

**Winslow Township School District**  
**Spanish 1B-8th Grade**  
**Unidad 5: En Ecuador-Bienvenidos a Nuestra Casa: Vivimos Aquí**

**Overview: Unit Theme- Welcome to Our House (Ecuador)**

Students in Level 1A will cover unit standards such as; communication, cultures, connections, comparisons and communities. Within the unit standards for communication students will describe home living and their environments, household items, describe people and locations, discuss chores and responsibilities, plan a party, use simple commands to tell someone what to do, and communicate what one “just did” in the target language.

Within the unit standards linked to culture students will compare and contrast celebrations in Spanish speaking countries to those in the United States, Otavalo textiles and markets, textile art in Ecuador and Panama, holidays in Quito, the art of Targelia Toaquiza, and housing in Ecuador.

Students will make connections through social studies by exploring Incan construction methods, mathematics by comparing shapes utilized in Incan structures, and in history by connecting Quechua words that are still used in the Spanish language.

Comparisons will be made about types of houses and apartments around the world, accenting in Spanish and in English words, the importance of geographical locations and civilizations, celebrations and life events, folk dances and traditional crafts in Ecuador and the U.S.

Through discussion of how speaking Spanish can help local artists sell their work, students will connect content 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.

The World Language High School students will cover unit standards such as; communication, cultures, connections, comparisons and communities.

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Overview	Standards for World Language Content	Unit Focus	Essential Questions
<p><a href="#">Unit 5</a></p> <p><b>En Ecuador-Bienvenidos a Nuestra Casa: Vivimos Aquí</b></p>	<p>7.1.NM.IPRET.1</p> <p>7.1.NM.IPRET.2</p> <p>7.1.NM.IPRET.3</p> <p>7.1.NM.IPERS.4</p> <p>7.1.NM.PRSNT.6</p> <p>WIDA 1,2</p>	<ul style="list-style-type: none"> <li>• Students will describe a house, rooms, furniture and household items.</li> <li>• Students will recall prior knowledge of the verbs SER and ESTAR by comparing the various uses of each verb and conjugate them in the present tense.</li> <li>• Students will utilize ordinal numbers and apply rules of nouns and adjective agreement to put events in the order they occur.</li> <li>• Students will describe their chores and responsibilities at home or in preparing for a celebration.</li> <li>• Students will conjugate irregular “Yo” form verbs DAR, PONER, SALIR, TRAER, HACER and VENIR in the present tense.</li> <li>• Students will use direct object pronouns and informal commands to give friends or family members chores to do when preparing for a party.</li> </ul>	<ul style="list-style-type: none"> <li>• How does learning about family living in other countries help me appreciate the time and relationship I have with my own?</li> <li>• How does learning how to express preparing for gatherings in the target language help me better understand their culture?</li> </ul>
<p><i>Unit 5: Enduring Understandings</i></p>	<ul style="list-style-type: none"> <li>• Learning a second language will broaden my opportunities as consumer.</li> <li>• 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.</li> <li>• Family dynamics and living in Spanish speaking countries and in the United States have similarities and differences.</li> <li>• Housing is both alike and different throughout the various Spanish-speaking countries of the world compared to where we live.</li> <li>• Culture heavily influences social gatherings and meal time in the target language.</li> </ul>		

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**Unit 5 Grade 8**

Curriculum Unit 5	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.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.	6	
	7.1.NM.IPRET.3	Identify familiar people, places, and objects based on simple oral and/or written descriptions.	6	
	7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.	6	
	7.1.NM.PRSNT.6	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits	6	
	<b>Assessment, Re-teach and Extension</b>		5	

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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.
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, and objects based on simple oral and/or 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.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
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.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

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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>• Google Document/Slide Presentation: “Mi Casa-My House”-Speaking Assessment</li> <li>• Google Document/Slide Presentation: “Mi Familia Fabulosa-My Fabulous Family”-Original Presentation About Fictional or Actual Family Members.</li> <li>• Creative Writing Assignment: “Dónde Vivimos-Where We Live”-Picture Prompts</li> <li>• Group Dialogue Presentation: “Salimos Con Amigos-Going Out with Friends”</li> </ul>
Resources	Activities
<ul style="list-style-type: none"> <li>• Avancemos 1B 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>• Students will draw a house diagram by labeling each room and labeling the specific furniture for each room. The students will present their diagrams to the class by reading a short description.</li> <li>• Students will utilize infinitives to list what activities occur throughout the house.</li> <li>• Students will demonstrate knowledge of the verbs SER and ESTAR by writing sentences for specific pictures.</li> <li>• Students will choose between SER and ESTAR in different passages and the correct conjugations.</li> <li>• Students will reinforce the use of ordinal numbers by reading a passage and putting pictures in the order that they occur.</li> <li>• The students will be assigned an ordinal number and they have to line up correctly according to their number without talking only using their cards.</li> <li>• Students will read a menu and answer questions based on what they see.</li> <li>• Students will create a 6 box cartoon will illustrations to communicate what each person must do to prepare for a surprise party.</li> <li>• Students will create a list of chores they do at home and a list for what they do to prepare for a party.</li> <li>• Students will demonstrate knowledge of the irregular “Yo” form verbs DAR, PONER, SALIR, TRAER, HACER and VENIR in the present tense by utilizing them in original sentences.</li> <li>• Students will demonstrate knowledge of the irregular “Yo” form verbs DAR, PONER, SALIR, TRAER, HACER and VENIR in the present tense by filling in different blanks with specific passages.</li> <li>• Students will create 5 commands to be utilized in a TPRS game of “Simon Dice” (Simon Says)</li> <li>• Students will create a list of commands to do in preparation for a party.</li> </ul>

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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.CR.2:** Compare various ways to give back through strengths, passions, goals, and other personal factors.
- 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.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.3:** Explain how self-regulation is important to managing money (e.g., delayed gratification, impulse buying, peer pressure, etc.).
- 9.1.8.FP.4:** Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.
- 9.1.8.PB.2:** Explain how different circumstances can affect one’s personal budget.

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: <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.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)
- \*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.d:** Use data and other evidence to determine the extent to which demographics influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.
  - 6.1.8.CivicsDP.3.a:** Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.
  - 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.AP.6:** Refine a solution that meets users' needs by incorporating feedback from team members and users.
- 8.1.8.IC.1:** Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.