

Winslow Township School District
9-12 Spanish 2
Unit 2: We are Healthy (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 will • Talk about sporting events and athletes • Discuss ways to stay healthy • Point out specific people and things • Retell events from the past • Discuss your daily routine • Clarify sequence of events • Say what you did and what others are doing. Cultures • Soccer • Sports chants • Sports and Argentinian culture in the art of Antonio Berni • The history of the World Cup • Abstract art and comic strips • Daily routines in rural Argentina and Colombia • Body language, gestures, and idioms • Athletic routines in Argentina, Colombia, and Spain. Connections • Physical Education: Exercises that train players for cinchada • Mathematics: Compare dimensions of a pato field and another field using metrics • History: Research the gauchos and their traditions • Language Arts: Read and summarize a poem; explain its meaning. Comparisons • The Spanish /k/ sound and accents • The influence of artists' personal interests on their art • Special places in downtown areas • How an artist communicates through abstract art • How comic strips represent culture. Communities • Gestures used in different cultures.

The World Language High School students will also expand on grammar. In this unit the students will focus on Adverbs with –mente, Preterit of –er and –ir verbs, Demonstrative adjectives and pronouns and pensar + infinitive (to plan) and Reflexive verbs and Writing in the Present progressive

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 2</u>	7.1.IL.IPRET.1 7.1.IL.IPRET.5 7.1.IL.IPERS.1: 7.1.IL.IPERS.3 7.1.IL.PRSNT.1 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 use -mente adverbs in context. • Students will be able to conjugate in the preterit tense of -ER and -IR verbs. • Students will be to use the demonstrative adjectives and pronouns in context. • Students will be able to describe their daily routine using reflexive verbs and sequencing words. • Students will be able to use expressions with pensar + infinitive (to plan) , reflexive verbs and present progressive 	<ul style="list-style-type: none"> • What kinds of sports are popular where you live? • What are ways to stay healthy? • What are some things you do every day? • When are reflexive verbs used? • How is the Present Progressive used differently in the Spanish language?
Unit 2 <i>Enduring Understandings</i>	<ul style="list-style-type: none"> • Sports • Good Health • Daily Routines • Reflexive verbs and pronouns • Present Progressive Tense 		

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Curriculum Unit	Performance Expectations		Pacing	
			Days	Unit Days
Unit 2 We are Healthy (Argentina)	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	22
	7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.	3	
	7.1.IL.IPERS.1:	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.	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.	3	
	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 2 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.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.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.1:	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
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.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>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 2 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 2 Lesson 1& 2• End of Unit vocabulary sheets / Binder Checks• Para y Piensa Review Questions• Unit 2 Lesson 1 and 2 Projects• Reading, Writing, Listening and Speaking Unit Quizzes and Tests.• Voice Recordings | <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 2 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. • Students will be able to write a comparison of Sports and Leisure time. • Students will discuss the history of the World Cup in comparison to sports in the United States. • Students will complete activities applying the demonstrative adjectives in context. • Student will write and apply the preterit tense to given activities. • Students will make a list of foods and activities they done over past two days. Then have student group activities by healthy or unhealthy lifestyles. • Pair students strong/weak and have the practice pointing out items in the room using • Demonstrative adjectives. • Students will create a Daily routine chart. • Students will create a Pictionary using Unit vocabulary words , then they will work with a partner and quiz each other. • Have students make a collage by cutting out at least four magazine ads that show personal care activities and gluing or taping them to construction paper. Have them add Spanish captions using reflexive verbs. • Write the conjugation of pensar (to plan) on the board for easy in-class reference. Then have students create 5 questions, and then pick a partner to answer with a complete sentence.

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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-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

Modifications for At-Risk Students

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

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, 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.

Health and Physical Education

2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.

2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.

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.