Tasks

### **Summative Assessment Plan**

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- Charitable campaign Project: Create a commercial that details a charitable campaign in the community using what you've learned in MKP3 and previous years of study.

## **Primary Resources**

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## Text

-Avancemos

-Teacher created power points

## Supplementary Resources

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### Other additional resources:

- VoiceThread
- Quizlet
- Edmodo
- Classzone
- Movies
- Podcasts

## Technology Integration and Differentiated Instruction

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### Technology Integration

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#### Edmodo/Google Classroom

Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)

**GAFE (Google Apps For Education)** - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time see results upon completion of the assignments to allow for 21st century learning

#### One to One Student laptop

All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic

#### Additional Support

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TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).

## **Differentiated Instruction**

### **Gifted Students (N.J.A.C.6A:8-3.1)**

Within each lesson, the Gifted Students are to be given a leadership role in the room.

Performance Task-Additional practice will be provided for students that provided a higher level of thinking for the concepts.

### **English Language Learners (N.J.A.C.6A:15)**

Work with ELL Teacher to allow for all assignments to be completed with extra time.

Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

### **At Risk Students (N.J.A.C.6A:8-4.3c)**

Work with the I&RS Team to reach the needs of students.

Mentors provided

Offer additional supports as needed (after school help, parent contacts, frequent checks for understanding, etc.)

### **Special Education Students (N.J.A.C.6A:8-3.1)**

All IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Frequent checks for understanding

Multiple representations- Encourage and allow tables, graphic organizers, etc.

Extend the time needed to complete assignments/assessments

Provide a copy of grading rubrics for projects/labs

Modify assessments as needed by adding word banks, enlarging text, visual aids, highlighted directions, etc.

Provide highlighted notes and readings when necessary

Assign cooperative learning projects/assignments in which the groups are heterogeneously mixed by ability level/learning style.

## **Interdisciplinary Connections**

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**MATH -**

**SCIENCE -**

**SOCIAL STUDIES -** Explore Hispanic culture, Research latino leaders and their place in US history. (Cesar Chavez)

**ELA -** Introduce Hispanic authors and literature, Read a graphic novel in Spanish

**VISUAL/PERFORMING ARTS -** Create a charitable campaign video

**APPLIED TECHNOLOGY -** Video on el Gran Desafío

**BUSINESS EDUCATION -**

**GLOBAL AWARENESS -** Explore Hispanic art, music and literature

## **Learning Plan / Pacing Guide**

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**(Ch. 2-1 & 2-2)**

### **Week 1**

Class survey activity--preterite/ imperfect-activate prior knowledge for class discussion questions

Introduce new theme and vocabulary--Volunteerism

Activate new vocabulary--Quiz Quiz Trade & Yo tengo Activity

Watch video-El Gran Desafío--Guided discussion questions



## **Week 2**

Introduce affirmative and negative commands (informal)

Guided and modified notes

Quiz Quiz Trade

Present TPRS story using commands

Introduce how to use commands (affirmative and negative) with pronouns

Communicative grammar activity--Read situation-create command-correctly put commands and pronouns in order

Watch videos on homelessness and aging--class discussion questions to activate vocabulary and grammar

## **Week 3**

Kahoot Review

Classzone Review & practice

Midterm Exam

## **Week 4**

Cloze reading and grammar questions

Video on differences between using tu and usted

video examples from several latin american countries---discuss regional differences/ cultural implications

Quiz, Quiz, Trade- situations command forms

## **Week 5**

Play game (Barquitos) to reinforce commands

Review & practice in situational role plays all types of commands both with and without pronouns/ double object pronouns

Introduce accentuation/ pronunciation of commands with pronouns

Classzone.com guided review & practice

Read lyrics of spanish song by latin american artist--Identify command forms and identify message

communicated

View music video / listen to song

Express opinions about the song

## **Week 6**

"chistes" using commands--Express colloquial expressions

Identify part of a newspaper (Add-In---parts of a computer/ technology appropriate vocabulary as related to the theme of the unit)

Identify different examples of the "Se" impersonal grammar point

Identify the use of the "se" impersonal via authentic language--twitter posts/ memes, etc.

Listen to a song by Latin American artist--identify the use of "Se" impersonal. Discuss meaning of the lyrics

## **Week 7**

Review "se" impersonal

Identify qualities of a good leader/ bad leader. Who is a good leader?

Identify famous slogan--Barak Obama--Si se puede & use of "se" impersonal.

Compare famous slogan with that of Latino leader Cesar Chavez--Si se puede

Watch movie trailer about Cesar Chavez/ Read text in Avancemos textbook about him

Discuss US historical timeline with respect to Cesar Chavez's activism. Class discussion questions

## **Week 8**

Simulated conversation on voicethread

Guided practice responding to authentic stimuli

Kahoot Review

Assessment



# Honors Spanish III Unit 4 (Chapter 3-1, 3-2)

Content Area: **World Languages**  
Course(s): **SPANISH III**  
Time Period: **Marking Period 4**  
Length: **10 weeks**  
Status: **Published**

## Standards

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### World Language Standards

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WL.NH.7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
WL.NH.7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
WL.NH.7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
WL.NH.7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
WL.NH.7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
WL.NH.7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
WL.NH.7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
WL.NH.7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
WL.NH.7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
WL.NH.7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
WL.NH.7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
WL.NH.7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
WL.NH.7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
WL.NH.7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
WL.NH.7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
WL.NH.7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
WL.NH.7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
WL.NH.7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
WL.NH.7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.

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## Transfer Goals

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## Transfer Goals

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We want students to be able to discuss the impact of technology and environmental concerns in the target language in order to communicate with another Spanish speaker. We also want the students to be able to express and support their opinions in the target language.

## Concepts

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## Essential Questions

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- How does the geography of an area become part of its identity?
- Why is it important to conserve the different cultures that exist in a country?
- Why is it important to protect species in danger of extinction?

- How does language change in different situations?
- How is spoken/written language different in Spanish and English?
- How will the environment be impacted in the future?

## **Understandings**

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- Different endings are required to express the future tense.
- There are many different types of Spanish speakers in the US.
- Structures and writing systems of English and the target language have similarities and differences.
- The goal is effective communication, not word for word translation.
- Spanish speaking music artists that are currently popular & their influence on language and culture
- Artists represent the world that surrounds them.
- The language we use changes with each situation.
- The geography of a region forms part of its identity.

## **Critical Knowledge and Skills**

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### **Knowledge**

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Students will know:

- The future tense
- The uses of the prepositions POR and PARA
- Environmental vocabulary
- The literary works of Carlos Balaguer
- The forms of the present subjunctive and their use

### **Skills**

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Students will be able to:

- Discuss the impact of technology
- Discuss environmental concerns and possibilities
- Make predictions and discuss causes and effects
- Express future actions (using the subjunctive)
- Express opinions (using the subjunctive)
- Identify geography of Central America
- Recognize some works by Carlos Balaguer/ latino authors.
- Discuss obligations and responsibilities
- Present and support and opinion
- Express a point of view and make recommendations

## **Assessment and Resources**

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### **Formative Assessment Plan (Other Evidence)**

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- Quizzes
- Labs
- Classwork
- Homework
- Projects
- Do Nows
- Performance Tasks

### **Summative Assessment Plan**

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- The future of our planet Project: Create a movie trailer that details a futuristic movie using what you've learned in MKP4 and previous years of study.

### **Primary Resources**

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## Text

-Avancemos

-Teacher created power points

## Supplementary Resources

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### Other additional resources:

- VoiceThread
- Quizlet
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- Classzone
- Movies
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**VISUAL/PERFORMING ARTS -** Create a charitable campaign video

**APPLIED TECHNOLOGY -** Video on el Gran Desafío

**BUSINESS EDUCATION -**

**GLOBAL AWARENESS -** Explore Hispanic art, music and literature

## **Learning Plan / Pacing Guide**

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**(Ch. 3-1)**

### **Week 1**

Guided and modified vocabulary/ questions about video clip from "por mis pistolas" Mario Moreno

Discussion questions about video clip and how it relates to immigrations today.

Introduction to foreign film "Buen Dia Ramon"

Previewing vocabulary and guided discussion questions to anticipate film

Watch "Buen dia Ramon"

Listen to the song "El Extranjero" and discuss how it relates to the theme of immigration

Assessment on the film

## **Week 2**

Guided vocabulary and questions to anticipate the short story "En la Ocho y la Doce"

Comprehension questions about the Cuban author

Discuss the timeline of Cuban history and how it relates to Cuban immigration in the USA

Who are Cuban americans? What stereotypes exist?

What is code-switching? Class discussion about code-switching as it relates to students' lives & the short story

Quizlet practice with related vocabulary from the story

## **Week 3**

Read related article about La Calle Ocho & el Barrio Cubano in Miami

Guided reading/ listening of the short story "En la Ocho y la Doce"

Discussion about the presence of code switching & regional accents in the audio recording of the story. What is the significance?

Comprehension/ discussion questions about the story

Jigsaw activity in small groups to recreate/ retell the story

Quizlet practice with related discussion

Assessment

## **Week 4**

Guided and modified notes-the future tense

Graphic organizer to present the regular and irregular future tense

TPRS story tell and retell using the future tense & future of probability

Quiz-Quiz-Trade using new vocabulary

Survey activity --thematic vocabulary and grammar in use.

Dictado activity to practice orthography / accentuation in the future (and other accented tenses)

## **Week 5**

Play game (Barquitos) to reinforce future tense/ grammar in use

Guided and modified notes POR & PARA

Deduce how these prepositions are used in context based on TPRS story with examples

Tell and retell TPRS story using future tense and POR & PARA

Guided listening comprehension questions--classzone.com

Simulated conversation/ presentation using voicethread

## **Week 6**

Survey activity---thematic vocabulary and grammar in use

Anticipating the video clip questions--cortometraje "MAN"

Brainstorm related vocabulary from the videoclip "MAN"

Discuss how the video relates to the theme of the unit--What expressions can we use to retell the story of "MAN"

Partner peer/ edit--write the story from the video clip "MAN"

Read lyrics of spanish song by latin american artist--Identify future tense forms and identify message communicated

View music video / listen to song--Express opinons about the song

Kahoot Review--Assessment 3.1

## **(Ch. 3-2)**

## **Week 1**

Guided and modified vocabulary

Class survey--thematic vocabulary in use

Identify the use of the subjunctive as they relate to impersonal statements

Practice in small groups using the subjunctive to express opinions with impersonal statements

Use thematic vocabulary to identify concerns as they relate to the future and the environment

## **Week 2**

Graphic organizer--identify irregular subjunctive verbs

Read lyrics & Listen to songs "Mama Tierra" & "Ska de la Tierra".

In small groups present the "meaning" of the song of assigned song to the class. discuss how the message relates to the theme of the unit.

Watch the short videoclip "Book"

Is technology advancing in such a way that many simple "devices" will become obsolete. Brainstorm simple devices that technology is making obsolete--

Discuss why they will become obsolete using the future tense. What will happen?

Use voice thread to record a speech sample comparing how the "future" is presented in terms of environmental changes & technological advances.

## **Week 3**

Vocabulary review activity--yo tengo quien tiene

Open ended partner questions about thematic vocabulary

Concentric circle activity--practice asking and answering the questions

Listening activities on Classzone.com with comprehension/ discussion questions

TPRS storytelling/ retelling/ rewriting using verbs in the subjunctive

#### **Week 4**

Anticipating the story questions--"La Mejor Edad"--Carlos Balaguer

Listen to the story on [classzone.com](http://classzone.com)

Read the shory story and discuss how "La Mejor Edad" can relate to the theme of the unit

Use the present subjunctive to express opinions about the story and "the best age"

Assessment

#### **Week 5**

End of the Unit foreign film activity

Presentation of vocabulary/ characters/ themes in "Eva"

Practice vocabulary using quizlet live

Discuss how the vocabulary and themes of the film relate to the thematic Unit 3

Watch film in segments and discuss the plot f each segment

Discussion questions

Assessment