

**Winslow Township School District**  
**9-12 Spanish 1**  
**Preliminary Lesson: Introductions (Florida)**

**Overview: Summary: Unit Theme: Preliminary Lesson: Introductions (Florida)**

### Summary

In the Preliminary Unit, the students will discuss the importance of learning a second language by comparing and contrasting the influence of other languages spoken in the United States. The students will be introduced to a variety of topics such as; greetings, introductions, names, alphabet, weather, days of the week, numbers and classroom commands. The students will incorporate those topics by creating and performing conversations and by completing hand-on activities. This unit will cover 4 weeks during the first marking period.

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	Performance Expectations for World Language	Unit Focus	Essential Questions
<a href="#"><u>Unit PL</u></a>	7.1.NM.IPRET.1 7.1.NM.IPRET.3 7.1.NM.IPERS.3: 7.1.NM.IPERS.4 7.1.NM.PRSNT.3 WIDA 1,2	<ul style="list-style-type: none"> <li>• The students will differentiate the use of formal and informal greetings when speaking to adults rather than peers</li> <li>• The students will recite the alphabet in the target language</li> <li>• The students will count from 1-10</li> <li>• The students will practice and recall the specific (days of the week) vocabulary.</li> <li>• The students will write the days of the week and draw a picture of an activity for that day of the week.</li> <li>• The students will practice and recall the specific (weather) vocabulary.</li> <li>• The students will write and present a weekly forecast in Spanish.</li> <li>• The students will practice and recall the specific (classroom commands) vocabulary.</li> <li>• The students will participate in a game of performing the different classroom commands directed by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• What are the differences between formal and informal greetings and introductions?</li> <li>• How does the English alphabet compare to the Spanish alphabet?</li> <li>• How can knowledge of Spanish numbers facilitate telling time and exchanging phone numbers?</li> <li>• How would you create a weekly activity schedule in Spanish?</li> <li>• How can you listen to a weather forecast in a Spanish speaking country while planning a vacation?</li> <li>• How would you follow classroom commands while participating in a foreign exchange school program in another country?</li> </ul>
<b>Unit PL:</b> <i>Enduring Understandings</i>	<ul style="list-style-type: none"> <li>• Introductions, Alphabet, Numbers</li> <li>• Days of the week, weather, classroom commands</li> </ul>		

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Curriculum Unit PL	Performance Expectations		Pacing	
			Days	Unit Days
<b>Unit PL:</b>  <b>Introductions (Florida)</b>	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.	4	20
	7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.	2	
	7.1.NM.IPERS.3:	Express one’s own and react to others’ basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.	4	
	7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.	2	
	7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits	5	
	Assessment, Re-teach and Extension		3	

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Unit 1 Grade 9-12		
Core Idea	Performance Expectations	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	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.	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.	7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	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.	7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits

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**Unit 1 Grade 9-12**

**Assessment Plan**

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| <ul style="list-style-type: none"><li>• Use Assessment Rubrics to:</li><li>• Assess the student's class participation, completion of activities, completion of homework, completion of projects and vocabulary and grammar quizzes and tests.</li><li>• Assess the students group and partner work participation</li><li>• Assess the students voluntary and involuntary verbal participation</li><li>• Assess the Did You Get It? Review Packet PL</li><li>• End of Unit vocabulary sheets / Binder Checks</li><li>• Para y Piensa Review Questions</li><li>• PL Lesson 1 and 2 Projects</li><li>• Reading, Writing, Listening and Speaking Unit Quizzes and Tests.</li></ul> | <ul style="list-style-type: none"><li>• Alternative Assessments:</li><li>• Modified Assessments</li><li>• Heritage Learner Assessments</li><li>• ESL Assessments</li></ul> |
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Resources	Activities
<ul style="list-style-type: none"> <li>• Avancemos text book and workbook Pages PL</li> <li>• Play audio TXT CD Tracks</li> <li>• Audio TXT CD tracks</li> <li>• Telehistoria DVD Avancemos Workbook/Textbook</li> <li>• End of Unit Vocabulary Lists and Grammar Concepts/Rules</li> </ul> <p><b>Diversity, Equity &amp; Inclusion Educational Resources</b>  <a href="https://www.nj.gov/education/standards/dei/">https://www.nj.gov/education/standards/dei/</a></p>	<ul style="list-style-type: none"> <li>• Students will complete the Textbook Avancemos Level 1 activities provided per lesson per unit as assigned by the teacher.</li> <li>• Students will introduce themselves and others aloud to both</li> <li>• peers and teacher</li> <li>• Students will ask each other how they are doing</li> <li>• The student will spell their first and last name</li> <li>• The student will listen to letters spoken aloud and write them down in order to create words</li> <li>• Students will count aloud up and down rows in the target language</li> <li>• Students will ask peers for phone numbers</li> <li>• The students will list the days of the week which either comes before or after the given day.</li> <li>• The students will answer questions on the days of the week by using (today, tomorrow and yesterday) phrases.</li> <li>• The students will describe the weather for each month of the year using at least two descriptions.</li> <li>• The students will write out a weekly weather description.</li> <li>• The students will give a classroom command to their partners to practice.</li> <li>• The students will create a list of the classroom commands and a list of the classroom activities by organizing their vocabulary.</li> </ul>
Instructional Best Practices and Exemplars	
<ol style="list-style-type: none"> <li>1. Identifying similarities and differences in both languages</li> <li>2. Summarizing and note taking</li> <li>3. Reinforcing effort and providing recognition</li> <li>4. Homework and practice</li> <li>5. Linguistic 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 modeling</li> <li>10. Manage response rates, time and accuracy</li> </ol>

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**9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills**

**9.1.12.CFR.1:** Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of culture

**9.2.12.CAP.3:** Investigate how continuing education contributes to one's career and personal growths

**9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

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/>

**Modifications for Special Education/504**

**Students with special needs:** Students will be provided with accommodations and modifications specified in their IEP Plan and 504 Plan. Some activities may include but not limited to are; Small group instruction, Text-to-speech platforms, Modeling and guided practice, Read directions aloud, Repeat, rephrase and clarify directions, Extended time as needed, Break down assignments into smaller units, Provide shortened assignments, Modify testing format, Repeat directions as needed, Sentence Starters, End of Unit Word List, Sing-Along, Clip Art, Yes/No Questions, Sentence Completion, Memory Aids, Read Before Listening, Peer Study Support, Role-Playing and Skits and Multisensory Input/Output

**Resources:** Available online and on disc: • eEdition (DVD-ROM) and eEdition Interactive Online Student Edition • @HomeTutor (CD-ROM) - featuring Animated Grammar Available online: • Conjuguemos.com • Cultura Interactiva • Culture Links • WebQuests • Flashcards • Review Games • Self-check Quiz

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**Modifications for At-Risk Students**

Students will be provided with accommodations and modifications that may include: Text-to-speech platforms, 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, End of Unit Word List, Sentence Starters, Alphabetic/Phonetic Awareness, Clear Structure, Frequent Review/Repetition, Cumulative Instruction, Metacognitive Support, Communication Cards,

**Available online and on disc:** • eEdition (DVD-ROM) and eEdition Interactive Online Student Edition • @HomeTutor (CD-ROM) - featuring Animated Grammar Available online: • Conjuguemos.com • Cultura Interactiva • Culture Links • WebQuests • Flashcards • Review Games • Self-check Quiz

**English Language Learners**

All WIDA Can Do Descriptors can be found at this link:  
<https://wida.wisc.edu/teach/can-do/descriptors>

Grades 9-12 WIDA Can Do Descriptors:  
 Listening  Speaking  Reading  
 Writing  Oral Language

Check Comprehension of Students and use accommodations and modifications as determined by NJ DOE Bilingual and ESL policies. These may include: Use of bilingual dictionaries, Personal dictionary, Word Wall, Pictures, photographs, Sentence Starters, Response frames, Adapted text, Repeated reading, Provide Background knowledge experience, Increase Vocabulary (cognates) Exposure, Fluency strategies, Support What They Know, Increase Accuracy, Regional Variations, Writing Skills, Literacy Skills, Provide Comprehensive Input, Build Background, Making English Language Connections

**Modifications for Gifted Students**

Students will be provided with modifications that may include:

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, Communicate Preferences, Expand and Elaborate, Timed Answers, Self-correct, Summarize, Critical Thinking, Making Cultural Comparisons, Support Ideas with Details, Circumlocution, Persuade



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**Interdisciplinary Connections**

**ELA**

**NJSLSA.W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**NJSLSA.L5.** Demonstrate understanding of word relationships and nuances in word meanings.

**Social Studies**

**6.1.12.HistoryCA.14.c:** Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

**6.1.12.HistoryUP.16.a:** Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.

**Integration of Computer Science and Design Thinking NJSLS 8**

**8.2.12.ITH.3:** Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.