

Winslow Township School District
9-12 Spanish 1
Unit 3: Eating with the Family (Puerto Rico)

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 foods and beverages • Ask questions • Say which foods you like and don't like • Talk about family • Ask and tell ages • Express possession • Give dates • Make comparisons. Cultures • Traditional cooking of Puerto Rico, El Salvador • La Plaza de Colón in Old San Juan • Grocery shopping • Government elections in Puerto Rico • Rafael Tufiño and Fernando Sayán Polo • Instruments from Puerto Rico and Peru. Connections • Science: Researching severe weather • Math: Calculating the speed of a storm • History: Researching Caribbean hurricanes • Geography: Tracking Hurricane Georges. Comparisons • Hot weather foods and drinks • Traditional Puerto Rican and Salvadoran dishes • The Spanish letters r and rr; the letter j in Spanish and in English • The quinceañera celebration in Peru and Puerto Rico • Landmarks in Puerto Rico and the U.S. • The sobremesa, and other mealtime traditions • Elections in Puerto Rico and the U.S. • Portraits by Rafael Tufiño (Puerto Rico) and Fernando Sayán Polo (Peru) • The quinceañera celebration • Instruments from Puerto Rico and Peru • Sunday meals in El Salvador, Peru, Puerto Rico, the U.S. Communities • Andean music and music of other countries in a local store

The World Language High School students will also expand on grammar. In this unit the students will use interrogative words to make questions and the verb Gustar (to like) with nouns. The students will write and conjugate verbs in the present tense of -er and -ir verbs. The students will conjugate the verb hacer (to do) in the present tense and the irregular Yo (I) form and use de (of) to show possession.

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 for World Language	Unit Focus	Essential Questions
<u>Unit 3</u>	7.1.NH.IPRET.5 7.1.NH.IPRET.6 7.1.NH.IPERS.3 7.1.NH.PRSNT.3 7.1.NH.PRSNT.4 WIDA 1,2	<ul style="list-style-type: none"> • The students will practice the food vocabulary by organizing the foods per likes and dislikes, meal times and favorites. • The students will incorporate the interrogative words by forming specific questions asking their partners when, where and why. • The students will conjugate er and ir verbs by using the verbs vender (to sell), hacer (to do) and compartir (to share) in a short conversation. • The students will practice the family vocabulary by creating a family diagram including ages. • The students will use comparatives like more than, less than and as by comparing two different family members by physical and characteristic traits. • The students will practice possessive adjectives by determining the person (singular or plural) according to the noun 	<ul style="list-style-type: none"> • How would you describe the foods that you like and dislike and the foods you enjoy for the different meal times while traveling to another country? • How would you describe your family members, their ages and birthdays to a foreign exchange family member?
Unit 3 <i>Enduring Understandings</i>	<ul style="list-style-type: none"> • Food and Beverages vocabulary and Gustar and Hacer and Er and Ir verbs • Interrogative words • Family and ages • Express possession • Dates and comparisons 		

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Curriculum Unit 3	Performance Expectations		Pacing	
			Days	Unit Days
Unit 3: Eating with the Family (Puerto Rico)	7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.	4	20
	7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).	2	
	7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.	4	
	7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.	2	
	7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.	5	
	Assessment, Re-teach and Extension		3	

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Unit 3 Grade 9-12		
Core Idea	Performance Expectations	Indicator
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.
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
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.
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

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Unit 3 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 3 Lesson 1& 2• End of Unit vocabulary sheets / Binder Checks• Para y Piensa Review Questions• Unit 3 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• Projects• Presentations• Videos |
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Resources	Activities
<ul style="list-style-type: none"> • Avancemos text book and workbook U3 L1 • Vocabulary lists • Play audio TXT CD Tracks • Avancemos text book and workbook U3 L2 • Vocabulary lists • Play audio TXT CD Tracks <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 list the foods and beverages in which they like and dislike to eat and drink using the verb gustar and indirect object pronouns in each person. • The students will create a cafeteria menu by organizing the foods and drinks by creating small meals and snacks they can order. • The students will form questions asking their partners what, when and where they eat the following items. The students will present the questions and responses to the class. • The students will determine the appropriate interrogative words according to different passages in the unit. • The students will conjugate the verb vender by using the stems of an er verb in each person in present tense by forming sentences. • The students will conjugate the verb compartir by using the stems of an ir verb in each person in present tense by forming sentences. • The students will use visuals to describes foods in which they like, the students will circulate around the room asking classmates the different foods they enjoy and the students will create index cards with the interrogative words to study • The students will organize the family member vocabulary by creating a fictional family diagram listing the oldest member to the youngest including ages. • The students will write a short family description of a famous family on a television show for classmates to guess. • The students will compare two family members by including all comparatives such as more, less and as by writing sentences to present to the class. • The students will compare different class mates or teachers in the school for the students to guess and determine who it is. The students will use adjectives such as, taller, shorter, serious and comical.

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	<ul style="list-style-type: none"> • The students will determine the correct possessive adjective in different activities by identifying the noun and person and gender. • organize the family member vocabulary by creating a fictional family diagram listing the oldest member to the youngest including ages. • The students will write a short family description of a famous family on a television show for classmates to guess. • The students will compare two family members by including all comparatives such as more, less and as by writing sentences to present to the class. • The students will compare different class mates or teachers in the school for the students to guess and determine who it is. The students will use adjectives such as, taller, shorter, serious and comical. • The students will determine the correct possessive adjective in different activities by identifying the noun and person and gender. • The students will form sentences using all the possessive adjectives and previous vocabulary to write, correct and present as a class.
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 - Income And Careers & 9.2 Career Awareness, Exploration, And Preparation - Career Awareness

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.

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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.