

Winslow Township School District
9-12 Spanish 1
Unit 5: Welcome to Our House (Ecuador)

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 • Describe a house and household items • Indicate the order of things • Describe people and locations • Plan a party • Talk about chores and responsibilities • Tell someone what to do • Say what you just did. Cultures • the art of Targelia Toaquiza • The Mitad del Mundo monument and the Argentine city of Ushuaia • Houses and apartments in Ecuador • Fiestas de Quito • Otavalo textiles and textile market • Textile art in Ecuador and Panama • Celebrations in Spanish-speaking countries. Connections • Mathematics: Comparing shapes used in Incan structures • Social Studies: Researching Incan construction methods • History: Learning about all aspects of the Incan empire • Language: Finding Quechua words that are used in Spanish. Comparisons • Types of houses and apartments around the world • Accenting in Spanish and English words • Important geographical locations • Birthday parties • Community celebrations • Traditional crafts in Ecuador and the U.S. • Folk dances of Ecuador and Panama • Otavalan tapestries in Ecuador and Kuna women’s mola tapestries in Panama • Party celebrations in Panama, Argentina, Ecuador, and the U.S. Communities • Where local artists sell their work and how speaking Spanish can help them.

The World Language High School students will also expand on grammar. In this unit the students will determine the difference between Ser or estar (to be) use ordinal Numbers writing and Irregular verbs. The students will use the expression Acabar de (to just have) and infinitive

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
Unit 5	7.1.II.IPRET.1 7.1.II.IPRET.2 7.1.II.IPRET.6: 7.1.II.IPERS.3 7.1.II.PRSNT.3 WIDA 1,2	<ul style="list-style-type: none"> • Students will be able to describe a house, rooms, furniture and household items. • Students will be able to conjugate ser and estar in the present tense. Compare different uses. • Student will indicate order using ordinal numbers. Apply rules noun-adjective agreement • Students will describe their chores or responsibilities at the house. • Students will describe activities and chores to plan a party. • Students will conjugate irregular verbs dar, poner, salir, traer, decir and venir in the present tense. • Students will give informal commands to address friends or family members. Students will attach direct object pronouns to a command. • Students will compare celebrations and folk dances in Latin America and the U.S. 	<ul style="list-style-type: none"> • How is your house similar or different than the houses in Ecuador? • What is the difference between ser and estar? When do you use each of them? • How do teenagers celebrate parties in the United States? What is similar/different in Spanish speaking countries? • How do you write informal commands in Spanish? • How do you form the immediate past in Spanish? How is it similar to English?
Unit 5 <i>Enduring Understandings</i>	<ul style="list-style-type: none"> • Describe a house and Describe location and people • Ser and Estar difference • Describe chores and responsibilities • Give commands and state what just happen "acabar de" 		

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Curriculum Unit	Performance Expectations		Pacing	
			Days	Unit Days
Unit 5: Welcome to Our House (Ecuador)	7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s)	4	20
	7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.	2	
	7.1.IL.IPRET.6:	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.	4	
	7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.	2	
	7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.	5	
	Assessment, Re-teach and Extension		3	

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Unit 5 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.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s)
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	7.1.IL.IPRET.6:	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.
Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.	7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.

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<p>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</p>	<p>7.1.IL.PRSNT.3</p>	<p>Use language creatively to respond in writing to a variety of oral or visual prompts.</p>
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Unit 5 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 5 Lesson 1& 2• End of Unit vocabulary sheets / Binder Checks• Para y Piensa Review Questions• Unit 5 Lesson 1 and 2 projects, quizzes and tests | <ul style="list-style-type: none">• Alternative Assessments:<ul style="list-style-type: none">• 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 pages Unit 5 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 draw a house diagram by labeling each room and labeling the specific furniture for each room. The students will present their diagrams to the class by reading a short description. • The students will list different activities for each room of the house listing different infinitives like, to sleep, eat, etc... • The students will create a chart for the verb ser and state reasons and explanations on when to use it. The students will create a chart with the verb estar and state the reasons and explanations on when to, use it. • The students will choose between ser and estar in different passages and the correct conjugations. • The students will practice ordinal numbers by drawing an apartment complex and labeling the floors and where different places are located in the complex such as; the main office, pool, gym, etc... • The students will be assigned an ordinal number and they have to line up correctly according to their number without talking only using their cards
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 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.