

SPANISH III

Course #0137

Credits 5

March 2017

SPANISH III CURRICULUM 2017-2018

I- COURSE DESCRIPTION

The Spanish III course is designed for students who have completed Spanish I and II or have taken the STAMP test for placement. A strong language program at the beginning levels that featured thematic instruction with integrated vocabulary, grammar, communication and culture allows students in the upper levels of study to be most successful. The third year will provide further development in the areas of speaking, listening and writing. This course will build communicative activities, pronunciation as well as enhance reading and writing skills. After completing the course, the students will have the necessary skills to advance to higher-level courses.

During the Spanish III course, students will have the opportunity to develop interdisciplinary connections. Moreover, students will analyze and discuss similarities and differences when discussing culture and language elements within Latin American countries. “We know that when students have the opportunity to transfer skills across content areas; the learning becomes deeper and more enduring.” There is a strong link between the New Jersey State Learning Standards (NJSLS) for English Arts and Literacy in History/Social studies, Science, and Technical Subjects and the New Jersey State Learning Standards for World Languages.

COURSE REQUISITES

Spanish I and II are pre-requisites for Spanish III. The STAMP test may also be used as a measure of proficiency to evaluate placement of students in Spanish III.

COURSE OBJECTIVES

The Spanish III Curriculum presents learning objectives areas within the three modes of communication described by the New Jersey Student Learning Standards for World languages: Interpersonal, Interpretive, and Presentational (Levels of proficiency). These modes of communication identify what students should know and be able to do across the three modes. Below you can identify the definitions for the three modes and the list of primary learning objective areas.

Three Modes of Communication:

- **Strand A:** The Interpretive Mode- focuses on the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to active negotiation of meaning with the writer or the speaker.
- **Strand B:** The Interpersonal Mode- is characterized by the active negotiation of meaning among students. Students observe and monitor one another to see how their meanings and intentions are being communicated. Adjustments and clarifications can be made accordingly.
- **Strand C:** The Presentational Mode- refers to the creation of oral and written messages in a manner that facilitates interpretation by members of the other culture where no direct opportunity for the active negotiation of meaning between members of the two cultures exists.

Learning Objective Areas:

- Spoken Interpersonal Communication
- Written Interpersonal Communication
- Audio, Visual, and Audiovisual Interpretive Communication
- Written and Print Interpretive Communication
- Spoken Presentational Communication
- Written Presentational Communication

II- OUTLINE OF COURSE

PCTI Curriculum Unit Planner

Content Area:	Spanish III / Español III	Grade (s)	9, 10, 11, 12
Unit Plan Title:	Sentir y vivir / To feel and to live		

NJSL Standard (S) Aligned with current SLS

Interpretive Mode/Proficiency Level: Intermediate High

- **7.1.IH.A.1**-Analyze and critique the validity of culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.
- **7.1.IH.A.2**-Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings, through appropriate responses.
- **7.1.IH.A.3**-Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture (s) and in one's own culture.
- **7.1.IH.A.4**-Analyze historical and political context or have connected famous people, places, and events from the target culture (s) with the United States.
- **7.1.IH.A.5**-Synthesize information from oral and written discourse dealing with a variety of topics.
- **7.1.IH.A.7**-Infer the meaning of some and familiar words and phrases in new formal and informal contexts.
- **7.1.IH.A.8**-Analyze structures of the target language and comparable linguistic structures in English.

Interpersonal Mode/Proficiency Level: Intermediate High

- **7.1.IH.B.1**-Use digital tools to participate in extended conversations on topics of personal, academic, or social nature using a variety of timeframes to exchange information.
- **7.1.IH.B.2**-Give, respond to, ask for clarification on detailed and complex oral and written directions, commands, and indirect request.
- **7.1.IH.B.3**-Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
- **7.1.IH.B.4**-Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature.
- **7.1.IH.B.5**-Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas.
- **7.1.IH.B.6**-Use language in a variety of settings for further personal, and/or academic goals.

Presentational Mode/Proficiency Level: Intermediate High

- **7.1.IH.C.1**-Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture (s) and in one’s own culture, through a multimedia-rich presentation to be shared virtually with a target language audience.
- **7.1.IH.C.2**-Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s).
- **7.1.IH.C.3**-Use language creatively in writing for personal, career, or academic purposes.
- **7.1.IH.C.4**- Explain the structural elements and/or cultural perspectives found in culturally authentic materials.
- **7.1.IH.C.5**-Explain cultural perspectives associated with the target culture (s), as evidenced by the cultural products and cultural practices associated with the target culture (s), and compare these perspectives with those of one’s own culture.
- **7.1.IH.C.6**-Explain/ demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.

Essential Questions

- ¿Estás de acuerdo con que el instinto de supervivencia y el deseo de vivir son razón suficiente para seguir adelante? Por qué?
Do you agree that the instinct for survival and the desire to live are sufficient reason to go forward, why?
- ¿Le tienen miedo al future Por qué? Are you afraid of the future, why?
- ¿Qué te hace falta en la vida? What do you need in life?
- ¿Cuáles son los aportes de los hispanos en los Estados Unidos? What are the Hispanic contributions to United States’ culture?

Anchor Texts

Imagina 3rd edition E-text– textbook Vista Higher Learning, 2015-ISBN 978-62680-111-0, by Blanco, Tocaimaza-Hatch.
Encuentros Maravillosos, 2nd edition – Prentice Hall, 2011-ISBN 978-0-13-369374-4, by Abby Kanter.
Spanish Verb Tenses (Grammar workbook)-Passport Books- NTC/Contemporary Publishing Group.
Spanish Four Years-Advanced Spanish with AP Component- Second edition- An Amsco.

Informational Texts

Authentic Reading Selections -

- Latinos en los Estados Unidos/ “Hispanics in the United States.”

Targeted Skill (s) Interpretive mode, Spoken presentational mode.

- El Español está de moda/ “The Spanish language is fashionable.”

Targeted Skill(s) Interpretive mode, Spoken presentational mode, Interpretive communication mode.

- La corriente Latina/ “The Latin current.”

Targeted Skill (s) Interpretive mode, Spoken mode, Interpretive communication mode.

- Poema 20 de Pablo Neruda/ “Poem 20” by Pablo Neruda.

Target Skill (s) Interpretive mood, Spoken Presentational Mode, Interpretive Communication mode.

- Audios: Student activity manual-Lab Manual-Lección #1/-Para empezar, 1.1, 1.2, 1.3, Literature.

Target Skill (s) Interpretive mood, Spoken Presentational Mode, Interpretive Communication mode.

Short Texts

- Galeria de creadores/ “Creator Gallery”

Targeted Skill (s) Interpretive mode, Spoken presentational mode, Interpersonal mode.

- Corto metraje-No me ama /Short Film-“Don’t love me.”

Targeted Skill (s) Interpretive mode, Spoken presentational mode, Interpersonal mode.

Suggested Reading/Writing/Speaking/Listening Assessments

- Famous Latin Americans, writers, scientists, etc.
- Sonia Sotomayor.
- **REVIEW:** The present tense/stem-changing verbs/Irregular “yo” forms of verbs, Imagina.
- **REVIEW:** Ser & Estar. Imagina-ebook.
- **REVIEW:** Gustar and similar verbs.
- **REVIEW:** The progressive forms, Imagina-ebook.
- Listening-Audio activities.
- Un consejo sentimental, Imagina-ebook.
- Dictation in the target language.
- Writing assignment in the target language (short stories, descriptions, etc.)
- Create short oral reports using only the target language.

- Create a short letter expressing your personal feeling for him/her.
- A variety of audio assessments only in the target language.
- Crossword puzzles.
- LAB manual.
- Weekly dialogues using only the target language.
- Monthly writing assignments.

Resources (websites, Blackboard, documents, etc.)

www.quizlet.com

www.studyspanish.com

www.VHL.com

<http://personal.colby.edu/~bknelson/SLC/ricitos1.php>

www.conjuguemos.com

www.wordreference.com

Practice Makes Perfect: Spanish Verb Tenses (TB) by Dorothy Devney Richmond

Google Classroom

Online Audio Text

Microsoft Office Programs (Documents PowerPoints)

Online Library Databases

Web quests

Group activities

Presentational resources

Online Spanish Language Newspapers and Magazines

Spanish Radio

Charts and graphics

Visual art (Paintings, photographs, posters)

Radio segments

Podcasts

<p>Audio guides (travel, museum)</p> <p>Music</p> <p>Films</p> <p>YouTube</p> <p>History textbooks</p> <p>Opinions polls</p> <p>Vista Higher Learning (VHL) - Supersite: Audio of the vocabulary, textbook and extra practice activities, Textbook grammar presentations, textbook and extra practice activities, Partner Chat and Virtual Chat activities, composition activity, vocabulary list with audio, flashcards with audio, textbook grammar presentations, practice activities with immediate feedback, animated grammar tutorials for review topics.</p>	4 weeks
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PCTI Curriculum Unit Planner

Content Area:	Español III / Spanish III	Grade(s)	9, 10, 11, 12
Unit Plan Title:	Vivir en la ciudad / Living in the city		
NJSL Standard (S) Aligned with current SLS			
<p>Interpretive Mode/Proficiency Level: Advanced Low</p> <ul style="list-style-type: none"> • 7.1.IH.A.1-Analyze and critique the validity of <u>culturally authentic materials</u> using <u>electronic information</u> and other sources related to a variety of familiar and some unfamiliar topics. • 7.1.IH.A.2-Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and <u>some formal</u> settings, through appropriate responses. 			

- **7.1.IH.A.3**-Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture (s) and in one's own culture.
- **7.1.IH.A.4**-Analyze historical and political context or have connected famous people, places, and events from the target culture (s) with the United States.
- **7.1.IH.A.5**-Synthesize information from oral and written discourse dealing with a variety of topics.
- **7.1.IH.A.7**-Infer the meaning of some and familiar words and phrases in new formal and informal contexts.
- **7.1.IH.A.8**-Analyze structures of the target language and comparable linguistic structures in English.

Interpersonal Mode/Proficiency Level: Advanced Low

- **7.1.IH.B.1**-Use digital tools to participate in extended conversations on topics of personal, academic, or social nature using a variety of timeframes to exchange information.
- **7.1.IH.B.2**-Give, respond to, ask for clarification on detailed and complex oral and written directions, commands, and indirect request.
- **7.1.IH.B.3**-Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
- **7.1.IH.B.4**-Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature.
- **7.1.IH.B.5**-Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas.
- **7.1.IH.B.6**-Use language in a variety of settings for further personal, and/or academic goals.

Presentational Mode/Proficiency Level: Advanced Low

- **7.1.IH.C.1**-Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture (s) and in one's own culture, through a multimedia-rich presentation to be shared virtually with a target language audience.
- **7.1.IH.C.2**-Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s).
- **7.1.IH.C.3**-Use language creatively in writing for personal, career, or academic purposes.
- **7.1.IH.C.4**-Explain the structural elements and/or cultural perspectives found in culturally authentic materials.

- **7.1.IH.C.5**-Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture (s), and compare these perspectives with those of one’s own culture.
- **7.1.IH.C.6**-Explain/ demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.

Essential Questions

- ¿Cómo se define la vida en la ciudad? What is the definition of city life?
- ¿Cuáles son la ventajas de vivir en una ciudad grande? What are the advantages of living in a big city?
- ¿Es saludable para la gente vivir en la ciudad? Is it healthy for people to live in huge cities?
- ¿Alguna vez has visitado México? Have you ever visited Mexico?

Anchor Texts

Imagina 3rd edition E-text– textbook Vista Higher Learning, 2015-ISBN 978-62680-111-0, by Blanco, Tocaimaza-Hatch.
Encuentros Maravillosos, 2nd edition – Prentice Hall, 2011-ISBN 978-0-13-369374-4, by Abby Kanter.
Spanish Verb Tenses (Grammar workbook)-Passport Books- NTC/Contemporary Publishing Group.
Spanish Four Years-Advanced Spanish with AP Component- Second edition- An Amsco.

Informational Texts

Authentic Reading Selections:

- Juchitan la ciudad de las mujeres/ “Juchitan the city of woman.”
Targeted Skill (s) Interpretive mode, Spoken presentational mode.
- La vida y los recuerdos/ “Life and memories.”
Targeted Skill (s) Interpretive mode, Spoken presentational mode, Interpretive communication mode.
- Audios: Student activity manual-Lab Manual-Lección #2/-Para empezar-2.1, 2.2, 2.3, Literature.
Target Skill (s) Interpretive mood, Spoken Presentational Mode, Interpretive Communication mode.

Short Texts

- Galería de Creadores/ “Creators gallery.”
Targeted Skill (s) Interpretive mode, Spoken presentational mode, Interpersonal mode.
- Adiós Mamá: Un cortometraje de Ariel Gordon/ “Bye Mom”: A Short Film by Ariel Gordon.
Targeted Skill (s) Interpretive mode, Spoken mode, Interpretive communication mode.

- Ricitos de Oro/ “Goldie Lucks”

Targeted Skill (s) Interpretive mode, Spoken mode, Interpretive communication mode.

- México/ “Mexico”

Targeted Skill (s) Interpretive mode, Spoken mode, Interpretive communication mode.

- Galería de creadores/”Gallery of creators.”

Targeted Skill (s) Interpretive mode, Spoken mode, Interpretive communication mode.

Suggested Reading / Writing / Speaking / Listening Assessments

- History of Mexico
- **REVIEW:** Preterite, [Imagina-ebook](#).
- **REVIEW:** Imperfect, [Imagina-ebook](#).
- **REVIEW:** The Preterite vs. Imperfect, [Imagina-ebook](#).
- Listening activities, [Imagina-ebook](#).
- Short oral presentations on Mexico.
- The treaty of Guadalupe.
- Various description mini-projects (writing assessments).
- Dictation in the target language.
- Monthly writing assignment in the target language (short stories, descriptions, etc.)
- Create a poster on Mexico
- Create a time line poster
- A variety of audio assessments only in the target language.
- Crossword puzzles.
- Weekly dialogues using only the target language.

Resources (websites, Blackboard, documents, etc.)

www.quizlet.com

www.studyspanish.com

www.VHL.com

<http://personal.colby.edu/~bknelson/SLC/ricitos1.php>

www.conjuguemos.com

www.wordreference.com

Practice Makes Perfect: Spanish Verb Tenses (TB) by Dorothy Devney Richmond

Google Classroom

Online Audio Text

Microsoft Office Programs (Documents PowerPoints)

Online Library Databases

Web quests

Group activities

Presentational resources

Online Spanish Language Newspapers and Magazines

Spanish Radio

Charts and graphics

Visual art (Paintings, photographs, posters)

Radio segments

Podcasts

Audio guides (travel, museum)

Music

Films

YouTube

History textbooks

Opinions polls

Vista Higher Learning (VHL) - Supersite: Audio of the vocabulary, textbook and extra practice activities, Textbook grammar presentations, textbook and extra practice activities, Partner Chat and Virtual Chat activities, composition activity, vocabulary list with audio, flashcards with audio, textbook grammar presentations, practice activities with immediate feedback, animated grammar tutorials for review topics.

Suggested Time Frame:

4- weeks

PCTI Curriculum Unit Planer

Content Area:	Español III / Spanish III	Grade(s)	9, 10, 11, 12
Unit Plan Title:	La influencia de los medios / The influence of the media		
NJSL Standard (S) Aligned with current SLS			
<p>Interpretive Mode/Proficiency Level: Intermediate High</p> <ul style="list-style-type: none"> • 7.1.IH.A.1-Analyze and critique the validity of <u>culturally authentic materials</u> using <u>electronic information</u> and other sources related to a variety of familiar and some unfamiliar topics. • 7.1.IH.A.2-Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and <u>some formal</u> settings, through appropriate responses. • 7.1.IH.A.3-Compare and contrast the use of verbal and non -verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture (s) and in one's own culture. • 7.1.IH.A.4-Analyze historical and political context or have connected famous people, places, and events from the target culture (s) with the United States. • 7.1.IH.A.5-Synthesize information from oral and written discourse dealing with a variety of topics. • 7.1.IH.A.7-Infer the meaning of some and familiar words and phrases in new formal and informal contexts. • 7.1.IH.A.8-Analyze structures of the target language and comparable linguistic structures in English. <p>Interpersonal Mode/Proficiency Level: Intermediate High</p> <ul style="list-style-type: none"> • 7.1.IH.B.1-Use digital tools to participate in extended conversations on topics of personal, academic, or social nature using a variety of timeframes to exchange information. • 7.1.IH.B.2-Give, respond to, ask for clarification on detailed and complex oral and written directions, commands, and indirect request. • 7.1.IH.B.3-Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies. 			

- **7.1.IH.B.4**-Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature.
- **7.1.IH.B.5**-Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas.
- **7.1.IH.B.6**-Use language in a variety of settings for further personal, and/or academic goals.

Presentational Mode/Proficiency Level: Intermediate High

- **7.1.IH.C.1**-Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture (s) and in one’s own culture, through a multimedia-rich presentation to be shared virtually with a target language audience.
- **7.1.IH.C.2**-Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s).
- **7.1.IH.C.3**-Use language creatively in writing for personal, career, or academic purposes.
- **7.1.IH.C.4**-Explain the structural elements and/or cultural perspectives found in culturally authentic materials.
- **7.1.IH.C.5**-Explain cultural perspectives associated with the target culture (s), as evidenced by the cultural products and cultural practices associated with the target culture (s), and compare these perspectives with those of one’s own culture.
- **7.1.IH.C.6**-Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.

Essential Questions

- ¿Quién garantiza nuestra privacidad en un mundo donde la información está a un clic de ratón? Who protects our privacy in today’s world?
- Noticias: ¿Mucho, poco o nada?” News: too much, too little or nothing?”
- ¿Qué grupos étnicos vivían en el Caribe antes de la llegada de los Españoles? What ethnic groups lived in the Caribbean before the Spaniards arrived?

Anchor Texts

Imagina 3rd edition E-text– textbook Vista Higher Learning, 2015-ISBN 978-62680-111-0, by Blanco, Tocaimaza-Hatch.
Encuentros Maravillosos, 2nd edition – Prentice Hall, 2011-ISBN 978-0-13-369374-4, by Abby Kanter.
Spanish Verb Tenses (Grammar workbook)-Passport Books- NTC/Contemporary Publishing Group.
Spanish Four Years-Advanced Spanish with AP Component- Second edition- An Amsco.

Informational Texts

Authentic Reading Selections:

- La desaparición de las letras/ “Books endangered”

Targeted Skill (s) Interpretive mode, Spoken presentational mode.

- Ritmos del Caribe/ “Rhythms of the Caribbean.”

Targeted Skill (s) Interpretive mode, Spoken presentational mode, Interpretive communication mode.

- Audios: Student activity manual-Lab Manual-Lección #3/-Para empezar-3.1, 3.2, 3.3, Literature.

Target Skill (s) Interpretive mood, Spoken Presentational Mode, Interpretive Communication mode.

Short Texts

- Visitemos las ciudades coloniales/ “A visit to colonial cities of the Caribbean.”

Targeted Skill (s) Interpretive mode, Spoken mode, Interpretive communication mode.

- Galería de creadores/ “Creators gallery.”

Targeted Skill (s) Interpretive mode, Spoken mode, Interpretive communication mode.

- Noticias: ¿Mucho, poco o nada? News: “too much, too little or nothing?”

Targeted Skill (s) Interpretive mode, Spoken presentational mode, Interpersonal mode.

- El Caribe/ “The Caribbean.”

Targeted Skill (s) Interpretive mode, Spoken presentational mode, Interpretive communication mode.

Suggested Reading/ Writing/Speaking Assessments

- Cristobal Colón- Biografía/ “Biography of Christopher Columbus.”
- The subjunctive with noun clauses, Imagina-ebook.
- Object Pronouns, commands-Imagina-ebook.
- Short oral presentations on the Taino people.
- Various description mini-projects (writing assessments).
- Dictation in the target language.

- Writing assignment in the target language (short stories, descriptions, etc.)
- Create a short oral reports using only the target language.
- A variety of Audio assessments only in the target language.
- Compare the educational systems between any Caribbean country and the USA.
- Identify the location of the Caribbean countries in a map

Resources (websites, Blackboard, documents, etc.)

www.quizlet.com

www.studyspanish.com

www.VHL.com

<http://personal.colby.edu/~bknelson/SLC/ricitos1.php>

www.conjugemos.com

www.wordreference.com

Practice Makes Perfect: Spanish Verb Tenses (TB) by Dorothy Devney Richmond

Google Classroom

Online Audio Text

Microsoft Office Programs (Documents PowerPoints)

Online Library Databases

Web quests

Group activities

Presentational resources

Online Spanish Language Newspapers and Magazines

Spanish Radio

Charts and graphics

Visual art (Paintings, photographs, posters)

Radio segments

Podcasts

Audio guides (travel, museum)

Music

Films

YouTube

History textbooks

Opinions polls

Vista Higher Learning (VHL) - Supersite: Audio of the vocabulary, textbook and extra practice activities, Textbook grammar presentations, textbook and extra practice activities, Partner Chat and Virtual Chat activities, composition activity, vocabulary list with audio, flashcards with audio, textbook grammar presentations, practice activities with immediate feedback, animated grammar tutorials for review topics.

Suggested Time Frame:

4-5 weeks

PCTI Curriculum United Planer

Content Area:	Español III / Spanish III	Grade(s)	9, 10, 11, 12
Unit Plan Title:	Generaciones en movimiento / moving generations		
NJSL Standard (S) Aligned with current SLS			
<p>Interpretive Mode/Proficiency Level: Intermediate High</p> <ul style="list-style-type: none"> • 7.1.IH.A.1-Analyze and critique the validity of <u>culturally authentic materials</u> using <u>electronic information</u> and other sources related to a variety of familiar and some unfamiliar topics. • 7.1.IH.A.2-Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and <u>some formal</u> settings, through appropriate responses. • 7.1.IH.A.3-Compare and contrast the use of verbal and non -verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture (s) and in one's own culture. • 7.1.IH.A.4-Analyze historical and political context or have connected famous people, places, and events from the target culture (s) with the United States. 			

- **7.1.IH.A.5**-Synthesize information from oral and written discourse dealing with a variety of topics.
- **7.1.IH.A.7**-Infer the meaning of some and familiar words and phrases in new formal and informal contexts.
- **7.1.IH.A.8**-Analyze structures of the target language and comparable linguistic structures in English.

Interpersonal Mode/Proficiency Level: Intermediate High

- **7.1.IH.B.1**-Use digital tools to participate in extended conversations on topics of personal, academic, or social nature using a variety of timeframes to exchange information.
- **7.1.IH.B.2**-Give, respond to, ask for clarification on detailed and complex oral and written directions, commands, and indirect request.
- **7.1.IH.B.3**-Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
- **7.1.IH.B.4**-Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature.
- **7.1.IH.B.5**-Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas.
- **7.1.IH.B.6**-Use language in a variety of settings for further personal, and/or academic goals.

Presentational Mode/Proficiency Level: Intermediate High

- **7.1.IH.C.1**-Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture (s) and in one's own culture, through a multimedia-rich presentation to be shared virtually with a target language audience.
- **7.1.IH.C.2**-Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s).
- **7.1.IH.C.3**-Use language creatively in writing for personal, career, or academic purposes.
- **7.1.IH.C.4**-Explain the structural elements and/or cultural perspectives found in culturally authentic materials.
- **7.1.IH.C.5**-Explain cultural perspectives associated with the target culture (s), as evidenced by the cultural products and cultural practices associated with the target culture (s), and compare these perspectives with those of one's own culture.
- **7.1.IH.C.6**-Explain/ demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.

Essential Questions

- ¿Qué brechas generacionales y culturales han surgido dentro de tu familia? which generational and cultural gaps have emerged within your family?
- ¿Qué significa movimiento para tu generación? What does change and movement mean?
- ¿Qué es el Popol Vhu / What is the Popol Vhu?

Anchor Texts

Imagina 3rd edition E-text– textbook Vista Higher Learning, 2015-ISBN 978-62680-111-0, by Blanco, Tocaimaza-Hatch.
Encuentros Maravillosos, 2nd edition – Prentice Hall, 2011-ISBN 978-0-13-369374-4, by Abby Kanter.
Spanish Verb Tenses (Grammar workbook)-Passport Books- NTC/Contemporary Publishing Group.
Spanish Four Years-Advanced Spanish with AP Component- Second edition- An Amsco.

Informational Texts

Authentic Reading Selections:

- La herencia de los Mayas/ “The Mayans.”
Targeted Skill (s) Interpretive mode, Spoken presentational mode, Interpretive communication mode.
- El eclipse/ “The Eclips.”
Targeted Skill (s) Interpretive mode, Spoken presentational mode, Interpersonal mode.
- Audios: Student activity Manual-Lab Manual-Lección #4/-Para empezar, 4.1, 4.2, 4.3, Literature.
Target Skill (s) Interpretive mood, Spoken Presentational Mode, Interpretive Communication mode.

Short Texts

- El Rincón de Venezuela: un cortometraje de Reyther Ortega/ “The Venezuelan Corner by Reyther Ortega.”
Targeted Skill (s) Interpretive mode, Spoken mode, Interpretive communication mode.
- Galería de creadores/ “Creators gallery.”
Targeted Skill (s) Interpretive mode, Spoken mode, Interpretive communication mode.
- Síntesis/ “Synthesis.”
Targeted Skill (s) Interpretive mode, Spoken mode, Interpretive communication mode.
- CentroAmérica/ “Central America.”
Targeted Skill (s) Interpretive mode, Spoken presentational mode, Interpretive communication mode.
- La Panamericana/ “The Panamerican.”

Target Skills (s) Interpretive mode, Spoken mode and Interpersonal mode.

Suggested Reading/ Writing/Speaking Assessments

- The subjunctive in adjective clauses.
- **REVIEW:** Reflexive verbs.
- Narrate/describe their daily routine
- Por and Para.
- Various description mini-projects (writing assessments).
- Dictation in the target language.
- Writing assignment in the target language (short stories, descriptions, etc.)
- Create a short oral reports using only the target language.
- A variety of Audio assessments only in the target language.
- The Popol Vhu
- The Mayan and the Aztecs.
- Countries of Central America

Resources (websites, Blackboard, documents, etc.)

www.quizlet.com

www.studyspanish.com

www.VHL.com

<http://personal.colby.edu/~bknelson/SLC/ricitos1.php>

www.conjuguemos.com

www.wordreference.com

Practice Makes Perfect: Spanish Verb Tenses (TB) by Dorothy Devney Richmond

Google Classroom

Online Audio Text

Microsoft Office Programs (Documents PowerPoints)

Online Library Databases

Web quests
 Group activities
 Presentational resources
 Online Spanish Language Newspapers and Magazines
 Spanish Radio
 Charts and graphics
 Visual art (Paintings, photographs, posters)
 Radio segments
 Podcasts
 Audio guides (travel, museum)
 Music
 Films
 YouTube
 History textbooks
 Opinions polls
 Vista Higher Learning (VHL) - Supersite: Audio of the vocabulary, textbook and extra practice activities, Textbook grammar presentations, textbook and extra practice activities, Partner Chat and Virtual Chat activities, composition activity, vocabulary list with audio, flashcards with audio, textbook grammar presentations, practice activities with immediate feedback, animated grammar tutorials for review topics.

Suggested Time Frame:

4-5 weeks

PCTI Curriculum Unit Planner

Content Area:	Español III / Spanish III	Grade (s)	9, 10, 11, 12
Unit Plan Title:	Las riquezas naturales / Natural Resources		

NJSL Standard (S) Aligned with current SLS

Interpretive Mode/Proficiency Level: Intermediate High

- **7.1.IH.A.1**-Analyze and critique the validity of culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.
- **7.1.IH.A.2**-Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings, through appropriate responses.
- **7.1.IH.A.3**-Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture (s) and in one's own culture.
- **7.1.IH.A.4**-Analyze historical and political context or have connected famous people, places, and events from the target culture (s) with the United States.
- **7.1.IH.A.5**-Synthesize information from oral and written discourse dealing with a variety of topics.
- **7.1.IH.A.7**-Infer the meaning of some and familiar words and phrases in new formal and informal contexts.
- **7.1.IH.A.8**-Analyze structures of the target language and comparable linguistic structures in English.

Interpersonal Mode/Proficiency Level: Intermediate High

- **7.1.IH.B.1**-Use digital tools to participate in extended conversations on topics of personal, academic, or social nature using a variety of timeframes to exchange information.
- **7.1.IH.B.2**-Give, respond to, ask for clarification on detailed and complex oral and written directions, commands, and indirect request.
- **7.1.IH.B.3**-Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
- **7.1.IH.B.4**-Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature.
- **7.1.IH.B.5**-Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas.
- **7.1.IH.B.6**-Use language in a variety of settings for further personal, and/or academic goals.

Presentational Mode/Proficiency Level: Intermediate High

- **7.1.IH.C.1**-Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture (s) and in one’s own culture, through a multimedia-rich presentation to be shared virtually with a target language audience.
- **7.1.IH.C.2**-Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s).
- **7.1.IH.C.3**-Use language creatively in writing for personal, career, or academic purposes.
- **7.1.IH.C.4**-Explain the structural elements and/or cultural perspectives found in culturally authentic materials.
- **7.1.IH.C.5**-Explain cultural perspectives associated with the target culture (s), as evidenced by the cultural products and cultural practices associated with the target culture (s), and compare these perspectives with those of one’s own culture.
- **7.1.IH.C.6**-Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.

Essential Questions

- ¿Qué debemos hacer como ciudadanos del mundo para proteger el medio ambiente? What do we have to do as world citizens to protect the environment?
- ¿Cómo debe enfrentar la especie humana el peligro de su propia extensión? / How should the human species face the danger of its own extension?
- ¿Qué problema medio ambiental te preocupa más? / What environmental problem concerns you the most?

Anchor Texts

Imagina 3rd edition E-text– textbook Vista Higher Learning, 2015-ISBN 978-62680-111-0, by Blanco, Tocaimaza-Hatch.
Encuentros Maravillosos, 2nd edition – Prentice Hall, 2011-ISBN 978-0-13-369374-4, by Abby Kanter.
Spanish Verb Tenses (Grammar workbook)-Passport Books- NTC/Contemporary Publishing Group.
Spanish Four Years-Advanced Spanish with AP Component- Second edition- An Amsco.

Informational Texts

Authentic Reading Selections:

- La selva amazónica, biodiversidad curativa/ “Amazon rainforest biodiversity curative.”
Targeted Skill (s) Interpretive mode, Spoken presentational mode.
- La luna / “The moon.”

Targeted Skill (s) Interpretive mode, Spoken presentational mode, Interpretive communication mode.

- Imagina/ “Image.”

Targeted Skill (s) Interpretive mode, Spoken presentational mode, Interpersonal mode.

- Audios: Student activity Manual-Lab Manual-Lección #5/-Para empezar,5.1, 5.2, 5.3, Literature.

Target Skill (s) Interpretive mood, Spoken Presentational Mode, Interpretive Communication mode.

Short Texts

- Raiz: Cortometraje de Gaiza Urresti/ “Roots”: a Short Film by Gaiza Urresti.

Targeted Skill (s) Interpretive mode, Spoken mode, Interpretive communication mode.

- Galería de creadores/ “Creators of gallery.”

Targeted Skill (s) Interpretive mode, Spoken mode, Interpretive communication mode.

Suggested Reading/Writing/Speaking/ Assessments

- Los animales de los andes.
- The future tense.
- The conditional.
- The relative pronouns.
- New Chapter vocabulary.
- Class discussions.
- Various description mini-projects (Pictionary’s).
- Dictation in the target language (vocabulary/spelling).
- Writing assignment in the target language (short stories, descriptions, short essays, etc.)
- Create oral reports using only the target language.
- A variety of Audio assessments only in the target language.
- Research paper: El yunque, Colombia, Ecuador, and Venezuela.

Resources (websites, Blackboard, documents, etc.)

www.quizlet.com

www.studyspanish.com

www.VHL.com

<http://personal.colby.edu/~bknelson/SLC/ricitos1.php>

www.conjuguemos.com

www.wordreference.com

Practice Makes Perfect: Spanish Verb Tenses (TB) by Dorothy Devney Richmond

Google Classroom

Online Audio Text

Microsoft Office Programs (Documents PowerPoints)

Online Library Databases

Web quests

Group activities

Presentational resources

Online Spanish Language Newspapers and Magazines

Spanish Radio

Charts and graphics

Visual art (Paintings, photographs, posters)

Radio segments

Podcasts

Audio guides (travel, museum)

Music

Films

YouTube

History textbooks

Opinions polls

Vista Higher Learning (VHL) - Supersite: Audio of the vocabulary, textbook and extra practice activities, Textbook grammar presentations, textbook and extra practice activities, Partner Chat and Virtual Chat activities, composition activity, vocabulary list with audio, flashcards with audio, textbook grammar presentations, practice activities with immediate feedback, animated grammar tutorials for review topics.

Suggested Time Frame:	6 weeks
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PCTI Curriculum Unit Planner

Content Area:	Español III / Spanish III	Grade (s)	9, 10, 11, 12
Unit Plan Title:	El valor de las ideas / The value of ideas		
NJSL Standard (S) Aligned with current SLS			
<p>Interpretive Mode/Proficiency Level: Intermediate High</p> <ul style="list-style-type: none"> • 7.1.IH.A.1-Analyze and critique the validity of <u>culturally authentic materials</u> using <u>electronic information</u> and other sources related to a variety of familiar and some unfamiliar topics. • 7.1.IH.A.2-Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and <u>some formal</u> settings, through appropriate responses. • 7.1.IH.A.3-Compare and contrast the use of verbal and non -verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture (s) and in one's own culture. • 7.1.IH.A.4-Analyze historical and political context or have connected famous people, places, and events from the target culture (s) with the United States. • 7.1.IH.A.5-Synthesize information from oral and written discourse dealing with a variety of topics. • 7.1.IH.A.7-Infer the meaning of some and familiar words and phrases in new formal and informal contexts. • 7.1.IH.A.8-Analyze structures of the target language and comparable linguistic structures in English. <p>Interpersonal Mode/Proficiency Level: Intermediate High</p> <ul style="list-style-type: none"> • 7.1.IH.B.1-Use digital tools to participate in extended conversations on topics of personal, academic, or social nature using a variety of timeframes to exchange information. • 7.1.IH.B.2-Give, respond to, ask for clarification on detailed and complex oral and written directions, commands, and 			

indirect request.

- **7.1.IH.B.3**-Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
- **7.1.IH.B.4**-Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature.
- **7.1.IH.B.5**-Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas.
- **7.1.IH.B.6**-Use language in a variety of settings for further personal, and/or academic goals.

Presentational Mode/Proficiency Level: Intermediate High

- **7.1.IH.C.1**-Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture (s) and in one's own culture, through a multimedia-rich presentation to be shared virtually with a target language audience.
- **7.1.IH.C.2**-Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s).
- **7.1.IH.C.3**-Use language creatively in writing for personal, career, or academic purposes.
- **7.1.IH.C.4**-Explain the structural elements and/or cultural perspectives found in culturally authentic materials.
- **7.1.IH.C.5**-Explain cultural perspectives associated with the target culture (s), as evidenced by the cultural products and cultural practices associated with the target culture (s), and compare these perspectives with those of one's own culture.
- **7.1.IH.C.6**-Explain/ demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.

Essential Questions

- ¿Qué es la justicia? What is justice?
- ¿Cuáles son los derechos humanos mas básicos? What are the most basic human rights?
- ¿Por qué es importante respetar diferentes creencias e idiosincrasias? Why is so important to value and respect different beliefs and idiosyncrasias?

Anchor Texts

Imagina 3rd edition E-text– textbook Vista Higher Learning, 2015-ISBN 978-62680-111-0, by Blanco, Tocaimaza-Hatch.
Encuentros Maravillosos, 2nd edition – Prentice Hall, 2011-ISBN 978-0-13-369374-4, by Abby Kanter.
Spanish Verb Tenses (Grammar workbook)-Passport Books- NTC/Contemporary Publishing Group.
Spanish Four Years-Advanced Spanish with AP Component- Second edition- An Amsco.

Informational Texts

Authentic Reading Selections:

- Chile: dictadura y democracia/ “Chile:Dictatorship and democracy.”

Targeted Skill (s) Interpretive mode, Spoken presentational mode.

- La mejor tinta/ “The best ink.”

Targeted Skill (s) Interpretive mode, Spoken presentational mode, Interpretive communication mode.

- Dictadores Latino Americanos/ “Latin America Dictadors.”

Targeted Skill (s) Interpretive mode, Spoken presentational mode, Interpersonal mode.

- Audios: Student activity Manual-Lab Manual-Lección #6/-Para empezar,6.1, 6.2, 6.3, Literature.

Target Skill (s) Interpretive mood, Spoken Presentational Mode, Interpretive Communication mode.

Short Texts

- Imagina: Chile/ “Imagen Chile”

Targeted Skill (s) Interpretive mode, Spoken presentational mode, Interpersonal mode.

- Galeria de creadores/ “Creators gallery.”

Targeted Skill (s) Interpretive mode, Spoken presentational mode, Interpersonal mode.

- Hijab: un cortometraje de Xavi Sala/ “Hijab short film by Xavi Sala.”

Targeted Skill (s) Interpretive mode, Spoken mode, Interpretive communication mode.

Suggested Reading/Writing/Speaking / Assessments

- The subjunctive in adverbial clauses.
- The past subjunctive.
- Comparative and superlatives.
- New chapter vocabulary
- Los Mapuches (Araucanos)

- Class discussions.
- Various description mini-projects (Pictionary).
- Dictation in the target language (vocabulary/spelling).
- Writing assignment in the target language (short stories, descriptions, short essays, etc).
- Create oral reports using only the target language.
- A variety of Audio assessments only in the target language.
- Research paper.

Resources (websites, Blackboard, documents, etc.)

www.quizlet.com

www.studyspanish.com

www.VHL.com

<http://personal.colby.edu/~bknelson/SLC/ricitos1.php>

www.conjuguemos.com

www.wordreference.com

Practice Makes Perfect: Spanish Verb Tenses (TB) by Dorothy Devney Richmond

Google Classroom

Online Audio Text

Microsoft Office Programs (Documents PowerPoints)

Online Library Databases

Web quests

Group activities

Presentational resources

Online Spanish Language Newspapers and Magazines

Spanish Radio

Charts and graphics

Visual art (Paintings, photographs, posters)

Radio segments

Podcasts

Audio guides (travel, museum)

Music

Films

YouTube

History textbooks

Opinions polls

Vista Higher Learning (VHL) - Supersite: Audio of the vocabulary, textbook and extra practice activities, Textbook grammar presentations, textbook and extra practice activities, Partner Chat and Virtual Chat activities, composition activity, vocabulary list with audio, flashcards with audio, textbook grammar presentations, practice activities with immediate feedback, animated grammar tutorials for review topics.

Suggested Time Frame:

3-4 weeks

PCTI Curriculum Unit Planner

Content Area:	Español III / Spanish III	Grade (s)	9, 10, 11, 12
Unit Plan Title:	Perspectivas laborales / job prospects		

NJSL Standard (S) Aligned with current SLS

Interpretive Mode/Proficiency Level: Intermediate High

- **7.1.IH.A.1**-Analyze and critique the validity of culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.
- **7.1.IH.A.2**-Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings, through appropriate responses.

- **7.1.IH.A.3**-Compare and contrast the use of verbal and non -verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture (s) and in one's own culture.
- **7.1.IH.A.4**-Analyze historical and political context or have connected famous people, places, and events from the target culture (s) with the United States.
- **7.1.IH.A.5**-Synthesize information from oral and written discourse dealing with a variety of topics.
- **7.1.IH.A.7**-Infer the meaning of some and familiar words and phrases in new formal and informal contexts.
- **7.1.IH.A.8**-Analyze structures of the target language and comparable linguistic structures in English.

Interpersonal Mode/Proficiency Level: Intermediate High

- **7.1.IH.B.1**-Use digital tools to participate in extended conversations on topics of personal, academic, or social nature using a variety of timeframes to exchange information.
- **7.1.IH.B.2**-Give, respond to, ask for clarification on detailed and complex oral and written directions, commands, and indirect request.
- **7.1.IH.B.3**-Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
- **7.1.IH.B.4**-Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature.
- **7.1.IH.B.5**-Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas.
- **7.1.IH.B.6**-Use language in a variety of settings for further personal, and/or academic goals.

Presentational Mode/Proficiency Level: Intermediate High

- **7.1.IH.C.1**-Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture (s) and in one's own culture, through a multimedia-rich presentation to be shared virtually with a target language audience.
- **7.1.IH.C.2**-Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s).
- **7.1.IH.C.3**-Use language creatively in writing for personal, career, or academic purposes.
- **7.1.IH.C.4**-Explain the structural elements and/or cultural perspectives found in culturally authentic materials.

- **7.1.IH.C.5**-Explain cultural perspectives associated with the target culture (s), as evidenced by the cultural products and cultural practices associated with the target culture (s), and compare these perspectives with those of one’s own culture.
- **7.1.IH.C.6**-Explain/ demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.

Essential Questions

- ¿Te será más fácil encontrar trabajo que a tus padres? Will it be easier to find a job for you than it was for your parents?
- ¿Te sientes preparado para empezar una carrera? Do you feel ready to start a career?
- ¿Qué situaciones favorables y que retos anticipas? Do you anticipate favorable situations?

Anchor Texts

Imagina 3rd edition E-text– textbook Vista Higher Learning, 2015-ISBN 978-62680-111-0, by Blanco, Tocaimaza-Hatch.
Encuentros Maravillosos, 2nd edition – Prentice Hall, 2011-ISBN 978-0-13-369374-4, by Abby Kanter.
Spanish Verb Tenses (Grammar workbook)-Passport Books- NTC/Contemporary Publishing Group.
Spanish Four Years-Advanced Spanish with AP Component- Second edition- An Amsco.

Informational Texts

Authentic Reading Selections:

- Recursos naturales: una salida al mundo/“Natural resources an exit to the world.”
Targeted Skill (s) Interpretive mode, Spoken presentational mode.
- Bolivia y Paraguay/ “Bolivia and Paraguay.”
Targeted Skill (s) Interpretive mode, Spoken presentational mode, Interpretive communication mode.
- Audios: Student activity Manual-Lab Manual-Lección #7/-Para empezar- 7.1, 7.2, 8.3, Literature.
Target Skill (s) Interpretive mood, Spoken Presentational Mode, Interpretive Communication mode.

Short Texts

- Viaje a Bolivia y Paraguay/ “A trip to Bolivia and Paraguay.”
Targeted Skill (s) Interpretive mode, Spoken presentational mode, Interpersonal mode.
- Galería de creadores/ “Creator gallery.”
Targeted Skill (s) Interpretive mode, Spoken presentational mode, Interpersonal mode.

Suggested Reading/Writing/Speaking/ Assessments

- The present perfect.
- Uses of se.
- New chapter vocabulary.
- Bolivia and Paraguay.
- Class discussions.
- Various description mini-projects (Pictionary).
- Dictation in the target language (vocabulary/spelling).
- Writing assignment in the target language (short stories, descriptions, short essays, etc.)
- Create oral reports using only the target language.
- A variety of Audio assessments only in the target language.
- Research paper.

Resources (websites, Blackboard, documents, etc.)

www.quizlet.com

www.studyspanish.com

www.VHL.com

<http://personal.colby.edu/~bknelson/SLC/ricitos1.php>

www.conjugemos.com

www.wordreference.com

Practice Makes Perfect: Spanish Verb Tenses (TB) by Dorothy Devney Richmond

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Group activities

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Radio segments

Podcasts

Audio guides (travel, museum)

Music

Films

YouTube

History textbooks

Opinions polls

Vista Higher Learning (VHL) - Supersite: Audio of the vocabulary, textbook and extra practice activities, Textbook grammar presentations, textbook and extra practice activities, Partner Chat and Virtual Chat activities, composition activity, vocabulary list with audio, flashcards with audio, textbook grammar presentations, practice activities with immediate feedback, animated grammar tutorials for review topics.

Suggested Time Frame:

5-6 weeks

PCTI Curriculum Unit Planner

Content Area:	Español III / Spanish III	Grade (s)	9,10, 11, 12
Unit Plan Title:	Ciencia y tecnología / Science and technology		
NJSL Standard (S) Aligned with current SLS			
Interpretive Mode/Proficiency Level: Intermediate High			

- **7.1.IH.A.1**-Analyze and critique the validity of culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.
- **7.1.IH.A.2**-Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings, through appropriate responses.
- **7.1.IH.A.3**-Compare and contrast the use of verbal and non -verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture (s) and in one's own culture.
- **7.1.IH.A.4**-Analyze historical and political context or have connected famous people, places, and events from the target culture (s) with the United States.
- **7.1.IH.A.5**-Synthesize information from oral and written discourse dealing with a variety of topics.
- **7.1.IH.A.7**-Infer the meaning of some and familiar words and phrases in new formal and informal contexts.
- **7.1.IH.A.8**-Analyze structures of the target language and comparable linguistic structures in English.

Interpersonal Mode/Proficiency Level: Intermediate High

- **7.1.IH.B.1**-Use digital tools to participate in extended conversations on topics of personal, academic, or social nature using a variety of timeframes to exchange information.
- **7.1.IH.B.2**-Give, respond to, ask for clarification on detailed and complex oral and written directions, commands, and indirect request.
- **7.1.IH.B.3**-Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
- **7.1.IH.B.4**-Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature.
- **7.1.IH.B.5**-Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas.
- **7.1.IH.B.6**-Use language in a variety of settings for further personal, and/or academic goals.

Presentational Mode/Proficiency Level: Intermediate High

- **7.1.IH.C.1**-Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture (s) and in one's own culture, through a multimedia-rich presentation to be shared virtually with a target language audience.

- **7.1.IH.C.2**-Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s).
- **7.1.IH.C.3**-Use language creatively in writing for personal, career, or academic purposes.
- **7.1.IH.C.4**-Explain the structural elements and/or cultural perspectives found in culturally authentic materials.
- **7.1.IH.C.5**-Explain cultural perspectives associated with the target culture (s), as evidenced by the cultural products and cultural practices associated with the target culture (s), and compare these perspectives with those of one’s own culture.
- **7.1.IH.C.6**-Explain/ demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.

Essential Questions

- ¿Crees que todos los avances científicos son beneficiosos? Do you believe that all the scientific progress is beneficial?

Anchor Texts

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Spanish Verb Tenses (Grammar workbook)-Passport Books- NTC/Contemporary Publishing Group.
Spanish Four Years-Advanced Spanish with AP Component- Second edition- An Amsco.

Informational Texts

Authentic Reading Selections:

- La ciudad redescubierta/ “The rediscovered city”
Targeted Skill (s) Interpretive mode, Spoken presentational mode.
- Lima: el encanto de la historia/ “Lima: The beauty of his past”
Targeted Skill (s) Interpretive mode, Spoken presentational mode, Interpretive communication mode.
- La intrusa/ “The intruder”
Targeted Skill (s) Interpretive mode, Spoken presentational mode, Interpersonal mode.
- Audios: Student activity Manual-Lab Manual-Lección #8/-Para empezar- 8.1, 8.2, 8.3, Literature.
Target Skill (s) Interpretive mood, Spoken Presentational Mode, Interpretive Communication mode.

Short Texts

- Bingham e Indiana Jones/ Bingham and Indiana Jones, Enfoques-ebook.

Targeted Skill (s) Interpretive mode, Spoken presentational mode, Interpersonal mode.

- Galería de creadores/ “Creator gallery”

Targeted Skill (s) Interpretive mode, Spoken presentational mode, Interpersonal mode.

- El Clon: Cortometraje de Mateo Ramirez-Louit/ “The Clon” by Mateo Ramirez Louit.

Targeted Skill (s) Interpretive mode, Spoken mode, Interpretive communication mode.

Suggested Reading/Writing/Speaking/ Assessments

- The Past Perfect-Pluscuamperfecto.
- Uses of the Infinitive.
- Chapter vocabulary.
- Peru.
- The Incas.
- Class discussions.
- Various description mini-projects (Pictionary).
- Dictation in the target language (vocabulary/spelling).
- Writing assignment in the target language (short stories, descriptions, short essays, etc.)
- Create oral reports using only the target language.
- A variety of Audio assessments only in the target language.
- Research paper.

Resources (websites, Blackboard, documents, etc.)

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www.VHL.com

<http://personal.colby.edu/~bknelson/SLC/ricitos1.php>

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 Opinions polls
 Vista Higher Learning (VHL) - Supersite: Audio of the vocabulary, textbook and extra practice activities, Textbook grammar presentations, textbook and extra practice activities, Partner Chat and Virtual Chat activities, composition activity, vocabulary list with audio, flashcards with audio, textbook grammar presentations, practice activities with immediate feedback, animated grammar tutorials for review topics.

Suggested Time Frame:

4-5 weeks

IV. METHODS OF STUDENTS ASSESSMENT/EVALUATION

Summative Assessment: The goal of summative assessment is to evaluate students learning at the end of an instructional unit by comparing it against standards/pre assessment or benchmark given by the teacher.

Short Persuasive essay written in the target language

Oral presentations or reports given in the target language

Final project

End of course exam will measure the three modes of communication (Interpretive, Presentational, and Interpersonal modes)

End of unit exam

Writing portfolio

Formative Assessment: The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be use by the instructor to improve their teaching and by students to improve their learning.

Class participation

Cooperative learning activities

Narrative writing

Informational writing

Persuasive writing

Homework and in class activities

Literature analysis and interpretation

Quizzes

Short Reports and presentations

Speaking, listening and reading assessments

Questioning

Observation

Dictation

Submit one of two sentences identifying the main point of a lecture

Turn in early assignment (s) for early feedback

Exercises to review for exams

V. LIST OF TEXTBOOKS, INSTRUCTIONAL MATERIALS & SOFTWARE:

TEXTBOOKS

Imagina 3rd edition E-text– textbook Vista Higher Learning, 2015-ISBN 978-62680-111-0, by Blanco, Tocaimaza-Hatch.

Encuentros Maravillosos, 2nd edition – Prentice Hall, 2011-ISBN 978-0-13-369374-4, by Abby Kanter.

Spanish Verb Tenses (Grammar workbook)-Passport Books- NTC/Contemporary Publishing Group.

Spanish Four Years-Advanced Spanish with AP Component- Second edition- An Amsco.

Other materials used include but not limited to the following:

Newspapers and magazine articles from authentic Spanish language media

A variety of literary text

Maps

Charts and graphics

Letters

Radio segments (news, advice, travel tips, reviews)

Podcasts

Films

Music

Visual arts (paintings, photographs, posters)

Audio guides (travel, museum)

VI. **INSTRUCTIONAL STRATEGIES:**

Engaging in discussion (whole class/small group)

Reading silently and aloud

Listening and speaking activities

Role-playing

Field trips (Cultural and professional opportunities)

Watching and responding to media

Brainstorming (think-aloud/written)
 Free writing
 Revising and editing
 Participating in small and large groups
 Researching to make connections to texts and classroom discussions
 Collaborative projects
 Answering questions (oral/written)
 Summarizing
 Debating
 Analyzing texts,
 Discussions, etc.
 Paraphrasing
 Note taking/note making
 Drafting/writing

VII. SCOPE AND SEQUENCE

SKILLS TO BE LEARNED Strand: Interpretive Mode	I = Introduce D = Develop R= Reinforce M = Master
Analyze and critique the validity of culturally authentic materials using electronic information and other sources related to targeted themes.	IDRM
Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.	RM
Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of	DRM

how culture perspectives are reflected in cultural products and cultural practices.	
Evaluate, from multiple- perspectives, the historical, political, and present-day contexts that connect or have connected famous people, places, and events from the target culture (s) with the United States.	IDRM
Evaluate information from oral and written discourse dealing with variety of topics.	RM
Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.	IDRM
Analyze elements of the target language that do not have a comparable linguistic element in English.	IDRM
SKILLS TO BE LEARNED Strand: Interpersonal Mode	I = Introduce D = Develop R= Reinforce M = Master
Use digital tools to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange information	RM
Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.	DRM
Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.	DRM
Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.	RM
Engage in oral and/ or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.	RM

Use language in a variety of settings to further personal, academic and career goals.	IDRM
<p style="text-align: center;">SKILLS TO BE LEARNED</p> <p>Strand: Presentational Mode Create a research-based multimedia-rich presentation to be shared virtually with a target language audience.</p>	<p style="text-align: center;">I = Introduce D = Develop R = Reinforce M = Master</p> <p>ID</p>
Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.	IDRM
Use language creatively in writing for personal, career, or academic purposes.	DRM
Compare and contrast the structural elements and/or cultural perspectives found in cultural authentic materials with those found in selections in English.	DRM
Analyze how cultural perspectives about specific cultural products or cultural practice associated with the target culture (s) change over time, and compare with changing perspectives in one's own culture.	IDMR
Create a portfolio in the target language with artifacts documenting language proficiency, , cross-cultural awareness and experiences and other qualifications that support the goals of the Personalized Student Learning Plan.	IDRM

SPANISH III

COURSE DESCRIPTION:

The Spanish III course is designed for students who have completed Spanish I and II or have taken the STAMP test for placement. A strong language program at the beginning levels that featured thematic instruction with integrated vocabulary, grammar, communication and culture allows students in the upper levels of study to be most successful. The third year will provide further development in the areas of speaking, listening and writing. This course will build communicative activities, pronunciation as well as enhance reading and writing skills. After completing the course, the students will have the necessary skills to advance to higher-level courses.

During the Spanish III course, students will have the opportunity to develop interdisciplinary connections. Moreover, students will analyze and discuss similarities and differences when discussing culture and language elements within Latin American countries. “We know that when students have the opportunity to transfer skills across content areas; the learning becomes deeper and more enduring.” There is a strong link between the New Jersey State Learning Standards (NJSLs) for English Arts and Literacy in History/Social studies, Science, and Technical Subjects and the New Jersey State Learning Standards for World Languages.

PROFICIENCIES:

The intermediate-high language learner understands and communicates at the paragraph level and can use paragraph-level discourse independently in order to

- Analyze and critique the validity of culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.
- Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings, through appropriate responses.
- Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture (s) and in one’s own culture.

- Analyze historical and political context or have connected famous people, places, and events from the target culture (s) with the United States.
- Synthesize information from oral and written discourse dealing with a variety of topics.
- Infer the meaning of some and familiar words and phrases in new formal and informal contexts.
- Analyze structures of the target language and comparable linguistic structures in English.
- Be able to view one’s own culture through the lens of others to assist in the understanding of global issues.
- Observe and/ or participate in the four art forms across and within cultures to gain and understanding of the shared human experience (Topics/activities that assist in the development of this understanding should include, but are not limited to: aesthetics, creation, and performance of dance, music, theater, and visual arts.
- Examine the roles of race, ethnicity, gender, and religion through world history and across cultures to assist in the understanding the current sociopolitical landscape (Topics that assist in the development of this understanding should include, but are not limited to history, social sciences, and world literature.

INTERPRETIVE MODE

Linguistic:

- Analyze written and oral text.
- Synthesize written and oral text.
- Identify most supporting details in written and oral text.
- Infer meaning of unfamiliar words in new contexts.
- Infer and interpret author’s intent.
- Identify some cultural perspectives.
- Identify the organizing principle in written and oral text.

Cultural:

- Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural perspectives play in how these issues are perceived and how they are addressed.
- Being able to view one’s own culture through the lens of others assists in understanding global issues.

- Observing and/ or participating in the four art forms, across and within cultures, leads to an understanding of the shared human experience.
- Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential.
- Modifying a Personalized Student Learning Plan requires an understanding of one's own skill set and preferences, knowing one's proficiency level in a second language, and developing transfer skills to prepare for careers.
- Examination of the roles of race, ethnicity, gender, and religion through world history and across cultures assists in understanding the current sociopolitical landscape

INTERPERSONAL MODE

Linguistic:

- Infer meaning of unfamiliar words in new contexts.
- Identify some cultural perspectives.
- Narrate to describe across a wide-range of topics.
- Compare and contrast.
- Offer and support opinions.
- Persuade someone to change a point of view.
- Make and change plans.
- Offer advice.
- Handle a situation with complications.

Cultural:

- Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural perspectives play in how these issues are perceived and how they are addressed.
- Being able to view one's own culture through the lens of others assists in understanding global issues.
- Observing and/ or participating in the four art forms, across and within cultures, leads to an understanding of the shared human experience.

- Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential.
- Modifying a Personalized Student Learning Plan requires an understanding of one's own skill set and preferences, knowing one's proficiency level in a second language, and developing transfer skills to prepare for careers.
- Examination of the roles of race, ethnicity, gender, and religion through world history and across cultures assists in understanding the current sociopolitical landscape

PRESENTATIONAL MODE

Linguistic:

- Synthesize written and oral text.
- Identify some cultural perspectives.
- Narrate and describe across a wide-range of topics.
- Compare and contrast.
- Offer and support opinions.
- Persuade someone to change a point of view.
- Offer advice.

Cultural:

- Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural perspectives play in how these issues are perceived and how they are addressed.
- Being able to view one's own culture through the lens of others assists in understanding global issues.
- Observing and/ or participating in the four art forms, across and within cultures, leads to an understanding of the shared human experience.
- Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential.
- Modifying a Personalized Student Learning Plan requires an understanding of one's own skill set and preferences, knowing one's proficiency level in a second language, and developing transfer skills to prepare for careers.

- Examination of the roles of race, ethnicity, gender, and religion through world history and across cultures assists in understanding the current sociopolitical landscape