

Winslow Township School District
9-12 Spanish 1
Unit 1: Time with Friends (United States)

Overview: Summary: Unit Theme: Time with Friends (United States)

The World Language High School students will cover unit standards such as; communication, cultures, connections, comparisons and communities. In the unit standard communication, the students will • Talk about activities • Say what you like and don't like to do • Tell where you are from • Describe yourself and others • Identify people and things. Cultures • Los Premios Juventud • Art of Xavier Cartada • Favorite activities of Florida teenagers • Mexican and Tex-Mex food • Los cascarnes. Connections • Geography: Cities—old and new • Mathematics: Calculate distances • Language: Places in the U.S. with Spanish names • Music: Tex-Mex. Comparisons • Florida beaches, places students go in their free time. • Famous performers and athletes • The Spanish p, t, and ñ, the English p, t, and /ny/ sound • Representing communities in art • Paseo del Río, places of interest • Restaurants with foods from other countries • Family traditions • Places of interest in San Antonio and Miami • Traditional dishes of Mexico and Cuba • Personal descriptions Communities • Restaurants with food from Spanish– speaking countries.

The World Language High School students will also expand on grammar. In this unit the students will use the subject pronouns and the verb ser (to be) and the expression ser de to describe where you are from. The students will use gustar (to like) with an infinitive and the indirect object pronouns. The students will conjugate the verb ser to describe what someone is like in all forms. The students will use definite and indefinite articles and practice noun-adjective agreement.

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	Unit Focus	Essential Questions
<u>Unit 1</u>	7.1.NH.IPRET.1 7.1.NH.IPRET.2 7.1.NH.IPRET.3 7.1.NH.IPERS.2 7.1.NH.IPERS.2 WIDA 1,2	<ul style="list-style-type: none"> • The students will practice and recall specific (adjectives and noun) vocabulary. • The students will be able to write a letter to a pen pal describing themselves using adjectives to describe their physical traits and their characteristic traits. • The students will conjugate the verb “ser” by writing a sentences in each person using nouns and adjectives. • The students will write and translate sentences including both definite and indefinite articles and nouns and adjectives focusing on noun-adjective agreement/sentence • The student will describe activities and foods they like to eat • The student will identify people and say where they are from using conjugations of the verb "ser" 	<ul style="list-style-type: none"> • How would you describe yourself to a friend or an acquaintance? • How would you understand who someone is describing in a classroom or out of school setting? • What are some activities that you like to engage in during your free time? • How can different people state where they are from?
Unit 1: Enduring Understandings	<ul style="list-style-type: none"> • Describe yourselves and others and identify people and things • Use the verb ser to describe what someone is like • Use definite and indefinite articles with sentence agreement in person and gender • Describe activities, likes and dislikes, and the conjugation of the verb "ser" 		

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Curriculum Unit 1	Performance Expectations		Pacing	
			Days	Unit Days
Unit 1: Time with Friends (United States)	7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.	4	20
	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.	2	
	7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.	4	
	7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.	2	
	7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture	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.NH.IPRET.1	Identify familiar words and phrases 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.	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.	7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
Interpersonal communication between and among people is the exchange of information and the negotiation of meaning	7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.

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Unit 1 Grade 9-12

Assessment Plan

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| <ul style="list-style-type: none">• Use Assessment Rubrics to:• Assess the student's class participation, completion of activities, completion of homework, completion of projects and vocabulary and grammar quizzes and tests.• Assess the students group and partner work participation• Assess the students voluntary and involuntary verbal participation• Assess the Did You Get It? Review Packet Unit 1 Lesson 1& 2• End of Unit vocabulary sheets / Binder Checks• Para y Piensa Review Questions• Unit 1 Lesson 1 and 2 Projects• Reading, Writing, Listening and Speaking Unit Quizzes and Tests. | <ul style="list-style-type: none">• Alternative Assessments:• Modified Assessments• Heritage Learner Assessments• ESL Assessments• Pre-AP Assessments• AP Assessments |
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Resources	Activities
<ul style="list-style-type: none"> • Avancemos text book and workbook Pages Unit 1 Lesson 1 and 2 • Play audio TXT CD Tracks • Audio TXT CD tracks • Telehistoria DVD Avancemos Workbook/Textbook • End of Unit Vocabulary Lists and Grammar Concepts/Rules <p>Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/</p>	<ul style="list-style-type: none"> • Students will complete the Textbook Avancemos Level 1 activities provided per lesson per unit as assigned by the teacher. • The students will practice the vocabulary by writing a short description about themselves anonymously. The students will choose a description and try to guess who the description came from in the classroom. • The students will describe pictures by writing a description of the students in the pictures including what they look like, personality traits and activities they may enjoy. • The students will conjugate the verb ser (to be) by writing a sentence using all forms of the conjugations • The students will compare siblings and their opposite characteristics using ser. • The students will identify the appropriate definite and indefinite articles for the specific nouns according to person and gender. • The students will translate sentences form English to Spanish using the correct adjective/noun agreement and comparing the differences used with both person and gender. • Students will ask peers whether they like certain foods and beverages. • Students will create a journal and write activities they perform and foods they eat throughout the day. • Students will find countries in Latin America on a map and state their origins. • Students will create a verb chart of “Ser” and the conjugations
Instructional Best Practices and Exemplars	
<ol style="list-style-type: none"> 1. Identifying similarities and differences in both languages 2. Summarizing and note taking 3. Reinforcing effort and providing recognition 4. Homework and practice 5. Linguistic representations 	<ol style="list-style-type: none"> 6. Cooperative learning 7. Setting objectives and providing feedback 8. Generating and testing hypotheses 9. Cues, questions, and modeling 10. Manage response rates, time and accuracy

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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 connection

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.