

Winslow Township School District
9-12 Spanish 1
Unit 4: Downtown (Spain)

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 Talk about what clothes you want to buy • Say what you wear in different seasons • Describe places and events in town • Talk about types of transportation • Say what you are going to do • Order from a menu. In the Cultures the students will discuss Surrealism and Salvador Dalí • Climates around the world • Spanish poet and novelist Antonio Colinas • Local markets in Spain and Guatemala • Las meninas, by Velázquez and Picasso. In the Connections Unit the students may in cooperate Art: Designing a courtyard based on the architectural style of La Alhambra • Music: Researching the musical group Al-Andalus • Health: Learning about the health and beauty benefits of olives and olive oil • Language: Tracing the Arabic origins of Spanish words that begin with al- or a In the Comparisons unit the students will discuss • Shopping in Madrid • The role of dreams in surrealism • The Spanish c with a, o, u and with e, i • Variations in geography and climate in Spain, Chile, and the U.S. • Teatro de la Comedia and other weekend activities • Handicrafts and collectibles in different local markets • Two versions of the painting Las meninas: Velázquez and Picasso • Weekend activities in Madrid and Santiago de Chile • Art of Spain and Chile • Leisure activities in Guatemala, Spain, Chile, and the U.S. Communities • Art from Spain or a Spanish-speaking countries.

The World Language High School students will also expand on grammar. In this unit the students will use Tener (to have) expressions and learn six Stem-changing verbs: E to ie. Use Direct object pronouns and conjugate six additional stem-changing verbs: o → ue. The students will conjugate and use Ir a + infinitive (to go to) and continue with two Stem-changing verbs: e → i

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
<u>Unit 4</u>	7.1.NH.IPRET.1 7.1.NH.IPRET.5 7.1.NH.IPRET.7 7.1.NH.IPERS.5: 7.1.NH.PRSNT.5 WIDA 1,2	<ul style="list-style-type: none"> • Students will verbally express what they prefer to wear and not wear during each season. • Students will recall rules for conjugations in order to conjugate new stem-changing verbs. • Students will differentiate between the American dollar and the European euro and the Spanish accent. • Students will express what activities or places they like to visit around town for a good time. • Students will travel around town using various means of transportation. • Students will ask a partner what he or she sees in a restaurant. • Students will list and present what he or she will eat for each course using the expressions "ir + a" (to go to) 	<ul style="list-style-type: none"> • If you found yourself inappropriately dressed for the weather, how would you shop for new clothes? • How does currency vary from country to country? • What should we do for fun tonight? • How does one give directions to various points of interest in town? • What is the proper etiquette for ordering from a menu in Spain?
Unit 4 <i>Enduring Understandings</i>	<ul style="list-style-type: none"> • Shopping for Clothing • Appropriate Clothing for Seasons • Expressions with Tener • Places and Events in Town • Ordering from a Menu and Getting Around Town • Stem-Changing Verbs 		

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Curriculum Unit 4	Performance Expectations		Pacing	
			Days	Unit Days
Unit 4: Downtown (Spain)	7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.	4	20
	7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.	2	
	7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written	4	
	7.1.NH.IPERS.5:	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.	2	
	7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.	5	
	Assessment, Re-teach and Extension		3	

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Unit 4 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.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.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written
Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	7.1.NH.IPERS.5:	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition word.

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Unit 4 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 4 Lesson 1& 2• End of Unit vocabulary sheets / Binder Checks• Para y Piensa Review Questions• Unit 4 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 A 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 pages Unit 4 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. • Students will work in pairs and create a list of clothing and seasons. Each student will pair up the clothing and appropriate season and verbally express what he or she likes to wear in each season by recalling the uses of "me gusta" and "no me gusta" (to like) • Students will write sentences describing what they are currently wearing recalling adjectives such as colors. • Students will create verb charts using new stem-changing verbs. • Students will listen and translate conversations heard in the telehistoria DVD series. • Students will converse and watch a clip on the origins of the euro. • Students will listen to Spaniards talking and note the different sounds and pronunciations of words though the telehistoria DVD series • Students will play a charade game with questions and learned vocabulary. Students will mimic a places and students will guess using learned vocabulary. • Students will make a list of various places in town and describe by what means of transportation do they arrive. • Students will be asked to watch a telehistoria DVD and write down various objects they see in the restaurant. • Students will create menus including pictures and prices in euros
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: • Conjugemos.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.