

# Unit #3: EL CONO SUR / THE SOUTHERN CONE

Content Area: **World Language**  
Course(s): **Spanish III**  
Time Period: **January**  
Length: **Approximately 7 weeks**  
Status: **Published**

## Unit Overview:

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In this unit, students will learn about the geography, history, and culture of Chile, Argentina, Paraguay and Uruguay. They will learn vocabulary related to the Southern Cone region and additional vocabulary needed to discuss shopping for clothes, appropriate attire in the workplace and going away to college. In addition, students will discuss topics focusing on correct usage of ser and estar, gustar and present indicative regular and irregular verbs. Students will learn how to use the Subjunctive mood to express surprise, interest, annoyance as well as emotions, doubt or uncertainty.

## Essential Questions:

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- How does one understand short conversations, narratives, interviews, using the Subjunctive?
- How does one describe and understand written material based on everyday situations - newspapers, recipes, instructions intended for use by Spanish-speaking people as well as literary pieces that are written in the present?
- How does one express thoughts clearly in writing using the subjunctive to provide informal and formal written assessments as well as those based on audio sources?
- How do I state location and origin?
- How I do refer to prefer to people and things already mentioned?
- How I do express surprise, interest, and annoyance?
- How I do express affirmative and negative ideas?

## Enduring Understandings:

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- The geography, history, and culture of Chile, Argentina, Paraguay, and Uruguay are different, yet similar to other Hispanic regions.
- Reviewing the subjunctive in Spanish will provide the necessary structures essential for listening, speaking, reading or writing in the target language.
- Reading short stories, newspapers and internet sources which include the present, is the best preparation for understanding written material.
- Learning how to use the subjunctive in Spanish (both orally and in essays) students will be prepared to

write and express orally their thoughts in formal and informal settings.

### **Standards/Indicators/Student Learning Objectives (SLOs):**

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- Read brief written messages, listen to short conversations, or view information found about community events to determine which ones would be appropriate for them and others based on personal interests and cultural contexts.
- Recognize previously learned words and phrases and determine the meaning of unknown words related to the community in the home and target culture as found in highly contextualized, age and level-appropriate culturally authentic texts.
- Identify characteristics of the home and target culture communities as found in culturally authentic materials.
- Identify the main idea and other significant ideas associated with how people immigrate and emigrate in a community as found in age- and level- appropriate culturally authentic material from the target culture.
- Create a multi-media rich presentation comparing how people live, work, and socialize in the home and target cultures showing how the community and cultural products and practices impact life, work, and socialization.
- Retell highlights from age and level appropriate culturally authentic target language text orally and/or in writing including physical characteristics, personality qualities, and preferences related to pastime activities by creating a multimedia presentation.

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| WL.IL.7.1.IL.IPERS.1 | Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.  |
| WL.IL.7.1.IL.IPERS.2 | Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.  |
| WL.IL.7.1.IL.IPERS.3 | Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.   |
| WL.IL.7.1.IL.IPERS.4 | Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.  |
| WL.IL.7.1.IL.IPERS.5 | Engage in short conversations about personal experiences or events and/or topics studied in other content areas.  |
| WL.IL.7.1.IL.IPRET.1 | Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s). |
| WL.IL.7.1.IL.IPRET.2 | React to a series of oral and written instructions connected to daily life.   |
| WL.IL.7.1.IL.IPRET.3 | Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.  |
| WL.IL.7.1.IL.IPRET.4 | Infer the meaning of some unfamiliar words and ideas in some new contexts.  |
| WL.IL.7.1.IL.IPRET.5 | Compare and contrast some unique linguistic elements in English and the target language.  |

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| WL.IL.7.1.IL.PRSNT.1 | Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience. |
| WL.IL.7.1.IL.PRSNT.2 | Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.  |
| WL.IL.7.1.IL.PRSNT.3 | Use language creatively to respond in writing to a variety of oral or visual prompts.  |
| WL.IL.7.1.IL.PRSNT.4 | Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.  |
| WL.IL.7.1.IL.PRSNT.5 | Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.   |

### **Lesson Titles:**

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- Vocabulary
- History, geography, and history of the Southern Cone Region
- Conversacion - Shopping
- Periodismo
- Review the present of regular and irregular verbs
- Ser vs estar
- Objects pronouns
- Gustar and verbs like gustar
- Affirmative and negative words
- Subjunctive
- Chapter review

### **Career Readiness, Life Literacies, & Key Skills:**

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- Global Perspectives
- Critical Thinking & Problem Solving
- Information Literacy
- Media Literacy
- Communication and Collaboration
- Life and Career Skills

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| TECH.9.4.12.CI.1 | Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).                              |
| TECH.9.4.12.CT.1 | Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). |

### **Inter-Disciplinary Connections:**

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- Social Studies
- Sociology
- Language Arts

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| LA.RI.11-12.1   | Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.         |
| LA.RI.11-12.2   | Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.   |
| LA.W.11-12.1    | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  |
| LA.W.11-12.1.C  | Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.                  |
| LA.SL.11-12.1   | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.    |
| LA.SL.11-12.1.A | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. |
| LA.SL.11-12.4   | Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.  |
| LA.SL.11-12.5   | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.   |
| LA.L.11-12.3    | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.   |
| LA.L.11-12.4.A  | Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  |
| SOC.5-8.1.2.1   | Select and use various geographic representations to compare information about people, places, regions, and environments.   |
| SOC.9-12.1.1.2  | Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.  |
| SOC.9-12.1.2.1  | Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena.   |
| SOC.9-12.2.2    | Students will analyze how culture influences individuals, including themselves.   |
| SOC.9-12.3.2.1  | I & me  |
| SOC.9-12.3.2.4  | Identity  |
| SOC.9-12.4.1    | Students will identify common patterns of social inequality.  |
| SOC.9-12.4.1.3  | Racial and ethnic inequality  |

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## Equity Considerations:

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## Amistad Mandate

**Topic:** Afro-Latinos Contributions (highlight specific Afro-Latinos from the specific country of this unit)

- Marta Salgado is a Chilean activist who focuses on promoting cultural preservation and civil rights protections for the African diaspora. She has founded several non-governmental organizations to promote women's and minority rights and served as a government advisor in these areas.

**Materials Used:** PowerPoint Presentation (Afro-Latinos), Famous Afro Latino project, On-line authentic resources, videos, articles, info-graphs, visual literacy activities and critical thinking discussion questions

**Addresses the Following Component of the Mandate:**

- Contributions of African Americans to our Society

## Holocaust Mandate

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**Topic :** Rejecting stereotypes in Chile, Argentina, Uruguay, & Paraguay

**Materials Used:** PowerPoint Presentation (Example: costumes that represent stereotyped groups), AP Temas textbook , on-line authentic resources, videos, articles, info-graphs, visual literacy activities

**Addresses the Following Component of the Mandate:**

- Bias
- Bullying
- Bigotry
- Prejudice

## LGBTQ and Disabilities Mandate

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**Topic:** Influential Hispanics who brought awareness about the LGBTQ community

- Javiera Mena: She is the first openly lesbian Chilean singer who sings indie electro-pop music and has openly dedicated songs to the female gender.

**Materials Used:** **Materials Used:** PowerPoint Presentation, on-line authentic resources, videos, articles, info-graphs, visual literacy activities, and critical thinking discussion questions

**Addresses the Following Component of the Mandate:**

- Social

- Political

## **Climate Change**

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**Topic:** Global Challenges

- climate change in Chile, Argentina, Paraguay, & Uruguay
- environmental concerns

**Materials Used:** PowerPoint Presentation, AP Temas textbook, on-line authentic resources, videos, articles, infographs, visual literacy activities, and critical thinking discussion questions

**Addresses the Following Component of the Mandate:**

- Economic
- Political

## **Asian American Pacific Islander Mandate**

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**Topic:** n/a

**Materials Used:** n/a

**Addresses the Following Component of the Mandate:** n/a

## **Summative Assessment:**

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- Written Presentational Communication task: Subjunctive
- Written Interpersonal Communication task: Email Reply
- Spoken Interpersonal Communication: 2 minute recorded conversation stimulus task
- Spoken Interpersonal Communication: Cultural Comparison Presentation
- Written and print interpretive communication task
- Print, Audio, Visual, and Audiovisual interpretive communication task
- Vocabulary/Grammar Quiz
- Chapter Test

- Marking period assessment # 3

## **Resources & Materials:**

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- Textbook, workbook, CD audio - Buen Viaje 3 Spanish (Glencoe)
- Avancemos 3 Textbook
- AP Diaz workbook
- Temas textbook
- Abiendo Paso Textbook
- Grammar textbooks/review packets
- Flash Cards
- White Boards
- Chromebooks
- Promethean board
- Powerpoint Presentations
- Youtube videos
- Digital Recording website

## **Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:**

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- Read, identify, and discuss the geography, history, and culture of Chile, Argentina, Paraguay, and Uruguay (Understanding)
- Identify, formulate, and apply grammatical rules for Ser vs Estar in oral and written exercises to state location, origin characteristics and conditions (Evaluation)
- Engage in conversations about shopping in these regional areas. (Evaluation)
- Identify, formulate, and apply grammatical rules in oral and written exercises to express affirmative and negative ideas using the Subjunctive (Evaluation)
- Read and discuss newspaper articles about "acceptable" attire at work and leaving home to go to college (Understanding)
- Identify, formulate, and apply grammatical rules in oral and written exercises to express surprise, interest, annoyance; likes, dislikes, and needs (Evaluation)
- Recognize previously learned words and phrases and determine the meaning of unknown words related to the community in the home and target culture as found in highly contextualized, age- and level-appropriate culturally authentic texts (Understand)
- Identify the main idea and other significant ideas associated with how people live in a community as found in age- and level-appropriate culturally authentic material from the target culture (Understand)
- Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words (Understand)
- Infer the meaning of highly contextualized unfamiliar spoken or written words contained in culturally authentic materials (Apply)
- Use digital tools and face-to-face communication to ask and answer questions regarding how people from linguistically and culturally diverse communities live, work, and socialize (Synthesize/Evaluate)

- Recognize and use some gestures and idiomatic expressions (Understand)
- Demonstrate comprehension of short conversations and brief written messages (Synthesize/Evaluate)
- Give and follow oral or written directions for performing an authentic cultural activity (Apply)
- Demonstrate comprehension of a series of oral and written directions, commands, and requests
- Exchange information gathered about creative environmental products and practices using digital tools (Synthesize/Evaluate)
- Skim and scan culturally authentic target language materials from electronic information sources and other sources to identify words and phrases associated with products and practices of the target culture(s) (Apply)
- Delsea One
- SWAG

## **Formative Assessment:**

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### **Warm Up**

- lunes Lenguaje - Spanish writing prompt on the theme covered in class
- martes Musical - Spanish Song on the theme covered in class
- miercoles de Escuchar - Listening Activity on the theme covered in class
- jueves noticias - Current News article on the theme covered in class
- viernes cultural - Cultural Video or fact on the theme covered in class

### **Anticipatory Set**

- Songs: aligned with lesson topics
- Videos
- Writing Prompts
- Authentic listening activity
- News Articles
- Authentic conversation practice
- Grammar practice
- Fishbowl activity
- Koosh Activity
- Categorize vocabulary words
- KWL
- Whiteboard review games/practice
- Kahoot
- Quizlet Live
- Quizalize
- Silent Ball
- Quizizz
- Gimkit
- Padlet



## Other Possible Formative Assessments Appropriate to the Lesson

- Classwork
- Homework
- Test
- Quizzes
- Emails
- Cultural Comparison
- Argumentative Essay
- KWL on topic
- Activities using vocabulary in context
- Grammar Activities
- Interpersonal Conversation prompts
- Google Classroom Questions/Activities
- Pair and Share partner activities
- Teacher observation/Guided practice
- Answering questions in each theme in Spanish using complete sentences
- Listening Comprehension Activities
- Reading Comprehension Activities
- Class discussions/participation
- Writing prompts
- Whiteboards Activities
- Conjuguemos
- Jigsaw reading
- Kahoot
- Gimkit
- Quizizz
- Quizlet
- Current Events
- In pairs, compare the climate of Central America to a region that has four different seasons ¿ hay variaciones entre el clima de la sierra y el de la costa? ¿Cuáles son?
- Journal entry: ¿Dónde te gustaría viajar en América Central? ¿Por qué? ¿Qué lugares visitarías? ¿Qué actividades recomendarías? Share journals with a partner etc.
- Essay: Compare and contrast the precolombinas civilizations.
- Role play: Plan a trip to Granada, Nicaragua. Discuss what are your plans and hopes for the trip?

## Closure

- Exit ticket
- Padlet
- 3-2-1
- Summary
- Debriefing/Oral questioning
- Hot seat (rapid fire questions)
- Discussion questioning and answers
- Worksheet guided review practice
- Gimkit, Kahoot, Quizlet

## **Modifications**

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### **ELL Modifications:**

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- Bilingual Directions
- Delsea one
- Extra time for assignments
- Intentional grouping with students who can assist ELL student
- Repeat, reword, clarify
- SWAG
- Use graphic organizer
- Use visuals

### **IEP & 504 Modifications:**

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- 1:1 Student Speaks with Teacher only
- Accompany readings with visuals and some translations
- Allow student to have access to the listening source to be able to listen to multiple times
- Allow use of computer for taking notes
- Appropriate scaffolding
- Breaking larger readings into shorter segments
- Consult Speech Therapist or Counselor about assignment to help with IEP and preparation
- Delsea one
- Duolingo.com (Student paced language practice)
- Edpuzzle (Allow students to watch videos with teacher annotations)
- Extra time for assignments
- FlipGrid (Allow student to record on their own and submit)
- Google Voice/Screencastify (Allow student to record on their own and submit)
- Pre-reading activities (May include visuals, background knowledge, cultural information)
- Preferential seating
- Provide an alternate assessment (written)
- Providing paraphrased or modified reading materials at the student's reading level
- Re-test
- Read aloud books or stories for comprehension
- Reading 1:1 (with teacher or student)
- SWAG

- Use of a scribe or talk-to text
- Word banks, multiple choice, matching questions help when possible with visuals

## **G&T Modifications:**

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- Additional real life speaking activities
- Argumentation and debate
- Authentic realia activities
- Delsea one
- Determine where students' interests lie and capitalize on their inquisitiveness.
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Extended listening passage and activities.
- Extended reading passages with comprehension questions
- Free Response Question (FRQs) - both written and oral
- Free Response Question (FRQs) - both written and oral
- Journal article analysis
- Student led/directed discussions
- SWAG
- Writing activities with concentration on advanced grammar

## **At Risk Modifications**

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- Appropriate scaffolding
- Delsea one
- Goal Setting
- Hands on Activities
- Parent Involvement/Communication
- Preferential Seating
- Repeat, Reword, Clarify
- SWAG
- Visuals
- Word Bank

## **Technology Materials and Standards:**

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- Duolingo - [www.duolingo.com](http://www.duolingo.com)
- Conjuguemos - <https://beta.conjuguemos.com/verb/69>
- BBC mundo - [www.bbcmundo.com](http://www.bbcmundo.com)
- Listening Activities - [www.laits.com](http://www.laits.com)
- Google Classroom (questions, posts, assignments, shared documents and websites, polls)

- Google Dictionary Extension (Defines vocabulary into English on websites in the target language)
- Google Docs (Document sharing, assignments)
- Google Forms (Surveys, formative and summative assessments)
- Google Sheets (Graphing, Graph Creation, Data Analysis)
- Google Slides (Projects)
- Google drawing (Assignment/Image Creation)
- College Board AP Spanish Language and Culture Website/Classroom
- Flipgrid - <https://flipgrid.com/>
- Wordreference.com (Online Dictionary) - <https://www.wordreference.com/>
- Gimkit - <http://gimkit.com>
- Podcasts- [www.notesinspanish.com](http://www.notesinspanish.com)
- [www.unitedstreaming.com](http://www.unitedstreaming.com) (discovery channel)
- youtube links on topics learned (video, grammar review)
- [Duolingo](https://www.duolingo.com/) (Student paced Reading, Listening, Speaking, Writing Language Practice - Vocabulary enhancement)
- [Edpuzzle](https://www.edpuzzle.com/) (Using videos as assessments)
- [Kahoot.it](https://www.kahoot.it/) (Vocabulary/Grammar Review - Jumble and Quiz Games)
- [Quia.com](https://www.quia.com/) (Vocabulary/Grammar Games)
- [Quizalize](https://www.quizalize.com/) (Vocabulary/Grammar Games)
- [Quizizz](https://www.quizizz.com/) (Vocabulary/Grammar Games)
- [Quizlet.com](https://www.quizlet.com/) (Vocabulary and Grammar flashcards, learn, spell, self test, games, quizlet.live)
- [Screencastify](https://www.screencastify.com/) (Oral projects)
- [Spanishlistening.org](https://www.spanishlistening.org/), utexas spanish proficiency (Spanish listening Activities)
- [Studyspanish.com](https://www.studyspanish.com/) (Grammar Review)

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| TECH.8.1.8.E      | Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.  |
| TECH.8.1.12.A     | Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.  |
| TECH.8.1.12.A.CS1 | Understand and use technology systems.  |
| TECH.8.1.12.C.1   | Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community. |
| TECH.8.1.12.C.CS1 | Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.   |
| TECH.8.1.12.C.CS3 | Develop cultural understanding and global awareness by engaging with learners of other cultures.  |
| TECH.8.1.12.F.CS3 | Collect and analyze data to identify solutions and/or make informed decisions.  |
| TECH.8.2.12.B.CS2 | The effects of technology on the environment.   |

## Computer Science and Design Thinking Standards

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| CS.K-2.8.1.2.CS.1 | Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. |
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CS.9-12.8.2.12.ITH.3

Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.