

**Winslow Township School District**  
**9-12 Spanish 2**  
**Unit 5: Unit Theme: Let's Eat (Spain)**

**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 • Identify and describe ingredients • Talk about food preparation and follow recipes • Give instructions and make recommendations • Order meals in a restaurant • Talk about meals and dishes • Describe food and service. Cultures • Still life and Catalán artist Àngel Planells • Tapas of Spain • Food in the poetry of Pablo Neruda • Spanish artist María Blanchard • Dining schedules and specialties in Spain, Uruguay, and El Salvador • Culinary traditions in Spain and Uruguay • Recipes from Spain and El Salvador. Connections • Geography: Read a map and answer questions about Spain's autonomous communities • Health: Research and write about healthy regional dishes in Spain • History: Research and write about the different groups that have lived in Spain from 800 B.C. to 1492 A.D. • Music: Listen to and describe various types of Spanish music. Comparisons • Parks and plazas • Typical foods • The Spanish d and the English sounds d and th • Appetizers in Spain, Mexico and Central America • Outdoor restaurants • The Spanish sounds g and j and the English h. The silent Spanish h • Meal times • Traditional dishes. Communities • Supermarkets and foods from Spanish speaking countries

The World Language High School students will also expand on grammar. In this unit, the students will focus Adjectives ending in –ísimo/a Usted/ustedes commands, Pronoun placement with commands, Affirmative and negative words, Double object pronouns

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
<a href="#"><u>Unit 5</u></a>	7.1.IM.IPRET.3 7.1.IM.IPRET.4 7.1.IM.IPERS.4 7.1.IM.IPERS.5 7.1.IM.PRSNT.1 WIDA 1,2	<ul style="list-style-type: none"> <li>• In this unit students will be able to identify and describe ingredients, talk about food preparation and follow recipes.</li> <li>• Students will be able to give instructions and make and recommendations.</li> <li>• Students will be able to practice using adjectives ending in - ísimo, usted / ustedes commands and pronoun placement with commands.</li> <li>• Students will be able to order meals in a restaurant, talk about meals and dishes and describe food and service. Identify what is needed to set a table.</li> <li>• Students will be able to use affirmative and negative words to talk about restaurants and menu items. Students will be able to practice using formal commands with object pronouns.</li> </ul>	<ul style="list-style-type: none"> <li>• What is the relationship between the Spanish culture and their traditional food?</li> <li>• How do use plural and singular commands?</li> <li>• Do you like to experience new restaurants?</li> <li>• How do you use affirmative and negative words in a sentence?</li> </ul>
<b>Unit 5</b> <i>Enduring Understandings</i>	<ul style="list-style-type: none"> <li>• Identify and describe ingredients</li> <li>• Talk about food preparation and follow recipes</li> <li>• Adjectives ending in- isimo. Usted/Ustedes commands</li> <li>• Order meals in a restaurant</li> <li>• Describe meals and dishes</li> <li>• Affirmative, negative words and double object pronouns</li> </ul>		

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Curriculum Unit	Performance Expectations		Pacing	
			Days	Unit Days
<b>Unit 5</b> <b>Let's Eat (Spain)</b>	7.1.IM.IPRET.3	React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.	4	22
	7.1.IM.IPRET.4	Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.	3	
	7.1.IM.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.	4	
	7.1.IM.IPERS.5	Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.	3	
	7.1.IM.PRSNT.1	From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.	5	
	Assessment, Re-teach and Extension		3	

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Unit 5 Grade 9-12		
Core Idea	Performance Expectations	Indicator
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	7.1.IM.IPRET.3	React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	7.1.IM.IPRET.4	Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
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.IM.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and	7.1.IM.IPERS.5	Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.

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<p>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.IM.PRSNT.1</p>	<p>From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.</p>

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**Unit 5 Grade 9-12**

**Assessment Plan**

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| <ul style="list-style-type: none"><li>• Use Assessment Rubrics to:</li><li>• Assess the student's class participation, completion of activities, completion of homework, completion of projects and vocabulary and grammar quizzes and tests.</li><li>• Assess the students group and partner work participation</li><li>• Assess the students voluntary and involuntary verbal participation</li><li>• Assess the Did You Get It? Review Packet Unit 5 Lesson 1&amp; 2</li><li>• End of Unit vocabulary sheets / Binder Checks</li><li>• Para y Piensa Review Questions</li><li>• Unit 5 Lesson 1 and 2 Projects</li><li>• Reading, Writing, Listening and Speaking Unit Quizzes and Tests.</li><li>• Voice Recordings</li></ul> | <ul style="list-style-type: none"><li>• Alternative Assessments:</li><li>• Modified Assessments</li><li>• Heritage Learner Assessments</li><li>• ESL Assessments</li><li>• Pre-AP Assessments</li><li>• AP Assessments</li><li>• Projects</li><li>• Presentations</li></ul> |
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Resources	Activities
<ul style="list-style-type: none"> <li>• Avancemos text book and workbook pages Unit 5 Lesson 1 and 2</li> <li>• Play audio TXT CD Tracks</li> <li>• Audio TXT CD tracks</li> <li>• Telehistoria DVD Avancemos Workbook/Textbook</li> <li>• End of Unit Vocabulary Lists and Grammar Concepts/Rules</li> </ul> <p><b>Diversity, Equity &amp; Inclusion Educational Resources</b>  <a href="https://www.nj.gov/education/standards/dei/">https://www.nj.gov/education/standards/dei/</a></p>	<ul style="list-style-type: none"> <li>• Students will complete the Textbook Avancemos Level 2 activities provided per lesson per unit as assigned by the teacher.</li> <li>• Students will conduct an online research to explore Spain's regional cuisine. Each student will have a region will answer the following questions: What is the region's most famous dish? How does the region's climate, soil, or geography explain its cuisine? Has the region's food been influenced by outside cultures? Students will present the information to the class.</li> <li>• Students will point out the relationship between forms of words. Students will use adjectives with -ísimo to describe 15 different foods.</li> <li>• Students will create a two column chart with the infinitive on one column and the command on the second column. Students will refer to chart as they practice forming commands using ar, er and ir verbs. Then, they work with a partner and play a memory game.</li> <li>• Students will use usted commands to write plans to leave for a substitute teacher in case the teacher is absent. Students will brainstorm everyday activities: close the door, review homework, and answer questions. Students will write their own version of the plans and write the instructions in the correct order.</li> <li>• Student will work in groups to create a mini- story using vocabulary on Unit two. Students will act out and illustrate a horrible experience they had while dining at a new Spanish restaurant.</li> <li>• Students will create a video showing their favorite recipe. Students will describe ingredients and preparation of their favorite food.</li> <li>• Students will print an article from a Spanish online newspaper. Then, they will identify negative and affirmative words; as well as the verb.</li> <li>• Have students work in pairs to examine the painting by María Blanchard (page 284 text) and describe it with as many affirmative and negative expressions as possible.</li> </ul>

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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><b>9.1.12.CFR.1:</b> 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><b>9.2.12.CAP.3:</b> Investigate how continuing education contributes to one's career and personal growths</p> <p><b>9.4.12.CT.2:</b> 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 &amp; 9.4:</p> <p><b>Philadelphia Mint</b>  <a href="https://www.usmint.gov/learn/kids/resources/educational-standards">https://www.usmint.gov/learn/kids/resources/educational-standards</a></p> <p><b>Different ways to teach Financial Literacy.</b>  <a href="https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/">https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/</a></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:  <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></p> <p><input type="checkbox"/> Grades 9-12 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Listening</li> <li><input type="checkbox"/> Speaking</li> <li><input type="checkbox"/> Reading</li> <li><input type="checkbox"/> Writing</li> <li><input type="checkbox"/> Oral Language</li> </ul> <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**

**2.2.12.N.1:** Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide.

**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.