



**BLACK HORSE PIKE
REGIONAL SCHOOL DISTRICT**
WHERE INSPIRING EXCELLENCE IS OUR STANDARD
AND STUDENT ACHIEVEMENT IS THE RESULT

Department of World Languages
SPANISH 3 HONORS

Course Content and Standards (NJSLA 2020):

Unit 1: *La ciudad y EL campo (the city and countryside)*

Vocabulary: (7.1.IL.IPRET.7, 7.1.IL.IPRET.8, 7.1.IL.IPRET.4, 7.1.IL.IPRET.3, 7.1.IL.IPERS.3, 7.1.IL.PRSNT.5, 7.1.IL.PRSNT.4)

- Types animals on a farm.
- The specific parts of a farm and actions on a farm.
- The parts of a city, transportation in a city,
- Specific animals in a zoo.
- Direction words and phrases to navigate through the city.

Grammar: (7.1.IL.IPRET.6, 7.1.IL.IPRET.5, 7.1.IL.IPRET.1, 7.1.IL.IPERS.1.; 7.1.IL.IPERS.2, 7.1.IL.PRSNT.6, 7.1.IL.PRSNT.3.; • 7.1.IL.PRSNT.2)

- Present perfect (haber + past participle)
- Irregular past participles
- Informal (tú) commands
- Review of the preterite tense.

Culture: (7.1.IL.IPRET.2, 7.1.IL.IPERS.4, 7.1.IL.IPERS.5, 7.1.IL.PRSNT.7)

- Country life in Spanish speaking countries vs the United States
- Life in the city in Spanish speaking countries vs the United States
- How life in the city and countryside differs

Unit 2: *Las celebraciones y La infancia (Celebrations and Childhood)*

Vocabulary: (7.1.IL.IPRET.7, 7.1.IL.IPRET.8, 7.1.IL.IPRET.4, 7.1.IL.IPRET.3, 7.1.IL.IPERS.3, 7.1.IL.PRSNT.5, 7.1.IL.PRSNT.4)

- Day of the Dead
- Christmas
- Hanukkah
- New Years
- 3 Kings Day
- Childhood personalities, toys, games, activities, playground

Grammar: (7.1.IL.IPRET.6, 7.1.IL.IPRET.5, 7.1.IL.IPRET.1, 7.1.IL.IPERS.1.; 7.1.IL.IPERS.2, 7.1.IL.PRSNT.6, 7.1.IL.PRSNT.3.; • 7.1.IL.PRSNT.2)

- review preterite tense: regular and irregular verbs
- imperfect tense: regular and irregular verbs
- direct and indirect object pronouns

Culture: (7.1.IL.IPRET.2, 7.1.IL.IPERS.4, 7.1.IL.IPERS.5, 7.1.IL.PRSNT.7)

- Understanding the culture associated with Spanish speaking holidays and customs

Unit 3: *El hotel, el restaurante y viaje (Hotel, dining and travel)*

Vocabulary: (7.1.IM.IPRET.7, 7.1.IM.IPRET.8, 7.1.IM.IPRET.4, 7.1.IM.IPRET.3, 7.1.IM.IPERS.3, 7.1.IM.PRSNT.5, 7.1.IM.PRSNT.4)

- Travel vocab
- Hotel vocab
- Dining vocab

Grammar: (7.1.IM.IPRET.6, 7.1.IM.IPRET.5, 7.1.IM.IPRET.1, 7.1.IM.IPERS.1.; 7.1.IM.IPERS.2, 7.1.IM.PRSNT.6, 7.1.IM.PRSNT.3.; 7.1.IM.PRSNT.2)

- Use the preterite
- Use the imperfecto
- Use preterite and imperfect
- Use the presente perfecto
- Use direct and indirect object pronouns

Culture: (7.1.IM.IPRET.2, 7.1.IM.IPERS.4, 7.1.IM.IPERS.5, 7.1.IM.PRSNT.7)

- Customs in place when visiting Spanish speaking countries and ordering food in a restaurant
- Customs and formalities necessary in order to check into a hotel in a Spanish speaking country
- Understanding culture and formalities when traveling and dining in a Spanish speaking country

Unit 4: El Arte hispano (Hispanic art)

Vocabulary: (7.1.IM.IPRET.7, 7.1.IM.IPRET.8, 7.1.IM.IPRET.4, 7.1.IM.IPRET.3, 7.1.IM.IPERS.3, 7.1.IM.PRSNT.5, 7.1.IM.PRSNT.4)

- Description of objects
- Expressing opinions
- Art vocabulary
- Museum vocabulary

Grammar: (7.1.IM.IPRET.6, 7.1.IM.IPRET.5, 7.1.IM.IPRET.1, 7.1.IM.IPERS.1.; 7.1.IM.IPERS.2, 7.1.IM.PRSNT.6, 7.1.IM.PRSNT.3.; 7.1.IM.PRSNT.2)

- past tense: preterite, imperfect and present perfect
- direct and indirect object pronouns
- comparatives and superlatives
- adjective agreement and placement

Culture: (7.1.IM.IPRET.2, 7.1.IM.IPERS.4, 7.1.IM.IPERS.5, 7.1.IM.PRSNT.7)

- Hispanic works of art
- Hispanic artists and their works
 - Time periods and movements in the Spanish speaking world that influenced major works of art
 - Historical events that influence major Hispanic works of art

Course Pacing:

- | | |
|----------------------------|------------------|
| ● Marking Period 1: Unit 1 | Intermediate-Low |
| ● Marking Period 2: Unit 2 | Intermediate-Low |
| ● Marking Period 3: Unit 3 | Intermediate-Mid |
| ● Marking Period 4: Unit 4 | Intermediate-Mid |

Course Expectations and Skills:

1. Maintain an organized binder.
2. Apply vocabulary and grammar to reading, writing, speaking, and listening comprehension assignments.
3. Develop and perform dialogues and oral presentations in the present and past tense.
4. Create a variety of unit-based projects including those which require the use of technology.
5. Demonstrate Intermediate Low Proficiency Level according to the 2012 standards set by the American Council on the Teaching of Foreign Languages (ACTFL).
6. Develop a cross-cultural awareness through exposure to cultural practices.

Resources:

Text Books: *Así se dice Nivel 3, Verde*

Supplemental Materials: *Así se dice Nivel 3, Verde* workbook, Thisislanguage.com

[Google Drive Folder of Resources](#)

Grading Scale:

<i>Category</i>	<i>Category Weight</i>
Classwork/Homework/ Participation	20%
Minor Assessments	30%
Major Assessments *Three per marking period	50%

**Course Standards Key:
New Jersey Student Learning Standards (NJSLS 2020)
World Languages**

Language Target Level: Intermediate-Low (Units 1-2) and Intermediate-Mid (Units 3-4) Level Learner:

- *Intermediate Low:* learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.
- *Intermediate-Mid:* understand and communicate at the sentence level and use strings of sentences independently to accomplish the following tasks: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, infer the meaning of some unfamiliar words when used in familiar contexts.

Communication Strands:

- 7.1.IM.IPRET. = Interpretive Mode
- 7.1.IM.IPERS. = Interpersonal Mode
- 7.1.IM.PRSNT. = Presentational Mode

2020 Intermediate Mid Standards

Interpretive Mode

- 7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
- 7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
- 7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
- 7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
- 7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.
- 7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
- 7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.
- 7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
- 7.1.IM.IPRET.9: Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.

Interpersonal Mode

- 7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
- 7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.
- 7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
- 7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
- 7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.
- 7.1.IM.IPERS 6: Exchange information from a variety of resources with classmates about global issues, including climate change.

Presentational Mode

- 7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.
- 7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.
- 7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
- 7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.
- 7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.
- 7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.
- 7.1.IM.PRSNT.7: Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.

2020 Intermediate Low Standards

Interpretive Mode:

- 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
- 7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.
- 7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture
- 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts
- 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.

- 7.1.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community

Interpersonal Mode :

- 7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
- 7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
- 7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
- 7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
- 7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
- 7.1.IL.IPERS.6: Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.

Presentational Mode:

- 7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
- 7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
- 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.
- 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
- 7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

2020 Career Ready Practices NJSL 9.1

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

- **CRP1.** Act as a responsible and contributing citizen and employee.
- **CRP2.** Apply appropriate academic and technical skills.
- **CRP3.** Attend to personal health and financial well-being.

- **CRP4.** Communicate clearly and effectively and with reason.
- **CRP5.** Consider the environmental, social and economic impacts of decisions.
- **CRP6.** Demonstrate creativity and innovation.
- **CRP7.** Employ valid and reliable research strategies.
- **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- **CRP9.** Model integrity, ethical leadership and effective management.
- **CRP10.** Plan education and career paths aligned to personal goals.
- **CRP11.** Use technology to enhance productivity.
- **CRP12.** Work productively in teams while using cultural global competence.

BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT
WHERE INSPIRING EXCELLENCE IS OUR STANDARD AND STUDENT ACHIEVEMENT IS THE RESULT

**Spanish 3 Honors
Unit 1**

El Campo y La Ciudad

Updated: July 2020

[New Jersey Student Learning Standards 2020](#)

Unit Summary:

Develop a general outline for what students will know and be able to do by the end of this unit.

Unit Overview:

In this unit, students will be introduced to life in the city and life in the country. Students will use directions in order to navigate through the city. They will explore the differences between living in the city and country. Throughout the unit they will also explore different types of animals that live in the city in zoos and in the country on farms. Students will see visual representations of various cities and farms and compare them to their own lives and experiences. Students will compare the structure of the city versus the countryside. Students will interpret authentic maps and materials related to the city and country.

Enduring Understandings:

- There are different customs and lifestyles in city and country life in Latin America.

	<ul style="list-style-type: none"> • City and rural life in Latin America impact each other. • The differences in city and country life in Latin America are similar to those in the United States. • It is important to know how to navigate throughout the city using directions and clues
<p><u>Unit Learning Targets/ Goals/ Outcomes</u></p> <p><i>What will students be able to do/communicate by the end of this unit, and in what context?</i></p> <p><i>Interpretive, Interpersonal and Presentational</i> <u>Can-Do Statements</u></p>	<p>Performance Indicators:</p> <p>Bloom's and the World Language Classroom:</p> <p>Unit-Specific Can-Do Statements: (*heavier focus on interpersonal and presentational Can-Do)</p> <ul style="list-style-type: none"> • I can describe parts of a farm • I can identify animals on a farm • I can identify animals in a zoo • I can identify parts of the city • I can identify types of transportation used in the city • I can give and follow directions in order to navigate through the city or country • I can compare and contrast life on farm versus life in the city • I can talk about a trip I have taken to a farm or city • I can describe activities that take place on a farm • I can give a series of commands
<p>Standards and Competencies: New Jersey Student Learning Standards Grade levels: K-12 6-12 9-12</p>	<p>Interpretive: 7.1.IM.IPRET.1, 7.1.IM.IPRET.2, 7.1.IM.IPRET.3, 7.1.IM.IPRET.4, 7.1.IM.IPRET.5, 7.1.IM.IPRET.7, 7.1.IM.IPRET.8, 7.1.IM.IPRET.9</p> <p>Interpersonal: 7.1.IM.IPERS.1, 7.1.IM.IPERS.2, 7.1.IM.IPERS.3, 7.1.IM.IPERS.4, 7.1.IM.IPERS.5, 7.1.IM.IPERS.6</p> <p>Presentational: 7.1.IM.PRSNT.2, 7.1.IM.PRSNT.3, 7.1.IM.PRSNT.5, 7.1.IM.PRSNT.6</p>
<p>Proficiency Level of Tasks in This Unit and Proficiency Benchmarks:</p> <p>Novice Low/ Mid/ High, Intermediate Low/ Mid/ High Proficiency Benchmarks (ACTFL)</p>	<p>Performance Level: Intermediate-Mid</p> <p>Proficiency Benchmarks:</p> <ul style="list-style-type: none"> • I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written or signed. • I can participate in spontaneous spoken, written or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.

	<ul style="list-style-type: none"> I can communicate information, make presentations and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written or signed language.
<p>Performance Assessments:</p> <p><i>End-of-unit assessment: interpretive*, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit</i></p> <p><i>* ACTFL Appendix D template is useful for creating Interpretive activities.</i></p>	<p>Authentic Resource (general or specific):</p> <p>Interpretive Task Overview (reading and/or listening):</p> <ul style="list-style-type: none"> Students will listen to a video/recording about life on a farm on in the city, students will interpret a map of a city or farm, students will read an article/excerpt about life in the city or on a farm <p>Interpersonal Task Overview (written or oral):</p> <ul style="list-style-type: none"> Students will discuss a trip they have taken to a city or farm <p>Presentational Task Overview (written or oral):</p> <ul style="list-style-type: none"> Students will give directions on navigating a farm or city
<p>Language Structure, Vocabulary:</p> <p><i>Overview of the content students will know by the end of this unit</i></p>	<p>Structures/grammar (general or specific):</p> <ul style="list-style-type: none"> present perfect (haber + past participle) irregular past participles informal (tú) commands <p>Vocabulary (general or specific):</p> <ul style="list-style-type: none"> animals on a farm, parts of a farm, actions on a farm parts of a city, transportation in a city, animals in a zoo, directions
<p>Formative Practice and Assessments:</p> <p><i>How will I check for understanding and guide my instruction during this unit, to ensure that students are progressing toward the learning outcomes for the unit?</i></p> <p><i>(activities, quizzes, bell ringers, games, exit tickets, etc.)</i></p>	<p>Interpretive:</p> <ul style="list-style-type: none"> Listen to a native Spanish-speaker introduce him/herself, say how they are feeling and answer questions about the content. Compare and contrast authentic maps/layouts of cities and farms from a Spanish-speaking country. Read excerpts about life on farms and life in the city Use flashcards to practice city and country vocab. Quizlet Live game. Watch videos on EdPuzzle and answer questions. Watch authentic Spanish videos and answer questions Play memory-based games such as kahoot, gimkit, quizizz and conjuguemos.com

	<ul style="list-style-type: none"> Practice and apply interpretive listening skills using thisislanguagem.com <p>Interpersonal:</p> <ul style="list-style-type: none"> Simulated conversations in pairs and groups about life on a farm and in the city Find Someone Who Activity using a bingo board Speaking lines Speed interviews Round table discussions Interview questions <p>Presentational:</p> <ul style="list-style-type: none"> Answer questions about a trip you have taken to a farm or city Use Charlala/FlipGrid/Screencastify introducing yourself and talk about an experience you've had on a farm or in the city Create a map showing and describe the parts of a farm or city Give/receive directions to a classmate in order to navigate around the room Write your parents about staying in a city or on a farm Write a text messages and give directions to a part of the city Complete Venn Diagram comparing American farms and cities with those in Spanish speaking countries
<u>Instructional Strategies and Resources:</u>	https://www.bhprsd.org/Page/3193
<i>Possible modifications and accommodations</i>	
Interdisciplinary Connections:	<p>English: parts of speech, use of a dictionary, irregular participles, past participles</p> <p>Geography: directions and parts of cities and towns</p> <p>Science: animals in zoos and farms and their habitats</p> <p>Technology: Flipgrid.com, Quizlet.com, Gimkit.com, YouTube.com, charlala.com, Adobe Spark</p>
<u>Career Ready Practices</u>	<p>NJ Career Ready Practices</p> <p>CRP2, CRP4, CRP6, CRP8, CRP9, CRP11</p>
Technology Standards	<p>NJ Standards</p> <p>8.1.12.A.1, 8.1.12.A.2, 8.2.12.A.3, 8.1.12.F.1</p>

BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT
WHERE INSPIRING EXCELLENCE IS OUR STANDARD AND STUDENT ACHIEVEMENT IS THE RESULT

Spanish 3 Honors

Unit 2
Las Celebraciones y La Infancia

Updated:

[New Jersey Student Learning Standards 2020](#)

Unit Summary:

Develop a general outline for what students will know and be able to do by the end of this unit.

Unit Overview:

Theme or topic(s):

In this unit students will learn more about the foods and customs surrounding important holidays in the Spanish-speaking world such as Dia de los Muertos, Navidad, Hanuka, Los Reyes Magos and Ano Nuevo. Students will also learn to express their experiences from their childhood. To accomplish this, they will identify vocabulary surrounding festival celebrations and customs, childhood activities, toys and personality traits.

Enduring Understandings:

- In Spanish-speaking countries there are many unique religious celebrations.
- Food, costumes, dances, and music are of great significance in celebrating these religious holidays.

	<ul style="list-style-type: none"> ● Each Spanish-speaking country’s celebrations are influenced by the cultures of Europe, Africa and the indigenous people of the region. ● Some important holidays in the Spanish-speaking world with customs unique to the region are “Día de los Muertos,” “Los Reyes Magos,” and “El Año Nuevo.” ● Expressing personality, likes and dislikes from one’s childhood ● Discussing habitual actions and events from one's childhood ● Expressing holiday experiences as a child
<p><u>Unit Learning Targets/ Goals/ Outcomes</u></p> <p><i>What will students be able to do/communicate by the end of this unit, and in what context?</i></p> <p><i>Interpretive, Interpersonal and Presentational</i> <u>Can-Do Statements</u></p>	<p><u>Performance Indicators:</u></p> <p><u>Bloom’s and the World Language Classroom</u></p> <p>Unit-Specific Can-Do Statements: (*heavier focus on interpersonal and presentational Can-Do)</p> <ul style="list-style-type: none"> ● I can explain the difference between Halloween and Day of the Dead. ● I can express the various customs and traditions of Spanish-speaking holidays ● I can compare holidays in Spanish-speaking countries to the holidays in the United States. ● I can explain an experience from a holiday as a child. ● I can describe my personality as a child. ● I can describe my likes and dislikes as a child. ● I can describe games I used to play and toys I used to play with as a child. ● I can explain activities and events I used to do as a child.
<p>Standards and Competencies: <u>New Jersey Student Learning Standards</u> Grade levels: <u>K–12</u> <u>6–12</u> <u>9–12</u></p>	<p>Interpretive: 7.1.IL.IPRET.1, 7.1.IL.IPRET.2, 7.1.IL.IPRET.3, 7.1.IL.IPRET.4, 7.1.IL.IPRET.6</p> <p>Interpersonal: 7.1.IL.IPERS.1, 7.1.IL.IPERS.2, 7.1.IL.IPERS.4, 7.1.IL.IPERS.5,</p> <p>Presentational: 7.1.IL.PRSNT.1, 7.1.IL.PRSNT.2, 7.1.IL.PRSNT.3, 7.1.IL.PRSNT.4,</p>
<p>Proficiency Level of Tasks in This Unit:</p>	<p>Performance Level: Intermediate-Low</p>

<p><u>Novice Low/ Mid/ High.</u> <u>Intermediate Low/ Mid/ High</u></p>	<ul style="list-style-type: none"> ● I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written or signed. ● I can participate in spontaneous spoken, written or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions. ● I can communicate information, make presentations and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written or signed language.
<p><u>Performance Assessments:</u> <i>End-of-unit assessment: interpretive*, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit</i></p> <p>*<u>ACTFL Appendix D</u> template is useful for creating Interpretive activities.</p>	<p><u>Authentic Resource</u> (general or specific):</p> <p>Interpretive Task Overview (reading and/or listening):</p> <ul style="list-style-type: none"> ● students will interpret authentic cultural readings about customs and traditions for Day of the Dead / Christmas/ Hanukkah / New Year's Eve. <p>Interpersonal Task Overview (written or oral):</p> <ul style="list-style-type: none"> ● students will discuss the differences between Spanish-speaking holidays and holidays in the United States <p>Presentational Task Overview (written or oral):</p> <ul style="list-style-type: none"> ● students will explain what they were like as a child - describing their personalities, likes/dislikes, habitual activities / events

<p>Language Structure, Vocabulary:</p> <p><i>Overview of the content students will know by the end of this unit</i></p>	<p>Structures/grammar (general or specific):</p> <ul style="list-style-type: none"> ● review preterite tense: regular and irregular verbs ● imperfect tense: regular and irregular verbs ● direct and indirect object pronouns <p>Vocabulary (general or specific):</p> <ul style="list-style-type: none"> ● Day of the Dead ● Christmas ● Hanukkah ● New Years ● 3 Kings Day ● Childhood personalities, toys, games, activities, playground
<p><u>Formative Practice and Assessments:</u></p> <p><i>How will I check for understanding and guide my instruction during this unit, to ensure that students are progressing toward the learning outcomes for the unit?</i></p> <p><i>(activities, quizzes, bell ringers, games, exit tickets, etc.)</i></p>	<p>Interpretive:</p> <ul style="list-style-type: none"> ● Listen to a native Spanish-speaker talk about customs and traditions of various holidays. ● Listen to a native Spanish-speaker talk about their childhood experiences. ● Compare and contrast holiday traditions and customs in Spanish-speaking countries. ● Read excerpts about Spanish- speaking holidays ● Use flashcards to practice holiday and childhood vocab. ● Quizlet Live game. ● Watch videos on EdPuzzle and answer questions. ● Watch authentic Spanish videos and answer questions ● Play memory-based games such as Quizizz, Kahoot, Gimkit and Conjuguemos.com ● Practice and apply interpretive listening skills using thisislanguage.com <p>Interpersonal:</p> <ul style="list-style-type: none"> ● Simulated conversations in pairs and groups about holiday and childhood experiences ● Human bingo question board ● Interview questions ● Speaking lines ● Speed interviews ● Round table discussions.

	<p>Presentational:</p> <ul style="list-style-type: none"> ● Answer questions about customs and traditions of various holidays ● Answer questions about one's childhood and childhood experiences ● Use Charlala/FlipGrid/Screencastify introducing yourself and talk about one's childhood or a childhood holiday experience /traditions/customs ● Create a picture slideshow of childhood pictures to describe one's childhood ● Describe holiday traditions and customs to a partner ● Write a friend about childhood holiday experience. ● Write a short email to a penpal introducing yourself and talking about what you were like as a child. ● Complete Venn Diagram comparing Spanish -speaking holiday customs and traditions to holidays .
<p><u>Instructional Strategies and Resources:</u></p> <p><i>Possible modifications and accommodations</i></p>	<p>https://www.bhprsd.org/Page/3193</p>
<p>Interdisciplinary Connections:</p>	<p>English: parts of speech, use of a dictionary, past tense conjugations {preterite and imperfect tense}</p> <p>History/Social Studies: recognize the historical background of some celebrations and religious Holidays</p> <p>Geography: Holiday traditions in various Spanish-speaking countries</p> <p>Culinary arts: Compare the different types of food served during the celebrations.</p> <p>Performing Arts: Learn some dances from the different celebrations.</p> <p>Art: Learn the technique to make authentic Papel Picado in honor of Día de los Muertos; Make a Piñata; Make and decorate masks.</p> <p>Technology: Flipgrid.com, Quizlet.com, Gimkit.com, YouTube.com, charlala.com, Adobe Spark, Thisislanguaje.com, Conjuguemos.com, Kahoot.com, Screencastify, Wordreference.com, Edpuzzle.com</p>
<p><u>Career Ready Practices</u></p>	<p>NJ Career Ready Practices CRP2, CRP4, CRP6, CRP8, CRP9, CRP11</p>
<p>Technology Standards</p>	<p>NJ Standards 8.1.12.A.1, 8.1.12.A.2, 8.2.12.A.3, 8.1.12.F.1</p>

BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT
WERE INSPIRING EXCELLENCE IS OUR STANDARD AND STUDENT ACHIEVEMENT IS THE RESULT

Spanish 3 Honors
Unit 3
Hotel, Dining and travel

Updated: July 2020

[New Jersey Student Learning Standards](#)

Unit Summary:

Develop a general outline for what students will know and be able to do by the end of this unit.

Unit Overview:

In this unit, students will become familiar with the vocabulary of hotel, fine dining and review vocabulary used in traveling. They will learn important questions to ask or request when they are traveling to Spanish speaking countries. Also, they will learn how to order and pay for a meal in a restaurant. They will learn important vocabulary about different foods especially the ones eaten in Spanish speaking countries. They will learn about the utensils and they will compare dining in Spanish speaking countries and the United States. Also, the students will become familiar with the vocabulary of the hotel and how to ask for things they may need when they stay in a hotel. Also compare and contrast hotels in Spanish speaking countries and the United States. They will recycle travel vocabulary. They will discuss texts or documents where they can talk about traveling in Spanish speaking countries. Students will be able to organize a trip, research information about hotels and meals, come up with how much they may need for the trip, look for places to visit, etc....

	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • How we can check in and out of a hotel. • How we can order in a restaurant. • Know important information and practice when they travel. • Know different types of food or dishes and know about different customs. • Be respectful of the customs of other countries, in particular Spanish speaking countries. • Compare and contrast customs of Spanish speaking countries and the United States. • Be able to have an open mind to different cultures, perspectives and styles of life. • Be able to implement some of the traditions that I learned and think are interesting in my style of life.
<p><u>Unit Learning Targets/ Goals/ Outcomes</u></p> <p><i>What will students be able to do/communicate by the end of this unit, and in what context?</i></p> <p><i>Interpretive, Interpersonal and Presentational</i></p> <p><u>Can-Do Statements</u></p>	<p><u>Performance Indicators:</u></p> <ul style="list-style-type: none"> • I can understand the main idea and key information in short straightforward informational, fictional texts and conversations. • I can exchange information in conversations on familiar topics and familiar situations and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions. • I can exchange preferences, feelings or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and a variety of follow-up questions. • I can tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences. • I can state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences. • I can give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences. <p><u>Bloom's and the World Language Classroom:</u></p> <p>Unit-Specific Can-Do Statements: (*heavier focus on interpersonal and presentational Can-Do)</p> <ul style="list-style-type: none"> • I can check in and out of a hotel. • I can order in a restaurant. • I can recognize cultural differences when I travel to Spanish speaking countries (ie. eating at a restaurant, staying at a hotel, shopping in the markets) • I can order different types of food or dishes and explain different costumes of Spanish speaking countries. • I can value the customs of other countries, in particular Spanish speaking countries.

	<ul style="list-style-type: none"> • I can compare and contrast customs of Spanish speaking countries and the United States. • I can express my opinion about different cultures and styles of life.
<p>Standards and Competencies: New Jersey Student Learning Standards <i>Grade levels: K-12 6-12 9-12</i></p>	<p>Interpretive: ,7.1.IM.IPRET.2, 7.1.IM.IPRET.3, 7.1.IM.IPRET.4, 7.1.IM.IPRET.5, 7.1.IM.IPRET.7, 7.1.IM.IPRET.8 Interpersonal: 7.1.IM.IPERS.1, 7.1.IM.IPERS.2, 7.1.IM.IPERS.3, 7.1.IM.IPERS.4, 7.1.IM.IPERS.5 Presentational: 7.1.IM.PRSNT.1, 7.1.IM.PRSNT.2, 7.1.IM.PRSNT.3, 7.1.IM.PRSNT.4, 7.1.IM.PRSNT.5</p>
<p>Proficiency Level of Tasks in This Unit: Novice Low/ Mid/ High. Intermediate Low/ Mid/ High</p>	<p>Performance Level: Intermediate-Mid</p> <p>Proficiency Benchmarks:</p> <ul style="list-style-type: none"> • I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written or signed. • I can participate in spontaneous spoken, written or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions. • I can communicate information, make presentations and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written or signed language.

<p><u>Performance Assessments:</u></p> <p><i>End-of-unit assessment: interpretive*, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit</i></p> <p>* <u>ACTFL Appendix D</u> template is useful for creating Interpretive activities.</p>	<p><u>Authentic Resource</u> (general or specific):</p> <p>Interpretive Task Overview (reading and/or listening):</p> <p>Students will navigate the internet to book a trip, stay at a hotel and find restaurants to eat at during their stay in a Spanish speaking country.</p> <p>Interpersonal Task Overview (written or oral):</p> <p>Students will be able to interview one another about a hotel stay and restaurant visit. Students will be able to discuss a past trip to a hotel.</p> <p>Presentational Task Overview (written or oral):</p> <p>Students will create a video discussing a restaurant they have gone to in the past and talk about their experience using the past tenses. Students will research about a Spanish speaking place to visit and will create postcards. Postcards will talk about what they “have done” in the past 3 days using the present perfect grammar.</p>
<p>Language Structure, Vocabulary:</p> <p><i>Overview of the content students will know by the end of this unit</i></p>	<p>Structures/grammar (general or specific):</p> <ul style="list-style-type: none"> ● Use the preterite ● Use the imperfecto ● Use preterite and imperfect ● Use the presente perfecto ● Use direct and indirect object pronouns <p>Vocabulary (general or specific):</p> <ul style="list-style-type: none"> ● Travel vocab ● Hotel vocab ● Dining vocab
<p><u>Formative Practice and Assessments:</u></p>	<p>Interpretive:</p> <ul style="list-style-type: none"> ● Listen to edpuzzles videos about traveling and food and answer questions ● Read infographics about Spanish Restaurant and answer questions ● Watch The way movie and discuss

<p><i>How will I check for understanding and guide my instruction during this unit, to ensure that students are progressing toward the learning outcomes for the unit?</i></p> <p><i>(activities, quizzes, bell ringers, games, exit tickets, etc.)</i></p>	<ul style="list-style-type: none"> ● Match food with the country, or place of interesting and country ● Listen to a description of a meal of art and draw what you hear***** ● Jigsaw activity: History of art in Spanish and styles of art ● Virtual museum tours <p>Interpersonal:</p> <ul style="list-style-type: none"> ● Poll the class about their favorite types of art ● Practice describing pieces of art to a partner ● Interview a partner about their favorite artist ● Discuss in small groups your art preferences ● Make the classroom an art gallery and discuss preferences {likes/dislikes} / ask questions about artist, genre: period and movement, history. <p>Presentational:</p> <ul style="list-style-type: none"> ● Look at two paintings and compare and contrast them in writing ● Record an art review on FlipGrid / Screencastify ● Share information you have learned in jigsaw activity with classmates ● Write written descriptions of paintings ● Write an art critique/review
<p><u>Instructional Strategies and Resources:</u></p> <p><i>Possible modifications and accommodations</i></p>	<p>https://www.bhprsd.org/Page/3193</p>
<p>Interdisciplinary Connections:</p>	<p>English: parts of speech, use of a dictionary, past tense conjugations {preterite and imperfect tense}</p> <p>History/Social Studies: recognize the historical background of some food eat in different Spanish speaking countries</p> <p>Geography: traveling to Spanish-speaking countries</p> <p>Culinary arts: Compare the different types of food served during the celebrations.</p> <p>Math: Currency and Exchange rate</p> <p>Technology: Flipgrid.com, Quizlet.com, Gimkit.com, YouTube.com, charlala.com, Adobe Spark, Thisislanguag.com, Conjuguemos.com, Kahoot.com, Screencastify, Wordreference.com, Edpuzzle.com</p>
<p><u>Career Ready Practices</u></p>	<p><u>NJ Career Ready Practices</u> CRP2, CRP4, CRP6, CRP8, CRP9, CRP11</p>
<p>Technology Standards</p>	<p><u>NJ Standards</u> 8.1.12.A.1, 8.1.12.A.2, 8.2.12.A.3, 8.1.12.F.1</p>

Spanish III Honors

Spanish 3 Honors Unit 4 El Arte

Updated:

[New Jersey Student Learning Standards 2020](#)

Unit Summary:

Develop a general outline for what students will know and be able to do by the end of this unit.

Unit Overview:

Theme or topic(s):

In this unit, students will become familiar with artists and their works in Spanish and Hispanic culture. They will learn about different styles and periods of art, and will be able to recognize Spanish artists. They will discuss pieces of artwork, critique it, and express their preferences.

Enduring Understandings:

- Art comes in many forms.
- Art is an expression of the target language's culture.
- A nation's art often tells us about the history of that country.
- My knowledge of the target language and culture assists in the understanding of the target culture's art.
- Art is the expression of the artist and his or her message to the public.
- Art is a reflection of the historical times of the artist and culture.

<p>Unit Learning Targets/ Goals/ Outcomes</p> <p><i>What will students be able to do/communicate by the end of this unit, and in what context?</i></p> <p><i>Interpretive, Interpersonal and Presentational</i> <u>Can-Do Statements</u></p>	<p>Performance indicators:</p> <ul style="list-style-type: none"> ● I can understand the main idea and key information in short straightforward informational, fictional texts and conversations. ● I can exchange information in conversations on familiar topics and familiar situations and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions. ● I can exchange preferences, feelings or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and a variety of follow-up questions. ● I can tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences. ● I can state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences. ● I can give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences. <p><u>Bloom's and the World Language Classroom:</u></p> <p>Unit-Specific Can-Do Statements: (*heavier focus on interpersonal and presentational Can-Do)</p> <ul style="list-style-type: none"> ● I can identify and describe different styles/ periods of art. ● I can identify and describe different pieces of artwork. ● I can give opinions about different pieces of artwork or artists ● I can compare and contrast types of art/ artists/ pieces of artwork. ● I can navigate a museum (virtual or actual) ● I can read / listen to / understand art critiques
<p>Standards and Competencies: <u>New Jersey Student Learning Standards</u> Grade levels: <u>K-12</u> <u>6-12</u> <u>9-12</u></p>	<p>Interpretive: ,7.1.IM.IPRET.2, 7.1.IM.IPRET.3, 7.1.IM.IPRET.4, 7.1.IM.IPRET.5, 7.1.IM.IPRET.7, 7.1.IM.IPRET.8 Interpersonal: 7.1.IM.IPERS.1, 7.1.IM.IPERS.2, 7.1.IM.IPERS.3, 7.1.IM.IPERS.4, 7.1.IM.IPERS.5 Presentational: 7.1.IM.PRSNT.1, 7.1.IM.PRSNT.2, 7.1.IM.PRSNT.3, 7.1.IM.PRSNT.4, 7.1.IM.PRSNT.5</p>
<p>Proficiency Level of Tasks in This Unit:</p>	<p>Performance Level: Intermediate-Mid</p>

<p><u>Novice Low/ Mid/ High,</u> <u>Intermediate Low/ Mid/ High</u></p>	<p><u>Proficiency Benchmarks:</u></p> <ul style="list-style-type: none"> ● I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written or signed. ● I can participate in spontaneous spoken, written or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions. ● I can communicate information, make presentations and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written or signed language.
<p><u>Performance Assessments:</u></p> <p><i>End-of-unit assessment: interpretive*, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit</i></p> <p>*<u>ACTFL Appendix D</u> template is useful for creating Interpretive activities.</p>	<p><u>Authentic Resource</u> (general or specific):</p> <p>Interpretive Task Overview (reading and/or listening):</p> <ul style="list-style-type: none"> ● Students will listen to a video clip a famous Spanish piece of artwork or artist and answer questions. ● Students will read an article about a famous Spanish piece of artwork or artist and answer questions. ● Students will analyze various pieces of Hispanic artwork from various periods and movements. <p>Interpersonal Task Overview (written or oral):</p> <ul style="list-style-type: none"> ● Students will discuss with a partner their opinions about selected Spanish pieces of artwork and their general feelings about art <p>Presentational Task Overview (written or oral):</p> <ul style="list-style-type: none"> ● Students will create a digitally rich, multimedia presentation about a chosen artist or piece of art.

<p>Language Structure, Vocabulary:</p> <p><i>Overview of the content students will know by the end of this unit</i></p>	<p>Structures/grammar (general or specific):</p> <ul style="list-style-type: none"> ● past tense: preterite, imperfect and present perfect ● direct and indirect object pronouns ● comparatives and superlatives ● adjective agreement and placement <p>Vocabulary (general or specific):</p> <ul style="list-style-type: none"> ● Description of objects ● Expressing opinions ● Art vocabulary ● Museum vocabulary
<p><u>Formative Practice and Assessments:</u></p> <p><i>How will I check for understanding and guide my instruction during this unit, to ensure that students are progressing toward the learning outcomes for the unit?</i></p> <p><i>(activities, quizzes, bell ringers, games, exit tickets, etc.)</i></p>	<p>Interpretive:</p> <ul style="list-style-type: none"> ● Listen to edpuzzles videos about art and answer questions ● Read infographics about Spanish artists and answer questions ● Watch Goya movie and discuss ● Match artists with their works of art ● Listen to a description of a piece of art and draw what you hear ● Jigsaw activity: History of art in Spanish and styles of art ● Virtual museum tours <p>Interpersonal:</p> <ul style="list-style-type: none"> ● Poll the class about their favorite types of art ● Practice describing pieces of art to a partner ● Interview a partner about their favorite artist ● Discuss in small groups your art preferences ● Make the classroom an art gallery and discuss preferences {likes/dislikes} / ask questions about artist, genre: period and movement, history. <p>Presentational:</p> <ul style="list-style-type: none"> ● Look at two paintings and compare and contrast them in writing ● Record an art review on FlipGrid / Screencastify ● Share information you have learned in jigsaw activity with classmates ● Write written descriptions of paintings ● Write an art critique/review

<u>Instructional Strategies and Resources:</u>	https://www.bhprsd.org/Page/3193
<i>Possible modifications and accommodations</i>	
Interdisciplinary Connections:	History - Spanish history Art - types and styles of art Technology - quizlet.com, GimKit, Kahoot, Quizizz.com, EdPuzzle, Google Slides/Docs, Adobe Spark, thislanguage.com, YouTube, Flipgrid.com and/or Screencastify, online blogs, online newspapers, charlala.com English - writing and reading art critiques
<u>Career Ready Practices</u>	NJ Career Ready Practices CRP 1 CRP 2 CRP 4 CRP 5 CRP 8 CRP 11 CRP 12
Technology Standards	NJ Standards 8.1.12.A.1 8.1.12.A.2