

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

CLASSICAL & WORLD LANGUAGES DEPARTMENT

SPANISH 3

Grade Level: 9-12

Credits: 5

BOARD OF EDUCATION ADOPTION DATE:

AUGUST 29, 2016

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

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051800: ACADEMIC SPANISH III

COURSE PHILOSOPHY

SPANISH 3 supports students' development of skills to navigate a dynamic, technologically-driven global society in which students gain a deeper perspective of the world through the study of other languages and cultures. Through this study, students can further explore their passions as they apply language skills and concepts to analyze, assess, and criticize interdisciplinary topics. In this course students engage in meaningful written and spoken communication at the intermediate-low level progressing to the intermediate-high level in order to make connections, comparisons, and develop a deeper understanding of the Spanish language and culture. The intermediate level of language study cultivates an awareness that language and culture are interrelated, which is a fundamental element of 21st century citizenship.

COURSE DESCRIPTION

Throughout *SPANISH 3*, students will depend their knowledge of Spanish culture, history, language structures, and vocabulary to communicate meaningfully using all modes of communication. During this course, students will further develop knowledge of fundamental and more complex language structures and vocabulary through relevant, engaging, and comprehensible interactions that relate to life in different Spanish-speaking countries. Students taking this course will continue developing their reading, writing, speaking, and listening skills and increase proficiency in Spanish. In addition, students will gain a global perspective through the study of various cultures. By the end of the course, learners will be able to apply their language skills to engage in meaningful conversations regarding community and culture by making connections to life in the United States with that of the Spanish-speaking world.

COURSE SUMMARY

COURSE GOALS

CG1: Students will utilize interpersonal, presentational, and interpretive communication to confidently connect with native speakers in the target language.

CG2: Students will communicate effectively and efficiently in the target language about past, present, future, and uncertain events.

CG3: Students will make connections between the history and social structures of Spanish-speaking countries with those of their own.

COURSE ENDURING UNDERSTANDINGS

CEU1: Cultural connections lead to meaningful communication.

CEU2: Mastering complex language structures facilitates authentic communication in the target language.

CEU3: Exploring and comparing cultures improves our ability to communicate in many different kinds of situations.

COURSE ESSENTIAL QUESTIONS

CEQ1: How does culture affect communication?

CEQ2: Why are grammar and language structures important?

CEQ3: Why should we learn about other cultures?

UNIT GOALS & PACING

UNIT TITLE	UNIT GOALS	RECOMMENDED DURATION
<u>Unit 1: Spain</u>	Students will draw conclusions about Spanish culture as well as how geography affects life in different parts of Spain, and compare and contrast Spanish history and culture with those of the United States.	6-7 weeks
<u>Unit 2: Mexico</u>	Students will draw conclusions about Mexican culture as well as compare and contrast Mexican history and culture with those of the United States.	6-7 weeks
<u>Unit 3: Northern Andean Countries</u>	Students will analyze the Andean countries and draw conclusions about similarities and differences between them and other Spanish-speaking countries.	6-7 weeks
<u>Unit 4: Southern South America</u>	Students will analyze challenges affecting the Southern Cone and propose possible solutions.	6-7 weeks
<u>Unit 5: Central America and the Caribbean</u>	Students will analyze the different social, economic, and political challenges that Central American and Caribbean countries face and the influence on daily life.	6-7 weeks
<u>Unit 6: Study Abroad (optional enrichment unit)</u>	Students will examine information learned about Spanish-speaking countries and evaluate study abroad opportunities within a specific Spanish-speaking country.	optional

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will draw conclusions about Spanish culture as well as how geography affects life in different parts of Spain, and compare and contrast Spanish history and culture with that of the United States.

UNIT LEARNING SCALE

4	<p>In addition to the score 3 performances, the student can:</p> <ul style="list-style-type: none"> ● evaluate and analyze various text sources of literature and nonfiction to compare and identify more than two cultures extemporaneously; ● predict and generate hypotheses about the influence Spain will have over the rest of the Spanish-speaking world in the future; ● relate their own travel experiences to those encountered in class readings; ● use and apply learned structures in in various circumstances and contexts.
3	<p>The student can:</p> <ul style="list-style-type: none"> ● compare and contrast elements of Spanish culture to parallel elements in the United States; ● cite evidence to support conclusions/opinions; ● analyze and interpret nonfiction texts to identify cultural connections; ● analyze and interpret fiction to identify cultural connections; ● explain in speaking and writing how geography and history have influenced the development of different ways of life across the regional areas of Spain; ● apply the present and preterit tenses while speaking and writing.
2	<p>The student can:</p> <ul style="list-style-type: none"> ● complete all level 3 performances with minor mistakes and/or with assistance; ● identify common themes in fiction and nonfiction; ● identify the form and correct usage of verbs in the present and preterit tenses; ● explain the struggles and triumphs of Spaniards throughout history; ● identify geographical areas; ● identify customs and habits from the target culture (daily life, typical events, celebrations, etc.); ● identify and describe historical events and historical figures (independence, innovations, war, government, presidents, kings).
1	The student needs assistance in order to reach the learning goal.
0	Even with assistance, the student does not exhibit understanding of the performances listed in level 3.

ENDURING UNDERSTANDINGS

CEU1: Cultural connections lead to meaningful conversations.

CEU2: Mastering complex language structures facilitates authentic communication in the target language.

CEU3: Exploring and comparing Hispanic cultures will create global learners that can communicate in diverse situations.

ESSENTIAL QUESTIONS

CEQ1: How does culture affect communication?

CEQ2: Why are grammar and language structures important?

CEQ3: Why should we learn about other cultures?

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG1 CEU 1, 2, 3 CEQ 1, 2, 3 7.1.IL.A.1 7.1.IL.B.5 7.1.IL.C.1 11-12.RST.1, 9 11-12.WHST.2 DOK 4	<p>Option 1: Students will plan a trip to Spain. The trip is a tour of four main regions in Spain (student choice). They will create and present a digital travel brochure, supporting their reasons why people should visit the regions in Spain selected with documentation from various sources (short video clips, text sources, pictures, etc.). Students must explain how unique geographical features affect life in each of these regions and how they compare and contrast to places in the United States. In addition, they will explain how the histories of these areas compare to the history of the United States, or the histories of different regions of the United States. Lastly, in the presentation, students will explain their conclusion about why people in the selected areas of Spanish live the way they do. The digital travel brochure can be a video, a website, a blog, or any other digital media resource approved by the instructor.</p> <p>Guided questions:</p> <ul style="list-style-type: none"> ● <i>¿Qué partes de España estás promocionando?</i> ● <i>¿Por qué se deben visitar estas regiones de España?</i> ● <i>¿Cómo son similares y diferentes estas regiones de España entre sí?</i> ● <i>¿Qué cosas de la cultura de estas zonas son muy atractivas?</i> ● <i>¿Qué son los platos típicos de las regiones?</i> ● <i>¿Qué parte de la cultura de España podemos apreciar? ¿De qué manera?</i> ● <i>¿Cuáles son ejemplos de arte auténtica de estas regiones de España? ¿Por qué tiene valor el arte en la historia de España?</i> ● <i>¿Cómo son parecidas y diferentes las zonas de España que elegiste a zonas de los estados unidos?</i> ● <i>¿Cómo afecta la geografía la vida en las zonas de España que elegiste?</i>
LG1 CEU 1, 2, 3 CEQ 1, 2, 3 7.1.IL.A.1 7.1.IL.B.5 7.1.IL.C.1 11-12.RST.1, 9 11-12.WHST.2 DOK 4	<p>Option 2: Students will pretend that they are working for National Geographic and have been given the responsibility of creating a short documentary about life in Spain. They will have to research the culture, geography, literature, current events, and history of Spain and draw conclusions about how geography affects life in different parts of the country. Also, they will compare and contrast Spanish history and culture with those of the United States.</p> <p>Guided questions:</p> <ul style="list-style-type: none"> ● <i>¿Cuáles son las características principales de la cultura española?</i> ● <i>¿Qué elementos han influenciado en el tiempo el desarrollo de la cultura española?</i> ● <i>¿Por qué muchas tradiciones en España todavía se celebran?</i> ● <i>¿De dónde vienen estas tradiciones?</i> ● <i>¿Cómo la geografía afecta la vida de las personas en diferentes partes de España? ¿Qué efecto tienen la geografía y el clima de España en la vida de los españoles en ciertas regiones? (los sevillanos o los madrileños en el verano etc.)</i> <ul style="list-style-type: none"> ○ <i>la comida, la vestimenta, los hogares, las tradiciones</i> ● <i>¿Cómo se compara la historia y la cultura de España con la de Estados Unidos?</i>

TARGETED STANDARDS

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO INTRODUCE
<p>Grammar adjectives direct and indirect object pronouns gerund present tense verbs preterit tense</p> <p>Culture current events geography vocabulary Spanish traditions including but not limited to soccer, running of the bulls, flamenco dancing, regional foods</p> <p>History 17 autonomous communities architecture Catholic influence geographic features in the country: mountains, bodies of water government system important historical times and events including but not limited to Moorish invasion, Reign of the Catholic Kings, government systems important people including but not limited to Salvador Dali, Franco, Picasso, Gaudi Spanish Civil War</p>	<p>Infer meaning from a combination of known words, or from the words themselves and interpret printed and audio sources (DOK 2)</p>	<p>7.1.IL.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.</p>
	<p>Recall and identify past events in history, literature and students' own lives (DOK 1)</p>	
	<p>Provide how-to presentations derived from readings (DOK 2)</p>	<p>7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p>
	<p>Engage in conversations using questions that extend on previously analyzed text and other sources (DOK 4)</p>	
	<p>Develop informative or persuasive digital resources in the target language for diverse audiences about various topics (DOK 4)</p>	<p>7.1.IL.C.1 Use knowledge about cultural products and cultural practices to create a multimedia-rich presentations on targeted themes to be shared virtually with a target language audience.</p>
	<p>Cite evidence to support analysis of primary and secondary sources (DOK 2)</p>	<p>11-12.RST.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p>
<p>Synthesize information from a range of sources into a coherent understanding of a process, phenomenon, or concept, resolving any conflicting information (DOK 2)</p>	<p>11-12.RST.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>	
<p>Write informative/explanatory texts developing a topic with relevant facts appropriate to the audience's knowledge (DOK 4)</p>	<p>11-12.WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p>	

NJSLS Career Readiness and Preparation and Educational Technology

NJSLS Career Ready Practices

NJSLS 9.2 Career Awareness, Exploration & Preparation

NJSLS 8.1 Educational Technology

SUPPORTING RESOURCES

Appendix A: Accommodations and Modifications for Various Student Populations

Appendix B: Assessment Evidence

Appendix C: Interdisciplinary Connections

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will draw conclusions about Mexican culture as well as compare and contrast Mexican history and culture with those of the United States.

UNIT LEARNING SCALE

4	In addition to the score 3 performances, the student can: <ul style="list-style-type: none"> ● evaluate literature and nonfiction texts to draw comparisons between Mexico and the United States; ● apply the content and knowledge learned to other contexts and situations. 	
3	The student can: <ul style="list-style-type: none"> ● compare and contrast the Mexican culture to the United States; ● explain in speaking and writing how geography and history have influenced the development of different ways of life; ● discuss similarities and differences among Mexican culture and the United States; ● apply the preterit and the imperfect tenses to compare and make statements from real life situations. 	
2	The student can: <ul style="list-style-type: none"> ● complete all level 3 performances with minor mistakes and/or with assistance; ● identify the structure and usage of the present, preterit tense and the imperfect tense; ● identify the events that have had an impact on Mexican culture; 	
1	The student needs assistance in order to reach the learning goal.	
0	Even with assistance, the student does not exhibit understanding of the performances listed in level 3.	
ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
CEU1: Cultural connections lead to meaningful communication.		CEQ1: How does culture affect communication?
CEU2: Mastering complex language structures facilitates authentic communication in the target language.		CEQ2: Why are grammar and language structures important?
CEU3: Exploring and comparing cultures improves our ability to communicate in many different kinds of situations.		CEQ3: Why should we learn about other cultures?

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG1 CEU 2, 3 CEQ 2, 3 7.1.II.A.4 7.1.II.B.4, 5 7.1.II.C.1, 2 11-12.RST.1, 9 11-12.WHST.2 DOK 4	<p>Students will pretend that they are working for <i>TeleMundo</i>, a Spanish language television network, and have been given the responsibility of creating a short documentary for American audiences about life in Mexico. They will have to research the culture, geography, literature, current events, and history of Mexico and draw conclusions about how geography affects life in different parts of the country. They will also compare and contrast Mexican history and culture with that of the United States. Students can present their documentary as a live presentation or taped documentary. A written script must be submitted as well.</p> <p>Guiding questions:</p> <ul style="list-style-type: none">● <i>¿Cuáles son las características principales de la cultura mexicana?</i>● <i>¿Qué elementos han influenciado en el tiempo el desarrollo de la cultura mexicana?</i>● <i>¿Por qué muchas tradiciones en México todavía se celebran?</i>● <i>¿De dónde vienen estas tradiciones?</i>● <i>¿Cómo la geografía afecta la vida de las personas en diferentes partes de México? ¿Qué efecto tienen la geografía y el clima de México en la vida de los mexicanos en ciertas regiones? o la comida, la vestimenta, los hogares, las tradiciones</i>● <i>¿Cómo se compara la historia y la cultura de México con la de Estados Unidos?</i>

TARGETED STANDARDS

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO INTRODUCE
<p>Grammar imperfect tense preterit vs. imperfect tense</p> <p>Culture geography vocabulary Mexican traditions, including but not limited to soccer, Day of the Dead, Aztecs, Mayans, Chichen Itza, Olmec, dancing, regional foods, <i>la llorona</i>, etc.</p>	<p>Describe and recall the geographical features, key places, and cultural objects of the target regions (DOK 1)</p> <p>Use context clues to identify and describe the meaning of unfamiliar words (DOK 2)</p> <p>Interpret how the author uses and recognizes the meaning of key concepts (DOK3)</p> <p>Analyze and compare the people, places, objects and activities from the Mexican culture with those of your own using multiple resources (DOK 4)</p>	<p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p>
<p>History important historical times and events including, but not limited to Conquest of the Aztecs, Spanish and French Rule, Civil War, government system, sovereign states</p>	<p>Read and create questions that extend the text (DOK 3)</p> <p>Support and argue point of view based on the text (DOK 3)</p> <p>Create and present authentic short plays, skits, poems, songs, stories, or reports (DOK 4)</p>	<p>7.1.IL.B.4 Ask and respond to factual and interpretive questions or a personal nature or on school-related topics.</p> <p>7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p>

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
(same as above)	Provide how-to-presentations derived from readings (DOK 2)	7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
	Engage in conversations using questions that extend on previously analyzed text and other sources (DOK 3)	
	Develop informative or persuasive digital resources in the target language for diverse audiences about various (DOK 4)	7.1.IL.C.1 Use knowledge about cultural products and cultural practices to create a multimedia-rich presentations on targeted themes to be shared virtually with a target language audience.
	Cite evidence to support analysis of primary and secondary sources (DOK 2)	11-12.RST.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
	Synthesize information from a range of sources into a coherent understanding of a process, phenomenon, or concept, resolving any conflicting information (DOK 2)	11-12.RST.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
Write informative/explanatory texts developing a topic with relevant facts appropriate to the audience’s knowledge (DOK 4)	11-12.WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	

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SPANISH 3**SUGGESTED DURATION****UNIT 3: NORTHERN ANDEAN COUNTRIES****6-7 WEEKS****UNIT LEARNING GOALS**

Students will analyze the Andean countries and draw conclusions about similarities and differences between them and other Spanish-speaking countries.

UNIT LEARNING SCALE

4	In addition to the score 3 performances, the student can evaluate and analyze various text sources of literature and nonfiction to extemporaneously compare and contrast more than two cultures.
3	The student can: <ul style="list-style-type: none"> ● explain in speaking and writing how life in the Andean countries compares and contrasts to life in other Spanish-speaking countries; ● apply the future and conditional tenses to make predictions and comparisons to other Spanish-speaking countries; ● apply the subjunctive mood to convey hopes and expectations; ● properly use <i>por</i> and <i>para</i>.
2	The student can: <ul style="list-style-type: none"> ● complete all level 3 performances with minor mistakes and/or with assistance; ● recognize the sequence of events leading up to the independence of the Andean countries; ● conjugate verbs in the future and conditional tenses; ● identify the differences between <i>por</i> and <i>para</i>; ● identify the situations when to implement the subjunctive. ● identify the struggles and triumphs of the Incan people.
1	The student needs assistance in order to reach the learning goal.
0	Even with assistance, the student does not exhibit understanding of the performances listed in level 3.
ENDURING UNDERSTANDINGS	
CEU1: Cultural connections lead to meaningful communication.	ESSENTIAL QUESTIONS
CEU2: Mastering complex language structures facilitates authentic communication in the target language.	CEQ1: How does culture affect communication?
CEU3: Exploring and comparing countries improves our ability to communicate in many different kinds of situations.	CEQ2: Why are grammar and language structures important?
	CEQ3: Why should we learn about other countries?

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG1 CEU1, 2, 3 CEQ1, 2, 3 7.1.IL.A.1, 5 7.1.IL.B.5 7.1.IL.C.2 11-12.RST.1, 9 11-12.WHST.2 DOK 4	<p>Option 1: Students will research an Andean country and pick one to visit. Students will create a visual presentation of the different geographical areas that they will visit, including a description of the area and the advantages of visiting that particular country. Students must use the present subjunctive to express wishes, hopes, and desires that they have as a tourist. Presentations should include cultural images pertinent to the country presented. Presentations can be live or taped. Students will also submit written recommendations of things to do and places they want to visit on their trip.</p> <p>Guiding Questions:</p> <ul style="list-style-type: none">• <i>¿Cómo es la geografía del país?</i>• <i>¿Qué esperas hacer durante tu viaje?</i>• <i>¿Qué deseas ver durante tu viaje?</i>• <i>¿Qué deportes esperas disfrutar durante tu viaje?</i>• <i>¿Qué recomendaciones traes a tus amigos como recuerdos del viaje?</i>
LG1 CEU1, 2, 3 CEQ1, 2, 3 7.1.IL.A.1, 5 7.1.IL.B.5 7.1.IL.C.2 11-12.RST.1, 9 11-12.WHST.2 DOK 4	<p>Option 2: Students will play the role of a reporter who creates a documentary about the current state of native civilizations still existing in Andean countries. The segment will include an interview of a citizen of indigenous descent discussing the culture of his/her descent, the changes that have taken place and the current social and economic problems that they face. The second part of the documentary will interview advocates, local politicians, or Peace Corps members who have the best intentions for the future of the indigenous population in mind. Emphasis will be on use of the present subjunctive to express people's wishes, hopes, and desires.</p> <p>Guiding Questions:</p> <ul style="list-style-type: none">• <i>¿Cómo era la vida de su pueblo?</i>• <i>¿Cómo ha cambiado la vida de su pueblo?</i>• <i>¿Cómo es la vida de los de la gente de su pueblo hoy en día?</i>• <i>¿Cómo cambiara la vida de los indígenas en los años que vienen?</i>• <i>¿Qué va a hacer para mejorar la situación actual de la gente de su pueblo?</i>

TARGETED STANDARDS

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO INTRODUCE
<p>Grammar present subjunctive future and conditional tenses <i>por vs para</i></p> <p>Culture Andean traditions including but not limited to Incan culture, regional foods, tourism geography</p>	<p>Identify evidence from informational texts that supports analysis, reflection, and research (DOK 2)</p> <p>Interpret the meaning of words and phrases in a text (DOK 2)</p> <p>Compare and contrast information from other sources that supports or challenges conclusions presented in authentic texts (DOK 3)</p> <p>Interpret how the author uses and recognizes the meaning of key concepts (DOK 3)</p>	<p>7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.</p>
<p>History important historical times and events that have impacted geography and tourist attractions including but not limited to Incan reign, Spanish conquest</p>	<p>PROCEDURAL KNOWLEDGE</p>	<p>STANDARDS TO FURTHER DEVELOP</p>
	<p>Recall and identify past events in history, literature and students' own lives (DOK 1)</p>	<p>7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p>
	<p>Interpret printed and audio materials (DOK 2)</p>	
	<p>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them (DOK 4)</p>	
	<p>Engage in conversations that have a back and forth meaningful dialogues and/or debates applying language and content knowledge (DOK 3)</p>	<p>7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p>
	<p>Create and present authentic short plays, skits, poems, songs, stories, or reports (DOK 4)</p>	<p>7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p>
	<p>Cite evidence to support analysis of primary and secondary sources (DOK 2)</p>	<p>11-12.RST.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p>
	<p>Synthesize information from a range of sources into a coherent understanding of a process, phenomenon, or concept, resolving any conflicting information (DOK 2)</p>	<p>11-12.RST.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
<p>Write informative/explanatory texts developing a topic with relevant facts appropriate to the audience's knowledge (DOK 4)</p>	<p>11-12.WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p>	

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SUPPORTING RESOURCES

Appendix A: Accommodations and Modifications for Various Student Populations

Appendix B: Assessment Evidence

Appendix C: Interdisciplinary Connections

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will analyze challenges affecting the Southern Cone and propose possible solutions.

UNIT LEARNING SCALE

4	In addition to the score 3 performances, the student can justify, critique, and evaluate differences and similarities between countries studied.	
3	The student can: <ul style="list-style-type: none"> ● synthesize textual evidence to make cultural connections; ● explain in speaking and writing how daily life is affected by current social challenges; ● apply imperfect subjunctive tense to express preferences, wishes, hopes, and desires. 	
2	The student can: <ul style="list-style-type: none"> ● complete all level 3 performances with minor mistakes and/or with assistance; ● identify the geography of the countries in the Southern Cone; ● identify structure and usage of the verbs in the imperfect subjunctive; ● recall people, places, and events as they pertain to the history of the region. 	
1	The student needs assistance in order to reach the learning goal.	
0	Even with assistance, the student does not exhibit understanding of the performances listed in level 3.	
ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
CEU1: Cultural connections lead to meaningful communication.		CEQ1: How does culture affect communication?
CEU2: Mastering complex language structures facilitates authentic communication in the target language.		CEQ2: Why are grammar and language structures important?
CEU3: Exploring and comparing cultures improves our ability to communicate in many different kinds of situations.		CEQ3: Why should we learn about other cultures?

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG1 CEU1, 2, 3 CEQ1, 2, 3 7.1.IM.A.1 7.1.IM.B.4 7.1.IM.C.4, 5 DOK 4	<p>Students will create a public service announcement (PSA) to spread awareness of one topic for one country studied in this unit (Chile, Argentina, Uruguay, Paraguay). The PSA can be presented live or taped. After the PSA, students will present a one-minute speech to the class, outlining possible solutions to the problem or recommendations for further investigation. Students will not use any notes for this one-minute speech. Students will submit a written copy of their one-minute talk as well. Emphasis will be on use of the imperfect subjunctive tense to express preferences, wishes, hopes, and desires.</p> <p>Guiding Questions:</p> <ul style="list-style-type: none">● <i>¿Por qué escogiste este tópico y país?</i>● <i>¿Qué aprendiste de la experiencia?</i>● <i>¿Cuales son tus preocupaciones sobre esta presentación?</i>● <i>¿Qué harás para preparar?</i>● <i>(using present subjunctive) ¿Que recomendarías? Yo recomiendo que.....</i>● <i>(using imperfect subjunctive- if clauses) Si tuviera, si hiciera, si fuera....</i>

TARGETED STANDARDS

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO INTRODUCE
<p>Grammar future tense conditional tense present subjunctive imperfect subjunctive</p> <p>Culture economic opportunities equality education influence of geography in the way of life main characteristics of the culture of Chile, Argentina, Uruguay, and Paraguay</p> <p>History important historical times, government systems and events impacting daily life</p>	<p>Engage in meaningful conversations in speaking and writing to share information and to justify and support ideas (DOK 3)</p>	<p>7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.</p>
	<p>Synthesize information from primary sources to develop and support ideas (DOK 2)</p>	<p>7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.</p>
	<p>Compare and contrast cultural perspectives of the target culture(s) with those of one's own culture in conversation, presentations and/or debates (DOK 2)</p>	<p>7.1.IM.C.5 Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices.</p>

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
(same as above)	Compare and contrast primary and secondary sources to synthesize textual evidence to support presentational modes of communication (DOK 2)	7.1.IM.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.
	Interpret printed and audio materials to compare and contrast past events in history and literature to students' own lives (DOK 3)	
	Cite evidence to support analysis of primary and secondary sources (DOK 2)	11-12.RST.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
	Synthesize information from a range of sources into a coherent understanding of a process, phenomenon, or concept, resolving any conflicting information (DOK 3)	11-12.RST.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
	Write informative/explanatory texts developing a topic with relevant facts appropriate to the audience's knowledge (DOK 3)	11-12.WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

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UNIT OVERVIEW

UNIT LEARNING GOALS

Students will analyze the different social, economic, and political challenges that Central American and Caribbean countries face and the influence on daily life.

UNIT LEARNING SCALE

4	<p>In addition to the score 3 performances, the student can:</p> <ul style="list-style-type: none"> ● evaluate and analyze various text sources of literature and nonfiction to extemporaneously compare and identify more than two cultures; ● relate their own experiences to those encountered in class readings.
3	<p>The student can:</p> <ul style="list-style-type: none"> ● analyze the different social, economic, and political challenges that Central American and Caribbean countries face and the influence on daily life; ● analyze and interpret information about these countries from multiple reliable sources; ● in speaking and writing explain the influence of history how life is different or similar in regional areas of Central America and the Caribbean; ● explain how geography and history affect life by having short conversations and debates; ● appropriately utilize the present tense, future, conditional, present subjunctive, and imperfect subjunctive to communicate authentically.
2	<p>The student can:</p> <ul style="list-style-type: none"> ● complete all level 3 performances with minor mistakes and/or with assistance; ● list, recall, and recognize information from nonfiction and fiction text; ● identify social issues that are found in Central American and Caribbean countries; ● identify the geographical regions found in Central American and Caribbean; ● recognize the different grammatical tenses and moods; ● recognize the different grammatical structures found throughout the units.
1	The student needs assistance in order to reach the learning goal.
0	Even with assistance, the student does not exhibit understanding of the performances listed in level 3.

ENDURING UNDERSTANDINGS

ESSENTIAL QUESTIONS

CEU1: Cultural connections lead to meaningful communication.	CEQ1: How does culture affect communication?
CEU2: Mastering complex language structures facilitates authentic communication in the target language.	CEQ2: Why are grammar and language structures important?
CEU3: Exploring and comparing cultures improves our ability to communicate in many different kinds of situations.	CEQ3: Why should we learn about other cultures?

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
<p>LG1 CEU1, 2, 3 CEQ1, 2, 3 7.1.IH.B.1 7.1.IM.A.1 7.1.IM.C.4, 5 11-12.WHST.2 DOK 4</p>	<p>Option 1: Students will take on the role of as an intern for an advertising and public relations firm on Madison Avenue in New York City. The firm has just signed a contract with the Bureau of Latin American Tourism to produce a series of dynamic marketing programs that showcase Central American and the Caribbean countries as a must-see tourist destination. As an intern, students create a portfolio that presents misconceptions people have about the country, creatively disproves the misconceptions, and promotes the country as a world-class vacation destination. Students will present this portfolio (tangible or digital) to the class. They will facilitate discussion with the class to educate them on the different aspects of the country. Audience members will prepare questions for the presenter to answer after the presentation. Emphasis will be on the use of the present tense, future, conditional, present subjunctive, and imperfect subjunctive to communicate authentically.</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> ● <i>¿Por qué debemos de visitar el país?</i> ● <i>¿Qué aspectos del país son positivos o negativos?</i> ● <i>¿En cuáles estaciones del tiempo recomiendan viajar a sus países?</i> ● <i>Si tuvieras la oportunidad de viajar a este país ¿qué cosas esenciales llevarías? ¿Que harías para prepararte para el viaje?</i> ● <i>¿Qué recuerdos traerías devuelta a casa?</i> ● <i>¿Cómo afecta la economía y al turismo el propuesto viaje?</i> ● <i>¿Cuáles son las ventajas de viajar a ese país?</i>
<p>LG1 CEU1, 2, 3 CEQ1, 2, 3 7.1.IH.B.1 7.1.IM.A.1 7.1.IM.C.4, 5 11-12.WHST.2 DOK 4</p>	<p>Option 2: Students will work in small groups and play the role of a special group of individuals selected to work with members of the United Nations to analyze the different economic, political, and social challenges that countries in Central America and the Caribbean face today, and to develop a plan to provide recommendations and suggestions that could improve daily life. Emphasis will be on the use of the present tense, future, conditional, present subjunctive, and imperfect subjunctive to communicate authentically.</p> <p>Students will select a country and one issue in which to focus and receive approval form the instructor. Then, they will develop a digital presentation to explain their research, findings and solutions using the guiding questions below. Students will use research to support their ideas.</p> <p>Guided questions:</p> <ul style="list-style-type: none"> ● <i>¿Cuáles son los mayores problemas políticos, económicos y sociales que enfrentan las naciones América central y el Caribe hoy en día?</i> ● <i>¿Cuáles son las causas de estos problemas?</i> ● <i>¿Por cuánto tiempo ha sido un problema?</i> ● <i>¿A qué sector de la población afecta más y por qué?</i> ● <i>¿Cuáles son tus ideas para resolver los problemas?</i> ● <i>¿Qué ha pasado recientemente en el país que visitarán?</i> ● <i>¿Es necesario que recibas todas tus vacunas antes de viajar?</i>

TARGETED STANDARDS		
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO INTRODUCE
<p>Grammar future vs conditional present and imperfect subjunctive present tense</p> <p>Culture main characteristics and influences of present day culture in Central America and the Caribbean</p> <p>History important historical times and events that impacted different travel requirements from the United States to Central America and the Caribbean countries.</p>	Create dialogues and conversations of various topics using digital tools (DOK 3)	7.1.IH.B.1 Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.
	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
	Interpret printed and audio materials to compare and contrast past events in history and literature to students' own lives (DOK 3)	7.1.IM.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.
	Compare and contrast primary and secondary sources to synthesize textual evidence to support presentational modes of communication (DOK 3)	
	Engage in meaningful conversations in speaking and writing to share information and to justify and support ideas (DOK 3)	7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.
	Synthesize information from primary sources to develop and support ideas (DOK 3)	7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.
Compare and contrast cultural perspectives of the target culture(s) with those of one's own culture in conversation, presentations and/or debates (DOK 3)	7.1.IM.C.5 Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices.	
Write informative/explanatory texts developing a topic with relevant facts appropriate to the audience's knowledge (DOK 4)	11-12.WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	

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UNIT OVERVIEW

UNIT LEARNING GOALS

Students will examine information learned about Spanish-speaking countries and evaluate study abroad opportunities within a specific Spanish-speaking country.

UNIT LEARNING SCALE

4	In addition to the score 3 performances, the student can: <ul style="list-style-type: none"> ● adapt their strategic thinking skills to new situations and contexts; ● adapt their use of complex language structures to new situations.
3	The student can: <ul style="list-style-type: none"> ● in speaking and writing, identify and describe preferences regarding career options and preferences; ● compare and contrast the education systems in Spanish-speaking countries to those of the United States; ● evaluate and analyze various college and career options; ● evaluate and analyze various study abroad options; ● make suggestions and express preferences to enhance communication skills.
2	The student can: <ul style="list-style-type: none"> ● identify wants, hopes and desires using the present subjunctive correctly; ● identify structures and differences of the verbs using the present subjunctive; ● recognize cultural connections and geographical references; ● identify the steps to be college ready; ● recall related vocabulary.
1	The student needs assistance in order to reach the learning goal.
0	Even with assistance, the student does not exhibit understanding of the performances listed in level 3.
ENDURING UNDERSTANDINGS	
CEU1: Cultural connections lead to meaningful communication.	ESSENTIAL QUESTIONS CEQ1: How does culture affect communication?
CEU2: Mastering complex language structures facilitates authentic communication in the target language.	CEQ2: Why are grammar and language structures important?
CEU3: Exploring and comparing cultures improves our ability to communicate in many different kinds of situations.	CEQ3: Why should we learn about other cultures?

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
<p>LG1 CEU1, 2, 3 CEQ1, 2, 3 7.1.IL.A.5 7.1.IL.C.2 7.1.IM.A.1 7.1.IM.B.5 7.1.IM.C.1 DOK 4</p>	<p>Students will develop a plan to study for a semester overseas. Students will complete a college search and find an institution based on their interests and available academic programs. Students will complete a full application as if they were truly applying (forms, essays, etc.).</p> <p>Part 1: Expressing Interests</p> <ul style="list-style-type: none"> ● Express, based on your interest, what college you would like to attend and explain why. <ul style="list-style-type: none"> ○ <i>¿Qué programas académicos te interesan y por qué?</i> ○ <i>¿Qué carreras te gustaría explorar?</i> ● If you would like to live there explain what you hope your roommate to be like: <ul style="list-style-type: none"> ○ <i>¿Qué cualidades buscas en un/a compañero/a?</i> ○ <i>¿Quieres ir a estudiar en otro país?</i> ○ <i>¿Qué clases necesitas tomar?</i> ○ <i>¿Cómo prefieres que sea?</i> ○ <i>¿Qué sabes qué pasará cuando se encuentren?</i> ○ <i>¿Qué esperas que haga la persona?</i> <p>Part 2: Strategic plan:</p> <ul style="list-style-type: none"> ● <i>¿Qué necesitas hacer ahora para aplicar y ser aceptado en la Universidad de tus sueños?</i> ● <i>Basado en tus respuestas de la Parte 1 de este proyecto:</i> <ul style="list-style-type: none"> ○ <i>¿Qué preguntas debes hacerle a tu Consejero Académico? (10 questions you would have to ask your Guidance counselor)</i> ○ <i>¿Qué esperas que el Consejero te diga?</i> ○ <i>¿Qué cursos debes tomar?</i> ○ <i>¿Qué actividades extracurriculares te gustaría explorar y debes hacer?</i> ○ <i>¿Qué exámenes debes completar?</i> ○ <i>¿Cuál es el proceso de aplicación?</i> ○ <i>¿Cuál es el proceso de admisión?</i> ○ <i>¿Esperas tener opciones a becas escolares?</i> ○ <i>¿Qué debes hacer para optar a becas escolares?</i> <p>Part 3: Study Abroad</p> <ul style="list-style-type: none"> ○ <i>¿Te gustaría estudiar en el extranjero si tuvieras la oportunidad?</i> ○ <i>¿Dónde te gustaría estudiar en el extranjero y por qué?</i> ○ <i>¿Cómo se compara el sistema educacional del país que seleccionaste y el de Estados Unidos? (Compara el sistema de educación secundaria y d universidades)</i> ○ <i>¿Qué debes hacer para tener la oportunidad de estudia en el extranjero?</i> ○ <i>¿Por qué es una buena opción pensar en estudiar en el extranjero por un semestre o más?</i>

TARGETED STANDARDS

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO INTRODUCE
<p>Grammar conjunctions present present subjunctive preterit</p> <p>Content college application process planning process study abroad vocabulary including but not limited to education fields and carrier options</p>	<p>Compare and contrast information from other sources that supports or challenges conclusions presented in authentic texts (DOK 3)</p> <p>Identify evidence from informational texts that support analysis, reflection, and research (DOK 3,4)</p> <p>Interpret the meaning of words and phrases in a text (DOK 3)</p> <p>Interpret how the author uses and recognizes the meaning of key concepts (DOK3)</p>	<p>7.1.IM.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.</p> <p>7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.</p> <p>7.1.IM.C.1 Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p>
<p>DECLARATIVE KNOWLEDGE</p>	<p>PROCEDURAL KNOWLEDGE</p>	<p>STANDARDS TO FURTHER DEVELOP</p>
<p>(same as above)</p>	<p>Compare and contrast information from other sources that supports or challenges conclusions presented in authentic texts (DOK 2)</p> <p>Identify evidence from informational texts that support analysis, reflection, and research (DOK 2)</p> <p>Interpret the meaning of words and phrases in a text (DOK 3)</p> <p>Interpret how the author uses and recognizes the meaning of key concepts (DOK 3)</p>	<p>7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p>7.1.IL.C.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p>

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
(same as above)	Cite evidence to support analysis of primary and secondary sources (DOK 2)	11-12.RST.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
	Synthesize information from a range of sources into a coherent understanding of a process, phenomenon, or concept, resolving any conflicting information (DOK 2)	11-12.RST.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
	Write informative/explanatory texts developing a topic with relevant facts appropriate to the audience's knowledge (DOK 4)	11-12.WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

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