



Toms River Regional School District

World Language Department

**Spanish 2 Curriculum  
Grades 9-12**



Course Title: Spanish 2	Grade Level: 9-12
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Date Created: July 1, 2018	Revised: August 1, 2019
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Board Approved on: August 21, 2019
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Units	Pacing Guide
Unit Plan 1 Mi día escolar	45 Days <ul style="list-style-type: none"> <li>• Para Empezar - 5 Days</li> <li>• ¿Que haces en la escuela? 13 days</li> <li>• Para hablar de tus actividades extracurriculares 13 days</li> <li>• ¿Cómo te preparas para tu día? 14 días.</li> </ul>
Unit Plan 2 En la comunidad	45 Days <ul style="list-style-type: none"> <li>• Para hablar de la ropa 5 days</li> <li>• ¿De qué está hecho y como lo pagas? 12 days</li> <li>• ¿Adonde vas de compras en tu comunidad? 15 days</li> <li>• ¿Cómo y por donde vas? 13 days</li> </ul>
Unit Plan 3 Mi ninez	45 Days <ul style="list-style-type: none"> <li>• ¿Como eras de pequeno? 5 days</li> <li>• ¿Con que jugabas de pequeño? 13 days</li> <li>• ¿Que celebrabas de pequeno? 12 days</li> <li>• Los costumbres de familia y fiestas 5 days</li> <li>• ¿Que veias de pequeno? 10 days</li> </ul>
Unit Plan 4 Nuestro mundo, nuestro hogar	45 Days <ul style="list-style-type: none"> <li>• Los desastres naturales 10 days</li> <li>• Partes del medio ambiente 10 days</li> <li>• ¿Cómo proteges el medio ambiente? 15 days</li> <li>• ¿Donde viven los animales? 10 days</li> </ul>

### Unit 1 Overview

Content Area: World Language	45 days
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Unit Title: Mi día escolar

Target Course/Grade Level: Spanish 2 Grades 9-12

Unit Summary: This unit will develop language and content about greetings and school life, so that students can effectively communicate ideas and information on this topic with peers using academic language and content-related vocabulary. Students will describe themselves and things that they enjoy, talk about their school day, and compare and contrast schools in the United States with those in Spain and Latin America. The unit provides ample opportunities for students to engage in higher order thinking and to practice language. Language development is defined through the three performance criteria of linguistic complexity, vocabulary usage and language forms and conventions across the four language domains. The unit demonstrates how to integrate these domains with NJSL standards for French language learners. Students are exposed to a variety of materials that offer them opportunities to tap into prior knowledge or build requisite background knowledge so they may engage with the various texts in the unit. Through the use of authentic literature students will be exposed to different kinds of texts. The different lessons and activities will expose students to literature, informational text and technology as required in the NJSL in order for students to use the four domains of listening, speaking, reading and writing; and the modes of interpersonal, presentational, and interpretive. The teacher scaffolds language so students can engage in discourse and higher order thinking skills.

**21<sup>st</sup> Century Themes: Learning other languages and understanding the culture of the people who speak them is a 21st century skill that is essential to the success in the global society in which our students will live and work.**

21st Century Skills:

- 9.2.8.B.3. Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.12.C.1 Review career goals and determine the steps necessary for attainment.
- 9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals.
- 9.2.12.C.3 Identify transferable career skills and design alternate career plans.
- 9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.
- 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
- 9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.

Career Readiness:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Primary Interdisciplinary Connections:

Arts, Mathematics, Music, Science, Social Studies, Health/P.E., Language, Technology

Arts

- Dance - Merengue, Tango, Salsa, Cumbia, Flamenco
- Visual Arts - Diego Rivera, Jose Marti
  - 1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art



- 1.2.12.A.1 - Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

## Mathematics

- Cardinal and ordinal numbers
- Time sequence
  - 1.NBT.C.4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models (e.g., base ten blocks) or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and ten.

## Music

- Cultural music
- Learning through song
  - 1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art
  - 1.2.12.A.1 - Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
  - 1.3.P.B.3 Clap or sing songs with repetitive phrases and rhythmic patterns.
  - 1.3.P.B.4 Listen to, imitate, and improvise sounds, patterns, or songs.
  - 1.3.P.B.5 Participate in and listen to music from a variety of cultures and times.
  - 1.4.P.A.1 Describe feelings and reactions in response to a creative movement/dance performance.
  - 1.4.P.A.2 Describe feelings and reactions in response to diverse musical genres and styles.
  - 1.4.P.A.3 Describe feelings and reactions and respond in an increasingly informed manner to stories and dramatic performances.
  - 1.4.P.A.4 Describe feelings and reactions and make increasingly thoughtful observations in response to a variety of culturally diverse works of art and objects in the everyday world.

## Science

- Weather review
- Climate
  - 5.3.2.C.3 - Communicate ways that humans protect habitats and/or improve conditions for the growth of the plants and animals that live there, or ways that humans might harm habitats.
  - K-ESS3-2. Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.\*

## Social Studies

- Geography of Spain and Latin America
- Hispanic Heritage Month
  - 6.1.P.A.1 Demonstrate an understanding of rules by following most classroom routines.
  - 6.1.P.A.2 Demonstrate responsibility by initiating simple classroom tasks and jobs.
  - 6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.
  - 6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
  - 6.1.P.D.1 Describe characteristics of oneself, one's family, and others.
  - 6.1.P.D.2 Demonstrate an understanding of family roles and traditions.
  - 6.1.P.D.3 Express individuality and cultural diversity (e.g., through dramatic play).
  - 6.1.P.D.4 Learn about and respect other cultures within the classroom and community.
  - 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.
  - 6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world

## Health/P.E. - Extra curricular activities, Classes, Health and hygiene

- 2.1.P.A.1 Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather)



- behaviors accordingly.
- 2.1.12.A.1 Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.
- 2.1.P.C.1 Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).
- 2.2.2.A.1 Express needs, wants, and feelings in health- and safety-related situations.
- 2.2.4.A.2 Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.
- 2.2.12.A.1 Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.
- 2.2.2.D.1 Determine the benefits for oneself and others of participating in a class or school service activity.

## ELA

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine the central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- 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.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- 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.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.
- NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression

## Technology

- 8.1.P.A.1 Use an input device to select an item and navigate the screen
- 8.1.P.A.2 Navigate the basic functions of a browser.
- 8.1.P.A.3 Use digital devices to create stories with pictures, numbers, letters and words.
- 8.1.P.A.4 Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).
- 8.1.P.A.5 Demonstrate the ability to access and use resources on a computing device.
- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including



solving problems.

- 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
- 8.1.P.E.1 Use the Internet to explore and investigate questions with a teacher's support.

## Learning Targets

New Jersey Student Learning Standard: 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Sources: New Jersey Student Learning Standards for World Languages:  
<http://www.state.nj.us/education/cccs/2014/wl/>

Content Standards: The language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

**Strands: A – Interpretive Mode, B - Interpersonal Mode, C- Presentational Mode**

**Target Proficiency Goal: Novice Mid** - Students communicate using memorized words and phrases to talk about familiar topics.

### Interpretative Cultural Mode:

- Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large.
- Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices.
- Healthy eating habits and fitness practices may vary across cultures.
- Many products and practices related to home and community are shared across cultures; others are culture-specific.
- What is perceived as "basic needs" varies among and within cultures.
- Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language.
- Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience.

### Interpersonal Linguistic Mode:

- Respond to learned questions
- Ask memorized questions
- State needs and preferences

### Presentational Linguistic Mode:

- Make lists
- State needs and preferences
- Describe people, places, and things



Number	Cumulative Progress Indicator (CPI)
7.1 A	Strand A - Interpretive Mode
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level appropriate, culturally authentic materials on familiar topics.
7.1 B	Strand B Interpersonal
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during readings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
7.1 C	Strand C Presentational
7.1.NM.C.1	Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Unit 1 Essential Questions	Unit 1 Enduring Understandings
<ul style="list-style-type: none"> <li>How do our social interactions differ</li> </ul>	<ul style="list-style-type: none"> <li>Introducing yourself to people in Spanish-speaking countries</li> </ul>



<p>throughout the world?</p> <ul style="list-style-type: none"> <li>● How would I describe myself to others?</li> <li>● How do student schedules and classes in the United States compared to those in Spanish-speaking countries?</li> <li>● How do my class activities vary from others who take similar classes?</li> <li>● How does our extra curricular activities compare with those offered in other places and countries?</li> <li>● How does your daily routine compare with that of others?</li> </ul>	<p>and recognizing cultural differences amongst others allows us to make global connections.</p> <ul style="list-style-type: none"> <li>● Learning how to talk about what we like to do in our free time and how to describe ourselves to others</li> <li>● Comparing and contrasting school schedules and classrooms in the United States and those in Spanish-speaking countries</li> <li>● Comparing and contrasting daily routines with other students and those around the world</li> <li>● Understanding how free time spent with friends and family is similar to and different from our counterparts in the Spanish-speaking world allow us to connect and relate to others.</li> </ul>
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Unit Content Objectives <i>Students will communicate about:</i>	Unit Language Objectives <i>Students will be able to:</i>
A. Relevant greetings and leave taking from the target language in a variety of scenarios	<ul style="list-style-type: none"> <li>● Greet and introduce themselves to others</li> </ul>
B. Likes and dislikes in school activities	<ul style="list-style-type: none"> <li>● Talk about what is done in classes</li> <li>● Talk about what is needed for school</li> <li>● Ask others what they like to do in specific classes</li> <li>● Understand cultural perspectives on favorite activities during and outside of school</li> </ul>
C. What you do after school	<ul style="list-style-type: none"> <li>● Talk about extracurricular activities, clubs and sports</li> <li>● Talk about how often you do things</li> </ul>
D. School rules and activities	<ul style="list-style-type: none"> <li>● Talk about school schedules and subjects</li> <li>● Listen and read about school rules</li> <li>● Talk about the types of activities that are done in classes</li> <li>● Ask and tell who is doing an action</li> <li>● Compare your school with that of a student in a Spanish-speaking country</li> <li>● Cultural perspectives of schools and their policies</li> </ul>
E. How you prepare for your day	<ul style="list-style-type: none"> <li>● Listen and read about daily routines</li> <li>● Talk and write about daily activities</li> <li>● Exchange information about a typical morning</li> </ul>

**Materials/Resources**

Core Text: Realidades 2  
 Supplemental Resources:  
[Spanish 2 Resources](#)  
**Suggested Activities:**  
 Memoria



Matamoscas  
Bravo  
Pesca  
Dominó  
Siete Arriba  
Bolsa Mágica  
Pasaporte  
Papellitos  
Adivínalo  
Pair Practice  
Role Play  
Categorizing  
Ball Toss  
Entrevistas  
¿Quién soy yo?

### **Grammar Topics:**

- Tener + **que**
- Ser vs Estar
- Adjective agreement
- Subject pronouns
- Interrogatives
- Stem changing verbs
- Simple future
- Comparisons: Tan vs Tanto
- Saber/Conocer
- Hace que (time expressions)
- Reflexive verbs
- Possessive Adjectives

### **Suggested Review Topics:**

- Calendar/Time
- Likes and Dislikes
- Sports
- Parts of the Body
- Classes and Classroom Objects

### **Essential Terminology:**

**What you do in class:** aprender de memoria, contestar, dar un discurso, discutir, explicar, hacer una pregunta, el informe, el laboratorio, la palabra, pedir ayuda ,el proyecto, sacar una buena nota

**Classroom rules:** a tiempo entregar, llegar, tarde, prestar atención ,la regla ,respetar, se prohíbe, hay que

**School Objects:** el armario, el asiento, el carnet de identidad, la cinta adhesiva ,la grapadora, los materiales, las tijeras

**Other useful words:** conocer, saber, lo que ,sobre, alguien, algún, alguna, algunos, -as nadie ningún, ninguno, -a, almorzar, empezar, entender, repetir



**Extracurricular Activities:** las actividades extracurriculares, el ajedrez, el club, pl. los clubes, el club atlético, el equipo, la fotografía, el/lal fotógrafo, los jóvenes, el miembro, ser miembro ,el pasatiempo, la práctica, la reunión, pl. las reuniones

**Athletic Activities:** el animador, la animadora, las artes marciales, hacer gimnasia ,el hockey, jugar a los bolos, la natación

**Music and Drama:** la banda, el bailarín, la bailarina la canción, el (la) cantante ,el coro,ensayar, el ensayo, el músico, la música, la orquesta, la voz

**Actions with Activities:** asistir a ,ganar ,grabar, participar (en), tomar lecciones, volver (o → ue)

**Describe Internet Activities:** crear una página Web ,estar en línea, hacer una búsqueda, navegar en la Red, visitar salones de chat, entre, el interés

**Other useful words:** la oportunidad, pl. las oportunidades, ¿Cuánto tiempo hace que ?, Hace + time + que, tan + adj. + como tantos(as) + noun + como

**Getting ready:** acostarse (o → ue), afeitarse, arreglarse (el pelo), bañarse, cepillarse (los dientes), cortarse el pelo, despertarse (e → ie) , ducharse ,levantarse, lavarse (la cara), pedir prestado, -a (a) pintarse (las uñas), ponerse ,prepararse, secarse, vestirse (e → i);

**Things you need to get ready:** el agua de colonia, el cepillo, el cinturón, pl. los cinturones, el desodorante, la ducha ,el gel, las joyas (de oro, de plata) los labios, el maquillaje, el peine, el pelo, el salón de belleza,el secador ,la toalla ,las uñas

**Other useful words and expressions:** antes de, cómodo, -a depende, lentamente, luego, por ejemplo, rápidamente, te ves (bien), reflexive verbs and pronouns, antes de + infinitive, después de + infinitive

## Evidence of Learning

<https://drive.google.com/open?id=1pQqk4vjYQqUVeJB-or6aOX1nf2rSFfPM0vx8vFxuSKw>

### Summative Assessments

- Department Quarterly Assessment
- Oral presentations, Reading interpretive exam, listening comprehension exercise, interpersonal assessment

### Benchmark Assessments

- Interpretive readings; interpersonal assessments, Portfolio Assessment
- Interpersonal presentations
- Presentational speaking projects
- Language Logs and journal entries

### Alternative Assessment:

- Student oral presentations
- Interpersonal assessments
- Language log



- Listening assessments
- Rehearsed skits

### **Performance Tasks/Use of Technology:**

FlipGrid Presentations and video responses, EdPuzzle.com - edited movies with questions post-marked, Student video presentations, Video comic strips, Kahoot.com, Bosuu.com, Slide deck quarterly presentations

### **Formative Assessments:**

#### [Student Proficiency Can Do Rubrics](#)

- Questioning: Provide students with question stems (sentence starters) to use to form questions; students can use these in a turn-and-talk. The teacher can use a rubric to evaluate students' use of the stems provided.
- Graphic organizers
- Venn diagram
- Think-Pair-Share
- Observations
- Conferencing
- Interactive Notebook
- Journals
- Anecdotal notes
- Class discussions
- Goal chart
- Checklist
- Center monitoring
- Exit Tickets
- Frayer Model
- KWL Chart
- Self Evaluation

## **Modifications (ELLs, Special Education, 504, At Risk, Gifted and Talented)**

### ***Special Education Students***

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Seating arrangements to enhance teacher-student and student-student interactions and instruction

### ***504 Students***

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension



- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Seating arrangements to enhance teacher-student and student-student interactions and instruction

### ***Gifted and Talented***

- Extension activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Student Choice Activities
- Student Driven Activities
- Group Projects
- Tiered Activities

### ***English Language Learners***

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Use visual representations
- Allow use of first language
- Peer tutoring/partner work
- Repeated directions
- Limit number of concepts/vocabulary words

### ***Students At Risk of School Failure***

- Cooperative Learning groups
- Multiple intelligences to meet all types of learners
- Review and make necessary IEP modifications/504 plan
- Whiteboards
- TPR
- Flexible Grouping
- Graphic Organizer
- Desk-Side Conferencing
- Personal Agendas
- Think/Pair Share
- Open-Ended Activities
- Games
- Multiple Level Questions
- Alternative Assessment
- Flashcards



- Listening Comprehension
- Rubrics

## Unit 2 Overview

Content Area: World Language

Duration: 45 Days

Unit Title: En la comunidad

Target Course/Grade Level: Spanish 2 Grades 9-12

**Unit Summary:** This unit will develop language skills around the topic of clothing, how it is made, and the materials that are used in different parts of the world. Students will engage in discussions about how to fully describe clothing and sizing when shopping, and will be able to effectively communicate ideas and information on this topic with peers using academic language and content-related vocabulary. Students will be able to give and follow oral directions and make cultural connections through researching and learning about shopping in Spanish-speaking countries of the world. The unit provides ample opportunities for students to engage in higher order thinking and to practice language. Language development is defined through the three performance criteria of linguistic complexity, vocabulary usage and language forms and conventions across the four language domains. The unit demonstrates how to integrate these domains with NJSLS standards for French language learners. Students are exposed to a variety of materials that offer them opportunities to tap into prior knowledge or build requisite background knowledge so they may engage with the various texts in the unit. Through the use of authentic literature students will be exposed to different kinds of texts. The different lessons and activities will expose students to literature, informational text and technology as required in the NJSLS in order for students to use the four domains of listening, speaking, reading and writing; and the modes of interpersonal, presentational, and interpretive. The teacher scaffolds language so students can engage in discourse and higher order thinking skills.



## Primary Interdisciplinary Connections:

Arts, Mathematics, Music, Science, Social Studies, Health/P.E., Language, Technology

### Arts

Visual Arts - La infanta Margarita

- 1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art
- 1.2.12.A.1 - Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

### Mathematics

- Cardinal and ordinal numbers
- Clothing size conversion
- Monetary conversion
- Distance and direction
  - 1.NBT.C.4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models (e.g., base ten blocks) or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and ten.

### Music

- Cultural music
- Learning through song
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  - 1.3.P.B.4 Listen to, imitate, and improvise sounds, patterns, or songs.
  - 1.3.P.B.5 Participate in and listen to music from a variety of cultures and times.
  - 1.3.P.B.6 Recognize and name a variety of music elements using appropriate music vocabulary
  - 1.4.P.A.1 Describe feelings and reactions in response to a creative movement/dance performance.
  - 1.4.P.A.2 Describe feelings and reactions in response to diverse musical genres and styles.
  - 1.4.P.A.3 Describe feelings and reactions and respond in an increasingly informed manner to stories and dramatic performances.
  - 1.4.P.A.4 Describe feelings and reactions and make increasingly thoughtful observations in response to a variety of culturally diverse works of art and objects in the everyday world.

### Science

- Making of textiles
- Pharmaceuticals
  - K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
  - K-2-ETS1-2. Develop a simple sketch, drawing or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

### 5. Social Studies

- a. History of textiles
- b. travel and locations

- 6.1.P.A.1 Demonstrate an understanding of rules by following most classroom routines.
- 6.1.P.A.2 Demonstrate responsibility by initiating simple classroom tasks and jobs.
- 6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.
- 6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the



rights of people, help resolve conflicts, and promote the common good.

- 6.1.P.D.1 Describe characteristics of oneself, one's family, and others.
- 6.1.P.D.2 Demonstrate an understanding of family roles and traditions.
- 6.1.P.D.3 Express individuality and cultural diversity (e.g., through dramatic play).
- 6.1.P.D.4 Learn about and respect other cultures within the classroom and community.
- 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.
- 6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- 6.1.P.B.1 Develop an awareness of the physical features of the neighborhood/community.
- 6.1.P.B.2 Identify, discuss, and role-play the duties of a range of community workers.
- 6.1.4.B.1 Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
- 6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.

## Health/P.E.

a. Driving requirements

b. Signs and walking/driving

- 2.1.P.D.1 Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).
- 2.1.P.D.2 Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).
- 2.1.P.D.3 Identify community helpers who assist in maintaining a safe environment.
- 2.1.P.D.4 Know how to dial 911 for help
- 2.1.12.D.4 Develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distractors.
- 2.1.12.D.5 Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety
- 2.2.P.E.1 Identify community helpers who assist in maintaining a safe environment.
- 2.2.2.E.1 Determine where to access home, school, and community health professionals.
- 2.2.4.E.1 Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.
- 2.2.4.E.2 Explain when and how to seek help when experiencing a health problem.
- 2.2.6.E.1 Determine the validity and reliability of different types of health resources.

## Language

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine the central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- 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.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- 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.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.
- NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression
- RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details, and provide an objective summary of the text.

Technology:

- 8.1.P.A.1 Use an input device to select an item and navigate the screen
- 8.1.P.A.2 Navigate the basic functions of a browser.
- 8.1.P.A.3 Use digital devices to create stories with pictures, numbers, letters and words.
- 8.1.P.A.4 Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).
- 8.1.P.A.5 Demonstrate the ability to access and use resources on a computing device.
- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
- 8.1.P.E.1 Use the Internet to explore and investigate questions with a teacher's support.

**21<sup>st</sup> Century Themes: Learning other languages and understanding the culture of the people who speak them is a 21st century skill that is essential to the success in the global society in which our students will live and work.**

21st Century Skills:

- 9.2.8.B.3. Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.12.C.1 Review career goals and determine the steps necessary for attainment.
- 9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals.
- 9.2.12.C.3 Identify transferable career skills and design alternate career plans.
- 9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.
- 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
- 9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.

Career Readiness:

- CRP1. Act as a responsible and contributing citizen and employee.



- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

## Learning Targets

New Jersey Student Learning Standard: 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Sources: New Jersey Student Learning Standards for World Languages:

<http://www.state.nj.us/education/cccs/2014/wl/>

Content Standards: The language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

**Strands: A – Interpretive Mode, B - Interpersonal Mode, C- Presentational Mode**

**Target Proficiency Goal: Novice Mid** - Students communicate using memorized words and phrases to talk about familiar topics.

### **Interpretative Cultural Mode:**

- Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large.
- Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices.
- Healthy eating habits and fitness practices may vary across cultures.
- Many products and practices related to home and community are shared across cultures; others are culture-specific.
- What is perceived as “basic needs” varies among and within cultures.
- Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language.
- Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience.

### **Interpersonal Linguistic Mode:**

- Respond to learned questions
- Ask memorized questions
- State needs and preferences

### **Presentational Linguistic Mode:**

- Make lists
- State needs and preferences



- Describe people, places, and things

Number	Cumulative Progress Indicator (CPI)
7.1 A	Strand A - Interpretive Mode
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.3	Recognize common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level appropriate, culturally authentic materials on familiar topics.
7.1 B	Strand B Interpersonal
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during readings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
7.1 C	Strand C Presentational
7.1.NM.C.1	Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).



Unit 2 Essential Questions	Unit 2 Enduring Understandings
<ul style="list-style-type: none"> <li>● How do I use another language to communicate with others about shopping?</li> <li>● What can I learn about my own language and culture from the world markets and shopping trends?</li> <li>● Why is it important to give directions?</li> <li>● How do I demonstrate an understanding of the similarities, differences, and interactions across cultures and languages?</li> <li>● How can exploring the community help me better understand the world?</li> </ul>	<ul style="list-style-type: none"> <li>● Identifying shopping trends in Spanish-speaking countries and recognizing cultural differences between these countries helps one gain new perspectives.</li> <li>● Learning a different language enables us to be more tolerant of other cultures and how they communicate advice.</li> <li>● People around the world shop and purchase items in different ways.</li> <li>● Communicating in more than one language unites our communities and enables us to become global citizens.</li> </ul>

Unit Content Objectives <i>Students will communicate about:</i>	Unit Language Objectives <i>Students will be able to:</i>
A. Types of clothing and where to buy clothing	<ul style="list-style-type: none"> <li>● Read, listen and talk about clothing in details</li> <li>● Talk and write about shopping</li> <li>● Talk about what they are wearing</li> <li>● Compare shopping in Spain and the United States</li> </ul>
B. Running Errands in the community	<ul style="list-style-type: none"> <li>● Where to go to buy things</li> <li>● Where to go to run errands</li> </ul>
C. Shopping	<ul style="list-style-type: none"> <li>● Listen and read about where people went, what they did and what they received</li> <li>● Talk about past obligations</li> </ul>
D. Culture	<ul style="list-style-type: none"> <li>● Understand the popularity of open air markets</li> <li>● Compare and contrast famous shopping areas in the United State and Spanish speaking countries</li> <li>● Compare driving requirements in different countries</li> </ul>
E. Advice and directions	<ul style="list-style-type: none"> <li>● Listen and read about driving advice</li> <li>● Talk and write about giving directions</li> </ul>

Materials/Resources
<p>Core text: Realidades 2, Supplementals through external sources</p> <p>Supplemental Resources:  <a href="#">Spanish 2 Resources</a></p>

**Grammar Topics:**

- Demonstrative adjectives
- Using adjectives as nouns
- Tener + que
- Direct object pronouns
- Tu affirmative commands
- Prepositions of location
- Commands
- Preterite tense
- Imperfect (introduce)

**Suggested Review Topics:**

- Chores
- Places around town
- Basic directions
- Methods of travel
- Clothing
- Colors

**Essential Terminology:**

¿Qué ropa compraste?

**To talk about shopping:**

La Entrada, la ganga, el letrero, la liquidación, el mercado, la salida

**To talk about colors:**

Oscuro, claro, vivo, pastel, de solo un color

**To describe what clothing is made out of:**

¿De qué está hecho?, ¿De qué es?, Está hecho de, Es de..., algodón, sintético, cuero, lana, lona, seda, nilón

**To discuss purchases:**

Precio, alto, bajo, la caja, el cajero/a, el cheque (personal o viajero), el cupón de regalo, en efectivo, gastar, la tarjeta de crédito

**To describe clothing:**

Apretado, flojo, liso, sencillo, elegante, exagerado, el estilo, está de moda, la maricao, el número, el tamaño, la talla, probarse, la manga, el botón, el bolsillo

**Other useful words and expressions:**

Anunciar, encontrar, escoger, en realidad, me / te importa, me parece, ¿qué te parece?

**Grammar:** Preterite of regular verbs, demonstrative adjectives

Tú y tu comunidad

**To talk about places in a community:**

El banco, el centro, el consultorio, la estación de servicio, la farmacia, el supermercado

**To talk about mail:**

El buzón, la carta, echar una carta el correo, enviar, el sello, la tarjeta



**To talk about items in a sporting goods store:**

El equipo deportivo, el palo de golf, los patines, la pelota, la raqueta (de tenis)

**To talk about pharmacy products:**

El cepillo de dientes, el champú, el jabón, la pasta dental

**To talk about errands:**

Cerrar, cobrar un cheque, cuidar a, el/la dentista, devolver (un libro), la gasolina, ir a pie, llenar (el tanque), el médico, sacar (un libro), se abre, se cierra

**Other useful words:**

Se me olvidó, casi, como no, caramba, hasta, por, pronto, quedarse, todavía, varios

**Grammar:** Irregular preterite tense, Ir, tener, estar, poder

*¿Cómo se va?*

**To talk about driving:**

La avenida, el camión, la carretera, el conductor, el cruce de calles, la cuadra, la esquina, la estatua, la fuente, el peatón, el permiso de manejar, la plaza, el policía, poner una multa, el puente, el semáforo, la señal de parada, el tráfico

**To give and receive driving advice:**

Ancho, basta, de acuerdo, dejar, déjame en paz, despacio, esperar, estar seguro, estrecho, me estás poniendo nervioso, peligroso, quitar, tener cuidado

**To ask for and give directions:**

Aproximadamente, complicado, cruzar, derecho, desde, doblar, en medio de, hasta, manejar, el metro, parar, pasar por, izquierda, quedar, seguir, tener prisa

## Evidence of learning

**Summative Assessments**

- Department Quarterly Assessment
- Oral presentations, Reading interpretive exam, listening comprehension exercise, interpersonal assessment

**Benchmark Assessments**

- Interpretive readings; interpersonal assessments, Portfolio Assessment
- Interpersonal presentations
- Presentational speaking projects
- Language Logs and journal entries

**Alternative Assessment:**

- Student oral presentations
- Interpersonal assessments
- Language log
- Listening assessments
- Rehearsed skits

**Performance Tasks/Use of Technology:**

FlipGrid Presentations and video responses, EdPuzzle.com - edited movies with questions post-marked, Student video



presentations, Video comic strips, Kahoot.com, Bosuu.com, Slide deck quarterly presentations

## **Formative Assessments:**

### Student Proficiency Can Do Rubrics

- Questioning: Provide students with question stems (sentence starters) to use to form questions; students can use these in a turn-and-talk. The teacher can use a rubric to evaluate students' use of the stems provided.
- Graphic organizers
- Venn diagram
- Think-Pair-Share
- Observations
- Conferencing
- Interactive Notebook
- Journals
- Anecdotal notes
- Class discussions
- Goal chart
- Checklist
- Center monitoring
- Exit Tickets
- Frayer Model
- KWL Chart

## **Modifications (ELLs, Special Education, 504, At Risk, Gifted and Talented)**

### ***Special Education Students***

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Seating arrangements to enhance teacher-student and student-student interactions and instruction

### ***504 Students***

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor



- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Seating arrangements to enhance teacher-student and student-student interactions and instruction

### ***Gifted and Talented***

- Extension activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Student Choice Activities
- Student Driven Activities
- Group Projects
- Tiered Activities

### ***English Language Learners***

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Use visual representations
- Allow use of first language
- Peer tutoring/partner work
- Repeated directions
- Limit number of concepts/vocabulary words

### ***Students At Risk of School Failure***

- Cooperative Learning groups
- Multiple intelligences to meet all types of learners
- Review and make necessary IEP modifications/504 plan
- Whiteboards
- TPR
- Flexible Grouping
- Graphic Organizer
- Desk-Side Conferencing
- Personal Agendas
- Think/Pair Share
- Open-Ended Activities
- Games
- Multiple Level Questions
- Alternative Assessment
- Flashcards
- Listening Comprehension
- Rubrics



## Unit 3 Overview

Content Area: World Language

Duration: 45 Days

Unit Title: Celebrando mi ninez

Target Course/Grade Level: Spanish 2 Grades 9-12

**Unit Summary:** This unit will develop language skills around the topic of celebrations and childhood experiences. Students will engage in discussions about family, celebrations and holidays, and favorite moments as a child. The unit will allow students to compare and contrast how other Spanish-speaking countries celebrate and how family structures function differently in other places. Students will gain experience speaking in the past tense and will be introduced to the concept of *the preterite and imperfect* as a way of expressing time. The unit provides ample opportunities for students to engage in higher order thinking and to practice language. Language development is defined through the three performance criteria of linguistic complexity, vocabulary usage and language forms and conventions across the four language domains. The unit demonstrates how to integrate these domains with NJSL standards for French language learners. Students are exposed to a variety of materials that offer them opportunities to tap into prior knowledge or build requisite background knowledge so they may engage with the various texts in the unit. Through the use of authentic literature students will be exposed to different kinds of texts. The different lessons and activities will expose students to literature, informational text and technology as required in the NJSL in order for students to use the four domains of listening, speaking, reading and writing; and the modes of interpersonal, presentational, and interpretive. The teacher scaffolds language so students can engage in discourse and higher order thinking skills.

**21<sup>st</sup> Century Themes: Learning other languages and understanding the culture of the people who speak them is a 21st century skill that is essential to the success in the global society in which our students will live and work.**

21st Century skills:

- 9.2.8.B.3. Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.12.C.1 Review career goals and determine the steps necessary for attainment.
- 9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals.
- 9.2.12.C.3 Identify transferable career skills and design alternate career plans.
- 9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.
- 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
- 9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.

Career Readiness:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Interdisciplinary:Primary Interdisciplinary Connections:**

Arts, Mathematics, Music, Science, Social Studies, Health/P.E.

Arts



## Visual Arts - La infanta Margarita

- 1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art
- 1.2.12.A.1 - Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
- 1.2.5.A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.

## Mathematics

### a. Cardinal and ordinal numbers

- 1.NBT.C.4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models (e.g., base ten blocks) or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and ten.

## Music

### a. Cultural music

### b. Learning through song

- 1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art
- 1.2.12.A.1 - Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
- 1.3.P.A.5 Participate in or observe a variety of dance and movement activities accompanied by music and/or props from different cultures and genres.
- 1.3.P.B.3 Clap or sing songs with repetitive phrases and rhythmic patterns.
- 1.3.P.B.4 Listen to, imitate, and improvise sounds, patterns, or songs.
- 1.3.P.B.5 Participate in and listen to music from a variety of cultures and times.
- 1.3.P.B.6 Recognize and name a variety of music elements using appropriate music vocabulary
- 1.4.P.A.1 Describe feelings and reactions in response to a creative movement/dance performance.
- 1.4.P.A.2 Describe feelings and reactions in response to diverse musical genres and styles.
- 1.4.P.A.3 Describe feelings and reactions and respond in an increasingly informed manner to stories and dramatic performances.
- 1.4.P.A.4 Describe feelings and reactions and make increasingly thoughtful observations in response to a variety of culturally diverse works of art and objects in the everyday world.

## Science

### a. pharmaceuticals

- 5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.
- K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a
  - simple problem that can be solved through the development of a new or improved object or tool.
- K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

## Social Studies

### a. History of textiles

### b. travel and locations

- 6.1.P.A.1 Demonstrate an understanding of rules by following most classroom routines.
- 6.1.P.A.2 Demonstrate responsibility by initiating simple classroom tasks and jobs.
- 6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.
- 6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
- 6.1.P.D.1 Describe characteristics of oneself, one's family, and others.
- 6.1.P.D.2 Demonstrate an understanding of family roles and traditions.



- 6.1.P.D.3 Express individuality and cultural diversity (e.g., through dramatic play).
- 6.1.P.D.4 Learn about and respect other cultures within the classroom and community.
- 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.
- 6.1.4.A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- 6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

## Health/P.E.

- 2.1.P.D.1 Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).
- 2.1.P.D.2 Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).
- 2.1.P.D.3 Identify community helpers who assist in maintaining a safe environment.
- 2.1.P.D.4 Know how to dial 911 for help
- 2.2.P.E.1 Identify community helpers who assist in maintaining a safe environment.
- 2.2.2.E.1 Determine where to access home, school, and community health professionals.
- 2.2.4.E.1 Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.

## Language

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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- NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- 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.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.
- NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression
- RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of



the text, including how it emerges and is shaped and refined by specific details, and provide an objective summary of the text.

**Technology:**

- 8.1.P.A.1 Use an input device to select an item and navigate the screen
- 8.1.P.A.2 Navigate the basic functions of a browser.
- 8.1.P.A.3 Use digital devices to create stories with pictures, numbers, letters and words.
- 8.1.P.A.4 Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).
- 8.1.P.A.5 Demonstrate the ability to access and use resources on a computing device.
- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
- 8.1.P.E.1 Use the Internet to explore and investigate questions with a teacher’s support.

### Learning Targets

New Jersey Student Learning Standard: 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Sources: New Jersey Student Learning Standards for World Languages:  
<http://www.state.nj.us/education/cccs/2014/wl/>

Content Standards: The language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

**Strands: A – Interpretive Mode, B - Interpersonal Mode, C- Presentational Mode**

**Target Proficiency Goal: Novice High** - Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

**Interpretive Mode:**

- Identify the main idea and some supporting details when reading
- Understand the gist and some supporting details of conversations dealing with everyday life
- Infer the meaning of some unfamiliar words when used in familiar contexts

**Cultural:**

- Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)
- The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.)
- Due to globalization and advances in technology, the products and practices of a culture change over time, and



these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)

- Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, geography, social sciences, and distribution of resources.)
- Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject- area preferences, academic record, and career awareness, exploration, and preparation.)
- The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.)
- Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)
- Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)

**Interpersonal Mode:**

- Ask and answer questions related to everyday life
- Handle simple transactions related to everyday life
- Initiate, maintain, and end a conversation
- Ask for and give permission
- Express needs
- Give reasons
- Request, suggest, and make arrangements
- Extend, accept, and decline an invitation
- Express an opinion and preference

**Presentational Mode:**

- Handle simple transactions related to everyday life
- Express needs
- Give reasons
- Express an opinion and preference
- Request and suggest

CPI #	Cumulative Progress Indicator (CPI)
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7.1 A	Strand A - Interpretive Mode
7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1.NH.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
7.1.NH.A.7	Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.
7.1.NH.A.8	Identify some unique linguistic elements in English and the target language.
7.1 B	Strand B Interpersonal
7.1.NH.B.1	Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
7.1.NH.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level appropriate classroom and cultural activities.
7.1.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
7.1.NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas.
7.1 C	Strand C Presentational
7.1.NH.C.1	Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
7.1.NH.C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
7.1.NH.C.3	Describe in writing people and things from the home and school environment.
7.1.NH.C.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.C.5	Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.



Unit 3 Essential Questions	Unit 3 Enduring Understandings
<ul style="list-style-type: none"> <li>● How do I use another language to communicate with others about holidays and events?</li> <li>● What can I learn about my own language and culture from the way the world celebrates holidays and events?</li> <li>● Why is it important to understand the cultural aspect of holidays?</li> <li>● How do I demonstrate an understanding of the similarities, differences, and interactions across cultures and languages?</li> <li>● How can explaining my childhood help me better understand others?</li> <li>● How can talking about my schooling and behavior better help to understand others?</li> </ul>	<ul style="list-style-type: none"> <li>● Identifying holiday tradition in Spanish-speaking countries and recognizing cultural differences between these countries helps one gain new perspectives.</li> <li>● Learning a different language enables us to be more tolerant of other cultures and how they communicate advice.</li> <li>● People around the world celebrate holidays, events, and have different childhoods customs.</li> <li>● Communicating in more than one language unites our communities and enables us to become global citizens.</li> </ul>

Unit Content Objectives <i>Students will communicate about:</i>	Unit Language Objectives <i>Students will be able to:</i>
A. Childhood and toys	<ul style="list-style-type: none"> <li>● Talk about toys of their childhood</li> <li>● Talk about places where they played as children</li> </ul>
B. Entertainment	<ul style="list-style-type: none"> <li>● Listen and talk about how they entertained themselves as children</li> <li>● Games, movies and tv shows from their youths</li> <li>● Identifying character traits from the programs they viewed</li> </ul>
C. Information regarding childhood and events	<ul style="list-style-type: none"> <li>● Listen and read about what people did as children</li> <li>● Talk about how behaved as children</li> <li>● Read and listen to stories about youth</li> </ul>
D. Major Spanish holidays and events	<ul style="list-style-type: none"> <li>● Read, listen, and talk about important dates of holidays</li> <li>● Discuss and compare how holidays are celebrated in the US and other countries</li> <li>● Identify celebrations by specific characteristics</li> <li>● Describe common holiday etiquette</li> </ul>
E. Culture	<ul style="list-style-type: none"> <li>● Understand how Spanish speaking countries identify family members</li> <li>● Understand and compare how the US and Spanish countries celebrate holidays</li> <li>● Discuss toys from the US and other countries</li> <li>● Talk about primary schooling in the US and other countries</li> </ul>



F. Manners and customs

- Read, listen and talk about customs and manners when attending events
- Compare and contrast childhood in the US and in other Spanish-speaking countries

## Materials/Resources

Core Text: Realidades 2

Supplemental Materials:

*Paso A Paso 2*

[Spanish 2 Resources](#)

### Grammar Topics:

- Indirect object pronouns
- Irregular imperfect
- Present perfect with past participles (include irregulars)
- Preterite vs Imperfect
- *Ito* and *ísmo*
- Reflexive pronouns

### Suggested Review Topics:

- Adjectives
- Holidays and specific dates

### Essential Terminology:

#### ¿Cómo eras de niño/a?

##### To talk about toys:

Los bloques, la colección, la cuerda, el dinosaurio, la muñeca, el muñeco, el oso de peluche, el animal de peluche, el tren (eléctrico), el triciclo, la pistola de agua, los juguetes

##### To name animals (pets):

El pez, el perro, el oso, el gato, la tortuga, el pájaro

##### To discuss things you used to do:

Coleccionar, molestar, pelearse, saltar (a la cuerda), caminar, montar en ...

##### To name places:

La guardería infantil, el patio de recreo, la escuela primaria, la escuela secundaria

##### To describe what someone was like:

Bien educado, obediente, desobediente, generoso, tacaño, consentido, atrevido, travieso, tímido, callado, amable, sociable

##### To explain your actions:

De niño, de pequeño, de vez en cuando, mentir, obedecer, ofrecer, permitir, por lo general, portarse bien/mal, todo el mundo, el vecino/a, la verdad, una mentira



**Other useful words and expressions:**

La moneda, el mundo

**Grammar:** Imperfect tense, indirect object pronouns

**Entertainment:**

Tipos de programas, comedia, drama, telenovela, dibujos animados, acción, aventuras, ciencia ficción, de la vida real, concursos, entrevistas, oeste, policíaca, infantil, musicales, documentales, tipos de películas, llena de (acción / emoción / drama), emocionante, romántica, violento, chistoso, de miedo,

**Other useful words:**

Galán, heroína, detective, criminal, superhéroe, policía, ladrón, arrestar, matar, robar, salvar, enamorar, protagonista, director/a, actor/a, actuar, actuación, hacer el papel, me aburren, me interesan, me divierten, violento

**Celebrando los días festivos**

**To talk about manners and customs:**

abrazar(se), besar(se), dar(se) la mano, despedir(se), saludar(se), los modales, sonreír(se)

**To talk about people:**

El bebe, la bebe, contar (chistes), llevarse bien/mal, llorar, los mayores, los parientes, los jóvenes, reírse, reunirse

**To talk about social events:**

Alrededor de, al aniversario, casarse, charlar, la costumbre, cumplir años, el desfile, el día festivo, divertirse, enorme, ¡Felicidades!, felicitar la fiesta de sorpresa, los fuegos artificiales, hacer un picnic, nacer, regalar, la reunión, boda, casamiento

**Other useful words:**

Antiguo, viejo, frecuentemente, había, mientras, recordar

**Grammar:** Imperfect tense, reciprocal actions.

**Evidence of learning**

**Summative Assessments**

- Department Quarterly Assessment
- Oral presentations, Reading interpretive exam, listening comprehension exercise, interpersonal assessment

**Benchmark Assessments**

- Interpretive readings; interpersonal assessments, Portfolio Assessment
- Interpersonal presentations
- Presentational speaking projects
- Language Logs and journal entries

**Alternative Assessment:**

- Student oral presentations
- Interpersonal assessments
- Language log
- Listening assessments



- Rehearsed skits

### **Performance Tasks/Use of Technology:**

FlipGrid Presentations and video responses, EdPuzzle.com - edited movies with questions post-marked, Student video presentations, Video comic strips, Kahoot.com, Bosuu.com, Slide deck quarterly presentations

### **Formative Assessments**

#### Student Proficiency Can Do Rubrics

- Questioning: Provide students with question stems (sentence starters) to use to form questions; students can use these in a turn-and-talk. The teacher can use a rubric to evaluate students' use of the stems provided.
- Graphic organizers
- Venn diagram
- Think-Pair-Share
- Observations
- Conferencing
- Interactive Notebook
- Journals
- Anecdotal notes
- Class discussions
- Goal chart
- Checklist
- Center monitoring
- Exit Tickets
- Frayer Model
- KWL Chart

### **Modifications (ELLs, Special Education, 504, At Risk, Gifted and Talented)**

#### ***Special Education Students***

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Seating arrangements to enhance teacher-student and student-student interactions and instruction

#### ***504 Students***

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions



- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Seating arrangements to enhance teacher-student and student-student interactions and instruction

### ***Gifted and Talented***

- Extension activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Student Choice Activities
- Student Driven Activities
- Group Projects
- Tiered Activities

### ***English Language Learners***

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Use visual representations
- Allow use of first language
- Peer tutoring/partner work
- Repeated directions
- Limit number of concepts/vocabulary words

### ***Students At Risk of School Failure***

- Cooperative Learning groups
- Multiple intelligences to meet all types of learners
- Review and make necessary IEP modifications/504 plan
- Whiteboards
- TPR
- Flexible Grouping
- Graphic Organizer
- Desk-Side Conferencing
- Personal Agendas
- Think/Pair Share
- Open-Ended Activities
- Games
- Multiple Level Questions
- Alternative Assessment
- Flashcards
- Listening Comprehension
- Rubrics



## Unit 4 Overview

Content Area: World Language

Duration: 45 Days

Unit Title: Nuestro mundo, nuestro hogar

Target Course/Grade Level: Spanish 2 Grades 9-12

**Unit Summary:** This unit will develop language skills around the topic of the world around us, and how our actions and reactions shape the places we live in. Students will explore the landscape of America and Spanish-speaking countries, and connect with some of the struggles that natural disasters have placed on the people of the region and the habitats of animals nearby. The unit provides ample opportunities for students to engage in higher order thinking and to practice language. Language development is defined through the three performance criteria of linguistic complexity, vocabulary usage and language forms and conventions across the four language domains. The unit demonstrates how to integrate these domains with NJSL standards for French language learners. Students are exposed to a variety of materials that offer them opportunities to tap into prior knowledge or build requisite background knowledge so they may engage with the various texts in the unit. Through the use of authentic literature students will be exposed to different kinds of texts. The different lessons and activities will expose students to literature, informational text and technology as required in the NJSL in order for students to use the four domains of listening, speaking, reading and writing; and the modes of interpersonal, presentational, and interpretive. The teacher scaffolds language so students can engage in discourse and higher order thinking skills.

**21<sup>st</sup> Century Themes: Learning other languages and understanding the culture of the people who speak them is a 21st century skill that is essential to the success in the global society in which our students will live and work.**

21st Century Skills:

- 9.2.8.B.3. Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.12.C.1 Review career goals and determine the steps necessary for attainment.
- 9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals.
- 9.2.12.C.3 Identify transferable career skills and design alternate career plans.
- 9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.
- 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
- 9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.



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- Career Readiness:
- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

## Primary Interdisciplinary Connections:

Arts, Mathematics, Music, Science, Social Studies, Health/P.E.

### Arts

- a. Zulia Gotay de Anderson, Botero, Alfredo Arreguin
- b. Leyendas
- 1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art
- 1.2.12.A.1 - Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
- 1.2.5.A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.

### 2. Mathematics

- a. Monetary facts, population growth
- 1.NBT.C.4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models (e.g., base ten blocks) or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and ten.

### 3. Music

- a. Cultural music
- b. Learning through song
- 1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art
- 1.2.12.A.1 - Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

### 4. Science

- a. Environmental issues
- b. Conservation, recycling
- c. Natural disasters
- d. Energy
- e. Animals
- K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time.
- K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.



- 2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.
- 5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.
- 3-LS4-4. Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.
- 3-ESS3-1. Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.
- HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

## 5. Social Studies

- a. Map skills
- b. Geography, landforms
- c. Environmental laws

- 6.1.P.A.1 Demonstrate an understanding of rules by following most classroom routines.
- 6.1.P.A.2 Demonstrate responsibility by initiating simple classroom tasks and jobs.
- 6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.
- 6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
- 6.1.P.D.1 Describe characteristics of oneself, one's family, and others.
- 6.1.P.D.2 Demonstrate an understanding of family roles and traditions.
- 6.1.P.D.3 Express individuality and cultural diversity (e.g., through dramatic play).
- 6.1.P.D.4 Learn about and respect other cultures within the classroom and community.
- 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.
- 6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- 6.1.4.A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- 6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
- 6.1.4.B.3 Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.
- 6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- 6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.
- 6.1.4.B.9 Relate advances in science and technology to environmental concerns, and to actions taken to address them.
- 6.1.4.B.10 Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.

## 6. Health/P.E.

- a. Staying safe outdoors
- b. Outdoor activities

- 2.1.P.D.1 Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).
- 2.1.P.D.2 Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).



- 2.1.P.D.3 Identify community helpers who assist in maintaining a safe environment.
- 2.1.P.D.4 Know how to dial 911 for help
- 2.2.P.E.1 Identify community helpers who assist in maintaining a safe environment.
- 2.2.2.E.1 Determine where to access home, school, and community health professionals.
- 2.2.4.E.1 Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.

## 7. Language

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine the central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- 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.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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- NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression
- RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details, and provide an objective summary of the text.
- RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

## 8. Technology:

- 8.1.P.A.1 Use an input device to select an item and navigate the screen
- 8.1.P.A.2 Navigate the basic functions of a browser.
- 8.1.P.A.3 Use digital devices to create stories with pictures, numbers, letters and words.
- 8.1.P.A.4 Use basic technology terms in the proper context in conversation with peers and teachers (e.g.,



camera, tablet, Internet, mouse, keyboard, and printer).

- 8.1.P.A.5 Demonstrate the ability to access and use resources on a computing device.
- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
- 8.1.P.E.1 Use the Internet to explore and investigate questions with a teacher's support.

## Learning Targets

New Jersey Student Learning Standard: 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Sources: New Jersey Student Learning Standards for World Languages:

<http://www.state.nj.us/education/cccs/2014/wl/>

Content Standards: The language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

**Strands: A – Interpretive Mode, B - Interpersonal Mode, C- Presentational Mode**

**Target Proficiency Goal: Novice High** - Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

### Interpretive Mode:

- Identify the main idea and some supporting details when reading
- Understand the gist and some supporting details of conversations dealing with everyday life
- Infer the meaning of some unfamiliar words when used in familiar contexts

### **Cultural:**

- Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)
- The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.)
- Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)
- Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, geography, social sciences, and distribution of resources.)
- Personal preferences and skills are key factors to consider when making decisions about postsecondary plans.



(Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject- area preferences, academic record, and career awareness, exploration, and preparation.)

- The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.)
- Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)
- Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)

**Interpersonal Mode:**

- Ask and answer questions related to everyday life
- Handle simple transactions related to everyday life
- Initiate, maintain, and end a conversation
- Ask for and give permission
- Express needs
- Give reasons
- Request, suggest, and make arrangements
- Extend, accept, and decline an invitation
- Express an opinion and preference

**Presentational Mode:**

- Handle simple transactions related to everyday life
- Express needs
- Give reasons
- Express an opinion and preference
- Request and suggest

CPI #	Cumulative Progress Indicator (CPI)
7.1 A	Strand A - Interpretive Mode
7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.



7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1.NH.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
7.1.NH.A.7	Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.
7.1.NH.A.8	Identify some unique linguistic elements in English and the target language.
7.1 B	Strand B Interpersonal
7.1.NH.B.1	Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
7.1.NH.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level appropriate classroom and cultural activities.
7.1.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
7.1.NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas.
7.1 C	Strand C Presentational
7.1.NH.C.1	Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
7.1.NH.C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
7.1.NH.C.3	Describe in writing people and things from the home and school environment.
7.1.NH.C.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.C.5	Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.

<b>Unit 4 Essential Questions</b>	<b>Unit 4 Enduring Understandings</b>
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<ul style="list-style-type: none"> <li>• How do I use another language to communicate with others about current events and the news?</li> <li>• What can I learn about my own language and culture from the way the world understands nature, the environment, and how we respond to natural disasters?</li> <li>• Why is it important to understand how energy is used?</li> <li>• How do I demonstrate an understanding of the similarities, differences, and interactions across cultures and languages?</li> <li>• How can talking about animals and their habitats better help me understand other cultures, countries and people?</li> <li>• How can learning about environmental topics and current events in another language help me communicate better with others to improve the future?</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing the news and current events allows for a greater understanding of global issues.</li> <li>• Identifying environmental issues in Spanish-speaking countries and recognizing cultural differences between these countries helps one gain new perspectives.</li> <li>• Learning a different language enables us to be more tolerant of other cultures and how they communicate advice.</li> <li>• People around the world have similar environmental concerns that unite us all.</li> <li>• Communicating in more than one language unites our communities and enables us to become global citizens.</li> <li>• Understanding nature and how it affects all life allows for a unifying sense of world citizenship.</li> </ul>
<p><b>Unit Objectives</b> <i>Students will communicate about:</i></p>	<p><b>Unit Objectives</b> <i>Students will be able to:</i></p>
<p>A. The Earth and current environmental events</p>	<ul style="list-style-type: none"> <li>• Identify and talk about the geography of Spanish speaking countries and land masses</li> <li>• Talk about natural disasters</li> <li>• Listen and discuss about natural disasters and how they have impacted the world</li> <li>• Discuss current events regarding nature and the environment</li> <li>• Discuss the roles of how people can prevent disasters and how they can help others</li> </ul>
<p>B. Environmental issues, concerns and elements</p>	<ul style="list-style-type: none"> <li>• Discuss Environmental issues and concerns</li> <li>• Identify environmental concerns.</li> <li>• Discuss conservation</li> <li>• Talk about the changing environment and natural disasters</li> <li>• Talk about current events and issues facing the environment</li> </ul>
<p>C. About Energy sources</p>	<ul style="list-style-type: none"> <li>• Talk about forms of energy</li> <li>• Listen and discuss how energy has changed the world</li> <li>• Discuss how to conserve energy and discuss conservation with others</li> </ul>
<p>D. Animal Habitats</p>	<ul style="list-style-type: none"> <li>• Discuss and listen about different types of animal habitats and land environments</li> <li>• Identify characteristics of specific habitats in regards to their geographical location</li> </ul>



E. Information about Animals

- Listen and talk about different types of animals
- Talk about where animals live and how their environment is changing
- Listen and discuss animal population and what an individual can do to impact it both positively or negatively

Materials/Resources

Core Text: Realidades 2

Supplemental Materials:

Paso A Paso

[Spanish 2 Resources](#)

### Grammar Topics:

- Preterite and Imperfect
- Adjective Agreement
- Expressions of suggestion (Hay que, Deber, etc.)
- Por vs Para

### Suggested Review Topics:

- Weather
- Basic geography and regions
- Basic animals
- Conservational and Environmental Issues

### Essential Terminology:

**Los desastres naturales:** El huracán, la inundación, llover, la lluvia, nevar, el terremoto, la tormenta,

**to discuss news:** el artículo, investigar, el locutor(a), el noticiero, ocurrir, el reportero(a),

**to discuss fires:** apagar, bajar, el bombero, comenzar, destruir, dormido, el edificio de apartamentos, la escalera, escaparse, esconderse, la explosión, el humo, el incendio, los muebles, muerto-a, el paramédico, quemar(se), se murieron, subir

**to discuss rescues:** herido, el herido, el héroe, la heroína, rescatar, salvar, valiente, la vida, vivo-a

**to tell a story:** a causa de, afortunadamente, asustado, la causa, de prisa, de repente, gritar, hubo, llamar (por teléfono), oír, sin duda, ¡Socorro!

**Los animales:** tigre, oso, jaguar, tucán, ballena, delfín, lobo, pingüinos, ranas, tortugas, serpientes, león, coyote, lagarto, venado, ardilla, caballos, leopardo, el tiburón, la mariposa, el oso perezoso

**Hábitats/Landforms:** la selva tropical/el bosque lluvioso, el desierto, las montañas, el mar, el océano, el campo, el río, el lago, el volcán, el parque nacional, la tierra, el valle, la colina, las pampas/llanuras



**talk about the environment and energy:** ahorrar, el aire acondicionado, la calefacción, económico, eficiente, la electricidad, la energía, solar, conservar, la contaminación, contaminado, contra, la destrucción, ecológico, eliminar, en peligro de extinción, la fuente, funcionar, grave, la guerra, juntarse, luchar, la manera, el medio ambiente, mejorar, la paz, proteger, puro, reducir, resolver

**Other useful words:**

Además de, dudar, es cierto

**Grammar:** Preterite (irregular forms- spell change “y”), imperfect tense to describe weather and setting a scene, preterite vs imperfect introduction, hubo vs había,

## Evidence of learning

**Summative Assessments**

- Department Quarterly Assessment
- Oral presentations, Reading interpretive exam, listening comprehension exercise, interpersonal assessment

**Benchmark Assessments**

- Interpretive readings; interpersonal assessments, Portfolio Assessment
- Interpersonal presentations
- Presentational speaking projects
- Language Logs and journal entries

**Alternative Assessment:**

- Student oral presentations
- Interpersonal assessments
- Language log
- Listening assessments
- Rehearsed skits

**Performance Tasks/Use of Technology:**

FlipGrid Presentations and video responses, EdPuzzle.com - edited movies with questions post-marked, Student video presentations, Video comic strips, Kahoot.com, Bosuu.com, Slide deck quarterly presentations

**Formative Assessments:**

[Student Proficiency Can Do Rubrics](#)

- Questioning: Provide students with question stems (sentence starters) to use to form questions; students can use these in a turn-and-talk. The teacher can use a rubric to evaluate students’ use of the stems provided.
- Graphic organizers
- Venn diagram
- Think-Pair-Share
- Observations
- Conferencing
- Interactive Notebook
- Journals
- Anecdotal notes
- Class discussions



- Goal chart
- Checklist
- Center monitoring
- Exit Tickets
- Frayer Model
- KWL Chart

## **Modifications (ELLs, Special Education, 504, At Risk, Gifted and Talented)**

### ***Special Education Students***

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Seating arrangements to enhance teacher-student and student-student interactions and instruction

### ***504 Students***

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Seating arrangements to enhance teacher-student and student-student interactions and instruction

### ***Gifted and Talented***

- Extension activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Student Choice Activities
- Student Driven Activities
- Group Projects
- Tiered Activities

### ***English Language Learners***



- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Use visual representations
- Allow use of first language
- Peer tutoring/partner work
- Repeated directions
- Limit number of concepts/vocabulary words

### ***Students At Risk of School Failure***

- Cooperative Learning groups
- Multiple intelligences to meet all types of learners
- Review and make necessary IEP modifications/504 plan
- Whiteboards
- TPR
- Flexible Grouping
- Graphic Organizer
- Desk-Side Conferencing
- Personal Agendas
- Think/Pair Share
- Open-Ended Activities
- Games
- Multiple Level Questions
- Alternative Assessment
- Flashcards
- Listening Comprehension
- Rubrics