

Winslow Township School District
Spanish 1A-7th Grade
Unidad Dos: En México-Vamos a Escuela

Overview: Unit Theme- Let's Go to School (México)

Students in Level 1A will cover unit standards such as; communication, cultures, connections, comparisons and communities. Within the unit standards for communication students will demonstrate ability to communicate in the target language through discussing of their daily schedule, ask and tell time events occur throughout the school day, state what courses/classes they have and their obligations. Students will elaborate about their school day by stating how often they do certain activities, describing the classroom and the items in it, discussing where classroom items are located, discussing where they are going to and sharing how they feel about school.

Within the unit standards linked to culture students will compare and contrast school uniforms between the United States and Spanish speaking countries, exposure to famous artists: Diego Rivera and Frida Kahlo, and discussion about the National Museum of Anthropology.

Students will make connections through social studies: technology in education and viewing historical maps, art: creating a visual representation of who they are, mathematics: telling time and basic arithmetic.

Comparisons will be made about places of interest teenagers and their meeting places in Spanish speaking countries and in the United States, school uniforms and a typical school day in Mexico, the Dominican Republic, and the United States, public artwork in Mexico and the U.S. Linguistically, students will compare the Spanish ch and d and the English ch and d .

Through discussion of traditional arts and crafts in Spanish– speaking countries, students will link culture and language to community.

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>Unit 2:</u></p> <p>En México-Vamos a Escuela</p>	<p>7.1.NM.IPRET.1</p> <p>7.1.NM.IPRET.3</p> <p>7.1.NM.IPERS.4</p> <p>7.1.NM.PRSNT.4</p> <p>7.1.NM.PRSNT.5</p> <p>WIDA 1,2</p>	<ul style="list-style-type: none"> • Students will create their class schedule by listing their classes by period and time. • Students will communicate personal responsibilities during and after school. • Students will conjugate regular -AR verbs in the present tense and be able to utilize them to discuss activities done during and after school. • Students will recall the meaning and conjugations of the verb SER and differentiate between ESTAR. • Students will utilize spoken and written communication to identify classroom objects and their location. • Students will describe their feelings about school and leisure activities to their peers. 	<ul style="list-style-type: none"> • How does learning about schools in other countries help me to appreciate the dynamic of my own school and the students who attend it? • How does knowing how to express myself in culturally appropriate ways help me communicate my needs for items located throughout the classroom? • How can knowing how to communicate how I feel in Spanish help me express myself to a native or heritage Spanish speaker?
<p><i>Unit 2: Enduring Understandings</i></p>	<ul style="list-style-type: none"> • Language connects people and being able to express activities accomplished during one’s class schedule and after school will enable me to communicate with other cultures. • Learning about the mechanisms of SER and ESTAR with help one to acquire the knowledge upon which a language is built, expressed, and differentiate the similarities and differences between English and the target language. • The ability to express feelings about school and related activities leads to more effective communication in the target language. 		

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Curriculum Unit 2	Standards		Pacing	
			Days	Unit Days
	7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.	8	45
	7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.	8	
	7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.	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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Unit 2 Grade 7		
Core Idea	Indicator #	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
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.
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"> • Creative Writing: “Mi Día Escolar-My School Day” • Creative Writing/Picture Prompts: “En Mi Escuela-In My School”
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 create their class schedule describing their classes and times from 1st to 8th period. The students will ask each other what classes or periods they have during certain times of the day and recall prior knowledge of telling time in the target language, students will write different times they complete activities during the school week and on the weekends. • Students will list what they are obligated to do each day using the expression “tener + que + infinitive.” • Students will engage in written activities using “tener + que + infinitive.” • Students will continue to reinforce their knowledge of –AR verbs and the present tense through conjugation practice. • Students will create original sentences utilizing the learned pronouns and –AR verbs in the present tense with picture representation. Students will utilize the correct form and verb, SER or ESTAR, to complete a paragraph thematic to school. • Students will create sentences that reflect the correct usage of the verbs SER and ESTAR according to the situation. • Students will be able hear a description of a classroom in the target language and indicate where specific items are located. • Students will be able to identify items in the classroom by the description and location given by their classmate. • Students will use spoken and written communication to tell their peers how they feel. • Students will demonstrate their ability to communicate how they feel by reacting to various activities they read in the target language.

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Instructional Best Practices and Exemplars	
<ol style="list-style-type: none"> 1. Identifying similarities and differences 2. Summarizing and note taking 3. Reinforcing effort and providing recognition 4. Homework and practice 5. Nonlinguistic representations 	<ol style="list-style-type: none"> 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.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.</p> <p>9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.</p> <p>9.1.8.A.4 Relate earning power to quality of life across cultures.</p> <p>9.1.8.A.5 Relate how the demand for certain skills determines an individual’s earning power.</p> <p>9.1.8.A.6 Explain how income affects spending decisions.</p> <p>9.1.8.B.5 Explain the effect of the economy on personal income, individual and family security, and consumer decisions.</p> <p>9.1.8.B.6 Evaluate the relationship of cultural traditions and historical influences on financial practice.</p> <p>9.1.8.C.2 Compare and contrast the financial products and services offered by different types of financial institutions</p> <p>9.1.8.D.5 Explain the economic principle of supply and demand.</p> <p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</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</p> <p>https://www.usmint.gov/learn/kids/resources/educational-standards</p> <p>Different ways to teach Financial Literacy.</p> <p>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.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)

***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.EconET.4.a: Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.

6.1.8.EconNE.4.b: Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted.

Integration of Computer Science and Design Thinking NJSL 8

8.1.8.NI.2: Model the role of protocols in transmitting data across networks and the Internet and how they enable secure and errorless communication.

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.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.