

Winslow Township School District
Spanish 1A-7th Grade
Preliminary Unit/Paso Uno:

Overview: In the Preliminary Unit, Level 1A students will discuss the importance of learning a second language by comparing and contrasting the influence of Spanish spoken in the United States. A variety of topics such as; greetings and small talk, phonetics for communication, the alphabet, weather descriptions, days of the week, numbers, telling time and simple classroom commands. The students will incorporate those topics communicative and hands-on activities in the target language.

This instruction must include science, social studies and technology, as well as College and Career readiness, by utilizing the NJ Student Learning Standards as mandated by the New Jersey Department of Education. Technology is integrated into instruction in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge. Resources and activities found on the Technology Resource Page provide a variety of differentiated learning opportunities to meet the needs of individual students. Activities range in levels outside of grade level to meet the academic needs and learning styles of all students.

All lessons are differentiated to accommodate classified, ESL, and advanced students. Accommodations/modifications as per IEP and 504 Plans will be implemented. Enrichment activities designed to challenge the more advanced students include independent study and project-based learning through active exploration of real-world challenges and problems. These activities are detailed in the Teachers' Editions.

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Overview	Standards for World Language Content	Unit Focus	Essential Questions
<p><u>Preliminary Unit</u> Paso Uno:</p>	<p>7.1.NM.IPERS.1 7.1.NM.IPERS.4 7.1.NM.IPERS.5 7.1.NM.PRSNT.4 7.1.NM.PRSNT.5 WIDA 1, 2</p>	<ul style="list-style-type: none"> • Students will be able to utilize their knowledge of phonetics to recite the alphabet in the target language. • Students will differentiate the use of formal and informal greetings and communicate in culturally appropriate ways. • Students will be able to demonstrate their knowledge of learned vocabulary by reading a calendar in the target language. • Students will identify simple weather forecasts, identifying the months and seasons specific weathers occur. • Students will gather and give specific information pertaining to their daily routine by indicating the date events occur on their calendar. • Students will read rotary clocks and write out the times in the target language. • Students will identify the time of day events in their personal schedules occur in written and spoken communication. • Students will read about culture and when it is appropriate to use greetings and salutations specific to the time of day. • Students will greet and say good-bye to each other in culturally appropriate ways in the target language. 	<ul style="list-style-type: none"> • What strategies do I need to communicate in linguistically and culturally appropriate ways? • How do people from other culture greet each other differently? • How does understanding a calendar and the weather in Spanish help me respond to personal questions about my daily routine? • How does knowing how to tell time in Spanish help me to respond to personal questions about my day and reinforce my knowledge of basic mathematics? • How does knowing how to tell time in Spanish help me to greet and say good-by in culturally appropriate ways?
<p><i>Preliminary Unit: Enduring Understandings</i></p>	<ul style="list-style-type: none"> • Conventions are the structure upon which a language is built and expressed. • Calendars in Spanish and English have similarities and differences. • Climate is different throughout the various Spanish speaking countries of the world compared to where we live. • Culture heavily influences the concept of time in the target language. 		

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Curriculum Preliminary Unit	Standards		Pacing	
			Days	Unit Days
	7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.	7	45
	7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities	9	
	7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.	8	
	7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.	8	
	7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.	8	
	Assessment, Re-teach and Extension		5	

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Preliminary Unit Grade 7		
Core Idea	Indicator #	Performance Expectations
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	FORN 7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	FORN 7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	FORN 7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	FORN 7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	FORN 7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

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Preliminary Unit Grade 7	
Assessment Plan	
<ul style="list-style-type: none"> • Quizzes on basic vocabulary and simple grammar points. • Class Participation • Class Discussion • Graded Listening Activities • Writing Activities • Warm-up Activities • Teacher Observation • Cumulative Benchmark Assessment on Unit 	<p><u>Alternative Assessments:</u></p> <ul style="list-style-type: none"> • Hands On Creation of a Calendar in the Target Language • Group Dialogue Project that Incorporates Knowledge of “Greetings and Small-talk” • “Why Learning a Second Language Is Important,” research presentation
Resources	Activities
<ul style="list-style-type: none"> • Avancemos 1A Workbook/Textbook • End of Unit Vocabulary Lists • Authentic documents and material • Teacher created materials • Multimedia Resources 	<ul style="list-style-type: none"> • Students will practice whole group and individually, reciting the alphabet in the target language. • Students will demonstrate their knowledge by reciting the alphabet 1 on 1 with the teacher. • Students will initiate conversation with the use of greetings and small talk in the target language. • Students will introduce themselves and others, give and gather information. • Students will create a dialogue in the target language and present it • Students will look at a calendar in and answer questions gathering specific information in the target language. • Students will recall prior knowledge and technology to create an original calendar utilizing the target language. • Students will identify and describe the weather for each month of the year with at least two weather expressions, and give the season for each month. • Students will read a weather forecast and draw a picture relatable to what they have read. • Students will answer questions in the target language in written and spoken communication specific to their daily schedule communicating their preferences about their favorite days, months, and seasons and why. • Students will read rotary clocks and write out the times in the target language. • Students will identify the time of day events in their personal schedules occur in written and spoken communication. • Students will read about culture and when it is appropriate to use greetings and salutations specific to the time of day. • Students will greet and say good-bye to each other in culturally appropriate ways in the target language.

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Instructional Best Practices and Exemplars	
1. Identifying similarities and differences 2. Summarizing and note taking 3. Reinforcing effort and providing recognition 4. Homework and practice 5. Nonlinguistic representations	6. Cooperative learning 7. Setting objectives and providing feedback 8. Generating and testing hypotheses 9. Cues, questions, and advance organizers 10. Manage response rates
9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills	
<p>9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.</p> <p>9.1.8.PB.5: Identify factors that affect one’s goals, including peers, culture, location, and past experiences.</p> <p>9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.</p> <p>9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).</p> <p>9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).</p> <p>9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).</p> <p>9.4.8.TL.3: Select appropriate tools to organize and present information digitally.</p> <p>The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.</p> <p>Additional opportunities to address 9.1, 9.2 & 9.4:</p> <p>Philadelphia Mint https://www.usmint.gov/learn/kids/resources/educational-standards</p> <p>Different ways to teach Financial Literacy. https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/</p>	

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Modifications for Special Education/504 Accommodations

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Teacher will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Students will be provided with accommodations and modifications that may include:

- *Small group instruction
- * Read directions aloud
- * Extended time as needed
- *Provide shortened assignments
- *Repeat directions as needed
- *Sentence Starters
- *Pictures, photographs
- *Project Based Learning
- *Modeling and guided practice
- *Repeat, rephrase and clarify directions
- * Break down assignments into smaller units
- *Modify testing format
- *Graphic organizers
- *Manipulatives
- *Word Wall

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Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

- Audio books and Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Extended time as needed
- Read directions aloud
- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Recognize success
- Provide timelines for work completion
- Break down multi-step tasks into smaller chunks
- Provide copy of class notes and graphic organizer

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English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p><input type="checkbox"/> Grades 7-8 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> • Graphic short stories • Extended time as needed • Read directions aloud • Assist with organization • Use of computer • Emphasize/highlight key concepts • Recognize success • Provide timelines for work completion • Break down multi-step tasks into smaller chunks • Provide copy of class notes • Graphic organizer • Sentence Starters • Manipulatives • Pictures, photographs • Word Wall • Project Based Learning 	<p>Students excelling in mastery of standards will be challenged with complex, high-level challenges related to the topic.</p> <ul style="list-style-type: none"> • Raise levels of intellectual demands • Require higher order thinking, communication, and leadership skills • Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles • Provide higher level texts • Expand use of open-ended, abstract questions • Critical and creative thinking activities that provide an emphasis on research and in-depth study • Enrichment Activities/Project-Based Learning/ Independent Study <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none"> ❖ Gifted Programming Standards ❖ Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy ❖ REVISED Bloom’s Taxonomy Action Verbs

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Interdisciplinary Connections

***ELA:**

A.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

A.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

A.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

L.7.5.B Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions)

***Science:**

3-ESS2-2. Obtain and combine information to describe climates in different regions of the world.

***Mathematics:**

7.NS.A.1 Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.

7.RP.A.2 Analyze proportional relationships and use them to solve real-world and mathematical problems. Recognize and represent proportional relationships between quantities.

***Social Studies:**

6.1.8.GeoSV.4.a: Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans.

6.1.8.HistoryCC.4.d: Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted.

Integration of Computer Science and Design Thinking NJSL 8

8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.

8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

8.1.8.AP.6: Refine a solution that meets users' needs by incorporating feedback from team members and users.