

**Winslow Township School District**  
**Spanish 1A-7<sup>th</sup> Grade**  
**Unidad 3: En Puerto Rico-A Comer Con Familia**

**Overview: Unit Theme- Eating with Family (Puerto Rico)**

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 about their preferences about foods and beverages, describing their family and traditions, recall prior knowledge to discuss important dates, further express likes and dislikes regarding food and family, express ownership, and discuss interpersonal relationships.

Within the unit standards linked to culture students will compare and contrast traditional cooking of Puerto Rico and El Salvador, grocery shopping in Spanish speaking countries, touch upon government elections, and compare music and instruments from Puerto Rico and Peru.

Students will make connections through social studies, geography, math and science by reading about Caribbean hurricanes, severe weather patterns, calculating the speed of a storm and how to track them.

Comparisons will be made about the temperature of foods and beverages served in Spanish speaking households and that of those in the United States, traditional family dishes, celebrations such as a “Quinceañera” to a “Sweet 16” and mealtime traditions.

Through discussion of family traditions, dining customs, and music 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><b><u>Unit 3:</u></b></p> <p><b>En Puerto Rico-A Comer Con Familia</b></p>	<p>7.1.NM.IPRET.1</p> <p>7.1.NM.IPRET.2</p> <p>7.1.NM.IPERS.4</p> <p>7.1.NM.PRSNT.5</p> <p>7.1.NM.PRSNT.3</p> <p>WIDA 1,2</p>	<ul style="list-style-type: none"> <li>• Students will practice the food vocabulary by organizing the foods per likes and dislikes, meal times and favorites.</li> <li>• Students will incorporate the interrogative words by forming specific questions asking and answering when, where and why.</li> <li>• Students will conjugate regular –ER &amp; -IR verbs in the present tense and be able to utilize them to discuss activities done during and after school.</li> <li>• Students will demonstrate knowledge of vocabulary and grammar thematic to family by identifying family members and describing their age and characteristics.</li> <li>• The students will use comparatives like “more than,” “less than” and “as” by comparing two different family members by physical and characteristic traits.</li> <li>• The students will practice possessive adjectives through discussion of family relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• How does learning about foods in other countries help me appreciate mealtime with family and friends?</li> <li>• How does learning about family dynamics and relationships in other countries help me appreciate my family and friends?</li> </ul>
<p><i>Unit 3: Enduring Understandings</i></p>	<ul style="list-style-type: none"> <li>• Food and beverages are like learning a language and have the ability to connect each other throughout various cultures.</li> <li>• Continuing the understanding of the present tense in target language strengthens the ability to decode the structure upon which a language is built and expressed.</li> <li>• Family dynamics can be dependent upon culture and differ from our family structures in the United States.</li> <li>• Culture heavily influences mealtime in Spanish speaking countries in comparison to our own.</li> </ul>		

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Curriculum Unit 3	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.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.	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.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.	8	
	7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.	8	
	Assessment, Re-teach and Extension		5	

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Unit 3 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.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
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.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
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.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

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Unit 3 Grade 7	
Assessment Plan	
<ul style="list-style-type: none"> <li>• Quizzes on basic vocabulary and simple grammar points.</li> <li>• Class Participation</li> <li>• Class Discussion</li> <li>• Graded Listening Activities</li> <li>• Writing Activities</li> <li>• Warm-up Activities</li> <li>• Teacher Observation</li> <li>• Cumulative Benchmark Assessment on Unit</li> </ul>	<p><u>Alternative Assessments:</u></p> <ul style="list-style-type: none"> <li>• Group Dialogue Project: “A Comer-Let’s Eat”</li> <li>• Hands on Google Document/Slide Menu Project: “Mi Restuarante Nuevo-My New Restaurant”</li> <li>• Creative Writing/Picture Prompts: “¿Qué Comemos y Bebemos?-What Do We Eat and Drink?”</li> <li>• Digital Photo Album: “Mis Parientes Interesantes-My Interesting Relatives”</li> </ul>
Resources	Activities
<ul style="list-style-type: none"> <li>• Avancemos 1A Workbook/Textbook</li> <li>• End of Unit Vocabulary Lists</li> <li>• Authentic documents and material</li> <li>• Teacher created materials</li> <li>• Multimedia Resources</li> </ul>	<ul style="list-style-type: none"> <li>• 1a. Students will list the foods and beverages in which they like and dislike eating or drinking using the verb GUSTAR and indirect object pronouns in each person.</li> <li>• The students will create an authentic menu by organizing foods and beverages by meal times.</li> <li>• The students will create an original dialogue about dining out with family or going to a café with friends.</li> <li>• Students will gather information based on informative passages in the target language and answer them in a complete sentence recalling prior knowledge of interrogative words and the present tense of learned verbs.</li> <li>• The students will conjugate verbs in the present tense for each person using the stems and respective endings for each –ER in writing.</li> <li>• The students will conjugate verbs in the present tense for each person using the stems and respective endings for each –IR in writing.</li> <li>• Students will create digital photo album about a fictional family including: their name, relationship to the student, age, a descriptive sentence, where they are from, and what they do.</li> <li>• Students will read statements about a family tree to determine specific relationships.</li> <li>• The students will compare two family members by including all comparatives: “more than,” “less than” and “as” by writing sentences in the target language.</li> <li>• Students will compare and contrast themselves and others in written communication by utilizing adjectives such as: taller, shorter, more serious and funniest.</li> <li>• Students will determine the correct possessive adjective in different activities by identifying the noun, person and gender.</li> <li>• Students will determine the correct possessive adjective to use by reading statements about family relationships and dynamics.</li> </ul>

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Instructional Best Practices and Exemplars	
<ol style="list-style-type: none"> <li>1. Identifying similarities and differences</li> <li>2. Summarizing and note taking</li> <li>3. Reinforcing effort and providing recognition</li> <li>4. Homework and practice</li> <li>5. Nonlinguistic representations</li> </ol>	<ol style="list-style-type: none"> <li>6. Cooperative learning</li> <li>7. Setting objectives and providing feedback</li> <li>8. Generating and testing hypotheses</li> <li>9. Cues, questions, and advance organizers</li> <li>10. Manage response rates</li> </ol>
9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills	
<p><b>9.1.8.CR.1:</b> Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.</p> <p><b>9.1.8.CR.2:</b> Compare various ways to give back through strengths, passions, goals, and other personal factors.</p> <p><b>9.1.8.CR.3:</b> Relate the importance of consumer, business, and government responsibility to the economy and personal finance.</p> <p><b>9.1.8.CDM.1:</b> Compare and contrast the use of credit cards and debit cards for specific purchases and the advantages and disadvantages of using each.</p> <p><b>9.1.8.CP.1:</b> Compare prices for the same goods or services.</p> <p><b>9.1.8.EG.6:</b> Explain the economic principle of the circular flow of money in different situations regarding buying products or services from a local or national business and buying imported or domestic goods.</p> <p><b>9.1.8.EG.7:</b> Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions.</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 &amp; 9.4:</p> <p><b>Philadelphia Mint</b>  <a href="https://www.usmint.gov/learn/kids/resources/educational-standards">https://www.usmint.gov/learn/kids/resources/educational-standards</a></p> <p><b>Different ways to teach Financial Literacy.</b>  <a href="https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/">https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/</a></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:  <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></p> <p><input type="checkbox"/> Grades 7-8 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading</li> <li><input type="checkbox"/> Writing <input type="checkbox"/> Oral Language</li> </ul> <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> <li>• Graphic short stories</li> <li>• Extended time as needed</li> <li>• Read directions aloud</li> <li>• Assist with organization</li> <li>• Use of computer</li> <li>• Emphasize/highlight key concepts</li> <li>• Recognize success</li> <li>• Provide timelines for work completion</li> <li>• Break down multi-step tasks into smaller chunks</li> <li>• Provide copy of class notes</li> <li>• Graphic organizer</li> <li>• Sentence Starters</li> <li>• Manipulatives</li> <li>• Pictures, photographs</li> <li>• Word Wall</li> <li>• Project Based Learning</li> </ul>	<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"> <li>• Raise levels of intellectual demands</li> <li>• Require higher order thinking, communication, and leadership skills</li> <li>• Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles</li> <li>• Provide higher level texts</li> <li>• Expand use of open-ended, abstract questions</li> <li>• Critical and creative thinking activities that provide an emphasis on research and in-depth study</li> <li>• Enrichment Activities/Project-Based Learning/Independent Study</li> </ul> <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none"> <li>❖ <a href="#">Gifted Programming Standards</a></li> <li>❖ <a href="#">Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy</a></li> <li>❖ <a href="#">REVISED Bloom’s Taxonomy Action Verbs</a></li> </ul>

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**Interdisciplinary Connections**

- \*ELA:**
- A.W.6.** 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.
  - 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)
- \*Health:**
- 2.1.8.A.4** Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.
  - 2.1.P.B.2** Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).
  - 2.1.8.B.1** Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.
- \*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.3.a:** Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.
  - 6.1.8.EconNE.4.a:** Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the 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.
  - 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.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.