

Winslow Township School District
9-12 Spanish 2
Unit 3: Unit Theme: Let's Go Shopping (Puerto Rico)

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 clothing and personal needs • Say whom things are for • Express opinions • Describe past activities and events • Ask for and talk about items at a marketplace • Express yourself courteously. Cultures • History through art: the art of José Campeche • Shopping centers in Puerto Rico and Peru • Los vejigantes and traditional masks • The art of Obed Gómez • Las parrandas: holiday singers • Traditional handicrafts of Puerto Rico and Panama • Shopping in Puerto Rico, Panama, and Peru. Connections• History: The Taino and Spanish heritage of Puerto Rico • Language: the meaning of words originating in Taino • Geography: other indigenous Caribbean groups • Music: the maracas and the guiro. Comparisons• Important historical areas • Places to shop • City centers • The hard sound of the letter g • Local festivals and celebrations • Traditional crafts. Communities • Traditional masks from Spanish speaking countries

The World Language High School students will also expand on grammar. In this unit, the students will Verbs like gustar, Present tense of irregular Yo verbs, Pronouns after prepositions and use hace +que expressions of time, Irregular preterit verbs, Preterit of -ir stem-changing 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
Unit 3	7.1.IL.IPRET.2 7.1.IL.IPRET.3 7.1.IL.IPERS.4 7.1.IL.PRSNT.1 7.1.IL.PRSNT.3 WIDA 1,2	<ul style="list-style-type: none"> • Students will be able to describe clothing, ask for prices and express what they like to wear. • Students will practice using the verb gustar, pronouns after prepositions and irregular Yo form verbs. • Students will be able to talk about items at a marketplace and use expressions of courtesy. • Students will be able to use expressions using “hace que” expressions of time and conjugate irregular preterit verbs 	<ul style="list-style-type: none"> • How are stores and malls in Latin America and bargaining different or the same from the United States? • How do irregular Yo form verbs in the present tense relate the preterit tense? • Why are traditions and celebrations an important part of the Puerto Rican culture?
Unit 3 <i>Enduring Understandings</i>	<ul style="list-style-type: none"> • ¿Como me Queda? How does this fit? • Clothing and personal items, places to shop and expressing opinions. • Use gustar, irregular yo verbs and pronouns after prepositions • ¿Filmamos en el Mercado? Are we filming in the market? • Describe past activities and events, ask for and talk about items at a marketplace. • Expressions with hace que (it has been...) of time and irregular preterite verbs. 		

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Curriculum Unit	Performance Expectations		Pacing	
			Days	Unit Days
Unit 3 Unit Theme: Let's Go Shopping (Puerto Rico)	7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life	4	22
	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.	3	
	7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.	4	
	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.	3	
	7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.	5	
	Assessment, Re-teach and Extension		3	

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Unit 3 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.2	React to a series of oral and written instructions connected to daily life
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.
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.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of	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>topics. Speakers and writers gain confidence and 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.3</p>	<p>Use language creatively to respond in writing to a variety of oral or visual prompts.</p>

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Unit 3 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 3 Lesson 1& 2
- End of Unit vocabulary sheets / Binder Checks
- Para y Piensa Review Questions
- Unit 3 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 3 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 pair up to create an advertisement for a Sale at a Clothing store. Students will include photos of a selection of clothing with descriptions and prices. • In groups of three students will role play going to a shopping center or clothing store in Old San Juan. Students will greet, ask to see three different articles, ask for price and try to bargain with the store employee. • Students will write a mini story about their vacation in Puerto Rico. They will try to find the perfect gift for a friend. Students need to include 5 irregular verbs and prepositions • Students will create a verb wheel. They will conjugate all present forms of the Yo irregular verbs and take turns reviewing each form with a partner. • The students will use the vocabulary words by identifying the translations of the words by pointing and describing the clothing students are wearing and the items in the classroom. • Students will setup a small market in the classroom. In pairs the students will browse the items in the market. They should ask each other questions about at least five objects displayed. • Students will write 10 sentences with each of the five-irregular preterit on p.173 text to say something about themselves in the past. • Students will work in pairs and will interview each other (10 minutes) about their activities from the previous Saturday. They should be attentive to the use of the preterit in their responses.

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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</p> <p>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</p> <p>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.