

Winslow Township School District
9-12 Spanish 2
Unit 4: Unit Theme: Ancient Culture, Modern City (Mexico)

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 • Describe continuing activities in the past • Narrate past events and activities • Describe people, places, and things • Describe early civilizations and their activities • Describe the layout of a modern city • Ask for and give directions. Cultures • Traces of the past in Mexico and Nicaragua • The art of Alfredo Zalce Torres • A Oaxacan legend • El Museo Nacional de Antropología • The ancient and the modern in Mexico, Ecuador, and Nicaragua • The indigenous legacy in Mexico and Ecuador • An ancient sport • Indigenous cultures in Oaxaca and Otavalo • Traditional songs in Mexico and Ecuador. Connections • Social Studies: Write about the Mexican flag. • Language Arts: Create place names with -tlán and write what they mean. • Science: Write about how the Aztecs built Tenochtitlán and how the lake has changed. • Health: Write about the health effects of the ingredients in chiles en nogada. COMPARISONS • Working with legends at school • Learning from archaeological sites • The Spanish sounds r and rr and the English d • Artists and their communities • A Oaxacan legend • Museums • The influence of one language on other languages • The Spanish sound s • The endurance of sports over time • Indigenous societies in Mexico, Ecuador, and the United States. Communities • Songs in Spanish

The World Language High School students will also expand on grammar. In this unit, the students will focus on Past participles, The imperfect tense, Preterit and imperfect, Verbs with i → y spelling change in the preterit, Preterit of -car, -gar, and -zar verbs, More verbs with irregular Yo conjugations

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.

Winslow Township School District
9-12 Spanish 2
Unit 4: Unit Theme: Ancient Culture, Modern City (Mexico)

Overview	Performance Expectations for World Language	Unit Focus	Essential Questions
<u>Unit 4</u>	7.1.IL.IPRET.1 7.1.IL.IPRET.5 7.1.IL.IPERS.1 7.1.IL.PRSNT.3 7.1.IL.PRSNT.4 WIDA 1,2	<ul style="list-style-type: none"> • Students will be able to interpret and use legend terms and use descriptive adjectives. • Students will be able to use participles as adjectives and distinguish the difference between the preterit and imperfect tense. • Students will be able to talk about ancient and modern cities. • Students will be able to use verbs with i > y spelling change in the past, preterit of -car, -gar, and -zar and irregular preterit stem-changing verbs. 	<ul style="list-style-type: none"> • What can we learn about archaeological sites? Why are these site important to our history? • When do you use the imperfect tense? How is it different from the simple past? • How do modern buildings look different from older ones? • How do you conjugate irregular stem verbs in the preterit?
Unit 4 <i>Enduring Understandings</i>	<ul style="list-style-type: none"> • Ancient culture and modern city • Describe and narrate early civilizations and their culture using imperfect and preterit tense. • Ancient and Modern Mexico, Mexico City and Tenochtitlan. • Verbs with irregular preterit stem • Legends • The Legend of Ixta and Popo 		

Winslow Township School District
9-12 Spanish 2
Unit 4: Unit Theme: Ancient Culture, Modern City (Mexico)

Curriculum Unit	Performance Expectations		Pacing	
			Days	Unit Days
Unit 4 Ancient Culture, Modern City (Mexico)	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.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.	3	
	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	

Winslow Township School District
9-12 Spanish 2
Unit 4: Unit Theme: Ancient Culture, Modern City (Mexico)

Unit 4 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.
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	7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.

Winslow Township School District
9-12 Spanish 2
Unit 4: Unit Theme: Ancient Culture, Modern City (Mexico)

progress along the proficiency continuum.		
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.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing

Winslow Township School District
9-12 Spanish 2
Unit 4: Unit Theme: Ancient Culture, Modern City (Mexico)

Unit 4 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 4 Lesson 1& 2
- End of Unit vocabulary sheets / Binder Checks
- Para y Piensa Review Questions
- Unit 4 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

Winslow Township School District
9-12 Spanish 2
Unit 4: Unit Theme: Ancient Culture, Modern City (Mexico)

Resources	Activities
<ul style="list-style-type: none"> • Avancemos text book and workbook pages Unit 4 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. • Create a mural about Diego Rivera, students will research his work and style and then will pick three events they would like to portrait in the mural. Explain why they chose this event to represent the modern history of Mexico. • Students will research the Aztec calendar online. Students will answer these questions: How many days were there in the Aztec calendar? How did the calendar work? • What symbols were used in the Aztec calendar? How were they arranged and divided? How was the Aztec calendar related to the calendars devised by other cultures in Mexico, such as the Maya? • Pairs of students will list two things they used to do when they were in seventh grade, and two things their teacher did. Then, they will construct sentences describing these activities, using the imperfect. • Student will work in pairs to ask each other whether they used to do the activities pictured in Activity 13 last year. • Students will take turns following directions from their classmates using a school map; then they will write what room they are going. • Students will draw maps of their home town, including street names and the names of three or four places of interest. They have to describe the places and give directions on how to get from one place to another. • Students will write 10 sentences describing what they did last weekend using the Yo form of verbs ending in –car, –gar, and –zar in the preterit. • Students will work in groups of three, they will write the dialog for a tour guide and two visitors to an ancient site in Mexico. Use as many vocabulary words as possible

Winslow Township School District
9-12 Spanish 2
Unit 4: Unit Theme: Ancient Culture, Modern City (Mexico)

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.</p> <p>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>	

Winslow Township School District

9-12 Spanish 2

Unit 4: Unit Theme: Ancient Culture, Modern City (Mexico)

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

Winslow Township School District
9-12 Spanish 2
Unit 4: Unit Theme: Ancient Culture, Modern City (Mexico)

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>

Winslow Township School District
9-12 Spanish 2
Unit 4: Unit Theme: Ancient Culture, Modern City (Mexico)

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.