

Winslow Township School District
9-12 Spanish 1
Unit 8: A Different Routine (Costa Rica)

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 a typical day • Talk about what you are doing • Talk about your daily routine while on vacation • Talk about buying souvenirs on vacation • Talk about vacation activities. Cultures • The use of usted, tú and vos • Vacation spots in Costa Rica • Transportation in Costa Rica • The coffee industry • Travel destinations in Costa Rica, Ecuador and Uruguay. Connections • Science: Sections of the La Salle Museum • Mathematics: Museum entry fee in colones and dollars • Language Arts: Latin and Greek roots of some Spanish words • Art: Animals or insects found in the museum. Comparisons • Plant life in Costa Rica and the U.S. • Features of landscapes in various countries • Diphthongs vs. separately pronounced pairs of vowels • Variations in language in different situations • Modes of transportation in Costa Rica and the U.S. • Ecotourism and other vacation activities • Linking words together in Spanish • Important industries in Costa Rica and the U.S. • Market places in Costa Rica, Uruguay, and the U.S. • Desserts in Costa Rica and Uruguay • Vacations of students from Costa Rica, Ecuador, Uruguay, and the U.S. Communities • How knowledge of other languages and cultures would be an asset to a professional chef

The World Language High School students will also expand on grammar. In this unit the students will use reflexive verbs and using present progressive and Indirect object pronouns Demonstrative adjectives

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 8</u>	7.1.II.IPRET.4 7.1.II.IPRET.5: 7.1.II.IPERS.2: 7.1.II.IPERS.5: 7.1.II.PRSNT.2 WIDA 1,2	<ul style="list-style-type: none"> • Students will engage in conversation about daily routines through the use of reflexive verbs. • Students will create schedules explaining the logical order in while daily routines are accomplished • Students will explain activities that they engage in while on vacation in the target language. • Students will recall past learned vocabulary for purchasing items. • Students will use demonstrative adjectives in order to indicate location through the use of verbal and written commands 	<ul style="list-style-type: none"> • What are some of the things you do on a daily basis? • While on vacation, does your daily routine change? • What are some of the ways to describe personal care objects and routines? • What are some outdoor activities that you engage in while on vacation? • While on vacation, what are some souvenirs that you would like to purchase? • How can you describe objects location of near and far?
Unit 8 <i>Enduring Understandings</i>	<ul style="list-style-type: none"> • Typical Days • Daily Routines While on Vacation • Reflexive Verbs • Buying Souvenirs • Vacation Activities • Demonstrative Adjectives 		

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Curriculum Unit 8	Performance Expectations		Pacing	
			Days	Unit Days
Unit 8: A Different Routine (Costa Rica)	7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.	4	20
	7.1.IL.IPRET.5:	Compare and contrast some unique linguistic elements in English and the target language.	2	
	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.	4	
	7.1.IL.IPERS.5:	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.	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 8 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.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.2:	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and	7.1.IL.IPERS.5:	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

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<p>competence as they progress along the proficiency continuum.</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.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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Unit 8 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 8 Lesson 1& 2• End of Unit vocabulary sheets / Binder Checks• Para y Piensa Review Questions• Unit 8 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 8 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 be given index cards and each will write a reflexive verb previously learned. • Students will then put the cards in order based on their own daily routine. In groups students will create a travel brochure that must include information about means of travel, schedules, and an itinerary of activities. • Students will work in groups a take a survey of students' vacation preferences. They will then be asked to record the results in a chart. • The teacher will write verbs on the board and ask students to write down sentences using the verbs including new reflexive verbs. Students will then be asked to verbally present created sentences. • Students will explain activities that they engage in while on vacation in the target language. • Students will be asked to think about that last trip they went on. Then the teacher will ask questions related to the activities presented. • Students will recall the verbs gustar and preferir in order to ask peers about vacation activities. • Students will recall past learned vocabulary for purchasing items. • Students will engage in a cultural conversation about the concept of bargaining. Students will be asked to express their feelings of when, where and if the custom is appropriate. • Students will role play a shopkeeper and client using learned vocabulary for purchasing items. New vocabulary for souvenirs will also be incorporated. • Students will use demonstrative adjectives in order to indicate location through the use of verbal and written commands. • Students will be asked to look at three textbook in the classroom. Students will then be asked to point to "este libro" (this book) "ese libro" (that book) and "aquel libro" (that book over there) Students will write a paragraph using demonstrative adjectives in order to describe items from closest to farthest.

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Instructional Best Practices and Exemplars	
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	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,

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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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.