

# **Southern Regional High School District Course of Study**

**Department**

**World Language**

**Course Number: 5530**

**Course Title:**

**August 2008**

## **Spanish III**

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### **Essential Questions of the Course:**

- 1. What are the differences and similarities between the North American culture and the culture(s) of the Spanish speaking world?**
- 2. How do our cultures interact and influence each other?**
- 3. How does one communicate appropriately in another culture?**

### **Assessments:**

- 1. Students will complete two standard departmental assessments which will address the standards of communication, including the modes, and cultural perspectives, practices, and products.**
- 2. Students will complete tests, quizzes and collaborative projects imbedded in units throughout the year.**
- 3. Students will provide ongoing evidence of their improved communicative proficiency and skill (listening, speaking, reading, and writing) development in Spanish.**
- 4. Situational Role-plays and dialogues**
- 5. Thematic assessments involving interpretive, interpersonal, and presentational tasks.**
- 6. PowerPoint presentations**
- 7. Tasks involving technological resources such as video, internet webquests, emails, etc.**

# Unit of Study 1

**Unit Title:** ¿Quiénes somos nosotros?

## Essential Questions of the Unit:

1. Who are we? What characteristics best describe who we are, our origins, and personality traits?
2. How do I provide personal information as required in certain situations?
3. What will I learn about Argentina, its people, and some their contributions to their country? What role does modern day Argentina play in the world? What is the relationship between Argentina and the United States?

## Assessments:

1. Students will complete tests, quizzes, and collaborative projects.
2. Students will research and orally present information in Spanish on a person, place or event, significant to the history and culture of a Hispanic County. They will explain why their research is important to the understanding of the chosen country and its relationship with the United States. (Interpretive and Presentational) (Cultural perspectives and practices)
3. Students will complete an authentic application in Spanish (passport, driver's license, etc.) ((Interpretive and Presentational) (Cultural practices and products)
4. Students will complete two well-written tasks relating to the thematic content and essential questions of the unit. (Presentational)
5. Students will complete tests quizzes and collaborative projects.
6. Students will, in Spanish, research and orally present information on a person, place or event, significant to the history and culture of a Hispanic country. They will explain why their research is important to the understanding that country and its relationship with the USA.
7. PowerPoint presentations

## **Content:**

### **I. Vocabulary:**

- A. Words, phrases and idiomatic expressions relating to nationality, physical description and personality traits**
- B. Reflexive verbs of physical and emotional change**
- C. Social and/or cultural activities: where you are, what you see and use there and what you do there**
- D. Weather expressions**

### **II. Grammar: formation and usage of**

- A. To be – ser, estar, tener, hacer, haber as an expression of the English concept of to be**
- B. Use and omission of definite/indefinite articles**
- C. Special present tense structures:**
  - **Simple present (one word verb)**
- D. Preterite vs. Imperfect**

### **III. Culture:**

- A. Extending/accepting/rejecting an invitation**
- B. Recognition of diversity through adjectives of nationality**
- C. Argentina:**
  - 1. Historical, geographical, political overview**
  - 4.) Relevant people, places, and events**

## **Skills:**

- 1. Narrating and describing in appropriate time frames with appropriate agreement.**
- 2. Providing personal information: origin, description, personality, civil state.**
- 3. Issuing, accepting and injecting invitations with correct syntax and idiomatic usage.**
- 4. Identifying people, places, and events relating to Argentina and its relationship with the United States.**
- 5. Using circumlocution to make oneself understood with limited vocabulary in both speaking and writing situations.**
- 6. Identifying key elements in written text or oral discourse.**
- 7. Reading and discussing extended text in the target language, including authentic realia and literature.**
- 8. Using Spanish as a primary means of communication to obtain information and respond to directed questions and readings.**

## **Purpose / Rationale of the unit:**

**This introductory unit will allow students to both reinforce and expand upon their previous knowledge of vocabulary, as well as major grammatical concepts and linguistic structures that they have studied. They will continue to improve their communicative proficiency in all skill areas.**

**Students will focus on different Spanish speaking countries and regions, familiarizing themselves with the people and their past and present contributions to our global society. (Argentina)**

## **New Jersey Core Curriculum Content Standards:**

### World Languages

- 7.1 Communication: Students will be able to communicate in at least one world language in addition to English.
- 7.2 Culture: All students will demonstrate an understanding of the relationship between the perspectives of a culture(s) and its products and practices through experiences with the culture(s).

### Technological Literacy

#### 8.1.12 A. Basic Computer Skills and Tools

- 5. Produce a multimedia project using text, graphics, moving images, and sound

#### 8.1.12 B. Application of Productivity Tools

##### *Social Aspects*

- 4. Use appropriate language when communicating with diverse audiences using computer and information literacy

##### *Information Access and Research*

- 8. Compose, send, and organize e-mail messages with and without attachments

##### *Problem-Solving and Decision Making*

- 12. Integrate new information into an existing knowledge base and communicate the results in a project or presentation.

### Career Education and Consumer, Family, and Life Skills

#### 9.1.12 B. Employability Skills

- 2. Communicate and comprehend written and verbal thoughts, ideas, directions, and information relative to educational and occupational settings. (in target language/culture)

#### 9.2.12 B. Self-Management

- 2. Apply project planning and management skills in academic and/or occupational settings.

### **Time Frame of Unit:**

**Six Weeks**

## **Instructional Activities:**

1. Venn Diagram-Comparing Marisol Durán in the present and the past (Present and Imperfect tenses)
2. Scripted and spontaneous situations/role plays
3. Interviews
4. Picture prompts for speaking and writing tasks
5. Writing tasks (directed dialogues, questions/answers, summaries, graphic organizers, applications for passport, driver's license, etc.)
6. Listening comprehension tasks
7. Completion of graphic organizers for interpretive tasks
8. Ancillary activities
9. Lecturas
10. Read short story-"Una Hija Singular" (p. 25-29) by Carlos Moreno from Argentina
11. Complete graphic organizer for the story identifying personal description and personality traits for the characters of the story.
12. Read, discuss, and analyze short story-"No hay que complicar la vida" (p. 57-59) Spanish for Mastery by Marco Denevi from Argentina
13. Students will identify people, places, events and their significance to Argentina and/or Argentina/United States interrelationship through cultural readings and other sources of information (reference materials, newspapers, magazines, internet research, video and audio material .

## **Materials and Resources:**

1. Spanish for Mastery 3 – text
2. Transparencies
3. Cassettes
4. CDs
5. Ancillary materials
6. Reference materials
7. Video excerpts related to topic/research
8. Internet research sites
9. Picture prompts
10. Authentic applications
11. Situations for role-plays

## Unit of Study 2

**Unit Title:**

**La Rutina Diaria**

### **Essential Questions of the Unit:**

1. **What are my daily routines? How do I discuss them?**
2. **How do I care for myself and/or others? What are my personal hygiene/grooming routines?**
3. **How do I communicate actions in progress, actions just completed and intended future actions effectively?**
4. **How does one communicate effectively demonstrating courtesy?**
5. **How does one communicate effectively in a variety of time frames in Spanish?**
6. **How do I read effectively in the target language?**

### **Assessments:**

1. **Students will complete tests, quizzes, and collaborative projects.**
2. **Students will discuss and write about their daily routines in a variety of time frames. (Interpretive, Interpersonal, and Presentational) (Cultural practices and products)**
3. **Students will read, complete a graphic organizer, and do interpretive and presentational tasks related to the short story “El Amante Corto de Vista” (p. 372-380) by Ramón de Mesonero Romanos from Spain. (Interpretive and Presentational) (Cultural perspectives and practices)**

## **Content:**

### **Vocabulary:**

- **Personal Grooming**
- **Daily Routines**

### **Grammar:**

- **Reflexive Verbs**
- **Substitute future (ir a + infinitive)**
- **Planned future (pensar + infinitive)**
- **Immediate past (acabar de + infinitive)**
- **Emphatic present (progressive tense)**
- **Continuing action (hace + time + que + present tense)**
- **Infinitive Constructions**

### **Culture:**

- **Use of Reflexive verbs in discussing daily routines and grooming**
- **“El Amante Corto de Vista” by Ramón de Mesonero Romanos from Spain (p. 372-380).**
- **Courtship in Spain (El Cortejo)**

## **Skills:**

- 1. Discussing personal hygiene**
- 2. Discussing daily routines related to personal care/grooming**
- 3. Speaking using reflexive verbs in a variety of tenses**
- 4. Narrating in the passive voice using the impersonal pronoun “se”**
- 5. Narrating effectively in a variety of time frames**
- 6. Reading scripted thematic text for pleasure**
- 7. Reading and discussing authentic literature related to dating customs and courtship in Spain**

## **Purpose / Rational of the unit:**

**Students will continue to enhance their knowledge of vocabulary and grammatical structures in Spanish. Through guided and spontaneous practice students will develop their ability to narrate effectively in a variety of time frames.**

**Students will continue to develop their reading skills by reading scripted lecturas and authentic literature. Discussion about authors and the text will lead to a richer understanding of the Hispanic culture’s perspectives and practices.**

## **New Jersey Core Curriculum Content Standards:**

### World Languages

- 7.1 Communication: Students will be able to communicate in at least one world language in addition to English.
- 7.2 Culture: All students will demonstrate an understanding of the relationship between the perspectives of a culture(s) and its products and practices through experiences with the culture(s).

### Technological Literacy

#### 8.1.12 A. Basic Computer Skills and Tools

- 5. Produce a multimedia project using text, graphics, moving images, and sound

#### 8.1.12 B. Application of Productivity Tools

##### *Social Aspects*

- 4. Use appropriate language when communicating with diverse audiences using computer and information literacy

##### *Information Access and Research*

- 8. Compose, send, and organize e-mail messages with and without attachments

##### *Problem-Solving and Decision Making*

- 12. Integrate new information into an existing knowledge base and communicate the results in a project or presentation.

### Career Education and Consumer, Family, and Life Skills

#### 9.1.12 B. Employability Skills

- 2. Communicate and comprehend written and verbal thoughts, ideas, directions, and information relative to educational and occupational settings. (in target language/culture)

#### 9.2.12 B. Self-Management

- 2. Apply project planning and management skills in academic and/or occupational settings.

**Time Frame of Unit:**

**Six Weeks**

## **Instructional Activities:**

- 1. Identify, illustrate, and define vocabulary expressions related to personal grooming/hygiene and daily routines.**
- 2. Create and discuss daily schedule routines**
- 3. Scripted and spontaneous situations/role plays**
- 4. Interviews**
- 5. Picture prompts for speaking and writing tasks**
- 6. Guided practice in speaking and writing in a variety of time frames**
- 7. Writing tasks (directed dialogues, questions/answers, summaries, graphic organizers, etc.)**
- 8. Listening comprehension tasks**
- 9. Completion of graphic organizers for interpretive tasks**
- 10. Ancillary activities**
- 11. Lecturas**
- 12. Read, discuss, and analyze short story “El Amante Corto de Vista” by Ramón de Mesonero Romanos from Spain. (p. 372-380)**
- 13. Complete interpretive and presentational tasks related to the story and cultural discussion.**

## **Materials and Resources:**

- 1. Spanish for Mastery 3 – text**
- 2. Transparencies**
- 3. Cassettes**
- 4. CDs**
- 5. Ancillary materials**
- 6. Picture prompts**
- 7. Situations for role-plays**
- 8. Graphic organizers**

## Unit of Study 3

**Unit Title:                    Actividades Sociales y Culturales**

### **Essential Questions of the Unit:**

- 1. How do we spend our free time?**
- 2. What cultural and social activities are popular in Spanish speaking countries? How do they compare to those in the United States?**
- 3. What physical activities and sports are popular in Spanish speaking countries? How do they compare to those in the United States?**
- 4. How do we issue an invitation, accept, and/or refuse?**
- 5. How do we narrate effectively in the past tense?**
- 6. How do we negate actions and respond negatively to inquiries?**
- 7. What are the similarities and differences between punctuation in Spanish and English? How does it impact comprehension and comprehensibility in the target language?**

### **Assessments:**

- 1. Students will complete tests, quizzes and collaborative projects.**
- 2. Students will complete situational role plays related to the topic. (Interpretive, Interpersonal, and Presentational) (Cultural practices and products)**
- 2. Students will collaboratively develop and present a dialogue in which they extend and invitation to attend a social, cultural, physical, or sporting events related to the target culture? (Interpretive, Interpersonal, and Presentational) (Cultural practices and products)**

## **Content:**

### **Vocabulary:**

- Social activities
- Cultural activities
- Places for social and cultural activities
- Invitations-extend/accept/refuse
- Physical activities and sports
- Places for physical activities and sports
- Roles people play related to the theme
- Negative words
- Punctuation

### **Grammar:**

- Regular and irregular forms of the preterite tense
- Negation
- Affirmative and Negative words
- Affirmative and Negative responses
- El Uso del Presente del Indicativo con Hace y Desde Hace
  - ¿Desde cuándo?
  - ¿Desde hace cuánto tiempo?
  - Hace + duration of time + que + present
  - Desde
- La Puntuación

### **Culture:**

Social and cultural activities in Spanish speaking countries  
Physical activities and popular sports in Spanish speaking countries  
Extending invitations/accepting/refusing  
Punctuation unique to Spanish  
Literatura: “Signos de Puntuación” by Luis C. Infante from Perú

## **Skills:**

- 1. Identifying social, cultural, physical, and sporting events**
- 2. Completing interpretive tasks related to the thematic topics (entrance tickets, posters)**
- 3. Extending invitations**
- 4. Accepting/refusing invitations**
- 5. Writing and presenting dialogues related to the topics and themes**
- 6. Narrating in the past tense**
- 7. Discussing duration/passage of time using “hace + duration of time”**
- 8. Learning affirmative and negative expressions**
- 9. Posing/responding to questions affirmatively and negatively**
- 10. Reading, analyzing, and discussing the reading selections in the text**
- 11. Learning punctuation terms**
- 12. Learning to punctuate in Spanish**
- 13. Recognizing the importance of punctuating correctly and its impact on comprehension and comprehensibility**

## **Purpose / Rational of the unit:**

**Students will expand upon their vocabulary knowledge as it relates to social and cultural events and physical activities and sports and places where the events take place.**

**Students will continue to enhance their ability to discuss activities in the past, including the duration/passage of time.**

**Students will learn how to punctuate effectively in Spanish including the names of the terms being cognizant of the impact on comprehensibility.**

## **New Jersey Core Curriculum Content Standards:**

### World Languages

- 7.1 Communication: Students will be able to communicate in at least one world language in addition to English.
- 7.2 Culture: All students will demonstrate an understanding of the relationship between the perspectives of a culture(s) and its products and practices through experiences with the culture(s).

### Technological Literacy

#### 8.1.12 A. Basic Computer Skills and Tools

- 5. Produce a multimedia project using text, graphics, moving images, and sound

#### 8.1.12 B. Application of Productivity Tools

##### Social Aspects

- 4. Use appropriate language when communicating with diverse audiences using computer and information literacy

##### Information Access and Research

- 8. Compose, send, and organize e-mail messages with and without attachments

##### Problem-Solving and Decision Making

- 12. Integrate new information into an existing knowledge base and communicate the results in a project or presentation.

### Career Education and Consumer, Family, and Life Skills

#### 9.1.12 B. Employability Skills

- 2. Communicate and comprehend written and verbal thoughts, ideas, directions, and information relative to educational and occupational settings. (in target language/culture)

#### 9.2.12 B. Self-Management

- 2. Apply project planning and management skills in academic and/or occupational settings.

**Time Frame of Unit:            Six Weeks**

## **Instructional Activities:**

- 1. Identify and use thematic vocabulary in context (TPR, picture prompts, illustrations, directed dialogues, clozes, dialogues)**
- 2. Interpretive and presentational tasks related to the thematic topics (entrance tickets, posters, role plays, directed dialogues)**
- 3. Student developed and presented dialogues related to the theme.**
- 4. Listening comprehension activities**
- 5. Ancillary activities**
- 6. Lecturas in the text**
- 7. Punctuation**

## **Materials and Resources:**

- 13. Spanish for Mastery 3 – text**
- 14. Transparencies**
- 15. Cassettes**
- 16. CDs**
- 17. Ancillary materials**
- 18. Picture prompts**
- 19. Situations for role-plays**
- 20. Graphic organizers**

## Unit of Study 4

**Unit Title:**

**Las Vacaciones**

### **Essential Questions of the Unit:**

- 1. How do we spend vacations?**
- 2. What are popular vacation destinations in Mexico? Why?**
- 3. How do we speak about the weather in more detail?**
- 4. How do we discuss what has occurred and why?**
- 5. What are the time expressions which indicate the use of the preterite or imperfect tenses in Spanish?**
- 6. How do effectively communicate in the past tense using the preterite and imperfect tenses?**

### **Assessments:**

- 1. Students will complete tests, quizzes, collaborative activities, and projects.**
- 2. Students will complete situational role plays related to the topic. (Interpretive, Interpersonal, and Presentational) (Cultural practices and products)**
- 3. Students will choose and research a vacation destination of interest in Mexico, complete a graphic organizer, and write daily journal entries about their experiences. (Interpretive and Presentational) (Cultural perspectives and practices)**
- 4. Students will collaborate in completing peer editing of the journal entries (Interpretive, Interpersonal, and Presentational)**

## **Content:**

### **Vocabulary:**

- **Time expressions-Present and past tense**
- **Expressions used to relate an event in the past**
- **Time expressions related to time of day**
- **Weather expressions in the past**
- **Vacation destinations and activities in Mexico**

### **Grammar:**

- **Preterite vs. Imperfect**
- **Restating in the past tense**

### **Culture:**

- **Vacation destinations and related activities**
- **“Una Carta a Dios” by Gregorio López y Fuentes from Mexico**

### **Skills:**

- 1. Discussing events effectively in the past tense using appropriate time expressions and the preterite and imperfect tenses in context as required.**
- 2. Researching and discussing vacation destinations of interest in Mexico.**
- 3. Writing effectively about a vacation experience in the past.**
- 4. Editing and revising writings in the past tense.**
- 5. Reading, analyzing, and discussing authentic literary text.**

### **Purpose / Rational of the unit:**

**Narration in the past is a complex concept in Spanish. Students continue to refine and improve their ability to relate events in the past tense effectively using the appropriate time expressions and verb tenses.**

## **New Jersey Core Curriculum Content Standards:**

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### Technological Literacy

#### 8.1.12 A. Basic Computer Skills and Tools

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#### 8.1.12 B. Application of Productivity Tools

##### *Social Aspects*

- 4. Use appropriate language when communicating with diverse audiences using computer and information literacy

##### *Information Access and Research*

- 8. Compose, send, and organize e-mail messages with and without attachments

##### *Problem-Solving and Decision Making*

- 12. Integrate new information into an existing knowledge base and communicate the results in a project or presentation.

### Career Education and Consumer, Family, and Life Skills

#### 9.1.12 B. Employability Skills

- 2. Communicate and comprehend written and verbal thoughts, ideas, directions, and information relative to educational and occupational settings. (in target language/culture)

#### 9.2.12 B. Self-Management

- 2. Apply project planning and management skills in academic and/or occupational settings.

**Time Frame of Unit:**

**Six Weeks**

## **Instructional Activities:**

1. **Identify and use vocabulary related to vacation destinations and activities appropriately in context.**
2. **Picture prompts**
3. **Situational role-plays**
4. **Retell in the past orally and in writing**
5. **Listening comprehension tasks**
6. **Observe and state what has occurred**
7. **Research vacation destinations of interest in Mexico**
8. **Identify and discuss vacation activities**
9. **Complete graphic organizer related to a vacation destination in Mexico. (Places of interest, social, cultural, historical events, related activities, weather/climate, etc.)**
10. **Complete daily journal entries related to a vacation in Mexico**
11. **Read, analyze, and discuss “Una Carta a Dios” by Gregorio López y Fuentes from Mexico**

## **Materials and Resources:**

1. **Spanish for Mastery 3 – text**
2. **Transparencies**
3. **Cassettes**
4. **CDs**
5. **Video**
6. **Ancillary materials**
7. **Picture prompts**
8. **Situations for role-plays**
9. **Graphic organizers**
10. **Internet**
11. **Reference materials**
12. **Journals**

## **Unit of Study 5**

**Unit Title:**

**Los Quehaceres**

### **Essential Questions of the Unit:**

- 1. What is a typical home like in Spanish speaking countries? How do they compare to homes in the United States?**
- 2. How do I take care of myself and my home?**
- 3. Who is responsible for chores in the home? Why?**
- 4. What are the societal attitudes in Spanish speaking countries and the United States concerning personal responsibility in the home? Why?**
- 5. How do we give advice?**

### **Assessments:**

- 1. Students will complete quizzes, tests, projects, and collaborative activities.**
- 2. Students will complete two polished compositions relating to the thematic content and essential questions of the unit.**

## **Content:**

### **I. Vocabulary:**

- A. Words, phrases and idiomatic: relating to domestic chores**
- B. Illness and pain**
- C. Relating to noun/adjective clauses**
- D. Positional words and expressions for location**
- E. Vocabulary of the city – places, streets, buildings etc.**
- F. How to ask for and give help**

### **II. Grammar: formation and usage of**

- A. The subjunctive in noun and adjective clauses**
- B. All commands**
- C. Placement and usage of object pronouns**
- D. Distinguishing between por and para –**

### **III. Culture:**

- A. Differences in usage between English and Spanish in regards to the language subjunctive mood – the difference between oral and written forms.**
- B. Configuration of the city –**
  - 1. buildings**
    - a. architecture, planta baja**
  - 2. the plaza**
    - a. its function in the Hispanic world**
    - b. the historical relevance**
    - c. its use today**
    - d. its adaptation in the United States**

### **Skills:**

- A. Recognizing the subjunctive, its use and the significance of subjunctive in the Spanish language**
- B. Giving and following instructions and directions**
- C. Requesting medical assistance and give explanation of problem**
- D. Recognizing the difference between Fahrenheit and Centigrade**
- E. Identifying aspects of the Mexican culture both in Mexico and in the United States.**
- F. Using circumlocution to make themselves understood with limited vocabulary in both speaking and writing situations**

### **Purpose / Rationale of the unit:**

**This unit will allow the students to express more than basic needs by giving them the ability to correctly communicate emotions, feeling, opinions and doubt to the native speaker.**

**They will expand their knowledge of the city by studying the types of buildings and neighborhood formation prevalent in smaller towns. They will be able to get medical treatment if necessary and explain their medical needs to native speakers.**

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### Technological Literacy

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#### 8.1.12 B. Application of Productivity Tools

##### *Social Aspects*

- 4. Use appropriate language when communicating with diverse audiences using computer and information literacy

##### *Information Access and Research*

- 8. Compose, send, and organize e-mail messages with and without attachments

##### *Problem-Solving and Decision Making*

- 12. Integrate new information into an exiting knowledge base and communicate the results in a project or presentation.

### Career Education and Consumer, Family, and Life Skills

#### 9.1.12 B. Employability Skills

- 2. Communicate and comprehend written and verbal thoughts, ideas, directions, and information relative to educational and occupational settings. (in target language/culture)

#### 9.2.12 B. Self-Management

- 2. Apply project planning and management skills in academic and/or occupational settings.

### **Time Frame of Unit:**

**Six Weeks**

## **Instructional Activities:**

- 1. Students will write instructions/directions for reaching a destination.**
- 2. Students will recognize the subjunctive, its use and the significance of subjunctive in the Spanish language.**
- 3. Students will listen to native speakers on subject matter relating to the thematic content of the unit and answer and/or respond to questions based on that information.**
- 4. Students will express doubt/denial etc., using the correct subjunctive form.**
- 5. Students will give and respond to context specific commands.**
- 6. Students will comprehend oral and/or written instructions to follow a route on a school and/or city map.**
- 7. Students will role-play in doctor – patient office conversations.**
- 8. Tests and quizzes.**
- 9. Students will use circumlocution to make themselves understood with limited vocabulary in both speaking and writing situations.**

## **Materials and Resources:**

- Spanish For Mastery – Unit 3, 4, 8**
- Maps of southern region/functional and actual Spanish cities**

## Unit of Study      6

**Unit Title:**      Fuera de Casa

### **Essential Questions of the Unit:**

1.      **How do I travel to and through the Spanish speaking world?**
2.      **How do diet and eating habits differ from ours?**
3.      **How and why is Cuba important to the United States?**

### **Assessments:**

1.      **Students will complete tests, quizzes and collaborative projects.**
2.      **Students will complete two refined compositions relating to the thematic content and essential questions of the units.**
3.      **Students will read and analyze *Versos Sencillos* by Jose Martí. Using this extract as a springboard for understanding, students will write a poem focusing on Martí's key ideas (and messages) as they apply to their lives in the United States. This assessment addresses students understanding of patriotism and nationalism in Cuba and the United States. It also focuses on their reading, writing and interpretive skills of one of Cuba's most influential and beloved authors.**

## **Content:**

### **I. Vocabulary: words, phrases and idiomatic expressions relating to**

- A. Restaurants, food stores and foods**
- B. Verbs like gustar**
- C. Travel agency/ transportation**

### **II. Grammar: formation and usage**

- A. Future and conditional tenses and the correct sequence of tenses**
- B. Perfect tenses**
- C. The uses of participles outside of tense formation**
- D. Gustar and verbs like gustar**
- E. Direct and Indirect object pronouns**

### **III. Culture**

- A. Telling time**
  - 1. the siesta as a time period**
  - 2. 24 hour clock**
  - 3. marking distance in the Spanish speaking world**
- B. International travel information and currency concerns**
- C. Shopping for food and eating out**
- D. Cuba and its past and present relationship with the United States in the 20<sup>th</sup> century**
  - 1. Historical, geographical and political overview**
  - 2. Cubans in the United States**
  - 3. Relevant person, places, things**

## **Skills:**

- 1. Reading a schedule while traveling and a menu when eating out**
- 2. Ordering and paying in a restaurant**
- 3. Analyzing pricing in the Spanish speaking world**
- 4. Discussing and writing about events that have not happened**
- 5. Using object pronouns**
- 6. Discussing Cuban American relations throughout the 20<sup>th</sup> century**
- 7. Showing knowledge of the diversity of Hispanic foods**

## **Purpose / Rationale of the unit:**

**Studying this unit will allow students to recognize and hopefully to understand the on going conflicts that exist between the United States and Cuba.**

**Students will be able to travel in the Spanish speaking world with more ease and awareness. They will be able to converse indicating wants and needs with the native population. Students will become better American ambassadors by having these abilities.**

**This final unit of the 3<sup>rd</sup> year will unify the use of reading, writing speaking and listening skills. Students will be able to express personal views and opinions, analyze and draw conclusions and explain these to sympathetic native speakers. Upon conclusion of the 3<sup>rd</sup> year students should be prepared for the PACESETTER immersion experience.**

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### World Languages

7.1 Communication: Students will be able to communicate in at least one world language in addition to English.

7.2 Culture: All students will demonstrate an understanding of the relationship between the perspectives of a culture(s) and its products and practices through experiences with the culture(s).

### Technological Literacy

#### 8.1.12 A. Basic Computer Skills and Tools

5. Produce a multimedia project using text, graphics, moving images, and sound

#### 8.1.12 B. Application of Productivity Tools

##### Social Aspects

4. Use appropriate language when communicating with diverse audiences using computer and information literacy

##### Information Access and Research

8. Compose, send, and organize e-mail messages with and without attachments

##### Problem-Solving and Decision Making

12. Integrate new information into an exiting knowledge base and communicate the results in a project or presentation.

### Career Education and Consumer, Family, and Life Skills

#### 9.1.12 B. Employability Skills

2. Communicate and comprehend written and verbal thoughts, ideas, directions, and information relative to educational and occupational settings. (in target language/culture)

#### 9.2.12 B. Self-Management

2. Apply project planning and management skills in academic and/or occupational settings.

## **Time Frame of Unit:**

**Six Weeks**

## **Instructional Activities:**

The following instructional activities are solely listed to suggest and may or may not be used in any of the instructional units. Activities may be added and/or made more specific as the need arises. Activities are listed in alphabetical order.

- Activities involving chronological usage.
- Activities using visuals and/or cue cards to elicit response.
- Artistic representations – including but not limited to:
  - collages, maps, menus, mobiles, posters, puppets, storyboard, videotape
- Authentic reading materials – including but not limited to:
  - menus, newspapers, poetry, signs, stories
- Computer activities – including but not limited to:
  - Presentations, research, tutorials, web quest
- Cultural readings
- Games – Jeopardy, Family Feud, Scrabble, Scavenger Hunt (or other out of room experience) etc.
- Homework activities – Review/revamp
  - Board/connection
  - Correct/collect
- Map activities
- On line tutorials – Research Spanish tutorials
- Recording and speaking activities
- Research Activities – on line and media center
- Role playing – directed dialog and responding to contextual information
- Tape listening activities
- Text related activities
- Verb usage activities – including but not limited to:
  - Changing person and/or tense, definitions, identification/use of time frame, question/answer
- Video – cultural and grammatical
- Vocabulary activities – including but not limited to:
  - Analogies, antonyms, cue cards, dictation, letter ping pong, paired words, synonyms,
- Writing assignments – including but not limited to:
  - Anecdotes, booklets, business cards, definitions, dialogs, essays, forms and applications, invitations, journals, learning log, letters, menus, postcards, rewriting exercises, summaries

## **Materials and Resources:**

- Videos series – A & E Biography *Castro*
- Spanish for Mastery – Units 8, 10, 11
- Internet-Authentic sites and realia; research
- Authentic Ancillary Materials-Literature, menus, advertisements

