Summit Public Schools
Summit, New Jersey
Grade Level: High School**/ Content Area:** Spanish 3
Length of Course: 1 year

Overview:

In Spanish 3, students will be engaged in meaningful, motivating, and cognitively challenging work. Students will actively use the target language to develop an understanding of cultural perspectives through experiences with cultural products and practices. *L*earning will be assessed by a summative task that emphasizes global connections.

The course is designed with a culturally responsive teaching approach that is reflected in four units. In the first unit students will discuss the concept of friendship, describing what makes a good or bad friend, exploring activities and celebrations with friends, and expressing their leisure preferences. The second unit will immerse students in the world of art, focusing on how individuals express themselves through various mediums, with a particular emphasis on Hispanic artists and their contributions to global art. In the third unit, students will explore the influence of music and film on culture and personal identity, learning about the origins and cultural contexts of different Hispanic music genres, analyzing variations across countries, and examining how historical events are depicted through music and film. Finally, the fourth unit will address the connection between daily choices and long-term health, emphasizing the interrelationship between mental and physical well-being and providing strategies for maintaining a balanced and healthy lifestyle.

Instruction based on the goals and standards cited in this curriculum will prepare students to function culturally and linguistically in our global society.

Unit 1: ¿Qué tan buen amigo soy?
2020 New Jersey Student Learning Standards – World Languages
7.1 World Languages Intermediate Low

Interpretive Mode of Communication
Novice Low learners identify a limited number of memorized or familiar words, symbols, or characters in very familiar contexts when they are supported by visuals in informational and fictional texts.

Interpersonal Mode of Communication
Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.

Presentational Mode of Communication
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.

Big Ideas: *Course Objectives/Content Statement(s)*

- In this unit, students will be able to talk about friendship, describe what makes a good and a bad friend, activities that they do with their friends, their celebrations and express their desire of what to do and how to do it for leisure with their friends.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• What are the qualities that make a good friend? • What do friends do for each other? • How do we celebrate friendship? • How do I give advice about being a good friend? • Do animals have the qualities to be good friends with humans?	**Students will understand that:** • friendship is an important part of people's lives. • we need to be able to be good classmates and friends. • good friends require particular features and traits. • the bond between humans and animals can be similar to friendships. • the present tense will allows to describe daily activities and celebrations. • the verb "ser" is used to describe personality traits, fundamental characteristics and the relationship between people. • the imperative mode of "tú" can be used to give advice as to how to be a good friend.

	● the imperative mode of "nosotros" can be used to invite or urge people (including oneself) to do an activity. ● reciprocal verbs are used to indicate actions that happen mutually.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
Students will: **Interpretive** ● 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.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. **Interpersonal** ● 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. **Presentational**	Instructional Focus: In the target language students will: ● use the present tense to describe the usual activities that they do with their friends. ● describe fundamental qualities or characteristics using the verb ser. ● identify something or someone and the relationship between people using the verb ser. ● give commands and advice using the imperative mode. ● use reciprocal verbs to refer to actions that two or more people do to each other. ● learn vocabulary through their assigned readings and listening activities. <u>INSTRUCTIONAL STRATEGIES:</u> **Interpretive:** ● Read authentic materials such as: ○ personality quizzes ○ on-line articles ● Watch and analyze short films about friendship ● Respond to on-line personality quizzes and discuss findings with friends ● Read and interpret an infographic ● Listen and interpret the song "amigo" by Roberto Carlos ● Listen to Podcast about friendships. **Interpersonal:** ● Talk about friendship, interpersonal relationships, personality traits and conflict resolution ● Interview classmates about the personality of their best friends.

• 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. Career-Ready Practices 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.	• After reading "La amistad entre los animales y las mascotas" , discuss in small groups the article and talk about your personal experience with your pet or other animals. • Write an email to a landlord who doesn't allow pets in his apartment to convince him about the good qualities of their pets. **Presentational:** • Write and present a skit of friends in conflict. • Do a presentation about your pet or animal and describe their appearance, personality and the things that you enjoy doing together.
Differentiation	**Assessments**

Interdisciplinary Connections:

- **Psychology:** Introduce basic concepts of psychology related to friendship, such as empathy, trust, and social bonding. This can help students understand the science behind why friendships are important for emotional and mental well-being

Technology Integration
--Screencastify, Go formative, Flipgrid, Google Forms, Google Docs, Gimkit, Blooket.
--conflict resolution conversations
-- make plans conversations
--Google Classroom
-- homework assignments

Media Literacy integration

-- listening prompts
--written texts
--understanding perspective, and figurative and literal meanings in songs and poems

Global Perspectives
--Compare and contrast leisure activities between native and target cultures
--Listen to songs about friendship

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams &	Graphs	Using cooperative

Formative Assessments:

- contextual vocabulary and grammatical quizzes
- improvised skits, Flipgrid or Goformative responses and dialogues
    - conversations about making plans and about resolving conflicts
    - summarizing videos
    - summarizing main ideas based on written texts and songs.

Summative Assessments, Projects, and Celebrations:

- Vocabulary quizzes
- Grammar quizzes
- End of Unit IPA
- Project "Mi mascota es mi gran amiga"

drawings		group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and	Modified assessment grading

	semantic mapping		

Recommended Texts to Support Unit:

- https://www.youtube.com/watch?v=vEZSkLwPF2k (song "amigo" by Roberto Carlos)
- https://www.youtube.com/watch?v=_hr70LytvbI (short film "Llamigo")
- https://www.youtube.com/waCGI Animated Shorts HD "Hola Llamigo" by Charlie Parisi and Christina Chang | CGMeetuptch?v=HFGdWAIH4eQ (short film "cigueñas y nubes")
- http://bobesponjadisneyxd.blogspot.com/2016/05/bob-esponja-los-besos-de-la-abuela.html (episodio de Bob Esponja, amistad entre patricio y Bob")
- https://images.app.goo.gl/vbM8WrHEpgVckdgJ9 Kitbull

Unit 2: ¿Qué nos dice el arte?
2020 New Jersey Student Learning Standards – World Languages
7.1 World Languages Intermediate Low

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Interpersonal Mode of Communication
Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.

Presentational Mode of Communication
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.

Big Ideas: *Course Objectives/Content Statement(s)*

- In this unit, students will be able to talk about art, how to express themselves through art and how artists use their art to express their ideas and opinions. The unit will focus on Hispanic artists and their contributions to world art.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• What is art and what does it tell me? • How can I express myself through art? • How has art changed throughout time and history? • Does society impact art or vice versa? • How have Hispanic artists contributed to world art?	**Students will understand that:** • art serves as a medium for personal expression, allowing artists to convey their unique perspectives and experiences. • society influences artistic expression by providing the themes and issues that artists explore, while art, in turn, can challenge, inspire, and transform societal values and perspectives.

	• Hispanic painters and sculptors have created or mastered unique artistic styles like Boterismo, Cubism, Surrealism, Realism and Impressionism. • artists use color, light and shadows to engage spectators by awakening emotions. • Preterite simple is used to narrate past actions that have a definite beginning and end. • "hay" is used to express existence and therefore it can be used to describe a piece of art. • prepositions of place can help us describe what we see in a work of art and thus aid in understanding it.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**

Students will:
 	
Interpretive
• 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.
 	
Interpersonal
• 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
	Instructional Focus:
	
	In the target language students will:
	• use the preterite simple verb to narrate completed actions and events.
	• describe works of art using "hay", prepositions of place and vocabulary related to art.
	• identify the contribution of Hispanic artists to the world arts.
	• describe and interpret the message of famous paintings.
	• describe important events in their lives and the lives of others.
	• understand the origin and characteristics of different art styles.
	
	<u>INSTRUCTIONAL STRATEGIES:</u>
	
	Interpretive:
	• Read authentic materials such as:
	  ○ artists' biographies
	  ○ painting/performances reviews
	  ○ newspaper articles
	• Watch biographies of artists
	• Draw a description of a famous painting and then compare to original

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.

Presentational

- 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.
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- 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.

Career-Ready Practices
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.

Interpersonal:

- Talk about art, paintings, sculpture to each other and to Spanish speaking people
- Describe a famous painting to a partner while he/she paints it and then compare to the original
- Do GAP activities where two students have similar paintings and they have to figure out what are the similarities and differences.
- Do GAP activities where one student describes a painting and the other draws it.
- Role-Play: Painter/critic

Presentational:

- Write about the life and work of famous painters.

- Do an oral presentation about a painting
  - Choose a painting and describe it, interpret the message and explain why it was chosen
- Create a timeline with the most important events in the student's lives.

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

Differentiation

Interdisciplinary Connections -

- Students will learn about history such as the Mexican Revolution, the 2nd of May and the Spanish Civil War
- Students will learn the different movements and styles of Spanish and Latin-American Art

Technology Integration

Using Go formative or Flipgrid
-- critique a painting/sculpture
-- describe what is on a painting
Google Classroom
-- homework assignments
-- listening prompts
-- projects and activities

Media Literacy Integration

- iMovie to make artist presentations
- Take students to an art museum in NYC virtually or in-person.

Global Perspectives

- Exploration of Spanish and Latin-American art and artists
- Study of historical periods as represented in some pieces of art.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups

Assessments

Formative Assessments:

- Do nows
- Contextual vocabulary and grammatical quizzes
- Improvised skits
  - *arte viviente* - in which students create imaginary conversations or musings of the personages in the artwork.
  - *veo..veo* - in which students describe objects seen in a painting to a classmate and the classmate needs to name that object.
- Journals/essays
  - description of paintings
  - biographies of artists

Summative Assessments, Projects, and Celebrations:

Summative

- Vocabulary quizzes
- Grammar quizzes

- IPA
  - For Unit 2, students will select a painting and describe this painting to the class, which will include the artist, description of painting, theme, message, etc.
- Presentation: La línea de tiempo de mi vida
- Create a painting or collage emulating an artistic style learned in class and present it to the class.

Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading	Modified assessment

	strategies and activities previews, anticipatory guides, and semantic mapping	grading	

Recommended Texts to Support Unit:

- https://www.youtube.com/watch?v=KXvP75oafoE&feature=emb_logo (canción para memorizar las preposiciones de lugar)
- https://www.youtube.com/watch?v=Q6T97kHjKiY&t=2s (canción a Salvador Dalí)
- https://www.youtube.com/watch?v=eNk01YfNcgU (biografia de Picasso)
- https://www.youtube.com/watch?v=uG15eEZa12Y (Explicación del cuadro "Guernica")
- https://www.colorele.es/viva-la-vida-hablemos-de-frida-kahlo/
- https://www.educaciontrespuntocero.com/recursos/salvador-dali-recursos-para-estudiar-su-vida-y-obra/
- https://archivodelcortometraje.es/en/cortometraje/sin-aliento/ (Short film Sin aliento)

Unit 3: ¿Cómo nos influencian la música y el cine?
2020 New Jersey Student Learning Standards – World Languages
7.1 World Languages Intermediate Low

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Presentational Mode of Communication
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Big Idea:

- This unit will explore the influence of music and film on our lives and cultures. Students will learn the origins of various Hispanic music genres, revealing their historical and cultural contexts. Additionally, students will analyze how music varies across different Hispanic countries and explore how historical events and narratives are depicted in music and film.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• How does music and film influence our lives? • Why do people create music and movies? • What is the origin of the different genres of Hispanic music? • What are the similarities and differences between artists in the United States and those of Hispanic countries? • How do music from different Hispanic countries differ from each other?	**Students will understand that:** • the musical wealth of Hispanic countries is diverse and unique. • many musical genres in Latin America have influences from Africa, Europe and indigenous people. • dancing is an important part of Hispanic culture. • movies are a powerful way to express emotions and opinions.

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- How is history depicted in music and film?

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- imperfect past tense is used to to describe on-going actions and states of being in the past, and to state habitual actions in the past.
- Understand the differences between past preterite and past imperfect.

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<th>Areas of Focus: Proficiencies
(New Jersey Student Learning Standards)</th>
<th>Lessons</th>
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Students will:

Interpretive

- 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).
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- 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.
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- 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

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Instructional Focus:

In the target language students will:

- learn the uses of the imperfect past.
- use Imperfect Past to talk about movies and music that they used to like when they were little.
- understand the difference between"Pretérito Simple" and Imperfect Past
- use Preterite and Imperfect Past to talk about the origins and history of popular Hispanic musical genres as well as the lives of iconic singers and composers.
- summarize the plot of a movie using past tense.
- write a movie review.

INSTRUCTIONAL STRATEGIES:

Interpretive:

- Read authentic text and answer comprehension questions.
- Listen to music, fill in the blanks and interpret the lyrics.
- Watch videos about the life of famous musicians and composers and answer comprehension questions or cloze activities.
- Watch the Movie Rio or Como caído del cielo.

Interpersonal:

- Interview classmates about their music and movie preferences in the past and currently.
- Guess the movie game: students write and then read the description of a movie, their classmates will try to guess the movie, they are allowed to ask questions in order to guess.

Presentational:

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about personal experiences or events and/or topics studied in other content areas.

Presentational

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

- Research an actor or musician and do an oral presentation. Use past tense to talk about their biography.
- Write a critical review about a movie, trailer or short film viewed in class.

Differentiation

Interdisciplinary Connections

- World History and Geography - Students will learn from where and how the different Latin American rhythms came from.
- Performing Arts - Students will learn the different movements and styles of Spanish and Latin-American music

Technology Integration

- Using recording tools to create an ad for a concert.

Media Literacy Integration

- Examine a movie and identify what the creator is trying to accomplish and what ideas are they using to convince you in regards to his/her point of view.

Global Perspectives

- Exploration of Spanish and Latin American music and dance.
- Study of historical periods as represented.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group

Assessments

Formative Assessments:

- contextual vocabulary and grammatical quizzes
- Watch, listen and describe different music and their respective dances
- Watch, read and listen to informative content about the origins and evolution of music.
- Add description using “Pasado Imperfecto” to the timeline of important events in their lives that they created in the last unit using the “Pretérito Simple”.

Summative Assessments, Projects, and Celebrations:

- Vocabulary quizzes
- Grammar quizzes
- IPA
- Create a movie poster and present the plot, characters and inspiration for it to the class. Film a trailer promoting your movie.

Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit:

- https://www.youtube.com/watch?v=907MN6lwsKA (canción para estudiar el pretérito)
- https://www.youtube.com/watch?v=txps8uEz_dA(Carlos Gardel)
- https://www.webconsultas.com/belleza-y-bienestar/terapias-alternativas/musicoterapia-5960
- http://www.audiria.com/capitulos-detalle.php?id=98 (los españoles y el flamenco)

Unit 4: Cuida tu salud
2020 New Jersey Student Learning Standards – World Languages
7.1 World Languages Intermediate Low

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Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.

Presentational Mode of Communication
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.

Big Ideas:

- This unit explores the relationship between daily choices and long-term health as well as the interconnection between mental and physical health. By acknowledging how daily habits affect overall health, students can make choices that support a balanced and healthier lifestyle.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• How do our daily choices, such as diet and exercise, impact our long-term health, and why is it important to be mindful of these habits from an early age? • What are the common causes of accidents and how can they be prevented? • How are mental and physical well-being interconnected, and how do they influence each other? • What role do stress and anxiety play in our physical health, and how can we manage these factors to improve overall well-being? • What role does education play in disease prevention and health promotion, and how can	**Students will understand that:** • their future well being is affected by the health habits that they practice in the present. • mental health is as important as physical health. • mind and body are interconnected thus taking care of both is crucial in order to have a healthy life. • most diseases can be prevented, thus educating people about healthy habits can significantly improve the health of our communities. • most household accidents can be prevented • the verb "estar" is used to express conditions, emotions and locations. • the conditional tense can be used to recommend or suggest.

health education be made more effective and accessible to everyone?	• the future simple tense is used to express an upcoming action or intention. • there are a group of special verbs (like "gustar") that require a different sentence structure than most other verbs.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
Students will: **Interpretive** • 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. **Interpersonal** • 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	**Instructional Focus:** In the target language students will: • to express conditions, emotions and location using "estar" • Understand the differences between "ser" and "estar" • use "tener" to express symptoms • express recommendation using conditional tense • use "futuro simple" to express a future action, intention or prediction. • Use verbs that follow the same conjugation as "gustar". **INSTRUCTIONAL STRATEGIES:** **Interpretive:** • Close reading of authentic texts: provide articles and infographics related to health. Have students highlight key vocabulary and main ideas. • Listen to the song La Bilirrubina and complete the following activity • Watch authentic videos about healthy habits and answer comprehension questions. • Activity: ¿Tiene Samuel una vida saludable? Based on the information provided using "marcadores de frecuencia" Students decide if this is a healthy lifestyle and explain their answers. **Interpersonal:** • Think-Pair-Share: Ask the following questions: a)¿Qué problemas de salud tienes usualmente? b)¿En qué estación del año padecen normalmente de estos males? c)¿Qué hacen para prevenirlos y/o curarlos? d) ¿Toman algún medicamento o remedio natural? e)¿Cada cuánto? Students first reflect individually, then

about personal experiences or events and/or topics studied in other content areas.

Presentational

- 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.

Career-Ready Practices
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.

discuss with a partner, and finally share their answers with the class.
- Role-Play: Create a skit of an accident and call 911.
- Role-Play: One student is sick and needs a doctor's appointment.
- Classmate interview about their health habits

Presentational:

- Write a reflection on personal eating habits.
- Instagram response. Write a response to a series of infographics about health.
- Draw and label a first-aid kit and explain how to use what is inside.
- Oral presentation: Students will present a plan to improve healthy habits in Summit. In their presentations they will explain the problem and propose solutions. Possible topics could be:
    - Sedentary lifestyle
    - Excessive use of social media
    - Poor diet
    - Stress

Differentiation	Assessments
Interdisciplinary Connections ● **Health Education:** ○ Teach about the importance of daily healthy habits and how these habits contribute to long-term health outcomes. ○ Cover topics like stress management, emotional regulation, and the benefits of activities like journaling or talking to a friend to support mental well-being. ● **Art**: Students can create posters or digital art that promote healthy daily habits. They could design infographics that visually explain the connection between certain habits and long-term health benefits. ● **Physical Education**: ○ Discuss how regular physical activity benefits both physical and mental health. Incorporate daily exercise routines or challenges that highlight the importance of consistent movement. ○ Introduce practices like yoga or tai chi that emphasize the connection between physical movement and mental calmness, showing students how physical activity can enhance mental health. **Technology Integration** ● Digital poster - using Canva to create a digital poster for mental health campaign ● Guided interview - Audio questions and responses via Goformative. **Media Literacy Integration** ● Students will research credible sources to create their own media content, such as infographics, posters, or social media campaigns, to promote healthy habits and the interconnection between mental and physical health. **Global Perspectives** ● Compare and contrast how specific healthy habits like walking or	**Formative Assessments:** ● Do nows ● Contextual vocabulary and grammatical quizzes ● Improvised skits and interviews ● Exit tickets ● Reading and listening comprehension activities **Summative Assessments, Projects, and Celebrations:** ● Vocabulary and grammar quizzes ● IPA ● Role-play a visit to the doctor. Both, the patient and the doctor should include present, past, future and conditional tenses. ● Students will create a brochure to promote healthy habits.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding,	Differentiated materials

	feedback	
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit:

Lecturas:https://www.cigna.com/es-us/knowledge-center/hw/temas-de-salud/manejo-del-estrs-rlxsk (manejo del estres)
https://tuio.com/post/los-10-accidentes-de-hogar-mas-comunes (Accidentes en el hogar y como prevenirlo)
https://www.mspbs.gov.py/portal/19453/consumo-excesivo-de-azucar-es-riesgo-potencial-para-la-salud.html (consumo de azúcar)
https://www.teknon.es/blog/es/salud-az/9-recomendaciones-cuidado-salud-mental-adolescencia (la salud mental de los adolescentes)

Videos:
La actividad física
Alimentación saludable

Podcast:
https://www.podcastsinspanish.org/listen/level2/catarro.mp3