

Winslow Township School District
9-12 Spanish 2
Unit 1: Getting to Know New Places. (United States)

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 will • Discuss travel preparations • Talk about things you do at an airport • Ask how to get around town • Say where you went and what you did on vacation • Ask information questions • Talk about buying gifts and souvenirs. Cultures • Pura vida and the art of Adrián Gómez • Nature and adventure parks in Costa Rica • Playa Hermosa, Costa Rica • Costa Rican painter Jeannette Carballo • National parks in Costa Rica and Chile • Batidos de fruta and chocolate con leche • Vacation destinations in Costa Rica, Chile, and Puerto Rico. Connections • Mathematics: Graph the slope of the Pacuare River • Science: Create a weather report for Costa Rica • Art: Make a drawing of the river showing the animals of the jungle • Social Studies: Write about the preservation of the Pacuare River. Comparisons • Travel to other countries • Cultural values and customs represented in art • The Spanish l and ll and the English l and y • Ways of preserving nature • Vacation destinations • The Spanish h and ch and the English h and ch • National parks and their benefits • Climate and geography in Costa Rica and Chile • Traditional dishes in Costa Rica and Chile • Vacation destinations in Costa Rica, Chile, and Puerto Rico Communities • Local restaurants that serve food from Spanish-speaking countries

The World Language High School students will also expand on grammar. In this unit the students will use indirect object pronouns, making interrogative questions, use preterit of –ar verbs and use preterit of ir, ser, hacer, ver, and dar

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 1</u>	7.1.IL.IPRET.3 7.1.IL.IPRET.4 7.1.IL.IPERS.2 7.1.IL.IPERS.5 7.1.IL.PRSNT.1 WIDA 1,2	<ul style="list-style-type: none"> • Students will recognize and use travel terminology to plan a trip. • Students will replace nouns in sentences with the indirect and direct object pronouns. • Apply vocabulary relating to vacations to describe outdoor activities taken in the past. • Make use of preterit to talk about activities involving planning a vacation. • Utilize preterit to write about vacation experience. 	<ul style="list-style-type: none"> • What is needed when traveling? • When do you use Direct and Indirect Object Pronouns? • Why is it important to be able to communicate using the past tense? • What do you like to do or not like to do on vacation, compare vacation destinations • How does climate and geography influence vacation activities?
Unit 1 <i>Enduring Understandings</i>	<ul style="list-style-type: none"> • Travel Needs, Preparations and Transportation • Use direct and indirect Object Pronouns • Vacation: Where did you go and what did you do on vacation? • Preterit Tense of Ar Verbs and irregulars 		

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Curriculum Unit	Performance Expectations		Pacing	
			Days	Unit Days
Unit 1 Getting to Know New Places. (United States)	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	26
	7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.	5	
	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.	5	
	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.	5	
	Assessment, Re-teach and Extension		3	

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Unit 1 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.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.
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.1</p>	<p>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.</p>

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

- 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 1 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 2 activities provided per lesson per unit as assigned by the teacher. • In pairs, students will discuss and explain 5-6 items, when packing for a trip. • Students will role play a visit to travel agent and arrange an itinerary for the trip. • Students will write 5-6 sentences describing what they did on recent trip using direct object pronouns. • Create a 4-column chart, writing sample sentences underneath with; Subject-Action-What To/For whom? Then restate using the indirect object pronoun. • 5 questions about their favorite vacation activities, then in pairs they will ask and answer each other and record response • Students will make a list of what they need to pack and/or buy for their trip. • Students will conjugate verbs to write sentences in the preterit tense. • Students will write postcards using the preterit tense. • Students will write a short paragraph describing their favorite vacation.
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-A-longs, Yes/No Questions, Sentence Completion, Memory Aids, Read Before Listening, Peer Study Support, Role-Playing and Skits, 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	
<p>Students will be provided with accommodations and modifications that may include: 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, Personalize It, Sequential Organization</p> <p>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</p>	
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, asking English Language connections, increase Interaction.</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, Sequence information, Use Transitions, Draw Conclusions, Relate Opinions</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.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.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

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.