Revised August 2024

Summit Public Schools
Summit, New Jersey
Grade Level: 10th, 11th or 12th grade / Content Area: Spanish 4
Length of Course: 1 year

Overview:

The Spanish 4 curriculum is designed for students who have already developed a strong interest in the language and are committed to their journey toward fluency. This course focuses on motivating students and supporting their progress through the use of authentic materials and cultural products, immersing them in real-world Spanish.

Throughout the semester, students will explore relevant topics such as social values and their influence, science and technology, contemporary life, and global challenges. At this advanced level, students will be challenged to use both the indicative and subjunctive moods, delving into intermediate-mid to intermediate-high grammatical structures.

Recognizing that motivation is key in language learning, one of the primary goals of the curriculum is to capture students' interest and encourage them to actively participate in class. Through real-world activities and challenges, students will have the opportunity to use their language skills to achieve concrete goals.

The course will be conducted entirely in Spanish, providing students with the opportunity to demonstrate their interpersonal, interpretive, and presentational skills in the language. The ultimate goal is for students to significantly develop their communication skills, improving their ability to listen, read, write, and speak in Spanish.

Unit 1: Sentir y vivir

7.1 World Languages Intermediate Mid by the End of Grade 12

Interpretive Mode of Communication
Intermediate Mid learners 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.

Interpersonal Mode of Communication
Intermediate Mid learners speak and write using sentences and strings of sentences when exchanging preferences, feelings, opinions, and basic advice on familiar topics. They ask original questions and a variety of follow-up questions as they participate in spontaneous spoken and written conversations. Intermediate Mid learners engage in short social interactions in everyday situations. They create original sentences and questions that allow them to usually say what they want to say about self and their everyday lives.

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Presentational Mode of Communication
Intermediate Mid learners speak and write using sentences and strings of sentences when expressing preferences, feelings, opinions, and basic advice on familiar topics. They can create original sentences that allow them to usually say what they want to say about self and their everyday lives.

Big Ideas: *Course Objectives / Content Statement(s)*
The first unit titled "Sentir y Vivir" introduces students to the language and cultural nuances of emotions, relationships, and life experiences. This unit focuses on developing vocabulary related to feelings, states of mind, and interpersonal connections, alongside essential grammatical structures such as the present tense, reflexive verbs, and a review of the preterite and imperfect tenses. Through a combination of cultural readings, listening exercises, and speaking activities, students engage with real-life scenarios that reflect the complexities of relationships and emotional expression in Spanish-speaking cultures. The unit also emphasizes practical application through writing assignments, where students articulate personal experiences, emotions, and social interactions. "Sentir y Vivir" serves as a foundational exploration of how to express and navigate emotions and relationships in Spanish, preparing students for more nuanced communication in the target language.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. What role do emotions play in shaping our identity and relationships? 2. How do cultural perspectives influence the way we express and interpret emotions? 3. In what ways do our personal experiences impact our ability to empathize with others? 4. How can understanding different forms of love help us build healthier relationships? 5. What are the challenges and rewards of maintaining long-term relationships in a fast-paced world? 6. How does language affect our ability to communicate complex emotions and feelings? 7. What is the relationship between self-awareness and emotional intelligence in decision-making?	Students will understand that… 1. Emotions are integral to our identity and influence how we form and maintain relationships, shaping our interactions and connections with others. 2. Cultural backgrounds and societal norms profoundly shape how we express and interpret emotions, affecting communication and understanding across different cultures. 3. Personal experiences play a crucial role in developing empathy, allowing us to better understand and relate to the emotions of others. 4. A nuanced understanding of different types of love—such as familial, romantic, and platonic—can lead to more fulfilling and healthier relationships.

8. How do societal expectations shape our views on love, friendship, and commitment? 9. In what ways do technology and social media influence modern relationships and our emotional well-being? 10. How can we balance our individual desires with the needs and expectations of others in relationships? 11. How do the uses of "ser" and "estar" reflect the nuanced differences in meaning and perception in the Spanish language? 12. What role do verbs like "gustar" play in expressing emotions, preferences, and opinions in Spanish, and how do they differ from English structures? 13. How does mastery of the present tense in Spanish enable effective communication in various real-life contexts? 14. How do cultural contexts influence the use of "ser" and "estar" when describing identity, condition, and location in Spanish?	5. Maintaining long-term relationships requires ongoing effort and adaptation, especially in a rapidly changing, modern world. 6. Language is a powerful tool for conveying complex emotions, and effective communication is essential for expressing and understanding feelings. 7. Self-awareness and emotional intelligence are key components of sound decision-making, particularly in personal and interpersonal contexts. 8. Societal expectations and cultural norms heavily influence our perceptions of love, friendship, and commitment, often dictating our behavior and choices in relationships. 9. Technology and social media have a profound impact on contemporary relationships, affecting how we connect, communicate, and manage our emotional well-being. 10. Balancing individual desires with the needs and expectations of others is essential for building and sustaining healthy and mutually satisfying relationships. 11. **"Ser" and "Estar":** The verbs "ser" and "estar" are essential in conveying different aspects of identity, condition, and existence, with "ser" often reflecting inherent characteristics and "estar" indicating temporary states or locations. 12. **Verbs like "Gustar":** Verbs like "gustar" function differently from English equivalents, requiring an understanding of indirect object pronouns and the structure of sentences to accurately express likes, dislikes, and preferences. 13. **Present Tense:** Proficiency in the present tense is foundational for engaging in everyday conversations, describing routines, and discussing

	actions in progress in the Spanish language. 14. **Cultural Context:** Understanding when to use "ser" or "estar" is deeply connected to cultural context, reflecting how Spanish speakers perceive and express aspects of identity, emotion, and temporality.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
Students will: **Interpretive** 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	**Instructional Focus:** In the target language students will be able to: ● Accurately distinguish between and use "ser" and "estar" to describe characteristics, conditions, locations, and time. ● Apply "ser" and "estar" in complex sentences to express opinions, emotions, and states of being in both formal and informal contexts. ● **U**se verbs like "gustar" and similar verbs to express preferences, interests, and emotions in a variety of social interactions. ● Construct sentences using "gustar" and other indirect object pronoun verbs, ensuring correct agreement between the subject and the verb. ● Conjugate and use regular and irregular verbs in the present tense to discuss daily routines, habits, and current events. ● Create dialogues and narratives using the present tense, incorporating "ser," "estar," and verbs like "gustar" to demonstrate a nuanced understanding of meaning and context. ● Describe and express a wide range of emotions and feelings using appropriate vocabulary and expressions.

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. **Interpersonal** 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. **Presentational** 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.	• Compare and contrast how different cultures express and interpret emotions, recognizing cultural nuances in communication. • Engage in conversations about various forms of love, including romantic, familial, and platonic relationships, demonstrating understanding of these concepts through contextually appropriate language. • Critically evaluate the influence of technology and social media on modern relationships and emotional well-being, articulating their thoughts clearly and coherently. • Discuss the challenges of maintaining long-term relationships and propose strategies for sustaining healthy and fulfilling connections. • Develop and demonstrate self-awareness by reflecting on their own emotional experiences and articulating how these experiences shape their perspectives and interactions with others. • Interpret and respond to authentic texts (e.g., articles, literature, films) that explore themes of love, emotion, and relationships, using them to support arguments or viewpoints in both spoken and written communication. • Express empathy and understanding in various scenarios, effectively using language to convey support, advice, and emotional intelligence. • Engage in role-plays, debates, and discussions that require negotiation of meaning and resolution of conflicts, applying appropriate interpersonal communication skills in the target language.

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.

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.

Instructional Strategies:

Interpretive:

1. Close reading and annotation of authentic texts. Provide students with authentic texts, such as articles, short stories, or excerpts related to emotions and relationships. Have them annotate the text, identifying key vocabulary, main ideas, cultural references, and emotional tones. Encourage students to write margin notes summarizing or questioning the content.

Examples of resources to use:
Poem:

- "Poema 20" by Pablo Neruda, Chile poetry

Article:

- Relaciones a distancia (Article can be adapted using Diffit)

Song lyrics:

- "Pastilla de alegría" by José Lugo & Guasábara Combo
- "Salir corriendo" by Amaral

2. Use authentic audio or video clips, such as podcasts, interviews, or short films, that discuss themes like love, emotions, or relationships. Students listen or watch multiple times, completing tasks like identifying the main idea, summarizing, or answering comprehension questions. In addition, provide students with media from different Spanish-speaking countries (e.g., commercials, TV shows, music) that depict emotions and relationships. Have students compare how different cultures express similar emotions or social dynamics.

Short films:

- "Café para llevar" España 2014 Directora: Patricia Font

CRP11: Use technology to enhance productivity. **CRP12**: Work productively in teams while using cultural global competence.	• "Jinxy Jenkins & Lucky you" Ringling College of Art & Design • "Signs" by Patrick Hughes **Interpersonal:** 1. **Think-Pair-Share:** Pose a question related to the unit's themes, such as "How do cultural differences impact expressions of love?" Students first reflect individually, then discuss with a partner, and finally share their ideas with the class. This encourages active participation and allows students to practice speaking and listening in a collaborative environment. 2. **Role-Playing Scenarios:** Create role-playing activities where students must navigate common relationships or emotional scenarios (e.g., giving advice to a friend, discussing feelings with a family member). Students take on different roles and practice spontaneous, real-life interactions. 3. **Debates or Discussions:** Organize debates or group discussions on topics like "Is it easier to express emotions online than in person?" or "What is the most important aspect of a healthy relationship?" Students must articulate their opinions, defend their viewpoints, and respond to others. 4. Respond to an email from your friend Carolina in which she explains she is jealous because her boyfriend flirts with other girls. Mention her problem and offer solutions. You can talk about your own experience or that of friends. 5. Complete a personality test and then compare your results to that of a classmate. Discuss whether you agree with the results and give your opinion to your classmate 6. Look at the facial expressions of the characters from the short film "Café

	para llevar" and comment on the feelings they might be expressing 7. Write an email from the perspective of either the main character in "Signs¨ in which he introduces himself to a person he has not met yet and describes his daily routine, origin, occupation, likes and dislikes and his ideal partner. **Presentational:** 1. Write a movie review for "Café para llevar" 2. Write a different ending for the short film "Café para llevar" 3. Starting over: In pairs, improvise a dialogue based on 1 or 2 situations provided by the teacher using words or expressions seen in the short film and then present to the class 4. Write a persuasive essay about the future of Spanish music in the US (some sources will be provided for student) 5. Deliver a short presentation on a topic related to the unit, such as a cultural tradition that influences expressions of emotion or an analysis of a film or book related to love and relationships. 6. Have students write a personal narrative, short story, or diary entry that explores a significant emotional experience or relationship. Encourage them to incorporate vocabulary and themes from the unit. 7. Students create a digital story (using tools like PowerPoint, Prezi, or video editing software) that narrates a relationship or emotional journey. They should include images, text, and narration in the target language.
Differentiation	**Assessments**
Interdisciplinary Connections	***Formative Assessments:***

- Art: Paintings by Carmen Lomas Garza
- Literature: "Poema 20" by Pablo Neruda

Technology Integration

- Platforms such as Kahoot, FlipGrid, Goformative, Blooket, Google Apps, Padlet, Quizizz, Newsela, Quizlet and Youtube and online textbook

Media Literacy Integration

- Students will explore, analyze and interpret information from authentic video, audio and print resources about healthy relationships
- Analyze an article for theme, purpose and tone, and inferences.

Global Perspectives

- Research how romantic relationships may start in Spanish speaking countries.
- Research marriage and divorce statistics in a Spanish speaking country and compare to the US
- Research the movement #niunamenos a campaign against gender based violence in Latin America

- Do nows and exit tickets
- Thumbs up/down to check for understanding
- Visual representations to demonstrate understanding of a concept, relationships, story.
- Technology to assist in checking what students know and understand such as Kahoot, Blooket, Padlet…
- 3-2-1: Students write down three things they learned, two things that they found interesting, one question they still have
- Turn and talk: Students work in pairs to explain or give examples of what they learned during class.

Summative Assessments, Projects and Celebrations

- Vocabulary quiz
- Grammar quiz
- Unit test: Vocabulary/grammar in context (Proficiency based)
- Unit 1 IPA
- Project: All about me poster
- Celebration of Hispanic Heritage Month: Poster project and class presentation: An influential Hispanic in the US (List of influential Hispanics will be provided)

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	**Graphs**	**Using cooperative group**
Magazines & Newspapers	**Timelines**	**Structures**
Physical activities	**Number lines**	**Internet / Software support**
Videos & Flim		**In the home language**
Broadcasts		**With mentors**
Models & Figures		

Intervention Strategies

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

Recommended Texts and Additional Materials to Support Unit 1:

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Blanco, José A. Imagina: Inglés sin barreras. 4th Edition, Ebook, Vista Higher Learning, Inc. 2019.
Spanish 4 Addendum

Unit 2: Vivir en la ciudad

7.1 World Languages Intermediate Mid by the End of Grade 12

Interpretive Mode of Communication
Intermediate Mid learners 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.

Interpersonal Mode of Communication
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Presentational Mode of Communication
Intermediate Mid learners speak and write using sentences and strings of sentences when expressing preferences, feelings, opinions, and basic advice on familiar topics. They can create original sentences that allow them to usually say what they want to say about self and their everyday lives.

Big Ideas: *Course Objectives / Content Statement(s)*
The second unit titled "Vivir en la ciudad," delves into the complexities and dynamics of urban life in Spanish-speaking cultures. This unit explores various aspects of city living, including the challenges and opportunities that come with it. It examines the cultural, social, and economic factors that shape life in metropolitan areas, providing students with a comprehensive understanding of urban environments. Through authentic readings, dialogues, and multimedia content, the unit engages students in discussions about city planning, public transportation, and the diverse experiences of urban dwellers. Vocabulary and grammar lessons are integrated to support these themes, focusing on terms related to city life and advanced structures like subjunctive clauses and commands. The unit also emphasizes the importance of civic responsibility and community involvement in urban settings. By the end of this unit, students will have a deeper appreciation of how cities function and the role individuals play within them, all while enhancing their Spanish language skills in practical, real-world contexts.

Essential Questions	**Enduring Understandings** *What will students understand about the big ideas?*

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What provocative questions will foster inquiry, understanding, and transfer of learning?	
1. How does urban living impact individual and community identity in Spanish-speaking cultures? 2. What are the major social, economic, and environmental challenges faced by people living in cities? 3. In what ways do public spaces in cities contribute to cultural and social interactions? 4. How do city planning and infrastructure influence the daily lives of urban residents? 5. What role does public transportation play in the development and sustainability of urban areas? 6. How do different cities in the Spanish-speaking world reflect the historical and cultural diversity of their regions? 7. What are the advantages and disadvantages of living in a large city versus a small town? 8. How does urbanization affect traditional customs and lifestyles in Spanish-speaking countries? 9. In what ways can individuals contribute to improving the quality of life in their cities? 10. How do cities in Spanish-speaking countries address issues such as pollution, housing, and social inequality? 11. How do the preterite and imperfect tenses convey different aspects of past actions or events in Spanish? 12. How do verbs like *querer*, *poder*, *saber*, and *conocer* change meaning when used in the preterite versus the imperfect tense? 13. In what contexts is the present perfect tense used in Spanish, and	Students will understand that… 1. **Urban Identity Formation**: Urban living profoundly shapes both individual and community identity, reflecting the blend of cultural influences, social interactions, and lifestyle changes inherent to city environments in Spanish-speaking cultures. 2. **Challenges of Urban Living**: Urban areas present complex social, economic, and environmental challenges that impact residents' quality of life, requiring multifaceted solutions to address issues such as poverty, crime, and environmental degradation. 3. **Role of Public Spaces**: Public spaces in cities serve as vital arenas for cultural and social interaction, fostering community cohesion and cultural expression through shared experiences and collective activities. 4. **Influence of City Planning**: Effective city planning and infrastructure development directly affect the daily lives of urban residents, shaping their mobility, access to services, and overall well-being. 5. **Public Transportation's Impact**: Public transportation is crucial for the development and sustainability of urban areas, facilitating mobility, reducing traffic congestion, and promoting environmental sustainability. 6. **Historical and Cultural Reflections**: Cities in the Spanish-speaking world are reflections of their regions' historical and cultural diversity, showcasing unique characteristics and heritage through their

how does it differ from the preterite and imperfect tenses? 14. How can formal commands be effectively used to ask for and give directions in a city?	architecture, traditions, and urban landscapes. 7. **City vs. Town Living**: Living in a large city offers diverse opportunities and conveniences but also presents challenges such as overcrowding and high cost of living, while small towns provide a more intimate community experience but may lack certain amenities. 8. **Urbanization's Effect on Tradition**: Urbanization can alter traditional customs and lifestyles in Spanish-speaking countries, often leading to a fusion of modern practices with historical traditions. 9. **Individual Contributions to Urban Quality of Life**: Individuals can play a significant role in enhancing urban quality of life through active participation in community initiatives, environmental stewardship, and advocating for social and infrastructural improvements. 10. **Addressing Urban Issues**: Cities in Spanish-speaking countries tackle critical issues like pollution, housing shortages, and social inequality through a range of strategies and policies aimed at creating more equitable and livable urban environments. 11. The preterite tense in Spanish is used to express completed actions or events, while the imperfect tense is used to describe ongoing or habitual actions in the past, setting the scene for other events or expressing background information. 12. Verbs like *querer*, *poder*, *saber*, and *conocer* take on different meanings in the preterite and imperfect tenses, reflecting nuances such as attempted actions, abilities, knowledge, and familiarity.

	13. The present perfect tense is used to describe actions or events that have occurred at an unspecified time before the present or that have relevance to the present, bridging the gap between the past and the present. 14. Using formal commands correctly is essential for giving clear and respectful instructions, particularly in formal settings like asking for or giving directions in a city.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
Students will: **Interpretive** 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	Instructional Focus: In the target language students will be able to: ● Conjugate and use the preterite tense to narrate completed actions, events, and specific occurrences in the past. ● Apply the imperfect tense to describe ongoing actions, habitual behaviors, and background information in past contexts. ● Differentiate between the preterite and imperfect tenses to accurately convey the nuances of past actions, including the timing and duration of events. ● Recognize and interpret the different meanings of verbs such as "querer," "poder," "saber," and "conocer" when used in the preterite versus the imperfect tense. ● Form and use the present perfect tense to express actions that have occurred at an unspecified time or that have relevance to the present. ● Give clear and polite directions using formal "usted" commands, incorporating correct verb forms and appropriate vocabulary.

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** 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.	• **Describe and compare urban environments** by discussing the features, advantages, and challenges of living in cities in Spanish-speaking countries, using appropriate vocabulary and expressions. • **Analyze the impact of urbanization** on culture, society, and the environment, and articulate their opinions on these topics using advanced language structures, including the subjunctive mood and complex sentence forms. • **Engage in conversations about city life**, expressing preferences, making recommendations, and giving advice related to urban living, utilizing commands, suggestions, and subjunctive clauses effectively. • **Interpret and discuss authentic texts, audio, and video** related to urban life, including articles, interviews, and short documentaries, demonstrating comprehension through summaries, analyses, and responses to key questions. • **Compare and contrast different cities** within the Spanish-speaking world, highlighting cultural, historical, and social differences and similarities, while practicing comparative and superlative forms in Spanish. • **Debate and discuss civic issues** in urban areas, such as public transportation, housing, pollution, and social inequality, using persuasive language and supporting their arguments with relevant evidence and examples. • **Develop and present solutions to urban challenges**, working collaboratively in groups to propose initiatives that could improve the

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

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.

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.

quality of life in cities, and presenting these proposals in both written and oral formats.

- **Reflect on personal experiences with urban living**, sharing their perspectives and connecting them to the broader cultural contexts explored in the unit, while using narrative and descriptive language.
- **Understand and use vocabulary related to city life**, including terms for public spaces, transportation, housing, and social issues, integrating these into spoken and written communication.
- **Participate in role-plays and simulations** that mimic real-life scenarios in urban settings, such as navigating public transportation, giving directions, or addressing a city council, to build practical language skills and confidence in using Spanish in authentic contexts.

Instructional Strategies:

Interpretative:

1. **Listening Comprehension Activities**: Use audio clips or podcasts featuring native speakers discussing urban life in Spanish-speaking cities. Create comprehension questions and activities that focus on extracting specific information, identifying main ideas, and understanding cultural contexts. For example, students might listen to a conversation about public transportation and answer questions about the challenges discussed.
2. **Reading and Analyzing Texts**: Provide students with various texts, such as articles, brochures, or advertisements related to urban living. Have them read and analyze

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.	the texts to identify key themes, such as city planning or social issues. Follow up with activities that ask students to summarize the texts, discuss their relevance, and connect them to broader concepts of urban life. 3. **Cultural Comparison Exercises**: Use authentic materials, such as news reports or excerpts from books and essays, that describe urban life in different Spanish-speaking cities. Students can compare and contrast these depictions with those of their own city or country, focusing on aspects such as public spaces, transportation, and social issues. This helps students interpret and understand cultural nuances and urban dynamics. Sample resources: 4. Short film: "Adiós, Mamá" by Ariel Gordon 5. Video promocional turístico de Andalucía 6. Video promocional turístico de la ciudad de México 7. "City Lights" by Ed Wiles ● **Capitulo 4: La ciudad, espanol** ● Video: Esta es Barcelona by Videoele ● Video: Objetos robados invaden los tianguis del DF | Noticias ● Artículo: **http://www.lavoz.com.ar/espacio-de-marca/las-5-ciudades-favoritas-de-los-jovenes-para-vivir** ● Artículo: **http://www.miportalfinanciero.es/articulo/ventajas-de-vivir-en-la-ciudad/**

	● Song "Skandalo" by Akatz ● Article: Juchitán, la ciudad de las mujeres (ebook) **Interpersonal:** 1. **Role-Playing Scenarios**: Create role-playing activities where students simulate real-life situations related to urban living. For example, students might act out scenarios involving public transportation challenges, city planning discussions, or neighborhood community events. This allows students to practice using relevant vocabulary and expressions while engaging in meaningful conversations. 2. **Debate and Discussion**: Organize debates or group discussions on topics related to urban living, such as the pros and cons of city versus small-town life or strategies for improving public spaces. Students can work in pairs or small groups to prepare their arguments and then present them to the class, promoting interactive dialogue and critical thinking. 3. **Interviews and Surveys**: Have students conduct interviews or surveys with classmates or community members about their experiences and opinions on urban life. They can use prepared questions to guide the conversation and then summarize and share their findings with the class. This activity encourages authentic interaction and practical use of language. 4. Write a postcard from Mexico City to a friend or family member narrating your experiences in that city. 5. Improvise a short dialogue between a local in Mexico City and a tourist in which the local recommends 3

	places to visit based on the preferences of the tourist. 6. Improvise a conversation at a market (*tianguis*) in which you purchase local food. **Presentational:** 1. **City Project Presentations**: Assign students to create and present projects about different cities in the Spanish-speaking world. They can focus on aspects such as urban planning, cultural landmarks, or social issues. Presentations can be in the form of slideshows, posters, or digital formats, with a focus on clear, organized delivery and effective use of visual aids. 2. **Public Service Announcement (PSA)**: Have students create a PSA addressing a current urban issue, such as pollution or public transportation improvements. They can produce a video or a written script to convey their message effectively. This encourages students to present information clearly and persuasively while incorporating relevant cultural and social context. 3. **Community Proposal Report**: Students can work on a proposal to address a specific urban issue in a Spanish-speaking city. They would research the issue, develop a proposed solution, and present their findings and recommendations to the class. This task helps students practice formal presentation skills and use language for professional and academic purposes. 4. Create an itinerary for a vacation in Mexico City. 5. Leave a 2 minute recording for mom from Mexico City. Mention at least 2 things you did that day. 6. Use Google Maps to explore Chapultepec Park. Then think about

	what we learned in class and write a comparison with Central park in NY.
Differentiation	**Assessments**
Interdisciplinary Connections ● Social Studies: Students study the geography of popular travel destinations, and the history of tourist sites in a Spanish speaking country. **Technology Integration** ● Platforms such as Kahoot, FlipGrid, Goformative, Blooket, Google Apps, Padlet, Quizizz, Quizlet, Newsela and Youtube and online textbook **Media Literacy Integration** ● Students will explore, analyze and interpret information from authentic video, audio and print resources about life in the city. ● Analyze an article for theme, purpose and tone, and inferences. **Global Perspectives** ● Research how different nations are creating greener cities	***Formative Assessments:*** ● Do nows and exit tickets ● Thumbs up/down to check for understanding ● Visual representations to demonstrate understanding of a concept, relationships, story. ● Technology to assist in checking what students know and understand such as Kahoot, Blooket, Padlet.. ● 3-2-1: Students write down three things they learned, two things that they found interesting, one question they still have ● Turn and talk: Students work in pairs to explain or give examples of what they learned during class. ***Summative Assessments, Projects and Celebrations*** ● Vocabulary quiz ● Grammar quiz ● Unit test: Vocabulary/grammar in context (Proficiency based) ● Unit 2 IPA ● Project: DIY City in a Box Redesign the Summit downtown into a space that you feel would benefit the whole community and enhance our beautiful natural environment.
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	**Graphs**	**Using cooperative group**
Magazines & Newspapers	**Timelines**	**Structures**
Physical activities	**Number lines**	**Internet / Software support**
Videos & Flim		**In the home language**
Broadcasts		**With mentors**
Models & Figures		

Intervention Strategies

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

Recommended Texts and Additional Materials to Support Unit 2:
Blanco, José A. Imagina: Inglés sin barreras. 4th Edition, Ebook, Vista Higher Learning, Inc. 2019.
Video: The Sustainable City | Interview
Spanish 4 Addendum

Unit 3: Un mundo conectado

7.1 World Languages Intermediate Mid by the End of Grade 12

Interpretive Mode of Communication
Intermediate Mid learners 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.

Interpersonal Mode of Communication
Intermediate Mid learners speak and write using sentences and strings of sentences when exchanging preferences, feelings, opinions, and basic advice on familiar topics. They ask original questions and a variety of follow-up questions as they participate in spontaneous spoken and written conversations. Intermediate Mid learners engage in short social interactions in everyday situations. They create original sentences and questions that allow them to usually say what they want to say about self and their everyday lives.

Presentational Mode of Communication
Intermediate Mid learners speak and write using sentences and strings of sentences when expressing preferences, feelings, opinions, and basic advice on familiar topics. They can create original sentences that allow them to usually say what they want to say about self and their everyday lives.

Big Ideas: *Course Objectives / Content Statement(s)*
Unit 3 titled *Un mundo conectado*, explores the theme of global connectivity in the modern world. It examines how technology and communication have transformed the ways people interact and share information across cultures and borders. The unit delves into the impact of social media, the internet, and other digital tools on personal relationships, global awareness, and cultural exchange. It also addresses issues related to digital privacy and the digital divide, highlighting both the opportunities and challenges that come with living in a highly connected world. Through various activities and readings, students engage with topics such as the role of technology in shaping identities, the influence of global networks on local cultures, and the implications of being constantly connected in a digital age.

Revised August 2024

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. How has technology transformed the way people communicate and connect across different cultures? 2. What are the positive and negative effects of social media on personal relationships and global awareness? 3. In what ways does digital connectivity influence cultural exchange and the spread of ideas? 4. How does the digital divide affect access to information and opportunities in different parts of the world? 5. What role do privacy and security concerns play in our use of digital technologies and social media? 6. How can technology impact personal and collective identity in a globalized world? 7. What are the ethical considerations related to data collection and online surveillance? 8. How do digital platforms shape our perceptions of global events and cultural norms? 9. What strategies can be employed to bridge the gap between those with access to digital resources and those without? 10. How can individuals and societies balance the benefits of global connectivity with the need for personal privacy and security? 11. How does the use of the subjunctive in noun clauses express uncertainty, doubt, or subjective reactions in Spanish? 12. How do object pronouns enhance communication by avoiding repetition and clarifying who or what is receiving the action?	Students will understand that… 1. **Technology and Communication**: Technology has fundamentally transformed communication by enabling instant and global connections, leading to increased cultural exchange and the redefinition of personal and public interactions. 2. **Impact of Social Media**: Social media has both enhanced and complicated personal relationships and global awareness, creating opportunities for connection while also presenting challenges related to privacy and the quality of interactions. 3. **Cultural Exchange**: Digital connectivity facilitates cultural exchange and the dissemination of ideas, which can lead to greater understanding but also may result in cultural homogenization or loss of local traditions. 4. **Digital Divide**: The digital divide highlights disparities in access to technology and information, impacting educational and economic opportunities and perpetuating inequalities between different regions and communities. 5. **Privacy and Security**: The use of digital technologies raises significant privacy and security concerns, necessitating careful consideration of how personal information is managed and protected online. 6. **Identity Formation**: Digital connectivity influences both individual and collective identities, allowing people to construct and present their identities in diverse ways while also facing new

13. In what ways do informal commands (affirmative and negative) reflect cultural norms and interpersonal relationships in Spanish-speaking cultures? 14. How do the subjunctive, object pronouns, and informal commands work together to create more nuanced and effective communication in Spanish?	challenges related to self-representation and authenticity. 7. **Ethical Considerations**: Ethical issues surrounding data collection, online surveillance, and digital footprints require ongoing dialogue and regulation to protect individual rights and ensure responsible use of technology. 8. **Perceptions of Global Events**: Digital platforms shape our understanding of global events and cultural norms, often influencing public opinion and awareness, but also potentially reinforcing biases or misinformation. 9. **Bridging the Gap**: Addressing the digital divide involves developing strategies to improve access to technology and resources, ensuring equitable opportunities for participation in the digital world. 10. **Balancing Connectivity and Privacy**: Finding a balance between the benefits of global connectivity and the need for personal privacy and security is crucial for fostering a healthy and respectful digital environment. 11. The subjunctive in noun clauses allows speakers to convey uncertainty, doubt, wishes, and emotional reactions, making it a critical tool for expressing subjective viewpoints and influencing how actions and states are perceived. 12. Object pronouns are essential for concise communication in Spanish, helping to avoid repetition and ensuring clarity in identifying the recipient of an action, which streamlines conversations and written text. 13. Informal commands reflect the nuances of cultural norms and relationships, with their correct use reinforcing social bonds and

	showing respect or familiarity, which is essential for effective communication in everyday interactions. 14. Mastery of the subjunctive, object pronouns, and informal commands allows speakers to craft more precise, nuanced, and culturally appropriate messages, enabling effective communication that aligns with the expectations of Spanish-speaking communities.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
Students will: **Interpretive** 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	**Instructional Focus:** In the target language students will be able to: ● Use the subjunctive mood in noun clauses to express desires, doubts, and emotions in complex sentences. ● Construct sentences with direct and indirect object pronouns, ensuring correct placement and agreement within both written and spoken contexts. ● Apply informal commands in creative writing and speaking tasks, using them effectively to issue instructions, make requests, or offer advice. ● Create engaging advertising content using informal commands, demonstrating an understanding of how to influence and persuade an audience. ● Analyze and interpret the use of informal commands in existing advertisements, understanding their impact and purpose in marketing strategies. ● **Describe the Impact of Technology:** Articulate how technology has changed communication and interactions between people from different cultures, including both positive and negative aspects.

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.

Interpersonal

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.

- **Analyze Social Media Effects:** Discuss the influence of social media on personal relationships and global awareness, including the ways it can enhance or complicate communication.
- **Evaluate Cultural Exchange:** Examine how digital tools facilitate cultural exchange and the spread of ideas, while considering the potential consequences for local cultures and traditions.
- **Understand the Digital Divide:** Explain the concept of the digital divide and its implications for access to information and opportunities across different regions.
- **Address Privacy and Security:** Identify and discuss concerns related to digital privacy and security, including strategies for protecting personal information online.
- **Reflect on Identity Formation:** Explore how digital connectivity affects the formation and expression of personal and collective identities, and the challenges associated with online self-representation.
- **Debate Ethical Issues:** Engage in discussions about the ethical considerations of data collection, online surveillance, and digital footprints, and propose solutions for responsible technology use.
- **Interpret Global Events:** Analyze how digital platforms influence perceptions of global events and cultural norms, including the potential for bias and misinformation.
- **Propose Solutions for Digital Equity:** Suggest strategies to bridge the digital divide and improve access to technology and resources for underserved communities.
- **Balance Connectivity and Privacy:** Debate ways to balance the benefits of global connectivity with the need for privacy and security, and articulate

7.1.IM.IPERS 6: Exchange information from a variety of resources with classmates about global issues, including climate change.

Presentational

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.

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.

personal and societal responsibilities in this context.

Instructional Strategies:
Interpretive:

1. Reading Comprehension Activities: Provide students with articles, essays, or excerpts related to digital connectivity, social media, and the digital divide. Follow up with comprehension questions and discussions to assess understanding and interpret the content critically.
2. Listening Exercises: Use audio or video clips featuring interviews, podcasts, or discussions about technology's impact on global communication. Have students listen and take notes, followed by activities that require them to summarize key points and interpret the speakers' perspectives.
3. Cultural Comparisons: Assign readings or multimedia resources that compare digital practices and cultural norms between different countries. Students can analyze and interpret how digital connectivity affects these practices, and present their findings through written or oral summaries.

Sample resources:

- Short story: "La desesperación de las letras" by Ginés S. Cutillas
- Video: El cine y las oportunidades **https://www.youtube.com/watch?v=TZ-Px2oo2fo**
- Article: La influencia de la T.V

http://www.elancasti.com.ar/especiales/2014/6/29/television-influencia-jovenes-9119.html

- Video: Tecnología y los jóvenes

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.	https://www.youtube.com/watch?v=G89gFc4zUBs ● Article: Los riesgos en las redes sociales http://www.elsalvador.com/articulo/tendencias/redes-sociales-positivo-los-riesgos-para-los-jovenes-77298 ● Film: "Ladrón que roba a ladrón" **Interpersonal:** 1. **Role-Playing Scenarios**: Create role-playing activities where students simulate conversations about topics like digital privacy, the influence of social media, or the digital divide. This allows them to practice discussing these issues and negotiate meaning in real-time. 2. **Debate Discussions**: Organize debates on topics related to global connectivity, such as "The benefits of social media outweigh the risks" or "The digital divide is a major barrier to global equality." This encourages students to articulate their views and engage in meaningful dialogue. 3. **Collaborative Projects**: Have students work in pairs or small groups to research and present on specific aspects of digital connectivity. For example, they could investigate how different cultures use social media and share their findings through interactive discussions. 4. In pairs discuss your favorite social media apps and how you use them. Also, talk about one time you had a problem or conflict because of social media. 5. Complete the missing pieces of a text message conversation logically.

	6. Reply to a "twit" from a friend. (Students will use Padlet, not Instagram) 7. Reply to Instagram posts of 3 classmates (Students will use Padlet, not Instagram) **Presentational:** 1. Research how a hashtag allowed activists to organize a political or social movement in a Spanish speaking country and how it helped spread the word fast. 2. Create an Instagram post about a cause you are passionate about. 3. Write an essay about ONE of these topics (A.) Analyze a current event in the news from multiple perspectives and biases. (B) Analyze the representation of gender, minorities, social class, etc. in media (C) Analyze or compare the influences of social media (D) Analyze the ethics of journalists, news outlets, etc. 4. **Multimedia Presentations**: Assign students to create presentations using tools like PowerPoint or digital posters on topics such as the impact of technology on communication or strategies to bridge the digital divide. They should focus on clear, engaging, and well-structured content. 5. **Research Reports**: Have students write and present reports on specific issues related to global connectivity, such as the ethical implications of data privacy or the role of technology in shaping cultural identities. These reports should include data analysis, interpretations, and recommendations. 6. **Public Service Announcements (PSAs)**: Ask students to design and present PSAs that address

	important issues like online privacy, the digital divide, or responsible social media use. This exercise helps them practice delivering persuasive messages and raising awareness on critical topics.
Differentiation	**Assessments**
Interdisciplinary Connections ● Students will create a social media marketing campaign for a product of their choice which will make a positive impact on people's lives or the planet. **Technology Integration** ● Students will use platforms such as Kahoot, FlipGrid, Goformative, Blooket, Google Apps, Padlet, Quizizz, Quizlet, Newsela and Youtube and online textbook **Media Literacy Integration** ● Students will explore, analyze and interpret information from authentic video, audio and print resources. ● Students will analyze an article for theme, purpose and tone, and inferences. **Global Perspectives** ● Students will research the impact of social media in bringing about social change in a particular region of a Spanish speaking country.	***Formative Assessments:*** ● Do nows and exit tickets ● Thumbs up/down to check for understanding ● Visual representations to demonstrate understanding of a concept, relationships, story. ● Technology to assist in checking what students know and understand such as Kahoot, Blooket, Padlet.. ● 3-2-1: Students write down three things they learned, two things that they found interesting, one question they still have ● Turn and talk: Students work in pairs to explain or give examples of what they learned during class. ***Summative Assessments, Projects and Celebrations*** ● Vocabulary quiz ● Grammar quiz ● Unit test: Vocabulary/grammar in context (Proficiency based) ● Unit 3 IPA ● Project: Create an advertising campaign for a product taking into account advertising techniques and the impact of social media in advertising
Supports for English Language Learners	

Revised August 2024

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

Intervention Strategies

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

	guides, and semantic mapping	

Recommended Texts and Additional Materials to Support Unit 3:
Blanco, José A. Imagina: Inglés sin barreras. 4th Edition, Ebook, Vista Higher Learning, Inc. 2019.

Unit 4: Las riquezas naturales

7.1 World Languages Intermediate Mid by the End of Grade 12

Interpretive Mode of Communication
Intermediate Mid learners 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.

Interpersonal Mode of Communication
Intermediate Mid learners speak and write using sentences and strings of sentences when exchanging preferences, feelings, opinions, and basic advice on familiar topics. They ask original questions and a variety of follow-up questions as they participate in spontaneous spoken and written conversations. Intermediate Mid learners engage in short social interactions in everyday situations. They create original sentences and questions that allow them to usually say what they want to say about self and their everyday lives.

Presentational Mode of Communication
Intermediate Mid learners speak and write using sentences and strings of sentences when expressing preferences, feelings, opinions, and basic advice on familiar topics. They can create original sentences that allow them to usually say what they want to say about self and their everyday lives.

Big Ideas: *Course Objectives / Content Statement(s)*
Unit 4, "Las riquezas naturales," explores the theme of natural resources and their significance. The unit delves into the various types of natural resources, including minerals, water, and forests, and discusses their roles in both the environment and human societies. It highlights the importance of sustainable management to prevent depletion and environmental degradation. Through a combination of readings, dialogues, and exercises, students examine the impact of resource exploitation on different ecosystems and communities. Additionally, the unit encourages reflection on the balance between economic development and environmental conservation, promoting awareness of global challenges related to natural resources.

Revised August 2024

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. What are the main types of natural resources, and how are they classified? 2. How do natural resources contribute to the economic development of a country? 3. What are the environmental impacts of extracting and using natural resources? 4. How can communities balance economic growth with the need for environmental conservation? 5. What role do natural resources play in the cultural and social practices of different societies? 6. How can sustainable practices help in the preservation of natural resources for future generations? 7. What are some examples of successful resource management and conservation strategies from around the world? 8. How does climate change affect the availability and quality of natural resources? 9. What are the ethical considerations associated with the exploitation of natural resources? 10. In what ways can individuals and organizations contribute to the protection and sustainable use of natural resources? 11. How does the use of the Future Tense in Spanish differ from other ways of expressing future actions or events? 12. In what contexts is the Conditional Tense used in Spanish to convey hypothetical situations, politeness, or indirect speech? 13. How do relative pronouns in Spanish enhance sentence structure	Students will understand that… 1. Natural resources are diverse and essential for human survival and economic development, and they are classified based on their origin and renewability. 2. The extraction and use of natural resources significantly impact economies, influencing both growth and sustainability. 3. Resource exploitation can lead to environmental degradation, including habitat destruction and pollution, which can have long-term consequences for ecosystems and human health. 4. Balancing economic development with environmental conservation requires thoughtful policies and practices to ensure that resources are used efficiently and responsibly. 5. Natural resources are deeply intertwined with cultural and social practices, shaping traditions, lifestyles, and community identities. 6. Sustainable practices, such as resource conservation and responsible management, are crucial for ensuring that natural resources remain available for future generations. 7. Effective resource management strategies often involve collaboration, innovation, and adherence to best practices, demonstrating that successful examples can provide valuable lessons. 8. Climate change affects the availability and quality of natural resources, highlighting the need for adaptive strategies to mitigate its impacts.

and clarity, especially when referring to people, things, or ideas? 14. What are the rules and considerations for selecting the appropriate relative pronoun (e.g., que, quien, el que, etc.) in complex Spanish sentences?	9. Ethical considerations in resource exploitation involve weighing the benefits of use against potential harm to people and the environment, emphasizing the need for responsible decision-making. 10. Individuals and organizations play a key role in protecting natural resources through actions such as conservation efforts, advocacy, and sustainable practices. 11. The Future Tense in Spanish is a versatile tool for expressing not only future actions but also conjectures or predictions about the present or future, allowing speakers to communicate their intentions and expectations effectively. 12. The Conditional Tense in Spanish is crucial for expressing hypothetical scenarios, desires, or polite requests, reflecting a speaker's attitude or perspective towards potential actions or events. 13. Relative pronouns in Spanish are essential for connecting clauses and providing additional information about nouns, ensuring coherence and precision in both written and spoken communication. 14. Choosing the correct relative pronoun in Spanish requires understanding the relationship between the antecedent and the relative clause, as well as considering gender, number, and the function of the pronoun within the sentence.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
Students will: **Interpretative** 7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar	**Instructional Focus:** In the target language students will be able to:

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.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** 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	● Conjugate and use the future tense to discuss anticipated events, predictions, and plans with clarity and accuracy. ● Apply the conditional tense to express hypothetical situations, polite requests, and potential outcomes, demonstrating an understanding of its nuanced use. ● Differentiate between the future and conditional tenses to accurately convey certainty and hypothetical scenarios in various contexts. ● Ese relative pronouns (such as “que”, “quien” "el que," "el cual," and "cuyo") to connect clauses and provide detailed descriptions, ensuring coherence and specificity in complex sentences. ● Create and analyze sentences using relative pronouns to clarify relationships between ideas and enhance the flow of their writing and speaking. ● Identify and describe different types of natural resources and their classifications, using appropriate vocabulary and terminology. ● Explain the relationship between natural resource use and economic development, and discuss the implications for various sectors. ● Analyze the environmental impacts of resource extraction and use, including the consequences for ecosystems and communities. ● Evaluate strategies for balancing economic growth with environmental conservation, and propose solutions to mitigate negative effects. ● Discuss how natural resources influence cultural and social practices in different societies, and reflect on their significance. ● Promote sustainable practices by describing methods and examples of effective resource management and conservation.

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.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

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.

- Investigate and present case studies of successful resource management from around the world, highlighting key strategies and outcomes.
- Assess the impact of climate change on natural resources, and suggest adaptive measures to address these challenges.
- Debate ethical considerations related to the exploitation of natural resources, focusing on responsibility and equity.
- Engage in actions and advocacy to support the protection and sustainable use of natural resources, demonstrating practical involvement and awareness.

Instructional Strategies:
Interpretive:

1. **Reading Comprehension Activities**: Provide students with articles, reports, or texts related to natural resources and their impacts. Include comprehension questions and vocabulary exercises to help students understand and analyze the content.
2. **Multimedia Analysis**: Use videos, documentaries, or infographics about natural resources, their management, and environmental issues. Have students watch and analyze these materials, then discuss their main ideas and implications.
3. **Graphic Organizers**: Employ graphic organizers such as mind maps or charts to help students break down and organize information about natural resources, their classifications, and their impacts. This aids in visualizing and synthesizing key concepts from interpretive texts.

Sample resources:

- Video: la tierra está enferma

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.

https://www.youtube.com/watch?v=zlugcpczjhQ
Video: El reciclaje
https://www.youtube.com/watch?v=o17F3VTj3cA

- Article http://www.diariolibre.com/medioambiente/medio-ambiente-llama-a-jovenes-bachilleres-a-concursar-por-becas-NC3510087
- Article http://www.7dias.com.do/cultura/2016/04/06/i208418_ofrecen-becas-jovenes-para-estudiar-medio-ambiente-recursos-naturales.html#.V3_EZJMrKT8
- Song: "Quiero vivir mejor" https://www.youtube.com/watch?v=mY--D25Lmb8
- Complete a table about your habits and opinions regarding action which impact global warming.
- Poem: "La luna" by Jaime Sabines

Interpersonal:

1. **Debates and Discussions**: Organize structured debates or group discussions on topics like sustainable resource management or ethical considerations in resource exploitation. This encourages students to articulate their opinions, listen to others, and respond thoughtfully.
2. **Role-Playing Activities**: Have students engage in role-playing scenarios where they act as stakeholders in resource management (e.g., environmentalists, government officials, business owners). This allows them to practice negotiating, persuading, and problem-solving in a simulated context.
3. **Collaborative Projects**: Facilitate group projects where students research and present on different

	aspects of natural resources. Encourage them to work together to gather information, discuss findings, and create a cohesive presentation, fostering communication and teamwork. 4. In pairs, have a conversation about the changes in the last 50 years. ¿What was life like before and what is it like now? (pollution, work, cities, relationships, animal species, energy consumption, animal rights, recycling). Complete a table and share opinions with the class. 5. In groups of 3, discuss the saying: "En la vida hay que hacer tres cosas: escribir un libro, plantar un árbol y tener un hijo". Are these 3 actions still valid today? Are there 3 other contemporary actions that could substitute the classic 3? Should one of them always consider nature? 6. After viewing a video about deforestation of the Amazon, students will do a "speed-friending" type of interpersonal activity in which the students write 5 questions and then interview a series of classmates. For this activity students will be seated in pairs of rows that are facing each other. They will have 3 minutes to interview the person in front of them and when the three minutes are up, the students in one row will get up and move one seat to the right. This will continue until each student has interviewed 10 classmates. The students will then write a note to one of their classmates, giving suggestions for becoming more environmentally friendly. **Presentational:** 1. **Oral Presentations**: Assign students to prepare and deliver presentations on topics related to natural resources, such as case

	studies of successful resource management or the impact of climate change. This helps them practice organizing and presenting information clearly. 2. **Creative Media Projects**: Have students create multimedia presentations, such as slideshows, podcasts, or video reports, to convey information about natural resources and conservation efforts. This allows for creative expression while reinforcing their understanding of the content. 3. **Poster Sessions**: Organize a poster session where students design and present posters on various aspects of natural resources, such as the benefits of sustainable practices or the consequences of resource depletion. This helps them practice visual communication and summarizing information effectively. 4. Create an advertising campaign to promote awareness of what causes global warming and what people can do to prevent the release of greenhouse gasses. 5. Write a fictional story or play illustrating the future effects of global warming/climate change. 6. Create a food web showing how global climate changes affect the food chain/ecosystems.
Differentiation	**Assessments**
Interdisciplinary Connections ● Research animals in danger of extinction due to climate change ● Find a painting and describe it and the message as it relates to climate change **Technology Integration**	***Formative Assessments:*** ● Do nows and exit tickets ● Thumbs up/down to check for understanding ● Visual representations to demonstrate understanding of a concept, relationships, story.

- Platforms such as Kahoot, FlipGrid, Goformative, Blooket, Google Apps, Padlet, Quizizz, Quizlet and Youtube and online textbook

Media Literacy Integration

- Students will explore, analyze and interpret information from authentic video, audio and print resources about climate change
- Analyze an article for theme, purpose and tone, and inferences.

Global Perspectives

- Research what young activists from around the world are doing to save the planet or their regions.

- Technology to assist in checking what students know and understand such as Kahoot, Blooket, Padlet..
- 3-2-1: Students write down three things they learned, two things that they found interesting, one question they still have
- Turn and talk: Students work in pairs to explain or give examples of what they learned during class.

Summative Assessments, Projects and Celebrations

- Vocabulary quiz
- Grammar quiz
- Unit test: Vocabulary/grammar in context (Proficiency based)
- Unit 5 IPA
- Science Fair: Conduct an experiment or make a scientific display illustrating the effects of greenhouse gasses.
- Project: Create a diorama or 3-D model of how your state or country might be changed as a result of climate changes brought on by global warming.

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	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical	Number lines	Internet /

activities		**Software support**
Videos & Flim		**In the home language**
Broadcasts		**With mentors**
Models & Figures		

Intervention Strategies

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

Recommended Texts and Additional Materials to Support Unit 4:

Blanco, José A. Imagina: Inglés sin barreras. 4th Edition, Ebook, Vista Higher Learning, Inc. 2019.

¿Conoces los riesgos de la deforestación en el Perú?

Climate change videos in English: https://www.uen.org/climate/videos.shtml

Causas De La Deforestación Y Consecuencias De La Deforestación:CAUSAS de la DEFORESTACIÓN y CONSECUENCIAS de la DEFORESTACIÓN

Qué es la REFORESTACIÓN y su IMPORTANCIA 🌲🌳 ¿Cómo podemos ayudar? 🌎

La luna - Poemas de Jaime Sabines

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Spanish 4 Addendum