

**SPANISH III
GRADES 10-12**

THE EWING PUBLIC SCHOOLS
2099 Pennington Road
Ewing, NJ 08618

Board Approval Date: September 19, 2022
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Michael Nitti
Superintendent

In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.

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Preface

This curriculum guide is intended to provide vertical and horizontal framework for the World Languages program of The Ewing Township Public Schools. It is designed to identify the essential components needed by teachers when they prepare instruction in the language of Spanish which will best meet the needs of their students. The teacher's knowledge of their students' level of development, learning styles, and general readiness of the student to learn should be the guiding factors in selecting the most appropriate ways to reach the goals and objectives defined by the guide.

The selected published materials are intended to provide resources to teacher in their preparation of instructional activities and teachers should feel free to integrate other resources where appropriate as long as they are consistent with the goals and philosophy as outlined. Integration of concepts and skill developed in the Spanish language into other content areas is encouraged to stimulate real-life experiences and meaning.

All students are not the same. They have different needs, learning styles and levels of readiness. Therefore, teachers will need to make choices in planning instruction so that the needs of each student are addressed and the scope of the curriculum is accomplished.

Class Instructional Time: Block scheduling (87 minutes) – 5 days a week

21st Century Life and Careers

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

The 12 Career Ready Practices

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness, Exploration, and Preparation

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education

Technology Integration

8.1 Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

8.2 Technology Education, Engineering, Design and Computational Thinking - Programming

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Unit 1: En el consultorio [4 Weeks]

Why Is This Unit Important?

The student will learn about health, well-being and nutrition also about physical activities. Also, how to communicate in an emergency situation in a Spanish Speaking Country. Express past actions, and learn about Costa Rica.

Enduring Understandings/Unit Objectives:

- Review how to express past actions using the imperfect tense
- Talk about self-care and well being
- Discuss health services in Spanish- Speaking countries.

Essential Questions:

- How do people discuss their health?
- What do people do when they become ill?
- What is it like to visit a doctor in the Spanish -speaking world?

Acquired Knowledge:

- Master the vocabulary of the unit
- Identify the difference between the preterit and imperfect tenses
- Explain the importance of knowing how to react in an emergency in Latin America

Acquired Skills:

- Conjugate all verb groups in the imperfect tense
- Use the appropriate past tense to express habitual actions
- Master the simple past tenses

Assessments:

Formative assessment:

- Analyze and discuss readings, listening and songs
- Define vocabulary related to the unit theme
- Readings (online and print resources about travel)
- Authentic listening and interview (video clips, podcasts)
- Quizzes
- Writing tasks
- Partner pair share
- Online group games/quizzes -
Quizlet.com/blooket.com/Quia.com/Quizziz.com/Gimkit.com/Edpuzzle

Summative assessment:

- Unit composition
- Unit speaking assessment

Benchmark assessment:

- Unit objective test

Alternative assessment:

- Childhood description project

Interdisciplinary Connections

Students analyzed and discussed different medical situations of the Spanish speaking world. English, Science, Sociology, Economics.

Students learned about Costa Rica. Geography, Social Studies.

Technology Integration:

- Use of various websites to review and practice vocabulary, grammatical structures, geography and listening skills, as well as create presentations (www.quizlet.com, www.quia.com, www.euroschoolclubs.co.uk, www.bbc.co.uk/languages, www.makebeliefscomix.com; getkahoot.com; yabla.com; Edpuzzle.com; Flipgrid.com)
- Authentic video segments related to culture (www.youtube.com/ www.conjuguemos.com/ www.bbc.co.uk/languages)
- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

Suggested Learning Experiences and Instructional Activities/Strategies:

- Reading cultural material in target language
- Writing in target language
- Listening to authentic material (songs, interviews, newscasts, etc.)
- Creating short video responses expressing personal views/opinions
- Web-based practice activities (referenced in Formative Assessments and Supplemental Materials)

2020 NJSL

7.1.AL.IPRET.1: Identify main ideas and significant details in a range of oral, viewed, and written texts.

7.1.AL.IPRET.8: Analyze elements of the target language that do not have a comparable linguistic element in English.

7.1.AL.IPERS.1: Participate in extended conversations about personal, social, and professional topics, using paragraph-level speech and writing across major time frames.

7.1.AL.IPERS.5: Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.

7.1.AL.PRSNT.1: Create and deliver research-based presentations to a target language audience, either electronically or in person using short paragraphs.

7.1.AL.PRSNT.3: Offer and support opinions and use persuasive language when presenting ideas and information.

Instructional Materials:

Core:

- Textbook Series - iSenderos 2! – Vista Higher Learning Inc - 2018 edition
- Workbook
- Audio CDs
- Videos (DVD)
- Slide presentations

Supplemental:

- Computers (Chrome books)
- Internet websites (<http://www.studyspanish.com/tutorial.htm>
<http://www.learnspanish.com/> <http://spanish.about.com/>
<http://www.onlinenewspapers.com/>
<http://www.univision.com/portal.jhtml> <http://www.youtube.com/>
<http://a4esl.org/www.yabla.com/www.Edpuzzle.com/>
www.quizlet.com/www.conjuguemos.com/www.Flipgrid.com/http://www.videoele.com)
[Respect Ability :https://www.respectability.org/resources/lgbtq/](https://www.respectability.org/resources/lgbtq/)

Unit 2- La tecnología [3 Weeks]

Why Is This Unit Important?

The student will learn vocabulary related to technology and electronics. The students will learn to use informal commands.

Enduring Understandings/Unit Objectives:

- Express different types of past actions
- Find out vocabulary related to smartphones and media.
- Talk and practice how people talk while using the phone and technology in Spanish-speaking countries using informal commands.

Essential Questions:

- How do people talk about technology and electronics?
- What are some common expressions that people use while speaking on the telephone?
- How do people use cell phones across the Spanish-speaking world?

Acquired Knowledge:

- Describe how to communicate using technology in Spanish.
- Identify continuous or habitual past actions and those completed at a definite time
- State the difference between a formal and informal discourse

Acquired Skills:

- Recognize car vocabulary and their accessories to use in a car emergency.
- Give familiar commands.
- Express general information using por and para.

Assessments:

Formative assessment:

- Analyze and discuss readings, listening and songs
- Define vocabulary related to the unit theme
- Readings (online and print resources about travel)
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Summative assessment:

- Unit composition
- Unit speaking assessment

Benchmark assessment:

- Unit objective test

Alternative assessment:

- Prepare a skit for a car emergency or a lost phone.

Interdisciplinary Connections

- Students wrote an article to the newspaper about cell phones and their use at school. English
- Students learned about Argentina. Geography, Social Studies.

Technology Integration:

- Use of various websites to review and practice vocabulary, grammatical structures, geography and listening skills, as well as create presentations (www.quizlet.com, www.quia.com, www.euroschoolclubs.co.uk, www.bbc.co.uk/languages, www.makebeliefscomix.com; getkahoot.com; yabla.com; Edpuzzle.com; Flipgrid.com)
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<http://a4esl.org/www.yabla.com/www.Edpuzzle.com/>
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[Respect Ability :https://www.respectability.org/resources/lgbtq/](https://www.respectability.org/resources/lgbtq/)

Unit 3: La vivienda [4 Weeks]

Why Is This Unit Important?

The student will learn to talk about their houses and welcome people to their home. They will recognize formal commands and chores in Spanish.

Enduring Understandings/Unit Objectives:

- Discuss household chores and types of dwellings
- Use formal commands
- Compare and contrast chores in America and Spanish-speaking countries

Essential Questions:

- How do people talk about their home or apartment?
- How do people talk about household chores?
- What are some features of homes in the Spanish-speaking world?

Acquired Knowledge:

- Identify differences and similarities between houses and chores.
- Give instructions using commands and the subjunctive.
- Use the complex sentences using the subjunctive mood and expressions of will and influence.

Acquired Skills:

- Give instructions
- Describe their houses and their ideal home
- Use the formal or informal register in a conversation.

Assessments:

Formative assessment:

- Analyze and discuss readings, listening and songs
- Define vocabulary related to the unit theme
- Readings (online and print resources about travel)
- Authentic listening and interview (video clips, podcasts)
- Quizzes
- Writing tasks
- Partner pair share
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Summative assessment:

- Unit composition
- Unit speaking assessment

Benchmark assessment:

- Unit objective test

Alternative assessment:

- Create their ideal house.

Interdisciplinary Connections

- Students created a video on how to maintain a clean house. Visual Arts, Consumer Science.
- Students learned about Panama. Geography, Social Studies.

Technology Integration:

- Use of various websites to review and practice vocabulary, grammatical structures, geography and listening skills, as well as create presentations (www.quizlet.com, www.quia.com, www.euroschoolclubs.co.uk, www.bbc.co.uk/languages, www.makebeliefscomix.com; getkahoot.com; yabla.com; Edpuzzle.com; Flipgrid.com)
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Suggested Learning Experiences and Instructional Activities/Strategies:

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- Writing in target language
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<http://www.onlinenewspapers.com/>
<http://www.univision.com/portal.jhtml> <http://www.youtube.com/>
<http://a4esl.org/www.yabla.com/www.Edpuzzle.com/>
www.quizlet.com/www.conjuguemos.com/www.Flipgrid.com/http://www.videoele.com)
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Unit 4: La naturaleza [4 Weeks]

Why Is This Unit Important?

The student will talk and discuss the environment and express beliefs and opinions about issues related to the environment.

Enduring Understandings/Unit Objectives:

- Express opinions about the environment and its issues
- Use vocabulary related to the unit
- Express emotions, doubt and disbelief in Spanish.

Essential Questions:

- How do people talk about the environment?
- How do people express beliefs and opinions?
- What are some features of mountain ranges in South America?

Acquired Knowledge:

- Express the issues our planet is having
- Use the subjunctive to express opinions and give advice
- Give some examples of different solutions on how to save our planet

Acquired Skills:

- Express emotions, doubt and denial using the subjunctive mood.
- Talk about the environment
- Learn about Colombia and the Andes mountain range.

Assessments:

Formative assessment:

- Analyze and discuss readings, listening and songs
- Define vocabulary related to the unit theme
- Readings (online and print resources about travel)
- Authentic listening and interview (video clips, podcasts)
- Quizzes
- Writing tasks
- Partner pair share
- Online group games/quizzes -
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Summative assessment:

- Unit composition
- Unit speaking assessment

Benchmark assessment:

- Unit objective test

Alternative assessment:

- Make a brochure for a campaign to save the planet.

Interdisciplinary Connections

Students created a campaign to make the school aware of the environmental issues in Ewing. Science, English, Art.

Students learned about Colombia, La sierra Nevada de Santa Marta and the Andes. Geography, Social Studies.

Technology Integration:

- Use of various websites to review and practice vocabulary, grammatical structures, geography and listening skills, as well as create presentations (www.quizlet.com, www.quia.com, www.euroschoolclubs.co.uk, www.bbc.co.uk/languages, www.makebeliefscomix.com; getkahoot.com; yabla.com; Edpuzzle.com; Flipgrid.com)
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Suggested Learning Experiences and Instructional Activities/Strategies:

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- Writing in target language
- Listening to authentic material (songs, interviews, newscasts, etc.)
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Instructional Materials:

Core:

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Supplemental:

- Computers (Chrome books)
- Internet websites (<http://www.studyspanish.com/tutorial.htm>
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Unit 5: En la ciudad [4 Weeks]

Why Is This Unit Important?

The student will learn to express preference for living in the city or country, and discuss what life is like in major cities in the Spanish-speaking world. Give and receive directions.

Enduring Understandings/Unit Objectives:

- Talk about life in the city and country
- Describe different errands you need to do living in the city
- Give advice to others using the subjunctive in adjective clauses

Essential Questions:

- Where would you prefer to live, in the city or country? Why?
- How do people give advice to each other?
- How do people talk about errands and getting around the city?
- What are some interesting features of cities in the Spanish- speaking world?

Acquired Knowledge:

- State the name and location of commercial establishments.
- Identify banking terminology.
- Explain the positive and negative benefits of living in the city and country.

Acquired Skills:

- Give directions and follow instructions to get to different places
- Respond to questions and give advice
- Use nosotros commands.

Assessments:

Formative assessment:

- Analyze and discuss readings, listening and songs
- Define vocabulary related to the unit theme
- Readings (online and print resources about travel)
- Authentic listening and interview (video clips, podcasts)
- Quizzes
- Writing tasks
- Partner pair share
- Online group games/quizzes -
Quizlet.com/blooket.com/Quia.com/Quizziz.com/Gimkit.com/Edpuzzle

Summative assessment:

- Unit composition
- Unit speaking assessment

Benchmark assessment:

- Unit objective test

Alternative assessment:

- Create a map using the unit vocabulary and give directions.

Interdisciplinary Connections

- Students visited virtually a city in a Spanish speaking country. Social Studies.
- Students learned about Mexico City's subway system and Venezuela Geography, Social Studies, and Math.

Technology Integration:

- Use of various websites to review and practice vocabulary, grammatical structures, geography and listening skills, as well as create presentations (www.quizlet.com, www.quia.com, www.euroschoolclubs.co.uk, www.bbc.co.uk/languages, www.makebeliefscomix.com; getkahoot.com; yabla.com; Edpuzzle.com; Flipgrid.com)
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- Writing in target language
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Sample Standards Integration

21st Century Skills & Career Readiness Practices

Standard + Example

CRP4. Communicate clearly and effectively and with reason.

For Example - In Unit 2 Students describe themselves and talk about their daily class schedule. They also describe their classes and teachers as well as state the time each class begins and ends.

CRP10. Plan education and career paths aligned to personal goals.

For Example - In the beginning of the course, students learn the importance of learning Spanish. They discuss how much of an influence Spanish has in the United States and how knowing Spanish can be beneficial in numerous careers.

In Unit 2, students discuss the importance of planning their schedule and selecting courses. They also discuss their future plans and what they can be doing now to assure success in the future.

CRP12. Work productively in teams while using cultural global competence.

For Example - In Unit 2 students work with a partner to identify possible career choices and discuss the importance of learning Spanish to enhance career choices.

9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.

9.3.12. AR.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.

This applies to personal goals and the importance of being fluent in the target language.

Technology Integration

Standard + Example

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

For Example - In Unit 3, students prepare and present a Google slide presentation of clothes worn per season and also clothes for special events. Students, via various websites, compare and contrast current clothing styles.

Interdisciplinary Connection

Standard + Example

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

For Example - In Unit 3, students prepare and present a Google slide presentation of clothes worn per season and also clothes for special events.

LGBTQ/Disabilities Resources

[LGBTQ+Terms in English and Spanish that You Should Know](#)