

**Winslow Township School District**  
**Spanish 1B-8<sup>th</sup> Grade**  
**Unidad 7: En Argentina-Un Pasatiempo Bueno**

**Overview: Unit Theme- A Terrific Weekend (Argentina)**

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 about past events in the target language with the use of the preterite tense, discuss technology, indefinite or negative situations, talking on the phone with friends, and extending invitations.

Within the unit standards linked to culture students will compare and contrast beaches in Argentina to that of the United States, Argentinean cuisine, places to have fun in Latin America, and family last names.

Students will make connections through social studies by discussing the origin and purpose of language games, geography by determining how location affects culture, science by researching the characteristics and value of silver.

Comparisons will be made about regional foods and beverages, slang terms in Argentina and in the United States, the differences of amusement parks, summertime activities and places to visit for leisure, museums around the world, and last names. Linguistically, students will compare the Spanish *ll* and *y*.

Through discussion of family names of Spanish speaking members of the community and United States– 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.

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><b>Unit 7:</b></p> <p><b>En Argentina-Un Pasatiempo Bueno</b></p> | <p>7.1.NH.IPRET.2</p> <p>7.1.NH.IPRET.4</p> <p>7.1.NH.IPERS.4</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"> <li>• Students will discuss how technology is used at home and in school.</li> <li>• The students will conjugate the regular -AR, -ER, and -IR verbs in the preterite tense in each person.</li> <li>• Students will talk about what they did in their spare time with friends and family.</li> <li>• Students will practice vocabulary words discussing amusement park activities by describing likes and dislikes with rides and places to visit.</li> <li>• Students will plan a day of fun by extending different invitations and an itinerary to classmates.</li> <li>• Students will conjugate various irregular verbs in the preterite past tense.</li> </ul> | <ul style="list-style-type: none"> <li>• How does being able to talk about what I did in the past help my ability to communicate a great weekend either verbally or through technology?</li> <li>• How does being able to talk about a past trip to an amusement park further my ability to communicate?</li> </ul> |
| <p><b>Unit 7:</b></p> <p><b>Enduring Understandings</b></p>          | <ul style="list-style-type: none"> <li>• Learning a second language will broaden my opportunities to communicate about what I did in my free time.</li> <li>• Learning to effectively communicate about indefinite and negative situations in the target language will enable me to communicate about my past.</li> <li>• Learning the structures upon which a language is built helps to better the understanding of idiomatic expressions and proper use of tenses in the target language.</li> <li>• Leisure activities are both alike and different throughout the various Spanish-speaking countries of the world compared to where we live.</li> <li>• The use of technology is dependent on culture and geographical location.</li> </ul> |   |   |

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| Curriculum Unit 7 | 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.4                            | Recognize some common gestures and cultural practices associated with target culture(s).  | 5      |           |
|                   | 7.1.NH.IPERS.4                            | Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.   | 5      |           |
|                   | 7.1.NH.IPERS.5                            | Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.   | 6      |           |
|                   | 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      |           |
|                   | <b>Assessment, Re-teach and Extension</b> |   | 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<br>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<br>7.1.NH.IPRET.4 | Recognize some common gestures and cultural practices associated with target culture(s).  |
| Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.                              | FORN<br>7.1.NH.IPERS.4 | Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.   |
| Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.                              | FORN<br>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<br>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<br>7.1.NH.PRSNT.2 | Create and present brief messages using familiar vocabulary orally or in writing.   |

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| Unit 7 Grade 8   |  |
|--|--|
| 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: “Mi Vida Fenomenal-My Phenomenal Life” –Timeline Project.</li> <li>• Creative Writing Assignment: “En Nuestro Pasatiempo-In Our Freetime”-Picture Prompts</li> <li>• Speaking Test: “Una Semana Divertida-A Fun Week”-One on One Speaking Assessment About A Fun Week Utilizing the Preterite Past Tense and Pictures</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 read about technology and answer questions pertaining to a specific passage.</li> <li>• Students will identify the specific vocabulary word or phrase according to different pictures presented in the activities.</li> <li>• Students will conjugate regular -AR, -ER, and -IR verbs by utilizing them in original sentences.</li> <li>• Students will complete statements by utilizing verbs in the preterite past tense to express what a person did during their spare time.</li> <li>• Students will recall special events about their past and create a time line dating when each even occurred.</li> <li>• The students will choose the logical affirmative and negative words according to the noun in the sentences in different activities. The students will use words such as; something/nothing, someone/no one.</li> <li>• Students will write about past trips to amusement parks and the rides they like and dislike.</li> <li>• Students will identify rides and various areas of an amusement park through original sentence writing and using the preterite past tense.</li> <li>• Students will extend invitations to different classmates asking to join them in a day of fun including the place, time and events.</li> <li>• Students will compose an email extending an invitation to a pen pal and detailing it with an itinerary of events at an amusement park they will visit.</li> <li>• Students will conjugate various irregular verbs in the preterite past tense in each person by creating original sentences.</li> <li>• Students will create a presentation about a past trip to an amusement park to demonstrate their knowledge of all learned preterite past tense and ability to incorporate vocabulary thematic to amusement parks and recreation.</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.EG.5: Interpret how changing economic and societal needs influence employment trends and future education.
- 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.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.PB.5: Identify factors that affect one’s goals, including peers, culture, location, and past experiences.

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:<br/> <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.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.b:** Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over 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 NJSLS 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.