

**Winslow Township School District**  
**9-12 Spanish 1**  
**Unit 2: Let's Go to School (Mexico)**

**Overview: Summary:**

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 daily schedules • Ask and tell time • Say what you have and have to do • Say what you do and how often • Describe classes and classroom objects • Say where things are located • Say where you are going • Talk about how you feel. Cultures • School uniforms • Diego Rivera and Frida Kahlo • The National Museum of Anthropology. Connections • History: Reading historical maps • Art: Creating maps and symbols • Social Studies: Technology in education • Health: Health benefits of cacti. Comparisons • Meeting places in Spanish-speaking countries and in the U.S. • School uniforms in Mexico, the Dominican Republic, and the U.S. • Public artwork in Mexico and the U.S. • The Spanish ch and d and the English ch and d • School years in Mexico and the U.S. • Ancient artifacts and future artifacts • Self-portraits of Frida Kahlo • Favorite classes of Mexican and Dominican students • A culture's view of the natural world reflected in art • School schedules in Mexico, the Dominican Republic, and Paraguay • Huichol yarn painting, Taino rock art. Communities • Arts and crafts influenced by Spanish speaking cultures in a local store

The World Language High School students will also expand on grammar. In this unit the students will use and conjugate The verb tener (to have) and the expressions tener que (to have to) and tener ganas de (to have the feeling to). The students will speak in the present tense using -ar verbs and the conjugated verb before the subject to ask a question.

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
<a href="#">Unit 2</a>	7.1.NH.IPRET.2 7.1.NH.IPRET.4 7.1.NH.IPRET.5 7.1.NH.IPERS.3 7.1.NH.IPERS.4 WIDA 1,2	<ul style="list-style-type: none"> <li>• The students will create their class schedule by listing their classes by period and time.</li> <li>• The students will list their responsibilities they must do in the classroom and after school.</li> <li>• The students will conjugate 5 regular AR verbs using each subject pronoun.</li> <li>• The students will recall the meaning and conjugations of the verb ser and differentiate between estar.</li> <li>• The students will create a classroom description by listing the objects and where they are located.</li> <li>• The students will describe their feelings according to different activities they participate in.</li> </ul>	<ul style="list-style-type: none"> <li>• How would you follow a class schedule in a Spanish speaking country?</li> <li>• How would you explain what you must do in certain classes in a Spanish speaking country?</li> <li>• How would state specific activities that you do or do not do in a Spanish speaking country?</li> <li>• If you were in a Spanish speaking country how would you ask where certain things were located such as; objects in a classroom and places in a school?</li> </ul>
<b>Unit 2</b> <b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Talk about how you feel</li> <li>• Describe where people and things are located in the classroom and the school</li> <li>• Describe class schedules and classroom objects</li> <li>• Tell Time</li> <li>• Describe location, where you are going and feelings using the verbs ir and estar</li> </ul>		<ul style="list-style-type: none"> <li>• How would you describe how you were feeling to a classmate who only spoke Spanish?</li> </ul>

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Curriculum Unit 2	Performance Expectations		Pacing	
			Days	Unit Days
<b>Unit 2: Let's Go to School (Mexico)</b>	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.	4	20
	7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).	2	
	7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture	4	
	7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.	2	
	7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.	5	
	Assessment, Re-teach and Extension		3	

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Unit 2 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.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.4	Recognize some common gestures and cultural practices associated with target culture(s).
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
Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.

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**Unit 2 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 Unit 2 Lesson 1&amp; 2</li><li>• End of Unit vocabulary sheets / Binder Checks</li><li>• Para y Piensa Review Questions</li><li>• Unit 2 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><li>• Pre-AP Assessments</li><li>• AP Assessments</li><li>• Projects</li><li>• Presentations</li><li>• Videos</li></ul> |
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Resources	Activities:
<ul style="list-style-type: none"> <li>• Avancemos text book and workbook U1 L1</li> <li>• Vocabulary lists</li> <li>• Play audio TXT CD Tracks</li> <li>• Avancemos text book and workbook U1 L2</li> <li>• Vocabulary lists</li> <li>• Play audio TXT CD Tracks</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>• The students will create their class schedule describing their classes and times from 1st to 8th period.</li> <li>• The students will ask each other what classes or periods they have during certain times of the day.</li> <li>• The students will write different times they complete activates during the school week and on the weekends.</li> <li>• The students will list what they must do in each class using the expression (tener que).</li> <li>• The students will complete specific text activities using tener que and only the verb tener.</li> <li>• The students will conjugate 1 ar verb by applying the new endings.</li> <li>• The students will continue to practice ar verb conjugations by returning to unit 1 lesson 1 and choosing 5 additional verbs to conjugate within a sentence.</li> <li>• The students will create an intrapersonal activity by forming their daily planner including class schedules and activities. The students will create a visual activity by drawing a vocabulary picture for their classmates to guess.</li> <li>• The students will create a verb chart comparing both the verbs ser and estar and their meaning. The students will apply both verbs by matching the correct verb according to the situation.</li> <li>• The students will write and present a summary describing a classroom with the location of all objects in the classroom.</li> <li>• The students will guess the object according to the location given by their classmate.</li> <li>• The students will work in groups to write and illustrate a picture book using feelings and the verb estar.</li> <li>• The students will fill in the appropriate feeling according to different school situations.</li> </ul>

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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>
9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills	
<p><b>9.1.12.CFR.1:</b> Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of culture.</p> <p><b>9.2.12.CAP.3:</b> Investigate how continuing education contributes to one's career and personal growths</p> <p><b>9.2.12.CAP.4:</b> Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.</p> <p><b>9.4.12.CT.2:</b> Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).</p> <p>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 &amp; 9.4:</p> <p><b>Philadelphia Mint</b>  <a href="https://www.usmint.gov/learn/kids/resources/educational-standards">https://www.usmint.gov/learn/kids/resources/educational-standards</a></p> <p><b>Different ways to teach Financial Literacy.</b>  <a href="https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/">https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/</a></p>	

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**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

**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



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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 9-12 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Listening</li> <li><input type="checkbox"/> Speaking</li> <li><input type="checkbox"/> Reading</li> <li><input type="checkbox"/> Writing</li> <li><input type="checkbox"/> Oral Language</li> </ul> <p>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</p>	<p>Students will be provided with modifications that may include:</p> <p>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</p>

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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.

**6.1.12.EconNE.3.a:** Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.

**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.