

Winslow Township School District
11-12 AP Spanish
Unit 1: Unit Theme: Las Familias y Las Comunidades

Overview: Summary:

In a changing world how is identity formed. How does family, community, and education in an environment shape its present and future?

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
<u>Unit 1</u>	7.1.AL.IPRET.1 7.1.AL.IPRET.2 7.1.AL.IPRET.3 7.1.AL.IPRET.4 7.1.AL.IPRET.5 7.1.AL.IPRET.6 7.1.AL.IPRET.7 7.1.AL.IPRET.8 7.1.AL.IPRET.9 7.1.AL.IPRET.10 7.1.AL.IPERS.1 7.1.AL.IPERS.2 7.1.AL.IPERS.3 7.1.AL.IPERS.4 7.1.AL.IPERS.5 7.1.AL.IPERS.6 7.1.AL.PRSNT.1 7.1.AL.PRSNT.2 7.1.AL.PRSNT.3 7.1.AL.PRSNT.4 7.1.AL.PRSNT.5 7.1.AL.PRSNT.6 WIDA 1,2	<ul style="list-style-type: none"> • Students will know how to: • Narrate a past event by contrasting the preterit and imperfect tenses • Use ser and estar to describe themselves and others • Describe what is happening in their lives by using progressive forms • Use adjectives to describe themselves and others • Use prepositions to connect ideas when describing who they are • Students will be able to: • Discuss the impact of culture in educational systems • Assess the degree to which social networks are transforming our world • Identify the importance of the environment in shaping a community • Determine which traditions and values make up their identity and that of their community • Give examples of the rights and responsibilities of a global citizen • Explain how families shape their identity and their community 	<ul style="list-style-type: none"> • How is the concept of family defined in different societies? • How do members of a community contribute to its general welfare? • How do community and family roles vary in different societies?

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Unit 1 <i>Enduring Understandings</i>	<ul style="list-style-type: none">• Educational communities, social networks, human geography, traditions and values, global citizenship and family structure play a major role in their identity.	
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Curriculum Unit	Performance Expectations		Pacing	
			Days	Unit Days
	Advanced Low learners understand main ideas and supporting details on some new, concrete topics from a variety of more complex texts that have a clear, organized structure. These texts include narrative, descriptive and straightforward persuasive materials. They can make inferences and derive meaning from context and linguistic features. Advanced Low learners comprehend texts pertaining to real-world topics of general interest to the target language communities and those that represent national and international issues. They can comprehend paragraph discourse found in stories, literary works, personal and work-related correspondence, oral presentations, news reports, and other concrete topics.			30
Unit 1 Las familias y las comunidades	7.1.AL.IPRET.1	Identify main ideas and significant details in a range of oral, viewed, and written texts	2	
	7.1.AL.IPRET.2	Interpret spoken and written language and nuances of culture, as expressed by speakers of the target language, in some formal and informal settings.	1	
	7.1.AL.IPRET.3	Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one’s own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.	2	
	7.1.AL.IPRET.4	Demonstrate an understanding of most content of other academic disciplines.	1	

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	7.1.AL.IPRET.5	Analyze a literary or informational text including theme, author’s purpose and tone, inferences.	2	
	7.1.AL.IPRET.6	Analyze a radio/television program, movie, or podcast for theme, purpose and tone, and inferences.	1	
	7.1.AL.IPRET.7	Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.	2	
	7.1.AL.IPRET.8	Analyze elements of the target language that do not have a comparable linguistic element in English	1	
	7.1.AL.IPRET.9	Differentiate facts from opinions by accurately answering most questions that require inferring implied meanings.	2	
	7.1.AL.IPRET.10	Collect, share, and analyze data related to global issues including climate change.	1	
	7.1.AL.IPERS.1	Participate in extended conversations about personal, social, and professional topics, using paragraph-level speech and writing across major time frames.	2	
	7.1.AL.IPERS.2	Describe, respond to, and negotiate a complication that occurs in a familiar situation, using paragraph-level speech and writing across major time frames	1	

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	7.1.AL.IPERS.3	Maintain conversations by comparing and contrasting preferences, opinions, and advice using paragraph-level speech and writing across major time frames.	2	
	7.1.AL.IPERS.4	Give a viewpoint and supporting evidence when participating in a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.	1	
	7.1.AL.IPERS.5	Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.	1	
	7.1.AL.IPERS.6	Converse with members of the target culture with understanding about contemporary global issues, including climate change.	1	
	7.1.AL.PRSNT.1	Create and deliver research-based presentations to a target language audience, either electronically or in person using short paragraphs.	1	
	7.1.AL.PRSNT.2	Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.	1	
	7.1.AL.PRSNT.3	Offer and support opinions and use persuasive language when presenting ideas and information	1	
	7.1.AL.PRSNT.4	Use language creatively in writing for personal, career, or academic purposes using connected sentences in paragraph-level narration and description	1	

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	7.1.AL.PRSNT.5	Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.	1	
	7.1.AL.PRSNT.6	Analyze how cultural perspectives about climate change over time, and compare with changing perspectives in one's own culture	1	
	Assessment, Re-teach and Extension		1	

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Unit 1 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.AL.IPRET.1	Identify main ideas and significant details in a range of oral, viewed, and written texts
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	7.1.AL.IPRET.2	Interpret spoken and written language and nuances of culture, as expressed by speakers of the target language, in some formal and informal settings.
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	7.1.AL.IPRET.3	Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	7.1.AL.IPRET.4	Demonstrate an understanding of most content of other academic disciplines.
Learning a language involves interpreting meaning from listening, viewing, and reading culturally	7.1.AL.IPRET.5	Analyze a literary or informational text including theme, author's purpose and tone, inferences.

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authentic materials in the target language.		
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	7.1.AL.IPRET.6	Analyze a radio/television program, movie, or podcast for theme, purpose and tone, and inferences.
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	7.1.AL.IPRET.7	Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	7.1.AL.IPRET.8	Analyze elements of the target language that do not have a comparable linguistic element in English
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	7.1.AL.IPRET.9	Differentiate facts from opinions by accurately answering most questions that require inferring implied meanings.

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Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	7.1.AL.IPRET.10	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.AL.IPERS.1	Participate in extended conversations about personal, social, and professional topics, using paragraph-level speech and writing across major 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.AL.IPERS.2	Describe, respond to, and negotiate a complication that occurs in a familiar situation, using paragraph-level speech and writing across major time frames
Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and	7.1.AL.IPERS.3	Maintain conversations by comparing and contrasting preferences, opinions, and advice using paragraph-level speech and writing across major time frames.

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competence as they progress along the proficiency continuum.		
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.AL.IPERS.4	Give a viewpoint and supporting evidence when participating in a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.
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.AL.IPERS.5	Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
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.AL.IPERS.6	Converse with members of the target culture with understanding about contemporary global issues, including climate change.

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<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.AL.PRSNT.1</p>	<p>Create and deliver research-based presentations to a target language audience, either electronically or in person using short paragraphs.</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.AL.PRSNT.2</p>	<p>Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.</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.AL.PRSNT.3</p>	<p>Offer and support opinions and use persuasive language when presenting ideas and information</p>

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<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.AL.PRSNT.4</p>	<p>Use language creatively in writing for personal, career, or academic purposes using connected sentences in paragraph-level narration and description</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.AL.PRSNT.5</p>	<p>Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.</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.AL.PRSNT.6</p>	<p>Analyze how cultural perspectives about climate change over time, and compare with changing perspectives in one’s own culture</p>

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Unit 1 Grade 11-12

Assessment Plan

- Assess the student's spoken and written class participation, completion of activities, vocabulary and grammar quiz and test.
- Reading, Writing, Listening, and Speaking: Activities, Quizzes, Assessments, Projects and Presentations will be assessed and assigned during the course of all the Marking Periods. All assessments and assignments are in preparation for the AP Exam which takes place during the 4th Marking period.

- Alternative Assessments:
- Modified Assessments
- Heritage Learner Assessments
- ESL Assessments
- Pre-AP Assessments
- AP Assessments
- Projects
- Presentations
- Voice Recordings
- Video Presentations

Resources

Core Text: AP Spanish Language and Culture Exam Preparation
 Nuevas Vistas , Temas, _ Abriendo Paso: Lectura, AP Spanish: Preparing for the Language Examination, Encuentros maravillosos, Momentos cumbres de las literaturas hispánicas (AP Central), A variety of recordings and news broadcasts taken from different sources, Internet resources

Diversity, Equity & Inclusion Educational Resources

<https://www.nj.gov/education/standards/dei/>

Activities

- Narrate a past event by contrasting the preterit and imperfect tenses
- Use ser and estar to describe themselves and others
- Describe what is happening in their lives by using progressive forms
- Use adjectives to describe themselves and others
- Use prepositions to connect ideas when describing who they are
- Discuss the impact of culture in educational systems
- Assess the degree to which social networks are transforming our world Identify the importance of the environment in shaping a community
- Determine which traditions and values make up their identity and that of their community
- Give examples of the rights and responsibilities of a global citizen
- Explain how families shape their identity and their community

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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

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

9.1.2.CAP.3 Define entrepreneurship and social entrepreneurship.

9.1.2.CAP.4: List the potential rewards and risks to starting a business

9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growths

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

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.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

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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

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: 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

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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

W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Social Studies

6.1.12.D.14.f Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

6.1.12.D.16.a Analyze the impact of American culture on other world cultures from multiple perspectives.

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.