

Winslow Township School District
Spanish 1B-8th Grade
Unidad 4: En España-Vamos de Compras al Centro

Overview: Unit Theme- Shopping Downtown (Spain)

Students in Level 1A will cover unit standards such as; communication, cultures, connections, comparisons and communities. Within the unit standards for communication students will discuss clothes they want to buy and what seasons to wear them, events and places around town, transportation, recall prior knowledge of foods and beverages and how to order from a menu when dining out with family and friends.

Within the unit standards linked to culture, students will compare and contrast local markets in Spain and Guatemala, music, art and poetry.

Students will make connections through language by tracing the Arabic origins to Spanish words that begin with al- or and in-.

Health will be discussed by revealing the benefits of olives and olive oil and some of the major regions that contribute to the cultivating and distribution of it. Also, students will learn how olive oil is present in many authentic dishes.

Comparisons will be made about the likes and differences of shopping in Madrid, how variations in geography can effect climate in Spain and other Spanish speaking countries compared to the United States. Linguistically, the Spanish c with a, o, u and with e, i.

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
Unit 4: En Espana-Vamos de Compras al Centro:	7.1.NM.IPRET.1 7.1.NM.IPRET.5 7.1.NM.IPRET.3 7.1.NM.IPERS.1 7.1.NM.PRSNT.3 WIDA 1,2	<ul style="list-style-type: none"> • Students will communicate what they prefer to wear and not wear during each season. • Students will recall prior knowledge of learned irregular verbs and their rules in order to conjugate new stem-changing verbs. • Students will differentiate between various currencies. • Students will express what activities and places they like to visit around town for a good time. • Students will discuss various means of transportation to go out around town with friends. • Students will demonstrate ability to ask for what he or she wants from a menu or store clerk. 	<ul style="list-style-type: none"> • How does culture influence shopping in other countries? • How does culture and customs influence interactions between friends and going out to a restaurant or downtown?
Unit 4: Enduring Understandings	<ul style="list-style-type: none"> • Learning a second language will broaden my opportunities as consumer. • Learning to effectively communicate needs and wants in the target language will enable me to make the best product purchases when traveling. • Learning the structures upon which a language is built helps to better the understanding of idiomatic expressions and proper use of irregularities in the target language. • Fashion and shopping in Spanish speaking countries and in the United States have similarities and differences. • Transportation is both alike and different throughout the various Spanish speaking countries of the world compared to where we live. • Culture heavily influences social gatherings and meal time in the target language. 		

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Curriculum Unit 4	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.	7	36
	7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.	6	
	7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.	6	
	7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.	6	
	7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.	6	
	Assessment, Re-teach and Extension		5	

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Unit 4 Grade 8		
Core Idea	Indicator #	Performance Standards
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.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
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.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
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 4 Grade 8	
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"> • Google Document/Slide Presentation: “Mi Ropa Favorita-My Favorite Clothing”- Speaking Assessment • Google Document/Slide Presentation: “Mi Tienda-My Store”-Original Advertisement for a clothing or food store. • Creative Writing Assignment: “¿Vamos de Compras?-Picture Prompts • Group Dialogue Presentation: “Salimos Con Amigos-Going Out with Friends”
Resources	Activities
<ul style="list-style-type: none"> • Avancemos 1B Workbook/Textbook • End of Unit Vocabulary Lists • Authentic documents and material • Teacher created materials • Multimedia Resources 	<ul style="list-style-type: none"> • Students will present a picture of their favorite outfit and give a verbal description of what the outfit consists of, why they like it, and what season is best to wear it. • Students will create descriptive sentences about what people are wearing in specific pictures, recalling the use of SER and the use of adjectives such as colors. • Students will create original sentences demonstrating knowledge of irregular verbs in the present tense. • Students will conjugate irregular verbs in present tense based on their knowledge of all the “families” of stem changers. • Students will converse about fashion, shopping and currency. • Students will convert currency from that of the United States to various Spanish-speaking countries. • Students read a map and answer questions about locations and activities done around town. • Students will identify places and activities they like to do around town through digital flashcards and writing prompts. • Students will create a list of various places in town and describe by what means of transportation do they arrive. • Students will be asked to watch a telehistoria DVD and write down various objects they see in the restaurant. • Students will work cooperatively to create and perform an original dialogue about going to a restaurant with friends. • Students will read a menu and answer questions based on what they see.

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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

- 9.1.8.CR.1:** Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- 9.1.8.CDM.2:** Demonstrate an understanding of the terminology associated with different types of credit (e.g., credit cards, installment loans, mortgages, lines of credit) and compare and calculate the interest rates associated with each.
- 9.1.8.CP.1:** Compare prices for the same goods or services.
- 9.1.8.EG.5:** Interpret how changing economic and societal needs influence employment trends and future education.
- 9.1.8.EG.6:** 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.
- 9.1.8.EG.7:** Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions.
- 9.1.8.EG.8:** Analyze the impact of currency rates over a period of time and the impact on trade, employment, and income.
- 9.1.8.FP.2:** Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.
- 9.1.8.FP.4:** Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.
- 9.1.8.FP.7:** Identify the techniques and effects of deceptive advertising.

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.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

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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.RL.3.** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
 - 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.
 - A.SL.4.** 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.CivicsPI.3.c:** Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.
 - 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.

Integration of Computer Science and Design Thinking NJSL 8

- 8.1.8.DA.1:** Organize and transform data collected using computational tools to make it usable for a specific purpose.
- 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.AP.6:** Refine a solution that meets users' needs by incorporating feedback from team members and users.