

Winslow Township School District
9-12 Spanish 1
Unit 7: Theme A Terrific Week (Argentina)

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 technology • Talk about a series of events • Say what you did • Talk about indefinite or negative situations • Talk on the phone • Say where you went, what you did, and how it was • Extend invitations. Cultures • The use of lunfardo in Argentina • The Mar del Plata beach • A Spanish-language virus-protection questionnaire • The port of La Boca and artist Benito Quinquela Martín • Argentinean cuisine • Places to have fun in Latin America • Last names, family trees, and photo albums. Connections • Language: Learning the language game jeringozo. • Social Studies: Discussing the origin and purpose of language games • Geography: determining how geographical location affects the cultures of Chile and Argentina • Science: Researching the characteristics and value of silver. Comparisons • Mate and regional foods and beverages • Slang terms in Argentina and the U.S. • The sound of Spanish qu • Amusement parks • The Spanish letters ll and y • Summertime activities and places • Port cities in Argentina and the U.S. • Foods in Argentina and the U.S. • Museums around the world • Comparing last names • Fun places to visit in Argentina, Bolivia, Nicaragua, and the U.S. Communities • Inquiring about family names of Spanish-speaking members of the community.

The World Language High School students will also expand on grammar. In this unit the students will Use the Preterit tense of regular -er and -ir verbs, Writing Affirmative and negative words and Preterit of –ir, ser and hacer and the use of Pronouns after prepositions

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 7</u>	7.1.II.IPRES.5 7.1.II.IPRES.2 7.1.II.PRES.1 7.1.II.PRES.2: 7.1.II.PRES.4 WIDA 1,2	<ul style="list-style-type: none"> • The students will practice the technology vocabulary words by describing to a partner how they are going to send and receive emails, pictures and instant messages. • The students will conjugate the verbs vender (to sell) and escribir (to write) in the preterit tense in each person by writing sentences for both verbs in English and Spanish. • The students will talk about a series of events by including words such as; the day before yesterday, last year, in a written description to present to the class. • The students will practice vocabulary words discussing amusement park activities by describing likes and dislikes with rides and places to visit. • The students will plan a day of fun by extending different invitations and an itinerary to classmates. • The students will conjugate the irregular verbs ir, ser and hacer in the preterit tense. 	<ul style="list-style-type: none"> • How would you be able to describe past events that occurred to a friend by using the Spanish language? • How would you describe your day at an amusement park on a field trip to your teacher upon returning to class?
Unit 7 <i>Enduring Understandings</i>	<ul style="list-style-type: none"> • Technology • Indefinite and negative situations and Preterit tense of the verbs ir, (to go) ser (to be) and hacer (to do) • Preterite of regular er and ir verbs • Amusement Park Extending invitations 		

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Curriculum Unit	Performance Expectations		Pacing	
			Days	Unit Days
Unit 7: Theme A Terrific Week (Argentina)	7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.	4	20
	7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.	2	
	7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience	4	
	7.1.IL.PRSNT.2:	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.	2	
	7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.	5	
	Assessment, Re-teach and Extension		3	

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Unit 7 Grade 9-12		
Content Statement	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.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.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
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.	7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience

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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.II.PRSNT.2:</p>	<p>Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.</p>
<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.II.PRSNT.4</p>	<p>Compare and contrast age- and level-appropriate culturally authentic resources orally and inwriting.</p>

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Unit 7 Grade 9-12

Assessment Plan

- 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 7 Lesson 1& 2
- End of Unit vocabulary sheets / Binder Checks
- Para y Piensa Review Questions
- Unit 7 Lesson 1 and 2 Projects
- Reading, Writing, Listening and Speaking Unit Quizzes and Tests.

- Alternative Assessments:
- Modified Assessments
- Heritage Learner Assessments
- ESL Assessments
- Pre-AP Assessments
- AP Assessments
- Projects
- Presentations

Diversity, Equity & Inclusion Educational Resources

<https://www.nj.gov/education/standards/dei/>

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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
9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills	
<p>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</p> <p>9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growths</p> <p>9.4.12.CT.2: 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 & 9.4:</p> <p>Philadelphia Mint https://www.usmint.gov/learn/kids/resources/educational-standards</p> <p>Different ways to teach Financial Literacy. https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/</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,

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English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p><input type="checkbox"/> Grades 9-12 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language <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.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.