

Winslow Township School District

11-12 Spanish 4

Unit 4: Unit Theme: *Cómo es nuestra sociedad?* (Family and Society)

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 family, society, social problems, college education and finances. 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.

Vocabulary related to family and social problems. Talk about family & society and discuss relationships & social problems. ● Present subjunctive in noun and adjective clauses ● Present perfect subjunctive in adverbial clauses ● Present perfect subjunctive, and Imperfect subjunctive ● Students will develop the skills to read, write, listen, and speak in Spanish ● Read and analyze *A pesar de todo* by Josefina Gonzáles and *A Julia Burgos* by Julia de Burgos. 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.

Winslow Township School District
11-12 Spanish 4
Unit 4: Unit Theme: Cómo es nuestra sociedad? (Family and Society)

Overview	Performance Expectations for World Language	Unit Focus	Essential Questions
Unit 4	7.1.IH.IPRET.8 7.1.IH.IPERS.1 7.1.IH.IPERS.2 7.1.IH.IPERS.5 7.1.IH.PRSNT.5 WIDA 1,2	<ul style="list-style-type: none"> • Students will develop a program to fight hunger and/or any other community concerns. • Students will express that advantages and disadvantages of having an extended family living together • Students will write a dialog, discussing high school requirements for college. • Students will compare and contrast tuitions fees, State VS. Private, and quality of education. 	<ul style="list-style-type: none"> • How do you help in your community? • Do you have extended family living with you? What are the advantages and disadvantages? • What is the difference between State and Private Universities in U.S.? • Does the quality of Education differ?
Unit 4 <i>Enduring Understandings</i>	<ul style="list-style-type: none"> • Familia, sociedad y problemas sociales • The family, society, and social problems • Educacion Universitaria y finanzas • Education and Finances 		<ul style="list-style-type: none"> • How do you manage your money?

Winslow Township School District
11-12 Spanish 4
Unit 4: Unit Theme: Cómo es nuestra sociedad? (Family and Society)

Curriculum Unit 4	Performance Expectations		Pacing	
			Days	Unit Days
Unit 4 Cómo es nuestra sociedad?: (Family and Society)	7.1.IH.IPRET.8	Collect, share, and analyze data related to global issues including climate change.	5	30
	7.1.IH.IPERS.1	Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.	5	
	7.1.IH.IPERS.2	Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.	5	
	7.1.IH.IPERS.5	Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.	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	

Winslow Township School District
11-12 Spanish 4
Unit 4: Unit Theme: *Cómo es nuestra sociedad?* (Family and Society)

Unit 4 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.8	Collect, share, and analyze data related to global issues including climate change.
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.1	Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
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.2	Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and	7.1.IH.IPERS.5	Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.

Winslow Township School District
11-12 Spanish 4
Unit 4: Unit Theme: Cómo es nuestra sociedad? (Family and Society)

writers gain confidence and competence as they 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.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.

Winslow Township School District
11-12 Spanish 4
Unit 4: Unit Theme: Cómo es nuestra sociedad? (Family and Society)

Unit 4 Grade 11-12

Assessment Plan

- | | |
|---|--|
| <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• Alternative Assessments:• Modified Assessments• Heritage Learner Assessments• ESL Assessments• Pre-AP Assessments• AP Assessments• Projects• Presentations• Voice Recordings• Video Presentations |
|---|--|

Winslow Township School District
11-12 Spanish 4
Unit 4: Unit Theme: Cómo es nuestra sociedad? (Family and Society)

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 4 activities provided per lesson per unit as assigned by the teacher • You work for an organization to fight hunger, create a list of activities that can be implemented to help this cause. • Write a dialog of a typical day at home, how do you feel about it? • Use subjunctive to write an essay on how to end world hunger. • Living in an extended family has its advantages and disadvantages select a side and write a persuasive argument using adverbial clauses. • Students will read authentic literature and identify the present subjunctive in noun and adjective clauses present subjunctive in adverbial clauses. • Select a country and present a PowerPoint on family life with comparisons to how you live. • Listen to a story and write a description of the family unit presented • Toss a cushion ball from student to student, depending on where it lands have student say an adverbial clause related to the verb selected. • Write a dialog between student and counselor, include grades, applications, college requirements, and scholarships, and include lesson vocabulary. • Read and discuss an article on "Price of Education", p251. • Use future and conditional perfect to discuss what your "ten year plan" is. • Write a letter to your siblings giving them the advice based on what you have learned during your high school years. • Students will read authentic literature and identify present perfect subjunctive, imperfect subjunctive • Prepare a poster and a presentation to the class -10 minutes recapping your high school years. • Listen to a counselor and a student discussing college, what advice would you give the student? • Move around the class and discuss each other's future plans, then try to recall one interesting fact that each person told you.

Winslow Township School District
11-12 Spanish 4
Unit 4: Unit Theme: Cómo es nuestra sociedad? (Family and Society)

Instructional Best Practices and Exemplars	
<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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
11-12 Spanish 4
Unit 4: Unit Theme: Cómo es nuestra sociedad? (Family and Society)

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

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
11-12 Spanish 4
Unit 4: Unit Theme: Cómo es nuestra sociedad? (Family and Society)

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> <ul style="list-style-type: none"> • 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

Winslow Township School District
11-12 Spanish 4
Unit 4: Unit Theme: Cómo es nuestra sociedad? (Family and Society)

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.

6.1.12.HistoryUP.5.a: Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.

6.1.8.HistoryCC.4.d: Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted.

6.1.5.EconEM.4: Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.

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.