

## Winslow Township School District

### 9-12 Spanish 2

#### Unit 7: Unit Theme: I am a Journalist (Dominican Republic)

**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 school-related issues
- State and respond to opinions
- Present logical and persuasive arguments
- Identify and explain relationships
- Compare personalities, attitudes, and appearance
- Describe things and people

**CULTURES**

- Tourist sites in Santo Domingo
- Taíno art
- Resolving problems in school
- Neighborhood parks
- The oldest university in the Americas
- How illustrations tell a story
- Los padrinos and other adults
- Playing word games
- Important people in your life.

**Connections**

- Art: Design an outfit influenced by the tropics.
- Social Studies: Research and write about Oscar de la Renta's humanitarian contributions.
- Mathematics: Calculate the cost of three designer outfits in Dominican pesos.
- Language Arts: Create a Spanish perfume slogan.

**Comparisons**

- School activities
- The Spanish b and v
- Influence of indigenous cultures on modern art
- Advice columns in newspapers
- Spanish diphthongs ie and ue
- How universities change over time
- Illustrations and story-telling
- Bonds among families and friends.

**Communities**

- Spanish tongue twisters

The World Language High School students will also expand on grammar. In this unit, the students will use Subjunctive with impersonal expressions, Impersonal expressions with haya, the Long form of possessive adjectives, Comparatives with más de / menos de

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 7</u></a>	7.1.IM.IPRET.3 7.1.IM.IPRET.5 7.1.IM.IPRET.6 7.1.IM.IPERS.3 7.1.IM.IPERS.4 WIDA 1,2	<ul style="list-style-type: none"> <li>• Students will be able to discuss school-related issues. State and respond to opinions and present logical and persuasive arguments.</li> <li>• Students will be able to practice using subjunctive with impersonal expressions.</li> <li>• Impersonal expressions with haya and use of por and para.</li> <li>• Students will be able to identify and explain relationships. Compare personalities, attitudes and appearance. Describe things and people.</li> <li>• Students will be able to use long forms of possessive adjectives and comparatives. Comparatives with mas de and menos de. Use superlatives.</li> </ul>	<ul style="list-style-type: none"> <li>• In what school activities do you participate?</li> <li>• What is the difference between por and para?</li> <li>• How important are godparents in Latin America?</li> <li>• When do you use superlatives in Spanish?</li> </ul>
<b>Unit 7</b> <i>Enduring Understandings</i>	<ul style="list-style-type: none"> <li>• Discuss school related issues. State and respond opinions</li> <li>• Use subjunctive, haya and por and para</li> <li>• Students will be able to identify and explain relationships. Compare personalities, attitudes and appearance. Describe things and people.</li> <li>• Students will be able to use comparatives with más de / menos de and superlatives.</li> </ul>		

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Curriculum Unit	Performance Expectations		Pacing	
			Days	Unit Days
<b>Unit 7</b> <b>I am a Journalist</b> <b>(Dominican Republic)</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.5	Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.	3	
	7.1.IM.IPRET.6	Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.	4	
	7.1.IM.IPERS.3	Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.	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.	5	
	Assessment, Re-teach and Extension		3	

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Unit 7 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.5	Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.
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.IPRET.6	Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and	7.1.IM.IPERS.3	Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.

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<p>competence as they progress along the proficiency continuum.</p>		
<p>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.</p>	<p>7.1.IM.IPERS.4</p>	<p>Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.</p>

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**Unit 7 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 7 Lesson 1&amp; 2</li><li>• End of Unit vocabulary sheets / Binder Checks</li><li>• Para y Piensa Review Questions</li><li>• Unit 7 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 7 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>• In groups of five, students will create a newspaper in Spanish. They have to include at 4 of the following: an interview, news in the community, an opinion piece, an advice column, sports, advertisements and photographs/illustrations.</li><li>• Students will work with a partner and write a list of 10 recommendations to tourists that are planning to visit the Dominican Republic. Students have to include vocabulary words from lesson 2 and 5 impersonal expressions.</li><li>• Students will write four impersonal expressions about themselves, using Es necesario que..., Es preferible que..., Es bueno que..., and Es malo que....They will exchange their sentences with a partner and ask each other questions about what they wrote.</li><li>• Students will write their own opinions on the subject of school uniforms. Students have to include subjunctive, haya and por and para</li><li>• Students will be doing online research on different family cultures in Spanish-speaking countries from around the world. Include the following information: When people marry, do their names change? How? Why are there two last names in Spanish- speaking countries? How are their children named? What sort of wedding rituals are practiced in this country? Do the grandparents usually live with their children? Do new wives move in with their husband's family, or vice-versa?</li><li>• Students will create a radio ad where they will advertise a place in their community. Students need to include at least 5 superlatives and 5 formal or informal commands.</li><li>• Students will write sentences of comparison, describing members of their family</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.

**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.