

**Winslow Township School District**  
**11-12 Spanish 4**  
**Unit 2: Unit Theme: Ejercicio y diversión: (Sports and Games)**

**Overview: Summary:** Spanish 4- Honors is a continuation of language learning from Spanish 3- Honors focused on communicative language acquisition through listening, reading, speaking, and writing in the target language. Students will synthesize previously studied concepts to expand and reinforce real-world applications of language study as well as explore various cultural traditions. Students will demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied. Throughout the course, students will engage in activities to study the community and members of the community, the geography and culture of the Spanish-speaking world, and the enhanced opportunities for travel language study provides. These skills are taught via scaffolding curriculum that capitalizes on sharpening previously studied concepts while introducing new skills to expand current language capacities.

Students will recognize and orally express vocabulary and grammatical patterns related to outdoor sports, indoor sports and games. Teacher through the year will select 6-8 short histories Students will identify and understand the key features of a short story and read short stories with appreciation. Also, students will read and write specific aspects of a short story such as setting, character, and theme.

Utilize vocabulary related to outdoor sports and sports equipment, indoor sports and activities/games. ● Preterit vs. imperfect, ● Verbs that change meaning in the preterit ● Comparisons, gerunds, and progressive verbs forms ● Students will develop the skills to read, write, listen and speak in Spanish ● Read and analyze *Los tres cuervos* by Jose Antonio Campos and the poem “*Idilio*” by Jose Asuncion Silva. Utilize vocabulary related to readings ● Practice basic grammar skills through project-based learning. ● Students will practice oral and storytelling skills by sharing a story with the class. ● Students will develop the skills to read, write, listen, and speak in Spanish

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 2</u></a>	7.1.IH.IPRET.5 7.1.IH.IPRET.7 7.1.IH.IPERS.6 7.1.IH.PRSNT.1 7.1.IH.PRSNT.5  WIDA 1,2	<ul style="list-style-type: none"> <li>• Students will learn how to talk about different outdoor sports in target language.</li> <li>• Students will practice asking and answering questions about favorite sports.</li> <li>• Students will design a flyer for a gym explaining what sports are offered, including new vocabulary.</li> <li>• Students will summarize rules to a game using a pyramid chart.</li> <li>• Using comparatives, students will be able to write a comparison/contrast paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>• What sport do you practice?</li> <li>• What sport teams does your school have?</li> <li>• What sport do you practice?</li> <li>• What sport teams does your school have?</li> </ul>
<b>Unit 2</b> <i>Enduring Understandings</i>	<ul style="list-style-type: none"> <li>• Ejercicio al aire libre</li> <li>• Outdoor Sports and equipment</li> <li>• Diversion bajo techo</li> <li>• Indoor sports and Activities.</li> </ul>		

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Curriculum Unit	Performance Expectations		Pacing	
			Days	Unit Days
<b>Unit 2</b>  <b>Ejercicio y diversión: (Sports and Games)</b>	7.1.IH.IPRET.5	Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.	5	30
	7.1.IH.IPRET.7	Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.	5	
	7.1.IH.IPERS.6	Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.	5	
	7.1.IH.PRSNT.1	Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.	5	
	7.1.IH.PRSNT.5	Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.	5	
	Assessment, Re-teach and Extension		5	

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Unit 2 Grade 11-12		
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.IH.IPRET.5	Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	7.1.IH.IPRET.7	Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
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.IH.IPERS.6	Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.
Presentational communication involves presenting information, concepts, and ideas to an audience of	7.1.IH.PRSNT.1	Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.

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<p>listeners or readers on a variety of 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.IH.PRSNT.5</p>	<p>Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.</p>

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**Unit 2 Grade 11-12**

**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 2 Lesson 1&amp; 2</li><li>• End of Unit vocabulary sheets / Binder Checks</li><li>• Para y Piensa Review Questions</li><li>• Unit 2 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><li>• Voice Recordings</li><li>• Video Presentations</li></ul> |
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Resources	Activities
<ul style="list-style-type: none"> <li>• Avancemos text book and workbook pages Unit 2 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 4 activities provided per lesson per unit as assigned by the teacher</li> <li>• Create a sport page, include a headline about each sport and important facts about each sport.</li> <li>• In pairs, prepare an interview on a famous Hispanic Athlete, using the preterit and imperfect.</li> <li>• Read the brochure for surfing school, complete the activities using the vocabulary and grammar from this lesson, on pg. 94.</li> <li>• Students will read authentic literature and identify change in meaning preterit imperfect adverbs and pronouns</li> <li>• Prepare a PowerPoint on your favorite sport, how it started and facts pertaining to it, along with the top athletes to ever play the game.</li> <li>• Listen to the sports channel in Spanish and report back on what was said</li> <li>• Go to the gymnasium and ask for a tour, label all sports related items in the gymnasium with Spanish names.</li> <li>• Make a flyer for a Gym, include a description of each sport, hours of operation, and anything else that would attract new customers.</li> <li>• Pick a sport and summarize game rules using a pyramid chart.</li> <li>• Write a comparison/contrast paragraph, comparing your school's sport program to another school in the area.</li> <li>• Write a funny cartoon about what you do when you go to the gym and what you should be doing when at the gym.</li> <li>• Students will read authentic literature and identify change in meaning preterit imperfect adverbs and pronouns</li> <li>• Film a commercial about the "Gym of the future"</li> <li>• Listen to a conversation between two athletes and determine which game is harder to play.</li> <li>• Make students use gestures to demonstrate vocabulary words.</li> </ul>

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Instructional Best Practices and Exemplars	
<ol style="list-style-type: none"> <li>1. Identifying similarities and differences in both languages</li> <li>2. Summarizing and note taking</li> <li>3. Reinforcing effort and providing recognition</li> <li>4. Homework and practice</li> <li>5. Linguistic representations</li> </ol>	<ol style="list-style-type: none"> <li>6. Cooperative learning</li> <li>7. Setting objectives and providing feedback</li> <li>8. Generating and testing hypotheses</li> <li>9. Cues, questions, and modeling</li> <li>10. Manage response rates, time and accuracy</li> </ol>
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 Synthetic/Analytic Support.

**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**

**Modifications for At-Risk Students:** Students will be provided with accommodations and modifications such as; 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, Include activities for differentiation instruction such as; Interpersonal, Naturalist, Linguistic/Verbal, Kinesthetic, Visual, Musical/Rhythmic and Logical/Mathematical

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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> <ul style="list-style-type: none"> <li>• 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, Relate Opinions, Storytelling, Vary Vocabulary, Determine Cause and Effect</li> </ul>

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**Interdisciplinary Connections**

**ELA**

**NJSLSA.R4.** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**NJSLSA.R10.** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

**NJSLSA.W5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach

**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.LF.1:** Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community

**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.