

Winslow Township School District
9-12 Spanish 1
Unit 6: Staying Healthy (The Dominican Republic)

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 sports • Talk about whom you know • Talk about what you know • Talk about parts of the body • Make excuses • Say what you did • Talk about staying healthy. Cultures • The Series del Caribe • Dominican artist Juan Medina • Sports clubs in Santo Domingo • Healthy habits when spending time doing outdoor sports • The art of Amaya Salazar • The Merengue Festival of Santo Domingo • The meanings of gestures and proverbs from Spanish–speaking countries • Popular sports. Connections • Social Studies: Researching the Dominican flag and coat of arms • History: Researching the Dominican struggle for independence • Art: Designing a flag for the school • Physical Education: Writing about the role of flags and anthems in sports. Comparisons • Sports in the Dominican Republic and the U.S. • The Series del Caribe and other championships • The Spanish letter g with a, o, and u and with e and i • Outdoor activities and staying healthy • The Merengue Festival, music festivals in the U.S. • World–class Dominican and Venezuelan athletes • Gestures and proverbs in Spanish–speaking countries • Students’ favorite sports in the Dominican Republic, Honduras, Venezuela, and the U.S. Communities • Variations in the meaning of gestures, especially in the business world

The World Language High School students will also expand on grammar. In this unit the students will conjugate the verb jugar (to play) and the verbs saber and conocer (to know) and determine the different uses. Students will review the personal a. Students will conjugate the verb doler (to hurt) and know the usage with the indirect object pronouns. The students will speak in the Preterit tense of -ar verbs and the Preterit of -car, -gar, -zar verbs

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 6</u>	7.1.II.IPRET.3 7.1.II.IPRET.4 7.1.II.IPRET.5 7.1.II.IPERS.3 7.1.II.PRSNT.2 WIDA 1,2	<ul style="list-style-type: none"> • Students will be able to describe their favorite sport, places where sports are played and sports equipment. • Students will be able to conjugate jugar (to play) in the present tense. • Students will be able to conjugate saber and conocer (to know) in the present tense. Uses of saber and conocer. • Students will research baseball in the Dominican Republic and the Caribbean World Series. • Students will describe and tell what body parts are used for certain activities. • Students will identify parts of the body using learned vocabulary. 	<ul style="list-style-type: none"> • Why is baseball a popular pastime in the Dominican Republic? • What role do famous baseball players play in their community? • What are the different uses of saber and conocer? (to know) • What are some activities for staying healthy and in shape?
Unit 6 <i>Enduring Understandings</i>	<ul style="list-style-type: none"> • Sports • Differences between the verbs "saber" and "conocer" both meaning "to know." • Activities to Stay Healthy • Part of the Body 		

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Curriculum Unit 6	Performance Expectations		Pacing	
			Days	Unit Days
Unit 6: Staying Healthy (The Dominican Republic)	7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.	4	20
	7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.	2	
	7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.	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.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.	5	
	Assessment, Re-teach and Extension		3	

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Unit 6 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.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
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.2</p>	<p>Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.</p>
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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 6 Lesson 1& 2• End of Unit vocabulary sheets / Binder Checks• Para y Piensa Review Questions• Unit 6 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 |
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Resources	Activities
<ul style="list-style-type: none"> • Avancemos text book and workbook pages Unit 6 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. • Two columns will be placed on the board- "jugadores" (players) and "aficionados" (fans). State the names of a sport aloud. • Students will be asked to raise their hands first, if they play the sport, and second, if they are fans. Then the class will record the findings in a bar graph. • Students will be asked to bring in a sports catalog. They then will be asked to give the price for certain items using past learned information on shopping. • Students will translate a number of sentences using learned vocabulary. • Students will create a verb chart listing the differences between saber and conocer. • Students will describe and tell what body parts are used for certain activities. • Students will be asked to share a story about a memorable outdoor experience. Students will then be asked to raise their hands when they hear a verb in the preterit. • There will be sentences written on the board and read aloud. Discussion with students about the similarities in sentence structure when using the verbs "doler" (to hurt) and "gustar" (to like). • Students will identify parts of the body using learned vocabulary. • Students will be asked to stand in front of the class and point to a body part. They then will be asked to ask yes or no questions such as, "Is this my nose?" in the target language. If the answer is no, the partner will be asked to correct the statement. • Students will be asked to draw self-portraits and label body parts in the target language.
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.

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.

Health and Physical Education

2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles)

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.