



Burlington County Institute of Technology

Medford Campus

Westampton Campus

Honors Spanish I

Board Approval Date: August, 2023



Course Description

Honors Spanish 1 is a more rigorous introductory course aligned with the World Languages New Jersey Student Learning Standards (NJSLS) 2020. This course is designed for high school students seeking a deeper language learning experience. Students will develop more rigorous skills in listening, speaking, reading, and writing in Spanish. They will explore challenging topics such as conversation strategies, cultural comparisons, and narrative storytelling. By the end of the course, students will have achieved a higher level of language proficiency, enabling them to engage in complex conversations, comprehend authentic texts, and produce well-structured written compositions.

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Pacing Guide

Unit	Standards	Days
Unit 1: Introduction to the Ibero-Hispanic World	<ul style="list-style-type: none">7.1.NM.IPRET.1, 7.1.NM.IPRET.3, 7.1.NM.IPRET.4, 7.1.NM.IPERS.2, 7.1.NM.IPERS.3, 7.1.NM.PRSNT.3, 7.1.NM.PRSNT.4	Approx. 7-10
Unit 2: All About Me	<ul style="list-style-type: none">7.1.NM.IPRET.1, 7.1.NM.IPRET.5, 7.1.NM.IPERS.5, 7.1.NM.PRSNT.2, 7.1.NM.PRSNT.4	Approx. 7-11
Unit 3: School days	<ul style="list-style-type: none">7.1.NH.IPRET.1, 7.1.NH.IPRET.3, 7.1.NH.IPRET.4, 7.1.NH.IPRET.5, 7.1.NH.IPERS.2, 7.1.NH.IPERS.3, 7.1.NH.IPERS.4, 7.1.NH.PRSNT.1, 7.1.NH.PRSNT.2, 7.1.NH.PRSNT.5	Approx. 10-15
Unit 4: Food Glorious Food	<ul style="list-style-type: none">7.1.NH.IPRET.2, 7.1.NH.IPRET.3, 7.1.NH.IPRET.4, 7.1.NH.IPRET.5, 7.1.NH.IPERS.1, 7.1.NH.IPERS.2, 7.1.NH.IPERS.3, 7.1.NH.PRSNT.1, 7.1.NH.PRSNT.2, 7.1.NH.PRSNT.3, 7.1.NH.PRSNT.5, 7.1.NH.PRSNT.6	Approx. 10-15
Unit 4: Home Sweet Home	<ul style="list-style-type: none">7.1.NH.IPRET.1, 7.1.NH.IPRET.2, 7.1.NH.IPRET.5, 7.1.NH.IPRET.6, 7.1.NH.IPERS.2, 7.1.NH.IPERS.3, 7.1.NH.IPERS.4, 7.1.NH.PRSNT.1, 7.1.NH.PRSNT.2, 7.1.NH.PRSNT.3	Approx. 10-15
Unit 5: Hobbies	<ul style="list-style-type: none">7.1.NH.IPRET.1, 7.1.NH.IPRET.2, 7.1.NH.IPRET.7, 7.1.NH.IPRET.8, 7.1.NH.IPERS.6, 7.1.NH.IPERS.4, 7.1.NH.PRSNT.3,	Approx. 10-15



Curriculum Maps

Unit 1: Introduction to the Ibero-Hispanic World (7-10 days)

Desired Outcomes

Established Goals: NJSL

1. Geography of the Spanish speaking world
2. Demographic layout of the Spanish speaking world
3. Spanish numbers 1-1000
4. Spanish Alphabet
5. Greetings and leave takings in the Spanish language
6. Gender of nouns and syntax
7. Calendar skills

NJSLS Standards:

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals, authentic materials
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

Enduring Understandings:

Essential Questions:



- Accurately recognize where Spanish is spoken
- Appreciate the value of speaking a second language in the United States
- Contrast one's own culture with that of the target language
- Understand the basics of the language

- Where is Spanish spoken?
- Where is most of the Spanish speaking population in the world?
- How can I use the language at the most basic level
- Why is it important to learn another language?
- What connections can I make to my own culture through the eyes of a different one?
- How is the Ibero-Hispanic culture different from mine?
- How does the language work?

Students will know:

Interpretive:

- They interpret authentic written and video/audio texts such as blogs, online biographies, social network sites, stories, and short video clips that focus on first introductions, personal information, and pastime preferences.

Interpersonal:

- They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to self and pastime preferences.

Presentational:

- They use lists, chunks of language, and memorized phrases to introduce themselves, describe themselves or others, and talk about pastime preferences while using culturally appropriate gestures and intonations.

Students will be able to:

- Explore the Ibero-Hispanic world through digital media
- Appreciate the culture and language through dance, song and print
- Use greetings and leave takings to introduce themselves and other people
- Graph the locations of different Spanish speaking countries



- Apply the usage of the calendar to give points of reference in time

Assessment Evidence

Performance Tasks:

Unit project:

- Pick a Spanish speaking country and highlight basic information about the country
- Then “tour” the countries of different classmates.

Other Evidence:

- Extended Comprehension Assignments
- TPRS
- Novels in the target language
- In-class enrichment assignments

Learning Plan

Learning Activities:

Suggested instructional time: 7-10 days

Day I:

- Class procedures
- Class expectations
- Survival phrases

Day II:

- Review procedures and survival phrases
- Saludos and despedidas
- Practice

Day III:

- Recycle previous day's content
- Alphabet, pronunciation
- Practice

Day IV:

- Recycle previous day's content
- Numbers 1-1000
- Reading comprehension with numbers



- Practice

Day V:

- Recycle previous day's content
- Calendar and date
- Practice

Day VI:

- Recycle previous day's content
- Gender of words
- Reading instruction
- Practice

Day VII:

- Recycle previous day's content
- Interrogative words
- Practice

Day VIII:

- Assessment: Quiz on unit content
- Introduce Geography Panorama

Day IX:

- Geography Panorama
- Students will at random pick a country and create a simpler advertisement for that country.

Day X:

- Geography Panorama
- Continue working on Panorama

Day XI:

- Panorama presentation and cultural walk
- Students must answer questions about the different questions and will "tour" the different countries

Day XII:

- Mastery assessment
- Paper or computer based assessment of skills

Related Standards

Interdisciplinary connections and examples



Social Studies Connection- History, Culture, and Perspective: Claims and Argumentation (6.3.12.HistoryCA.2)

- Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

Example- When exploring the essential questions 'How is the Ibero-Hispanic culture different from mine?' and 'What connections can I make to my own culture through the eyes of a different one?' have students pair up and explore foreign policy issues with a Spanish speaking country. Encourage students to become the expert on the foreign policy issue and then turn-key the information on the issue to their peers. As an extension activity, students can come up with a proposed solution to the foreign policy issue.

21st Century Skills (NJSLC-Career Readiness, Life Literacies, and Key Skills)

Technology Literacy (9.4.12.TL.3)

- Analyze the effectiveness of the process and quality of collaborative environments.

Example- Students can complete a post-assignment reflection where they reflect on the effectiveness of the process and quality of the collaborative environment when participating in short unscripted conversations with classmates.

Social-Emotional Learning

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds

Relationship Skills

- Utilize positive communication and social skills to interact effectively with others

Culturally Relevant Connections

- Demographic information of Spanish speaking countries
- Common foods of Spanish speaking countries
- Common music styles of Spanish Speaking countries



- Common art styles of Spanish speaking countries
- LGBTQ representation in Spanish speaking countries
- Language shift and changes
- Loosing “genderization” of Spanish language
- Presumptive gender roles

Accommodations

Special Education/ 504/ At Risk Students Accommodations & Modifications:

- Adjust the length of an assignment or amount of questions that must be completed in a given time.
- Allow extra response time
- Break assignments or projects into short, manageable tasks
- Provide visual and verbal reminders
- Provide graphic organizers to help with the recall of information

ELL:

- Encourage ESL students to draw connections between Spanish and their native language.
- Provide visual cues
- Repeat, clarify or reword directions
- Pair ELL's with a trustworthy peer who can help guide the student as you instruct
- When possible, provide guided notes so the student can focus on the content instead of the language barrier

Enrichment

- Extended learning goals:
 - ⇒ Have students connect with students in a Spanish speaking country to practice their language-speaking skills.
 - ⇒ Create a digital Spanish to English dictionary with images that can be passed from class to class.

Unit 2: All About Me (7-11 days)



Desired Outcomes

Established Goals: NJSLS

1. Recognize descriptions of people and pastime preferences as found in culturally authentic oral and written texts.
2. Ask memorized questions related to physical characteristics, personality qualities, age, and pastime activities using digital tools.
3. Answer simple questions related to physical characteristics, personality qualities, age, and pastime activities using digital tools.
4. Use appropriate greetings and leave takings from the target culture.
5. Imitate appropriate intonation for asking different types of questions in the target language (if appropriate in the target language).
6. Describe self and others using oral or written text.
7. Retell highlights from a culturally authentic children's text (oral or written) that includes physical characteristics, personality qualities, pastime activities, and likes and dislikes.
8. Identify culturally specific pastime activities.

NJSLS Standards

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

Enduring Understandings:

- Physical characteristics
- Personality qualities

Essential Questions:

- Who am I?
- What countries have Spanish as their official



- Pastime activities
- Expressions of like and dislike
- Numbers 1-100 000 000
- Expressions used to indicate location The structures necessary to:
- Describe physical characteristics
- Tell age (as a memorized chunk)
- Give and respond to commands (as memorized chunks)
- Express where one lives and goes to school
- Memorized and frequently practiced questions associated with physical characteristics, personality qualities, age, emotions, and preferences related to pastimes.
- Culturally appropriate expressions and gestures to greet and take leave
- How to raise or lower intonation when asking different types of questions (if appropriate in the target language) qualities and personality qualities or Express emotions

language?

- Why is Spanish important?
- How can I describe myself and others in the target language?

Students will know:

Interpretive:

- They interpret authentic written and video/audio texts such as blogs, online biographies, social network sites, stories, and short video clips that focus on first introductions, personal information, and pastime preferences.

Interpersonal:

- They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to self and pastime preferences.

Presentational:



- They use lists, chunks of language, and memorized phrases to introduce themselves, describe themselves or others, and talk about pastime preferences while using culturally appropriate gestures and intonations.

Students will be able to:

- Recognize descriptions of people and pastime preferences as found in culturally authentic oral and written texts.
- Ask memorized questions related to physical characteristics, personality qualities, age, and pastime activities using digital tools.
- Answer simple questions related to physical characteristics, personality qualities, age, and pastime activities using digital tools.
- Use appropriate greetings and leave taking from the target culture.
- Imitate appropriate intonation for asking different types of questions in the target language (if appropriate in the target language).
- Describe self and others using oral or written text.
- Retell highlights from a culturally authentic children's text (oral or written) that includes physical characteristics, personality qualities, pastime activities, and likes and dislikes.
- Identify culturally specific pastime activities.

Can Do Statements:

Interpretive Listening:

- I can understand some basic information when someone describes themselves and others.
- I can match pictures based on oral descriptions of physical and/or personality traits.
- I can draw a picture based on oral descriptions of physical and/or personality traits.
- I can understand when someone is stating their age and telling where they are from.

Interpretive Reading:

- I can understand some basic personal information as found in personal profiles,
- bulleted biographies, and emails.

Interpersonal Writing:

- I can use digital tools and face-to-face communication to: a. Introduce myself and others.
- Ask for some personal information such as name, age, and where someone is from.



- Ask memorized questions (yes/no, either/or, and short response) related to physical characteristics and personality qualities.
- Answer simple questions (yes/no, either/or, and short response) related to physical characteristics and personality qualities.
- Ask memorized questions (yes/no, either/or, and short response) related to preferences of pastime activities and sports.
- Answer simple questions (yes/no, either/or, and short response) inquiring about my preferences as they relate to pastime activities and sports.

Interpersonal Speaking:

- I can greet and take leave in a culturally acceptable manner.
- I can adjust my intonation (raise or lower pitch) as appropriate for asking a question (yes/no, either/or and short response).

Presentational: (Speaking and Writing)

- I can use words, phrases, and memorized sentences to describe myself including details about my physical characteristics and my personality qualities.
- I can use words, phrases, and memorized sentences to describe others based on their physical characteristics and their personality qualities.

Assessment Evidence

Suggested Performance Tasks:

- Unit Project
 - 15-30 second audio clip
- Geographical Questionnaires
 - Spain and its islands
 - Equatorial Guinea

Suggested Formative/Summative Assessments:

- Extended Comprehension Assignments
- TPRS
- Novels in the target language
- In-class enrichment assignments

Learning Plan

Learning Activities:



Suggested Instructional Time: 7-11 Days

Day I:

- Spain + its Islands
- Adjectives, colors
- Practice

Day II:

- Review adjectives + pictorial comprehension
- Ser, subject pronouns
- Practice

Day III:

- Ser and basic writing
- Review adjectives : reading comprehension
- Introduce estar
- Practice

Day IV:

- Review ser and writing
- Estar + basic estar expressions
- Practice

Day V:

- Quick review of adjectives, ser vs estar
- Introduce haber (hay) and how to use it
- Writing prompt

Day VI:

- Equatorial Guinea
- More practice with ser vs estar
- More practice with haber

Day VII:

- Review ser, estar, adjectives, subject pronouns
- Student story creation
- Student interviews using ser, estar, adjective and haber

Day VIII:

- Mini-project: student skits
- Model: how to introduce yourself and ask basic questions



- Creation + practice

Day IX:

- Mini project: student skits
- Presentation of skits

Day X:

- Mastery Assessment
- Paper or computer based assessment
- 10-15 second audio clip of student introducing themselves

Related Standards

Interdisciplinary connections and examples

Geography, People, and the Environment: Human Environment Interaction (6.1.2.Geo.HE.4)

- Investigate the relationship between the physical environment of a place and the economic activities found there.

Example: Students can investigate the relationship between the physical environment of a place and the economic activities found there when examining Spain and its islands and Equitorial Guinea.

Technology (NJSLS-Career Readiness, Life Literacies, and Key Skills & Computer Science and Design Thinking)

Technology Literacy (9.4.12.TL.1)

- Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task

Example- When utilizing digital tools for the face-to-face communication interpersonal writing activity, students can complete an exit ticket where they assess the digital tool they used based on features like accessibility options, capacities, and utility for accomplishing a specified task.

Social-Emotional Learning

Self-Awareness



- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals

Culturally Relevant Connections

- Spanish civil war
- Spanish separatist movements
- Legacy of fascism
- Legacy of Arabic influence in Iberian Peninsula
- Illegal immigration
- Corruption in Equatorial Guinea
- Economics of Equatorial Guinea
- Writings of Federico Garcia Lorca
- Censorship in post civil war Spain
- LGBTQ hidden themes in work

Accommodations

Special Education/ 504/ At Risk Students Accommodations & Modifications:

- Allow extra response time
- Schedule check-up conferences to monitor progress
- Chunk assignments into smaller tasks
- Provide guided notes to keep students on task during lessons

ELL:

- Provide visual cues
- Repeat, clarify or reword directions
- Encourage ESL students to draw connections between Spanish and their native language.
- Pair ESL students with a buddy or change classroom set up to allow ELL students to work with more language proficient students

Enrichment



- Extended learning goals:
 - ⇒ Create a story about a fictional BCIT student using concepts from the unit.
 - Story can be presented as a video, podcast or video illustrating the story.

Unit 3: School Days (10-15 days)

Desired Outcomes

Established Goals: NJSL

Students use the target language in the three modes of communication to explore the role of education in the home and target culture(s) by comparing and contrasting education in both cultures. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

Interpretive:

They interpret authentic written and video/audio texts such as school websites, blogs, educational articles, and student commentary that focus on the role of education.

Interpersonal:

They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to the role of education.

Presentational:

They use sentence level discourse to compare and contrast the role of education in both cultures while exploring the cultural products and practices associated with education.

NJSLS Standards:

- 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted



themes.

- 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.
- 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.
- 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.
- 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.
- 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
- 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.
- 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.
- 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.

Enduring Understandings:

- How school shapes one's future as an individual, worker, productive citizen of the United States and a contributing member of the global society.
- The structures necessary to:
 - Talk about the following topics in the present time frame: school, daily activities, and making plans to achieve personal and career goals
 - Give and respond to commands associated with school, daily activities and setting and meeting goals
 - Make comparisons
- Communication strategies to facilitate conversations related to the theme (asking for clarification, circumlocution, expressions of reacting, rewording)
- School subjects

Essential Questions:

- What do I do during the school day?
- How can I describe my school schedule?
- What time is it and how do I know?
- How can I describe when something occurs?
- How do schools function in the Spanishspeaking world?
- What is a verb and how do I use it?
- What type of ending do verbs have?
- How do the subject pronouns and verb endings match?



- Classroom objects and furniture
- School supplies
- Activities associated with school
- Ordinal numbers

Students will know:

- Recognize previously learned words and phrases and determine the meaning of unknown words in highly contextualized culturally authentic materials related to the role of school.
- Identify school activities of students in the target culture(s) as found in culturally authentic materials.
- Identify the key ideas associated with the role of school as found in culturally authentic material from the target culture.
- Ask questions related to the role of school with classmates and others using digital tools and face-to-face communication.
- Answer questions related to the role of school with classmates and others using digital tools and face-to-face communication.
- Ask questions about preferences and opinions related to the role of school.
- Answer questions about preferences and opinions related to the role of school.
- Describe orally and in writing people and things from the school environment.
- Compare and contrast the role of education in the home and target cultures.

Students will be able to:

- Tell time in the target language
- Recognize what a verb is
- Categorize verbs according to their endings
- Recognize how subject pronouns and verbs work together
- Recognize the names of academic and career-technical classes
- Describe what happens during the school day

Can Do Statements:

Interpretive Reading:

- I can identify key words and phrases in short readings (e.g. a blog dealing with education, a description found



on a school website) dealing with how schooling prepares students for their future.

- I can determine the main idea in short readings (e.g. a blog dealing with education, a description found on a school website) dealing with how schooling prepares students for their future.
- I can recognize other key ideas in short readings (e.g. a blog dealing with education, a description found on a school website) dealing with how schooling prepares students for their future.

Interpretive Listening:

- I can listen to students from the target culture describe a typical school day to:
- Identify the activities that are mentioned.
- Determine which activities we share in common.

Interpretive Reading:

- I can interpret a culturally authentic written text (e.g. an article from a culturally authentic children's magazine, a children's book dealing with school, an advertisement for a school) to:
- Identify the activities that are mentioned.
- Determine which activities we share in common.

Interpretive Listening:

- I can listen to students from the target culture describe a typical school day to:
- Identify the activities that are mentioned.
- Determine which activities we share in common.

Interpretive Reading:

- I can interpret a culturally authentic written text (e.g. an article from a culturally authentic children's magazine, a children's book dealing with school, an advertisement for a school) to:
- Identify the activities that are mentioned.
- Determine which activities we share in common.

Assessment Evidence

Suggested Performance Tasks:

- Research a CTE school in Puerto Rico and create an audio clip for admission into that school.

Suggested Formative/Summative Assessments:

- TPRS
- Novels in the target language
- In-class enrichment assignments



- Extended Comprehension:
 - El Dia de la Raza
 - Chart and compare major areas of Hispanic Heritage Concentration in the United States and why these areas exist
- Geographical Questionnaires:
 - Spanish in the United States
 - Puerto Rico

Learning Plan

Learning Activities:

Suggested days (10-15)

Day I:

- Geografia: Spanish in the United States
- Population centers
- Different Hispanic Heritage sites in the US
- Questionnaire
- School schedule and classes
- Practice

Day II:

- Recycle previous day's content
- School clothes, dress code colors
- School supplies
- TPRS school day reading
- Introduce concept of AR ER IR verbs

Day III:

- Recycle previous day's content
- More work with school related vocabulary



- CTE related vocabulary
- Continue working with AR ER IR verbs
- Practice

Day IV:

- Recycle previous day's content
- More work with AR ER IR verbs
- Student interviews
- Practice

Day V:

- Recycle previous day's content
- Informal assessment
- School related vocabulary
- Supplies, classes clothing, etc..

Day VI:

- Recycle previous day's content
- Time
- School schedules
- Practice

Day VII:

- Geografia
- Puerto Rico
- Introduction and questionnaire
- Recycle previous day's content
- More work with AR ER IR verbs
- Practice

Day VIII:

- Informal Assessment
- AR ER IR verbs in the present tense



Day IX:

- Project: High School Exchange
- Students are to create a thirty second audio clip to enter an exchange program for a Puerto Rican technical high school
- Students must research technical high school and then prepare audio clip for admission

Day X:

- Concept review
- Guided and independent review of unit contents

Day XII:

- Formal Assessment
- Paper based or computer based assessment of skills

Related Standards

Interdisciplinary connections and examples

Visual Arts Connection (1.5.12acc.Cn11a)

- Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.

Example: As part of their continuing growth and development, students will be able to identify similarities and differences between various designs of the flags of Puerto Rico. How different artists' renditions use diverse elements of culture as well as different principles of design to create their version of the Puerto Rican flag.

21st Century Skills (NJSLS-Career Readiness, Life Literacies, and Key Skills)

Creativity and Innovation (9.4.12.Cl.1)

- Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

Example: Research a CTE school in Puerto Rico and create an audio clip for admission into that school.



Social-Emotional Learning

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Culturally Relevant Connections

- History of reggaeton and its influences
- Puerto Rican separatist movement and domestic terrorism
- Legacy of US colonialism on Puerto Rico and its lack of protections for statehood
- Homophobia and gender roles in Reggaeton

Accommodations

Special Education/ 504/ At Risk Students Accommodations & Modifications:

- Use preferential seating to limit distractions
- Create a “help desk” for one or one or small group reinforcement
- Structure reading activities with scaffolded questions

ELL:

- Create flashcards with phrases from home language with that of Spanish
- Compare similar structures in home language with that of Spanish
- Organize room so that ELL student is near a student that will willingly help and support

Enrichment

- Extended learning goals:
 - ⇒ Students are to create their own reggaeton, trap or dembow based on the typical beats and structures of modern latin rhythms
 - ⇒ Inspired by the Puerto Rican separatist movement, students are to create their own protest art



Unit 4: Food Glorious Food ()

Desired Outcomes

Established Goals: NJSLS

1. Identify the main idea of an authentic text dealing with food products and practices.
2. Demonstrate comprehension of a series of oral and written directions as related to food products and practices.
3. Recognize and use common gestures and cultural practices associated with food.
4. Ask memorized questions related to food preferences, products, and practices.
5. Answer simple questions related to food preferences, products, and practices.
6. Engage in an unrehearsed conversation to order a meal.
7. Present information related to food preferences, products, and practices in the target culture based on information found in age- and level-appropriate, culturally authentic materials.

NJSLS Standards:

- 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
- 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.
- 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.
- 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information
- 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.
- 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.
- 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.
- 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.
- 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.
- 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few



transition words.

- 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

Enduring Understandings:

- Names of common vegetables, fruits, grains, proteins, and dairy items
- Colors
- Names of common 'empty calorie' foods
- Vocabulary used to describe quantity (e.g. ounce, gram, pound, kilo, teaspoon, tablespoon, cup, and slice)
- Vocabulary associated with table setting (plate, bowl, knife, fork, spoon, napkin, and tablecloth)
- Adjectives used to describe food (e.g. fresh, frozen, canned, and homemade)
- Adjectives to describe size and shape of food
- Culturally authentic gestures and practices associated with eating
- The structures necessary to:
 - Order and pay for food (e.g. I would like, Please bring me, I need, and Do you have?)
 - Extend, accept, and refuse an invitation
 - Memorized questions related to ordering and paying for a meal
- Currency from target culture and conversion to American equivalent
- The following items have already been assessed in previous units and are being recycled in this unit:
 - The structures needed to:
 - Conjugate an ar, er and ir verb
 - State a preference

Essential Questions:

- How are the foods that I enjoy a reflection of my culture?
- What foods does my culture share with ibero-hispanic traditions?
- What utensils do I use when eating?
- How do I set a table?
- How do I order at a café?
- What are the basic food groups?
- What foods are indicative of ibero-hispanic traditions?



- Indicate location
- Express time
- Compare

Students will know:

- Students use the target language in the three modes of communication to explore cultural products and practices related to food in the home and target cultures. They compare eating habits of teenagers in the home and target cultures. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

Interpretive:

- They interpret age- and level-appropriate authentic written and video/audio texts such as menus, supermarket advertisements, recipes, food blogs, and short video clips that focus on foods in the target culture.

Interpersonal:

- They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions and express preferences related to food preferences, products and practices.

Presentational:

- They use lists, chunks of language, and memorized phrases to compare food preferences, products and practices in the home and target

Students will be able to:

- Group foods according to current USDA guidelines
- Identify and compare foods of the United States and that of the the Spanish speaking world.
- Set a table
- Order food at a café
- Compare and contrast mealtimes in the United States with that of the Spanish speaking world



- Create a short dialogue regarding ordering at a café

Can Do Statements:

Interpretive Listening:

- I can understand some basic information as found in short audio/video clips when someone describes what they like to eat and what is commonly eaten in their culture.
- I can understand some basic information when someone talks about a few practices associated with food (e.g. meals, ordering, purchasing)

Interpretive Reading:

- I can understand some basic information found in short written texts about what people like to eat and what is commonly eaten in their culture
- I can understand some basic information found in short written texts about practices associated with food (e.g. meals, ordering, purchasing).

Interpretive:

- I can match a few gestures associated with food to their language equivalent (e.g. expressing hunger and thirst, asking for the check, expressing quantity).

Interpretive Listening:

- I can follow directions given by the teacher or a classmate for setting the table.
- I can put foods in appropriate categories based on instructions from the teacher or a classmate.

Interpersonal Speaking:

- I can exchange information with someone about how to set the table and answer their simple questions when they don't understand.
- I can exchange information with someone about ingredients needed to make a recipe and answer their simple questions when they don't understand.

Interpersonal

- I can order a meal from a target language menu.
- I can ask memorized questions (yes/no, either/or, and short response) about foods found on an authentic menu.



- I can answer simple questions (yes/no, either/or, and short response) about foods found on an authentic menu.

Presentational: (Speaking and Writing)

- I can use words, phrases, and memorized sentences to share information learned about food products and practice with others.
- I can use a graphic organizer to categorize foods popular in the United States and the target culture.
- I can use a graphic organizer to compare food practices.

Assessment Evidence

Performance Tasks:

- Create a skit based on a dialogue in a restaurant in the target language
- Geographical Questionnaires
 - Dominican Republic
 - Cuba
 - México

Suggested Formative/Summative Assessments:

- Extended Comprehension Assignments
- TPRS
- Novels in the target language
- In-class enrichment assignments

Learning Plan

Learning Activities:

Learning Activities: Suggested days (10-15)

Day I:

- Geography: Introduce Dominican Republic, Vocabulary, Practice

Day II:

- Recycle Previous Day, Review AR, ER and IR verbs, Practice

Day III:



- Informal Assessment, Review AR, ER, and IR verbs, Practice

Day IV:

- Geography: Introduce Cuba, Recycle Previous Day, Introduce verbs IR, and DAR, Practice

Day V:

- Recycle Previous Day, Review IR and DAR, practice

Day VI:

- Informal Assessment, Introduce HACER, VENIR, PONER and TENER, Practice

Day VII:

- Geography: Introduce México, Review Verbs, Practice, Approval of ideas for project

Day IX:

- Develop Project and Review Concepts

Day X:

- Develop Project and Review Concepts

Day XII:

- Presentation

Day XIII: Assessment:

- Can be computer based or paper based per instructor's discretion

Related Standards

Interdisciplinary connections and examples

Comprehensive Health and PE NJSLS- Nutrition (2.2.12.N.1)

- Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide



Example: Plan a meal / plate according to current standards of healthy eating using a diverse range of foods from different parts of Latin America.

21st Century Skills (NJSL-Career Readiness, Life Literacies, and Key Skills)

Creativity and Innovation (9.4.12.CI.1)

- Demonstrate the ability to reflect, analyze, and use creative skills and ideas

Example: Create a skit based on a dialogue in a restaurant in the target language.

Climate Change

- Students can explore the impact that food choices may have on the planet.
 - [Food and Climate Change: Healthy diets for a healthier planet | United Nations](#)

Social-Emotional Learning

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Culturally Relevant Connections

- Las hermanas Mirabal and Rafael Trujillo
- Migrant worker rights
- Technology in food harvesting
- Cuban Revolution and its consequences
- Cuban Chinese Population
- Mexico and its many revolutions
- Mariela Castro and the LGBTQ Cuban community
- Reinaldo Arenas and LGBTQ persecution in Cuba



- Third gender of Zapotec people

Accommodations

Special Education/ 504/ At Risk Students Accommodations & Modifications:

- Minimal use of open-ended questions when appropriate or if used, chunk them in multiple pieces
- Use timers in class to keep students focused on a task at a time with limited distractions
- Check binder progress and organization of notes and classroom materials and digital assignments

ELL:

- Use charts and content organizers to simply or organize notes
- Rephrase questions using direct objects so that student is not just answer questions with yes and no questions
- Provide visual notes in addition to written ones so that students can connect text and abstract content

Enrichment

- Extended learning goals:
 - ⇒ Have students create meals / plates that follow current trending diets (ex: vegan, vegetarian, paleo, keto, etc.



Unit 5: Home Sweet Home (10-15 days)

Desired Outcomes

Established Goals: NJSLS

1. Identify household chores found in authentic materials from an electronic information source and other sources.
2. Identify furniture and items in the home as found in videos of home tours from authentic electronic sources, advertisements for homes on the market, and/or written articles on homes and chores
3. Ask memorized questions related to homes (rooms, descriptions of one's home, items in a home, furniture, and chores) using digital tools.
4. Respond to simple questions related to homes (rooms, descriptions of one's home, items in a home, furniture, and chores) using digital tools.
5. Use memorized language to express preferences related to the division of household chores
6. Compare homes in the target and home cultures
7. Compare common household chores in the home culture with common chores in the target culture.
8. Create a tour of a home from the target culture.
9. Create multimedia rich visual representation of one's home or a home representative of the home culture.
10. Retell highlights from an authentic video or simple written text that includes description of the home and its contents.
11. Identify culturally specific household items and chores.

NJSLS Standards:

- 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.
- 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
- 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.
- 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).



- 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.
- 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.
- 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
- 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.
- 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.
- 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.

Enduring Understandings:

- Types of furniture found in the home
- Names of rooms in the home
- Common household items used in each room
- Common household chores
- Characteristics of a home

The structures necessary to:

- Describe homes
- Describe the contents of homes

Memorized and frequently practiced questions related to:

- Rooms in the home
- Location of items in the home
- Family responsibilities and chores

The following items have already been assessed in previous units and are being recycled in this unit:

- The structures necessary to:
- State a preference or an opinion
- Express like and dislike to Indicate location
- Give and respond to commands (as memorized chunks)

Essential Questions:

- What makes a family?
- What are the names of a house or an apartment?
- How can I express what I have?
- How can I express what I am going to do?
- How can I express what I have to do?
- How can I express what another person has?



Students will know:

- Students explore how people live, work, and socialize in a community is influenced by cultural products and practices and consider which characteristics of a community are shared across cultures. They compare and contrast their community with communities from the target culture(s).

Interpretive:

- They interpret authentic written and audio/video texts such as advertisements, blogs, short articles, and short clips from sites such as YouTube that focus on the home and target culture communities.

Interpersonal:

- They engage in short unscripted/unrehearsed conversations with classmates, the teacher, and members of the target culture community in which they ask and respond to questions related to linguistically and culturally diversity within the home and target culture communities.

Presentational:

- They use sentence level discourse to compare and contrast how people from linguistically and culturally diverse communities in the home and target culture communities live, work, and socialize.

Students will be able to:

- Create a family tree of the nuclear and extended family.
- Compare and contrast the parts of the house with that of an apartment.
- Employ the use of the verb “tener”
- The present indicative use of the structure “tener que”
- Possessive adjectives
- The present indicative use of the structure “ir a”

Can Do Statements:

Interpretive Listening:

- I can understand basic information when someone talks about their home.
 - I can recognize the names of the rooms.
 - I can recognize the names of furniture.



- I can match pictures based on oral descriptions of a home (color, size, location of items).
- I can draw a picture based on oral descriptions of a home (color, size, location of items).
- I can draw a picture of someone's favorite room based on oral descriptions.
- I can understand basic information when someone talks about household chores.
 - I can recognize the names of common household chores.
 - I can determine household chores one likes to do and doesn't like to do
 - I can determine who does which chores.

Interpretive Reading:

- I can understand some basic information related to home (colors, size, rooms, furniture, and location of furniture) as found in culturally-authentic real estate websites and on-line home tours.
- I can identify who does which chores by interpreting surveys dealing with household chores.

Interpretive Listening:

- I can listen to a short video/audio clip that compares a home in my community with one in the target culture and identify commonalities and differences.
- I can listen to short video/audio clips that compare things my family and I do at home with what families from the target culture do in their homes and identify commonalities and differences.

Interpretive Reading:

- I can read short written texts that compare a home in my community with one in the target culture and identify commonalities and differences.
- I can read short written texts that compare things my family and I do at home with what families from the target culture do in their homes and identify commonalities and differences.
- I can ask memorized questions (yes/no, either/or and short response) related to the description of the home.
- I can answer simple questions (yes/no, either/or and short response) related to the description of the home.
- I can ask memorized questions (yes/no, either/or and short response) related to the division of household chores.
- I can answer simple questions (yes/no, either/ or and short response) related to the division of household chores.

Presentational: (Speaking and Writing)

- I can use words, phrases, and memorized sentences to create a multimedia presentation that describes and compares homes and chores common in my culture to those in the target culture.



Presentation:

- I can use words, phrases, and memorized sentences to describe a home from the target culture based on a text that includes:
 - Rooms typically found in the home
 - Furniture and other items commonly found in different rooms
- I can list or identify household chores commonly done by members of the target culture based on information found in a culturally authentic text.

Assessment Evidence

Performance Tasks:

- Unit Project:
 - Create a presentation where your family goes on vacation and rents a house or apartment in a Spanish speaking country
- Geographical Questionnaire
 - Guatemala
 - Honduras
 - El Salvador

Suggested Formative/Summative Assessments:

- Extended Comprehension Assignments
- TPRS
- Novels in the target language
- In-class enrichment assignments

Learning Plan

Learning Activities:

Suggested instructional time: 10-15 days

Day I:

- Geography: Introduce Guatemala , Vocabulary, Practice

Day II:

- Recycle Previous Day, Introduce verb tener- how to use it, Practice



Day III:

- Informal Assessment, Introduce verb tener - expressions, Practice

Day IV:

- Geography: Introduce Honduras, Recycle Previous Day, Introduce verbs tener que and ir a, Practice

Day V:

- Recycle Previous Day, Review TENER, TENER QUE and IR A, practice

Day VI:

- Informal Assessment, Introduce possessive adjectives, Practice

Day VII:

- Geography: Introduce El Salvador, Review Verbs, Practice, Approval of ideas for project

Day VIII:

- Develop Project and Review Concepts

Day IX:

- Develop Project and Review Concepts

Day X:

- Presentation

Day XI:

- Assessment: Can be computer based or paper based per instructor's discretion

Related Standards

Interdisciplinary connections and examples

Personal Financial Literacy (9.1.12.PB.3)

- Planning and Budgeting- Design a personal budget that will help you reach your long-term and short-term



financial goals.

Example- Students will create a budget for their household reflective of their needs and resources based on where they plan to be in 10 years (Ex: underwater welder, married, 2 children, house, etc.)

Technology (NJSLS-Career Readiness, Life Literacies, and Key Skills & Computer Science and Design Thinking)

Technology Literacy (9.4.12.TL.1)

- Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task

Example- When students work on the unit project (Create a presentation where your family goes on vacation and rents a house or apartment in a Spanish speaking country) they should assess digital tools based on features such as accessibility options, capacities, and utility for putting together the best presentation possible.

Climate Change

- Students can explore small changes that can make homes more eco-friendly while exploring the home unit.
 - [12 Small Changes To Make Your Home More Eco-Friendly](#)

Social-Emotional Learning

- Responsible Decision Making
 - Develop, implement and model effective problem solving and critical thinking skills
 - Identify the consequences associated with one's actions in order to make constructive choices
 - Evaluate personal, ethical, safety and civic impact of decisions

Culturally Relevant Connections

- US Foreign Policy and the impact on national sovereignty of Guatemala and El Salvador
- Guatemala Civil War
- Salvadoran Civil War
- Massacre of 1932



- Salvadoran Gangs and US immigration policies
- The disappeared of Guatemala
- United Fruit Company
- Aldo Dávila and Guatemalan Parliament
- Enrique Salanic, film making and LGBTQ rights
- Mayan gender roles (pre-Colombian)

Accommodations

Special Education/ 504/ At Risk Students Accommodations & Modifications:

- Use clear concise language for instructional materials and classroom instruction
- Provide notes, outlines and or organizers with key concepts or terms highlighted
- Employ mnemonic devices for easy recall and memory of discrete concepts
- Use subtitles, scripts or second language tracks where applicable for comprehension

ELL:

- Use social stories and realia to make easier connections with content
- Have student make a personal dictionary of home language terms with that of Spanish to bridge content connections
- Scaffold instruction to support comprehension

Enrichment

- Extended learning goals:
 - ⇒ Have students create a budget that takes into account: salary for their career major, bills, food, clothes, taxes, investments, etc.
 - ⇒ Have students create a family of their choice using terms discussed in unit
 - ⇒ Students are to research pre-Colombian family structures found in Mayan and Zapotec communities



Unit 6: Hobbies (10-15 weeks)

Desired Outcomes

Established Goals: NJSLS

1. Demonstrate comprehension of short conversations and brief messages dealing with hobbies within the target culture(s).
2. Identify the main idea and other significant ideas in readings from age and level- appropriate, culturally authentic materials dealing with hobbies within the target culture(s).
3. Use digital tools to ask and answer questions related to hobbies within the home and target cultures.
4. Give and follow a series of directions related to hobbies
5. Ask and respond to questions, make requests, and express preferences related to hobbies within the target culture(s)
6. Recombine basic information at the word and sentence level to create a multimedia presentation that compares and contrasts hobbies in the home and target culture(s).

NJSLS Standards:

- 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.
- 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
- 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
- 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
- 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
- 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.



- 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.
- 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words

Enduring Understandings:

- Vocabulary associated with hobbies within the target culture(s) as well as the US.
- The structures necessary to:
 - Express feelings using: gustar, aburrirse and interesarse
 - How to use stem changing verbs, e-ie and o-ue
- The following items have already been assessed in previous units and are being recycled in this unit:

The structures necessary to:

- State a preference or an opinion
- Express like and dislike to indicate location

Essential Questions:

- What are the most common pastimes in the Spanish speaking world?
- What are the parts of the body?
- How can I express my interests?
- How can I express preferences?

Students will know:

- Students use the target language in the three modes of communication to explore hobbies in the target culture and compare and contrast them to similar hobbies in the home culture. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

Interpretive:

- They interpret authentic written and video/audio texts such as magazine articles, newspaper articles, and short video clips that focus on hobbies in the target culture(s).



Interpersonal:

- They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to hobbies.

Presentational:

- They use written and oral sentence discourse to compare and contrast hobbies in the home and target cultures.

Students will be able to:

- Narrate a recorded sports event
- Identify and use basic body parts
- Employ irregular third person verbs to express interest
- Employ the use of e-ie and o-ue stem changing verbs

Assessment Evidence

Performance Tasks:

Unit Project

- Create a presentation where you are working in Costa Rica and need to create an advertisement with different activities to recruit Spanish speaking kids to a camp.
- Geographical Questionnaire
 - Nicaragua
 - Costa Rica

Suggested Formative/Summative Assessments:

- Extended Comprehension Assignments
- TPRS
- Novels in the target language
- In-class enrichment assignments

Learning Plan

Learning Activities:

Suggested instructional time: 10-15 days



Day I:

- Introduce Nicaragua , Vocabulary, Practice

Day II;

- Recycle Previous Day, Introduce verbs to describe feelings - gustarse, aburrirse, interesar, Practice

Day III:

- Informal Assessment, Review verbs of feeling, Practice

Day IV:

- Geography: Introduce Costa Rica, Recycle Previous Day, Introduce stem changing verbs e-ie and o-ue, Practice

Day V:

- Recycle Previous Day content, Continue Practice

Day VI:

- Informal Assessment, Introduce music (Bachata, Salsa, Merengue and art (Picasso, Kahlo, Rivera), Practice

Day VII:

- Develop Project and Review Concepts

Day VIII:

- Develop Project and Review Concepts

Day IX:

- Presentation

Day X:

- Assessment: Can be computer based or paper based per instructor's discretion

Related Standards



Interdisciplinary connections and examples

Personal Growth and Development (2.1.12.PGD.1)

- Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.

Example- Students will explore healthy ways of coping with common stressful situations experienced by children (ex: positive hobbies).

Technology (NJSLs-Career Readiness, Life Literacies, and Key Skills & Computer Science and Design Thinking)

Technology Literacy (9.4.12.TL.3)

- Analyze the effectiveness of the process and quality of collaborative environments.

Example- I can ask classmates and others simple questions related to hobbies (using digital tools and face-to-face communication. I can answer simple questions related to hobbies) using digital tools and face-to-face communication. Students can complete a post-activity self reflection where they analyze the effectiveness of the process and quality of the collaborative environment.

21st Century Skills (NJSLs-Career Readiness, Life Literacies, and Key Skills)

Creativity and Innovation (9.4.12.CI.1)

- Demonstrate the ability to reflect, analyze, and use creative skills and ideas

Example- Student will demonstrate the ability to reflect, analyze and use creative skills and ideas when creating a presentation where they are working in Costa Rica and need to create an advertisement with different activities to recruit Spanish speaking kids to a camp.

Social-Emotional Learning

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations



- Recognize the importance of self-confidence in handling daily tasks and challenges

Culturally Relevant Connections

- Honduran elections
- Conservation efforts in Honduras
- Violence against women in Honduras
- Conservation efforts in Costa Rica
- Ecotourism in Costa Rica
- Venezuelan migration to Costa Rica
- Costa Rican Civil War
- Literacy Mandates in Costa Rica
- History of Panama Canal and US involvement with Panamanian (Upper Colombia) separatist movement
- General Noriega and the War on Drugs
- Narcotrafficking in Panama
- LGBTQ murder rate in Honduras and migration to US
- Trans rights in Panama
- Marriage equality

Accommodations

Special Education/ 504/ At Risk Students Accommodations & Modifications:

- Schedule time for one on one instruction and reinforcement due to subject matter and discrete skills
- Give extra time to complete work given
- Small group instruction
- Keep days and activities structured

ELL:

- Incorporate home language hobbies and interests to bridge comprehension
- Utilize pre-reading strategies to activate prior learning from previously considered topics or their home lives
- Reduced reading load

Enrichment



- Extended learning goals:
 - ⇒ Students will create a health and wellness plan using culturally appropriate terminology and taking into account the country they are focusing on.
 - ⇒ Students will focus on developing healthy non-digital and non-sports related hobbies.

Appendix A: Culturally Relevant Pedagogy Examples

BUILDING EQUITY IN YOUR TEACHING PRACTICE

How do the essential questions highlight the connection between the big ideas of the unit and equity in your teaching practice?

CONTENT INTEGRATION	KNOWLEDGE CONSTRUCTION	PREJUDICE REDUCTION	EQUITABLE PEDAGOGY	EMPOWERING SCHOOL CULTURE
Teachers use examples and content from a variety of cultures & groups.	Teachers help students understand how knowledge is created and influenced by cultural assumptions, perspectives & biases.	Teachers implement lessons and activities to assert positive images of ethnic groups & improve intergroup relations.	Teachers modify techniques and methods to facilitate the academic achievement of students from diverse backgrounds.	Using the other four dimensions to create a safe and healthy educational environment for all.
<p>This unit / lesson is connected to other topics explored with students.</p> <p>There are multiple viewpoints reflected in the content of this unit / lesson.</p> <p>The materials and resources are reflective of the diverse identities and experiences of students.</p> <p>The content affirms students, as well as exposes them to experiences other than their own.</p>	<p>This unit / lesson provides context to the history of privilege and oppression.</p> <p>This unit / lesson addresses power relationships.</p> <p>This unit / lesson help students to develop research and critical thinking skills.</p> <p>This curriculum creates windows and mirrors* for students.</p>	<p>This unit / lesson help students question and unpack biases & stereotypes.</p> <p>This unit / lesson help students examine, research and question information and sources.</p> <p>The curriculum encourage discussion and understanding about the groups of people being represented.</p> <p>This unit / lesson challenges dominant perspectives.</p>	<p>The instruction has been modified to meet the needs of each student.</p> <p>Students feel respected and their cultural identities are valued.</p> <p>Additional supports have been provided for students to become successful and independent learners.</p> <p>Opportunities are provided for student to reflect on their learning and provide feedback.</p>	<p>There are opportunities for students to connect with the community.</p> <p>My classroom is welcoming and supportive for all students?</p> <p>I am aware of and sensitive to the needs of my students and their families.</p> <p>There are effective parent communication systems established. Parents can talk to me about issues as they arise in my classroom.</p>

Developed by Karla E. Vigil. Adapted with permission from James A. Banks, CULTURAL DIVERSITY AND EDUCATION: FOUNDATIONS, CURRICULUM, AND TEACHING (6th edition), New York: Routledge, 2016, page 5 and Gordon School Institute on Multicultural Practice.



Appendix B: English Language Learners

WIDA Levels:

At the given level of English language proficiency, English language learners will process, understand, produce or use

6- Reaching	<ul style="list-style-type: none"> Specialized or technical language reflective of the content areas at grade level A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level Oral or written communication in English comparable to proficient English peers
5- Bridging	<ul style="list-style-type: none"> Specialized or technical language of the content areas A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports Oral or written language approaching comparability to that of proficient English peers when presented with grade level material.
4- Expanding	<ul style="list-style-type: none"> Specific and some technical language of the content areas A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs Oral or written language with minimal phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written connected discourse, with sensory, graphic or interactive support
3- Developing	<ul style="list-style-type: none"> General and some specific language of the content areas Expanded sentences in oral interaction or written paragraphs Oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support
2- Beginning	<ul style="list-style-type: none"> General language related to the content area Phrases or short sentences Oral or written language with phonological, syntactic, or semantic errors that often impede of the communication when presented with one to multiple-step commands, directions, or a series of statements with sensory, graphic or interactive support
1- Entering	<ul style="list-style-type: none"> Pictorial or graphic representation of the language of the content areas Words, phrases or chunks of language when presented with one-step commands directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support



Language Development Supports For English Language Learners To Increase Comprehension and Communication Skills

Environment	
<ul style="list-style-type: none"> • Welcoming and stress-free • Respectful of linguistic and cultural diversity • Honors students' background knowledge • Sets clear and high expectations • Includes routines and norms • Is thinking-focused vs. answer-seeking • Offers multiple modalities to engage in content learning and to demonstrate understanding • Includes explicit instruction of specific language targets • Provides participation techniques to include all learners 	<ul style="list-style-type: none"> • Integrates learning centers and games in a meaningful way • Provides opportunities to practice and refine receptive and productive skills in English as a new language • Integrates meaning and purposeful tasks/activities that: <ul style="list-style-type: none"> ○ Are accessible by all students through multiple entry points ○ Are relevant to students' lives and cultural experiences ○ Build on prior mathematical learning ○ Demonstrate high cognitive demand ○ Offer multiple strategies for solutions ○ Allow for a language learning experience in addition to content

Sensory Supports*	Graphic Supports*	Interactive Supports*	Verbal and Textual Supports
<ul style="list-style-type: none"> • Real-life objects (realia) or concrete objects • Physical models • Manipulatives • Pictures & photographs • Visual representations or models such as diagrams or drawings • Videos & films • Newspapers or magazines • Gestures • Physical movements • Music & songs 	<ul style="list-style-type: none"> • Graphs • Charts • Timelines • Number lines • Graphic organizers • Graphing paper 	<ul style="list-style-type: none"> • In a whole group • In a small group • With a partner such as <i>Turn-and-Talk</i> • In pairs as a group (first, two pairs work independently, then they form a group of four) • In triads • Cooperative learning structures such as <i>Think-Pair-Share</i> • Interactive websites or software • With a mentor or coach 	<ul style="list-style-type: none"> • Labeling • Students' native language • Modeling • Repetitions • Paraphrasing • Summarizing • Guiding questions • Clarifying questions • Probing questions • Leveled questions such as <i>What? When? Where? How? Why?</i> • Questioning prompts & cues • Word Banks • Sentence starters • Sentence frames • Discussion frames • Talk moves, including <i>Wait Time</i>

*from *Understanding the WIDA English Language Proficiency Standards. A Resource Guide*. 2007 Edition.. Board of Regents of the University of Wisconsin System, on behalf of the WIDA Consortium—www.wida.us.

Galina (Halla) Jmourko, ESOL Coach, PGCPs; 2015, Rvsd. 2016



Appendix C: Differentiated Instruction

Strategies to accommodate based on student individual needs::

1. Time/General
 - a. Extra time for assigned tasks
 - b. Adjust length of assignment
 - c. Timeline with due dates for reports and projects
 - d. Communication system between home and school
 - e. Provide lecture notes/outline
2. Processing
 - a. Extra Response time
 - b. Have students verbalize steps
 - c. Repeat, clarify or reword directions
 - d. Mini-breaks between tasks
 - e. Provide a warning for transitions
 - f. Partnering
3. Comprehension
 - a. Precise processes for balanced math instructional model
 - b. Short manageable tasks
 - c. Brief and concrete directions
 - d. Provide immediate feedback
 - e. Small group instruction
 - f. Emphasize multi-sensory learning
4. Recall
 - a. Teacher-made checklist
 - b. Use visual graphic organizers
 - c. Reference resources to promote independence
 - d. Visual and verbal reminders
 - e. Graphic organizers
5. Assistive Technology
 - a. Computer/whiteboard
 - b. Tape recorder
 - c. Video Tape
6. Tests/Quizzes/Grading
 - a. Extended time
 - b. Study guides
 - c. Shortened tests
 - d. Read directions aloud
7. Behavior/Attention
 - a. Consistent daily structured routine
 - b. Simple and clear classroom rules
 - c. Frequent feedback
8. Organization
 - a. Individual daily planner
 - b. Display a written agenda
 - c. Note-taking assistance
 - d. Color code materials



Appendix D: Enrichment

What is the purpose of enrichment?

The purpose of enrichment is to provide extended learning opportunities and challenges to students who have already mastered, or can quickly master, the basic curriculum. Enrichment gives the student more time to study concepts with greater depth, breadth, and complexity.

- Enrichment also provides opportunities for students to pursue learning in their own areas of interest and strengths.
- Enrichment keeps advanced students engaged and supports their accelerated academic needs.
- Enrichment provides the most appropriate answer to the question, “What do you do when the student already knows it?”

Enrichment is ...	Enrichment is not...
<ul style="list-style-type: none">• Planned and purposeful• Different, or differentiated, work – not just more work• Responsive to students’ needs and situations• A promotion of high-level thinking skills and making connections within content• The ability to apply different or multiple strategies to the content• The ability to synthesize concepts and make real world and cross curricular connections• Elevated contextual complexity• Sometimes independent activities, sometimes direct instruction• Inquiry based or open-ended assignments and projects• Using supplementary materials in addition to the normal range of resources• Choices for students• Tiered/Multi-level activities with flexible groups (may change daily or weekly)	<ul style="list-style-type: none">• Just for gifted students (some gifted students may need intervention in some areas just as some other students may need frequent enrichment)• Worksheets that are more of the same (busywork)• Random assignments, games, or puzzles not connected to the content areas or areas of student interest• Extra homework• A package that is the same for everyone• Thinking skills taught in isolation• Unstructured free time



Appendix E: Climate Change Curriculum Statement

With the adoption of the 2020 New Jersey Student Learning Standards (NJSLS), New Jersey became the first state in the nation to include climate change across content areas. These standards are designed to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways.

Districts are encouraged to utilize the NJSLS to develop interdisciplinary units focused on climate change that include authentic learning experiences, integrate a range of perspectives and are action oriented. While the 2016 NJSLS-English Language Arts (ELA) and Mathematics do not have specific climate change standards, districts may want to consider how they can design interdisciplinary climate change units that incorporate relevant ELA and mathematics standards.

Components of this are tagged throughout the curriculum as appropriate under the “Related Standards” section in each unit.



Appendix F: Resources

Textbooks

McGraw Hill. Glencoe Spanish 1: Buen Viaje. McGraw Hill, 20XX.