

**Course:** Spanish 3

**Unit # 3:** *What Role do I Play in my Community?*

**Year of Implementation:** 2023-2024

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## Stage One - Desired Results

**Link(s) to New Jersey Student Learning Standards for this course:**

<https://www.state.nj.us/education/cccs/2020/>

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- **Unit Standards:** (keep each of the following headings in place)
  - **Content Standards**

Interpretive(A):

- 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 (B):

- 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 (C):

- 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.

- **21st Century Life & Career Standards**

- All curriculum writers/revisionists need to include standards that apply to “Career Readiness, Life Literacies, and Key Skills”. This should include a brief description of the standard and the standard number. Document only those standards and practices that apply to each unit. Use the following link to assist you [see pages of 31-36; 41-42; 53-56 for specific standard #'s and strands]

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

- **Interdisciplinary Content Standards**

- List any standards from other content areas that apply to this unit.

- **NJ Statutes:** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction

shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

**NJ Amistad Curriculum:** <http://www.njamistadcurriculum.net/>

**Diversity and Inclusion:** <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

**Asian American and Pacific Islanders:**

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

*A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.*

**Transfer Goal:** Students will be able to independently use their learning to discover their role in their community at home as well as the world.

**As aligned with LRHSD Long Term Learning Goal(s):** students will be better able to independently use their learning to:

1. communicate effectively in more than one language in a variety of situations and for multiple purposes
2. demonstrate cultural awareness based on understanding of and respect for other cultures, past and present
3. make connections with other disciplines by applying learning from language class to relevant situations in other classes
4. use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own

Enduring Understandings

Students will understand that. . .

*EU 1*

- our role in the community can make a significant and long-lasting impact. (A1; A3; B2; B3; C1; C2; C3; C5)

*EU 2*

- actions are needed to accommodate an ever-changing world. (A1; A2; A3; B2; B3; C1; C2; C3; C4; C5)

*EU 3*

- sustainable practices can provide opportunities for growth and ecotourism. (A1; A3; B2; B3; C1; C2; C3; C5)

Essential Questions

*EU 1*

- How can we serve the community and others? (A1; A3; B2; B3; C1; C2; C3; C5)
- Why do people volunteer? (A1; A3; B2; B3; C1; C2; C3; C5)
- How do we find types of organizations and volunteer activities can benefit the target culture? (A1; A3; B2; B3; C1; C2; C3; C5)

*EU 2*

- How should we protect our environment? (A1; A2; A3; B2; B3; C1; C2; C3; C4; C5)
- How can we be agents of change to improve the environment? (A1; A3; B2; B3; C1; C2; C3; C5)
- Which environmental challenges are facing societies in the Spanish speaking world? (A1; A2; A3; B2; B3; C1; C2; C3; C4; C5)

*EU3*

- How do my actions affect my environment and community? (A1; A3; B2; B3; C1; C2; C3; C5)

	<ul style="list-style-type: none"> <li>● What Is sustainability and why is it important?(A1; A3; B2; B3; C1; C2; C3; C5)</li> <li>● How do sustainable practices provide for more opportunities for ecotourism? (A1; A3; B2; B3; C1; C2; C3; C5)</li> <li>● How do different cultures approach environmental issues and conservation? (A1; A3; B2; B3; C1; C2; C3; C5)</li> <li>● Which are the best places for ecotourism and are they considered an ideal vacation? (A1; A3; B2; B3; C1; C2; C3; C5)</li> </ul>
<p><u>Knowledge</u> Students will know . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>● vocabulary and structures related to volunteer work. (A1; A3; B2; B3; C1; C2; C3; C5)</li> <li>● vocabulary and structures to make suggestions and/or persuade/influence others.(A1; A2; A3; B2; B3; C1; C2; C3; C4; C5)</li> <li>● vocabulary and structures to express needs.(A1; A3; B2; B3; C1; C2; C3; C5)</li> <li>● vocabulary and structures to give and follow instructions. (A1; A3; B2; B3; C1; C2; C3; C5)</li> <li>● vocabulary and structures to compare and contrast volunteer activities at home and in the target culture. (A1; A3; B2; B3; C1; C2; C3; C5)</li> </ul> <p><i>EU 2</i></p>	<p><u>Skills</u> Students will be able to . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>● analyze problems the community is currently facing and ways to serve the community.(A1; A3; B2; B3; C1; C2; C3; C5)</li> <li>● describe volunteer activities and organize people to do a project.(A1; A3; B2; B3; C1; C2; C3; C5)</li> <li>● discover and categorize volunteer activities available in the target culture.(A1; A3; B2; B3; C1; C2; C3; C5)</li> <li>● compare &amp; contrast the opportunities for volunteering in their community vs. the target culture.(A1; A3; B2; B3; C1; C2; C3; C5)</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>● compare &amp; contrast ways the environment is protected and harmed in Spanish-speaking countries and the U.S.(A1; A2; A3; B2; B3; C1; C2; C3; C4; C5)</li> </ul>

- vocabulary related to environmental problems like pollution, waste disposal, deforestation, loss of biodiversity, etc. (A1; A2; A3; B2; B3; C1; C2; C3; C4; C5)
- vocabulary and structures to talk about how to protect the earth. (A1; A2; A3; B2; B3; C1; C2; C3; C4; C5)
- vocabulary and structures to express opinion. (A1; A2; A3; B2; B3; C1; C2; C3; C4; C5)

*EU3*

- vocabulary and structures related to ecotourism and sustainability.(A1; A3; B2; B3; C1; C2; C3; C5)
- vocabulary and structures necessary to persuade and influence others. (A1; A3; B2; B3; C1; C2; C3; C5)
- vocabulary pertaining to eco-tourism activities and structures needed to express preferences. (A1; A3; B2; B3; C1; C2; C3; C5)

- discuss their impact on the environment and recommendations to protect it.(A1; A2; A3; B2; B3; C1; C2; C3; C4; C5)
- exchange information about what they will do to improve the environment.(A1; A2; A3; B2; B3; C1; C2; C3; C4; C5)

*EU 3*

- define the concept of sustainable tourism and demonstrate how they are interconnected , as well as the way in which they are present in both the students' community and the Spanish-speaking world.(A1; A3; B2; B3; C1; C2; C3; C5)
- analyze challenges, opportunities, threats, and strengths that the students' communities face toward the development of sustainable tourism.(A1; A3; B2; B3; C1; C2; C3; C5)
- explore the reality of sustainable tourism in other Spanish-speaking countries. (A1; A3; B2; B3; C1; C2; C3; C5)
- determine if community-based tourism is a feasible alternative and discuss its importance for community development.(A1; A3; B2; B3; C1; C2; C3; C5)
- list ecotourism activities, describe and order them by preference. (A1; A3; B2; B3; C1; C2; C3; C5)

**Stage Two - Assessment**

## Stage Three - Instruction

**Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** Each learning activity listed must be accompanied by a learning goal of **A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.** {place A, M and/or T along with the applicable EU number in parentheses after each statement} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): **Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection**

- Playing games (Fly swatter, Kahoot, Quizlet, Gimkit, Blooket, etc.) **(A EU1, EU2, EU3)**
- Create a graphic organizer of the various types of volunteer opportunities. **(A EU1)**
- Students keep a listening log each week in which they document new vocabulary words and cultural insights they gain from listening to authentic resources. **(A,M EU1, EU2, EU3)**
- Research and discuss the needs of their community and the target cultures. **(A, M EU1)**
- Role play environment Interview (Candidate for a position on the Environmental Protection Agency and Journalist/News reporter) **(M EU2, EU3)**
- Create a venn diagram comparing and contrasting the cultural products, practices, and perspectives. **(M EU1, EU2, EU3)**
- Students use a self-assessment checklist to assess goals from the year, collect evidence of their learning and post them to Google Classroom in order to showcase their progress. **(M EU1, EU2, EU3)**
- Presentational assessments **(M, EU1, EU2, EU3)**
- Authentic instructional online resources, e.g. EdPuzzle, Flipgrid, This Is Language **(M EU1, EU2, EU3)**
- Express feelings about personal preferences regarding career paths and future plans **(A, M, T, EU1, EU3)**
- Students will create a comic strip using the vocabulary from the unit. **(A, M, T EU1, EU2, EU3)**
- Students engage in e-pal exchanges (<http://blog.flipgrid.com/news/gridpals>) with students in a target country comparing cultural practices, products and perspectives. **(M,T, EU1, EU2, EU3)**

- Listening to authentic audio/songs (**M,T, EU3**)
- Interpretive assessments (**M,T EU1, EU2, EU3**)
- **Interpersonal assessments** (**T EU1, EU2, EU3**)
- Debate the importance of protecting the environment (is tourism beneficial to the environment?) (**T EU2, EU3**)
- Select a Spanish country and plan an ecotour. (**T EU3**)

### Pacing Guide

<b>Unit #</b>	<b>Title of Unit</b>	<b>Approximate # of teaching days</b>
1	Knowing Who I Am - Now Then	Marking Period 1 (9 weeks/45 days)
2	What Does the Future Hold?	Marking Period 2 (9 weeks/45 days)
3	What Role Do I Play in my Community?	Marking Period 3 (9 weeks/45 days)
4	How Can I Explore the Beauty of the Spanish-speaking World?	Marking Period 4 (9 weeks/45 days)



## Instructional Materials

*See appendix in the World Language Shared folder.*

*Landfill Harmonic*

*Brad Allgood (Director), Graham Townsley (Director) Rated: NR*

*Format: DVD*

*El violín de Ada (Ada's Violin) (Spanish Edition): The Story of the Recycled Orchestra of Paraguay by Susan Hood*

*Use [tweetgen.com](https://tweetgen.com) (for social media campaign) or create a class social media account.*

## Accommodations

*Special Education:* The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

*Students with 504 Plans:* Students will be accommodated based on specific accommodations listed in the 504 Plan.

*English Language Learners:* Students will be accommodated based on individual need and in consultation with the ELL teacher.

*Students at Risk of School Failure:* Students will be accommodated based on individual need and provided various structural supports through their school.

*Gifted and Talented Students:* Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.