

Unit 03: La Vejez

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 3

Unit Title:	La Vejez
Suggested Duration:	9 weeks

Interdisciplinary Connections

Interdisciplinary Connections
<p>Reading and Writing Companion Standards for History, Social Studies, Science and Technical Subjects</p> <ul style="list-style-type: none">▪ Grades 9-10▪ Grades 11-12
<p>Math Practices: https://www.nj.gov/education/standards/math/Index.shtml</p>
<p>Science Practices: https://www.nj.gov/education/standards/science/Index.shtml</p>
<p>Science: Physiological and psychological condition of the human body on different stage of life, study the concept of cryopreservation.</p>
<p>Family and consumer science: Organization and distribution of responsibilities of different members of the family according to his/her age.</p>
<p>English: Study and value of Spanish speaking writers</p>
<p>Find and paste appropriate <u>Companion Standards or Practices</u> here.</p>

Technology Integration

Technology Integration
<p>Northern supports the integration of the SAMR Model: a framework which extends learning through the use of technology. The installation of interactive boards, the purchase of softwares and subscriptions, and the investment in 1:1 laptops and various other instructional technologies are examples of Northern's commitment to enhancing students' learning and preparing the 21st century learner for college and careers.</p>

Chromebook, SmartPhone, Viewsonic and digital interactive platforms

Teacher-created digital presentations

Review with teacher-created digital games and activities

Listening to authentic material integrating blogs, documentaries, and videos via educational digital sites including:

<https://www.yabla.com/>

<https://www.liveworksheets.com/>

<https://quizizz.com/>

<https://quizlet.com>

<https://edpuzzle.com>

<https://www.youtube.com/>

<http://www.spanish4all.com/>

<http://www.spaleon.com/conj.php>

<http://www.abcteach.com/directory/languages/spanish/>

<http://www.learnspanish.com/>

<http://spanish.about.com/>

<http://spanishfood.about.com/>

<http://www.elmundo.es/>

<http://www.onlinenewspapers.com/>

<http://www.univision.com/portal.jhtml>

<http://www.youtube.com/>

<http://www.colby.edu/~bknelson/SLC/index.php>

<http://www.laits.utexas.edu/spe/index.html>

<http://www.ver-taal.com/index.htm>

<http://www.senorjordan.com/los-videos/>

<https://spanish-resources.com/>

<https://llevatilde.es/>

<https://aprenderespanol.org/>

<https://cvc.cervantes.es/>

<http://www.rutaele.es/a2/>

Standard(s) Addressed

Standard 7 [World Language](#)

- 7.1 World Languages All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Standard 7 [Climate Change Education](#) (World Language)

- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
- 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.
- 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
- 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues and exchanging information with classmates and others about global issues, including climate change.
- 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

Standard 9 [Career Readiness, Life Literacies, and Key Skills](#)

- 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- 9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
- 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy. The core ideas are derived from the

disciplinary concepts and students’ understandings increase in sophistication over time as they engage

WL.NH.7.1.NH.IPERS	Interpersonal Mode of Communication
WL.NH.7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
WL.NH.7.1.NH.IPRET	Interpretive Mode of Communication
WL.NH.7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
WL.NH.7.1.NH.PRSNT	Presentational Mode of Communication
WL.NH.7.1.NH.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.
WL.NM.7.1.NM.IPERS	Interpersonal Mode of Communication
WL.NM.7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one’s own region using memorized and practiced words, phrases, and simple, formulaic sentences.
WL.NM.7.1.NM.IPRET	Interpretive Mode of Communication
WL.NM.7.1.NM.PRSNT	Presentational Mode of Communication
WL.NM.7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

STAGE I Desired Results

STAGE I Desired Results	
<i>Objective (Transfer)</i>	
<i>Students will be able to independently use their learning to...</i>	
to explore and discuss the value and contributions of the elderly.	
<i>Mastery</i>	
<p><u>Enduring Understanding</u></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Communication is the ability to understand and be understood in real world contexts. • Language and culture are mutually dependent. • Learning languages provides connections to additional bodies of knowledge. • Learning languages allows students to 	<p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How does our society value the elderly? • What are some of the challenges that families face with the elderly in Spanish speaking countries and USA? • Is it possible for humans to go beyond the death? • What are the negative and positive aspects of immortality?

<p>realize there are multiple ways of viewing the world.</p> <ul style="list-style-type: none"> • Language students have the ability to participate in multilingual communities. 	<ul style="list-style-type: none"> • Are our planet and our society ready for the immortality?
Acquisition	
<p><i>Students will know . . .</i></p> <ul style="list-style-type: none"> • The characteristics of different stages of human life. • The role of elderly people in the family in Spanish speaking countries and USA • The advantages and disadvantages of being elderly in the present society • The implications of immortality • The relation between art and elderly. • The meaning of human cryopreservation. • The general rules of grammar and spelling in Spanish 	<p><i>Students will be skilled at . . .</i></p> <ul style="list-style-type: none"> • Understanding the importance of every stage of human life and its responsibility with the family and society. • Comparing and contrasting the life of old people in Spanish speaking countries and USA • Understanding the challenges that old people face in the present society • Evaluating the importance of each stage of their life • Debating and criticizing the concept of immortality • Discussing human cryopreservation

STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Practice	Assessments
<ul style="list-style-type: none"> • Mini dialogues/ mini debates about the advantages and disadvantages of elderly • Weekly Journal • Graphic organizer in two groups summarizing the advantages and disadvantages of the elderly. (2,3) • Research on the internet about longevity in Spanish-speaking countries and the USA, and its impact on the family and society • Reading comprehension activities related 	<ul style="list-style-type: none"> • Individual presentational “Advantages and disadvantages of elderly” • Assessment of stages of the human life debate • Assessments relate to word definitions • Mini dialogues/ mini debates about the advantages and disadvantages of elderly • Weekly Journal • Reading comprehension assessment related to the reading “Nosotros No”

to the “Nosotros No”

- Word definition
- Class debate on human cryopreservation(presentational)
- Completion of lyrics and further discussion of it. “Cuando nos Llamen Abuelos” by Pimpinela and “Mi Viejo” by Piero, “Mi vejez” by Vicente Fernández

- Word definition quiz
- Research about longevity(oral presentation)
- Presentational assessment "[Mi vida en el futuro](#)"
- Grammar quizzes:
 - [Future](#)
 - [Conditional](#)

Other Evidence: formative daily assessments

- Vocabulary Gaming
- Oral activities
 - Show and tell
 - Presentations, Dialogues
 - Class discussions
 - Answering yes and no, direct response questions using previously acquired vocabulary
 - Presentation of both face-to-face and recorded of the Unit’s practices, products, and perspectives
- Listening activities
 - Watch videos in Spanish.
 - Listen to songs in Spanish.
 - Listen to short dialogues in both formal and informal Spanish and answer questions about what they heard
- Reading Comprehension Activities
- Communicative (interpersonal) Activities, Information Gap Activities
- Whiteboards and/or digital comprehensive activities to practice unit language structures and vocabulary.

All courses follow a [balanced assessment system](#) with Practice and Assessments.

Modifications

How are the evaluations/assessments modified/accelerated? (i.e.: alternate assessment)

- Word banks when needed
- Extra time on assessments
- Special seating (away from distractions)
- Read and explain the directions to the student
- Use a highlighter or marker to identify keywords, phrases, or sentences

STAGE III Learning Plan

STAGE III Learning Plan

Modes of Communication:

1-Interpretative

2-Interpersonal

3-Presentational

- Mini debate about the characteristics of different stages of human life. Divide the class into groups to do a mini presentation on each stage. (2,3)
- Work with activities on pages 159-166 from “En Realidad” about “La Tercera Edad”(1,2,3)
- Graphic organizer in two groups summarizing the advantages and disadvantages of the elderly. (2,3)
- Research on the internet about longevity in Spanish-speaking countries and the USA, and its impact on the family and society.(presentation of results)(1,2,3)
- Interpretative practice with the short story “Nosotros No” by José Bernardo Adolph. (1,2)
- Vocabulary word definition from the reading.
- Interpretative Reading “Nosotros No” by José Bernardo Adolph. [Actitud del autor](#)
- Group and individual work with activities related to the story that can be found in “Abriendo Paso”, Lectura.(1,2)
- Interpretative Reading comprehension [Retardar el envejecimiento](#)

- Work with activities created by the teacher related to the topic (ex: the song [Mi querido viejo](#) “Cuando nos Llamen Abuelos” by Pimpinela and “Mi Viejo” by Piero, “Mi vejez” by Vicente Fernández, etc)(1,2,3)
- Writing activity of advantages and disadvantages of the elderly. [Dilema de muchas familias](#)
- Presentation of the concept of human cryopreservation for the definition of the concept and a class debate.(1,2,3)
- Presentation of grammar structure Form and use of the [future](#)
- The practice of [Future tense](#)
- Presentation of grammar structure Form and use of the [conditional](#)
- Presentational practice [Condicional](#)
- Presentational writing "[Mi vejez](#)"

How are the activities modified/differentiated? (i.e.: abridged text)

- Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, LGTBQ and students with 504 plans.

Specific Resources for Unit

Specific Resources for Unit

- Google Apps For Education (GAFE)
 - Maps
 - Sites

- Forms
- Drive
- Classroom
- Slides
- Add ons

- Internet
 - Youtube.com videos for oral comprehension and grammar tutorials
 - Quizlet.com
 - Wordreference.com
 - Yabla.com
 - <https://www.laits.utexas.edu/spe/>
 - Audiolingua
 - Videoele
 - Flipgrid
 - Padlet
 - Socrative
 - Quizizz
 - Edpuzzle
 - Gimkit
 - Thinglink
 - Liveworksheets

- Texts
 - Classroom Instruction That Works by Robert J. Marzano
 - Spanish-English Dictionary
 - Teacher created practice assignments
 - Authentic reading materials for comprehension exercises
 - Qué chévere! 4

- Teacher-created worksheets and information
- Technology
 - Chromebooks
 - Personal Devices/Phones
 - Screencastify
 - Viewsonic / myviewboard
 - Loom
- Studyspanish.com
- Google classroom
- Spanish-English dictionary
- Spanish-Spanish dictionary
- Newspaper articles
- You tube.com
- People en Español
- “En Realidad” by Ronni L. Gordon
- “Abriendo Paso” (Lectura y Gramática) by José M. Díaz, María Nadel and Stephen J. Collins

Diversity, Equity, & Inclusion

[Diversity, Equity & Inclusion](#)

Provide a brief description of how this unit addresses DE&I.

NB World Language department believes that effective world language instruction promotes and advances social justice by affirming the dignity of students, languages, and cultures. To this aim, the revised standards afford each student the opportunity to use the target language to tell their own stories and to value and advocate for equity, global awareness, and intercultural understanding. The department recognizes the need to encourage dialogue and relationships on equal terms and empower the students to advocate for themselves and others by providing the tools for ongoing inclusive and equitable communication.

Career Readiness (9.2), Life Literacies and Key Skills (9.4) Standards

WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.2	Attend to financial well-being.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.6	Model integrity, ethical leadership and effective management.
WRK.K-12.P.7	Plan education and career paths aligned to personal goals.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.

Climate Change Education

ClimateChange Education	
Enduring Understandings/Core Ideas	Performance Expectations
Describe weather everyday in the beginning of each lesson. Compare the weather in my region to other overseas Spanish Speaking Countries	
Math and ELA- Provide a brief description of a lesson or activity that relates to Climate Change. All other Content Team copy and paste the <u>Core Idea and Performance Expectation</u> from NJDOE link above.	