

Winslow Township School District

Spanish 1B-8th Grade

Unidad 6: En La República Dominicana-Como Mantener Buena Salud

Overview: Unit Theme- Health and Fitness (Dominican Republic)

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 sports and famous Hispanic athletes, talk about who and what they know, identify parts of the body, discuss staying healthy and be able to express what symptoms a person has or what hurts.

Within the unit standards linked to culture students will compare and contrast sporting activities, outdoor activities, health habits and the meanings of gestures and proverbs in Spanish speaking countries in the Caribbean.

Students will make connections through social studies by exploring the meaning of the Dominican flag and coat of arms, history by reading about the Dominican struggle for independence, art by designing a flag for their class, and physical education through discussion of health.

Comparisons will be made about sports in the Dominican Republic and the United States, outdoor activities and staying healthy, music festivals in Spanish speaking countries and the U.S. and Spanish-speaking athletes local and global.

Through discussion of the variations in the meaning of gestures in the business world and famous Spanish-speaking athletes, 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>Unit 6:</p> <p>En La República Dominicana-Como Mantener Buena Salud</p>	<p>7.1.NH.IPRET.2</p> <p>7.1.NH.IPRET.1</p> <p>7.1.NH.IPERS.2</p> <p>7.1.NH.IPERS.5</p> <p>7.1.NH.IPERS.2</p> <p>7.1.NH.PRSNT.2</p> <p>WIDA 1,2</p>	<ul style="list-style-type: none"> • Students will describe their favorite sport or outdoor activity, where it takes place and the equipment required. • Students will conjugate the verb JUGAR in the present tense. • Students will communicate what they and others know through use of the verbs SABER and CONOCER • Students will identify the parts of the body and discuss what hurts a person utilizing the verb DOLER. • Students will discuss the activities to do maintain health and wellness. 	<ul style="list-style-type: none"> • How does learning about sports, how they are played and celebrated in other countries help me to better understand the sports in the United States? • How does learning about health and wellness in other countries help me to strengthen what I need to know about my own personal fitness?
<p><i>Unit 6: Enduring Understandings</i></p>	<ul style="list-style-type: none"> • Learning a second language will broaden my opportunities to communicate about what I know. • Learning to effectively communicate personal preferences and needs in the target language will enable me to be responsible for my well-being 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. • Sports and leisure activities are both alike and different throughout the various Spanish speaking countries of the world compared to where we live. • Culture and geographical location heavily influence sports preferences in the target language. 		

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Curriculum Unit 6	Standards		Pacing	
			Days	Unit Days
	7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.	5	36
	7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.	5	
	7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.	6	
	7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.	5	
	7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.	5	
	7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.	5	
	Assessment, Re-teach and Extension		5	

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Unit 6 Grade 8

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.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials 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.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	FORN 7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	FORN 7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	FORN 7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	FORN 7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.

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Unit 6 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 Research Project: “Mi Atleta Famosa-My My Famous Athlete. • Creative Writing Assignment: “¿Qué Jugamos?-Picture Prompts • Group Dialogue Presentation: “La Salud-Health”-A Trip to the Doctor’s Office or School Nurse
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 communicate verbally about their favorite sport or outdoor activity. • Students will research a famous United States athlete who is native or heritage speaker from a Spanish speaking country and create a document or slide presentation. • Students will create original sentences with the verb JUGAR and vocabulary thematic to playing sports. • Students will complete a paragraph about baseball in the Caribbean by utilizing the verb JUGAR. • Students will demonstrate knowledge of the verbs SABER and CONOCER.by writing and completing sentences with the correct use and form of the appropriate verb. • Students will create original sentences to communicate what various people know. • Students ask and answer questions about what part of the body hurts in written and verbal communication. • Students will work cooperatively to create and perform an original dialogue about going to the doctors with a sick child, a visit to the school nurse, or a trip to the pharmacist. • Students will read and answer questions about someone who is not feeling well. In addition to, students will discuss what is wrong with the main character and what he can do to feel better and maintain better health. • Students will create original sentences with verbs and vocabulary thematic to illness and maintaining health.

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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.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.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.).

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.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.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)

***Health:**

2.1.8.B.2 Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.

2.2.8.E.2 Compare and contrast situations that require support from trusted adults or health professionals.

***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.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.5.d: Assess the role of various factors that affected the course and outcome of the Civil War (i.e., geography, natural resources, demographics, transportation, leadership, and technology).

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.