



# Burlington County Institute of Technology

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Medford Campus

Westampton Campus

Honors Spanish II

Board Approval Date: August, 2023



# Course Description

Honors Spanish 2 is an accelerated course aligned with the World Languages New Jersey Student Learning Standards (NJSLS) 2020. It offers a challenging language learning experience for high school students. The course focuses on advanced skills in listening, speaking, reading, and writing. Topics covered include health and wellbeing, the trip of my dreams, daily routine and my past. By the end of the course, students will demonstrate a high level of proficiency in engaging in advanced conversations, comprehending authentic texts, and producing well-structured written compositions with cultural sensitivity.

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# Pacing Guide

Unit	Standards	Days
Unit 1: Health and Well Being	<ul style="list-style-type: none"><li>7.1.IL.IPRET.3, 7.1.IL.IPRET.4, 7.1.IL.IPRET.5, 7.1.IL.IPERS.3, 7.1.IL.IPERS.3, 7.1.IL.IPERS.5, 7.1.IL.PRSNT.1, 7.1.IL.PRSNT.2, 7.1.IL.PRSNT.3</li></ul>	Approx. 7-10 days
Unit 2: The Trip of My Dreams	<ul style="list-style-type: none"><li>7.1.IL.IPRET.3, 7.1.IL.IPRET.4, 7.1.IL.IPRET.5, 7.1.IL.IPRET.6, 7.1.IL.IPERS.5, 7.1.IL.IPERS.6, 7.1.IL.PRSNT.1, 7.1.IL.PRSNT.2, 7.1.IL.PRSNT.3</li></ul>	Approx. 7-10 days
Unit 3: My Daily Routine	<ul style="list-style-type: none"><li>7.1.IM.IPRET.1, 7.1.IM.IPRET.2, 7.1.IM.IPRET.7, 7.1.IM.IPRET.8, 7.1.IM.IPERS.4, 7.1.IM.IPERS.5v, 7.1.IM.PRSNT.3, 7.1.IM.PRSNT.4</li></ul>	Approx. 10-15
Unit 4: My Past	<ul style="list-style-type: none"><li>7.1.IM.IPRET.3, 7.1.IM.IPRET.5, 7.1.IM.IPRET.6, 7.1.IM.IPRET.7, 7.1.IM.IPRET.8, 7.1.IM.IPERS.2, 7.1.IM.IPERS.3, 7.1.IM.PRSNT.1, 7.1.IM.PRSNT.2, 7.1.IM.PRSNT.3</li></ul>	Approx. 9-10
Unit 5: Culture	<ul style="list-style-type: none"><li>7.1.IM.IPRET.1, 7.1.IM.IPRET.2, 7.1.IM.IPRET.3, 7.1.IM.IPERS.3, 7.1.IM.IPERS.4, 7.1.IM.IPERS.5, 7.1.IM.PRSNT.1, 7.1.IM.PRSNT.2, 7.1.IM.PRSNT.6</li></ul>	Aprox. 10-12
Unit 6: Traveling by Train	<ul style="list-style-type: none"><li>7.1.IM.IPRET.1, 7.1.IM.IPRET.2, 7.1.IM.IPRET.3, 7.1.IM.IPRET.4, 7.1.IM.IPERS.1, 7.1.IM.IPERS.2, 7.1.IM.IPERS.3, 7.1.IM.PRSNT.1, 7.1.IM.PRSNT.2, 7.1.IM.PRSNT.3, 7.1.IM.PRSNT.4</li></ul>	Approx. 9-10



# Curriculum Maps

## Unit 1: Health and Wellbeing (7-10 days)

### Desired Outcomes

#### Established Goals: NJSL

1. Health information
2. Expressing pain
3. Present perfect
4. Preterite perfect
5. Common illnesses in Ibero-Hispanic culture

#### NJSLS Standards:

- 7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
- 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.
- 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.
- 7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
- 7.1.IL.IPERS.3: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
- 7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
- 7.1.IL.PRSENT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
- 7.1.IL.PRSENT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
- 7.1.IL.PRSENT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.



### Enduring Understandings:

- Health systems in the Ibero-Hispanic World
- Verbal presentation of health facts (height, weight, allergies)
- Unpredictable situation mitigation regarding health in the target language

### Essential Questions:

- Health systems in the Ibero-Hispanic World
- Verbal presentation of health facts (height, weight, allergies)
- Unpredictable situation mitigation regarding health in the target language

### Students will know:

- Health terminology and the parts of the body
- What is a direct object and how to use pronoun replacement
- How pain is commonly expressed in the target language
- The inherent differences of how states of being are used in the target language

### Students will be able to:

- Describe in detail pertinent health terms
- Apply the usage of direct object pronoun replacement in sentences when narrating
- Navigate two ways to express pain in the target language
- Contrast different states of being in the target language and how they work
- Narrate in detail recently completed events in the target language

### Can Do Statements:

#### Interpersonal Communication

- I can have a simple conversation on a number of everyday topics
- I can ask and answer questions on factual information that is familiar to me
- I can use the language to meet my basic needs in familiar situations

#### Presentational Speaking

- I can talk about people, activities, events, and experiences.
- I can express my needs and wants
- I can present information on plans, instructions, and directions.



- I can express my preferences on topics of interest.

#### Presentational Writing

- I can write about a holiday, vacation, or a typical celebration.
- I can prepare materials for a presentation.
- I can write out a draft of a presentation that I plan to present orally.
- I can write about topics of interest.
- I can write about a movie or a television show that I like.
- I can write about a famous athlete, celebrity.

#### Interpretive Listening

- I can understand when and where an event will take place. I can
- I can understand messages related to my basic needs.
- I can understand questions and simple statements on everyday topics when I am part of the conversation.
- I can understand questions about my work or class schedule.

#### Interpretive Reading

- I can understand messages in which the writer tells or asks me about topics of personal interest.
- I can identify some simple information needed on forms.
- I can identify some information from news media

### Assessment Evidence

#### Performance Tasks:

- Three to five hundred word written response relating personal health information
- Creation of an infographic detailing common illnesses in the Ibero-Hispanic community
- Thirty second vocal recording of a student describing his or her current state of health
- Geography Questionnaire
- Panama
- Colombia

#### Suggested Formative/Summative Assessments:

##### Digital content mastery quiz

- Vocabulary
- Pain expressions
- Parts of the body
- Direct object pronouns and replacement
- Ser vs estar
- Present perfect
- Preterit perfect



- Look up travel alerts issued by CDC for both countries (e.g. Zika, malaria, yellow fever, recommended vaccinations, etc.

Journal I and II

- Journal I
- Current wellbeing

Journal II

- Situation resolution

## Learning Plan

### Learning Activities:

Suggested Instructional Time: 7-10 days

Unit delivery: 90/10 model of instruction ( 90% of instruction in Spanish/10% of instruction in English)

#### Lesson I

- Geography: Panama
- Unit Vocabulary
- Independent Practice

#### Lesson II

- Interactive Vocabulary Review
- Recycle parts of the body
- Common diseases and symptoms

#### Lesson III

- Pain expressions
- Tener dolor de
- Doler (ue)

#### Lesson IV

- Recycle previous day's content.
- States of Being



- Review of ser vs estar

#### Lesson V

- Recycle previous two days' content
- Present perfect

#### Lesson VI

- Geography: Colombia
- Preterit perfect

#### Lesson VII

- Cultural research: Illness in the Ibero-Hispanic Community

#### Lesson VIII

- Tech Focus: Infographic creation

#### Lesson IX

- Unit Review
- Plan a week's worth of healthy meals, health benefits of different types / groups of foods (recycle Food, Glorious Food vocab), vitamins / minerals

#### Lesson X

- Unit Mastery Quiz

#### Lesson XI

- Constructed response

#### Differentiation

- Leveled content approach for the benefit of native/heritage/new language learners
- Online Language Lab practice for vocal presentation
- Online Language Remediation

### Related Standards





### Interdisciplinary connections and examples

#### 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 - When exploring the essential question “Do healthy eating habits and fitness practices vary across cultures?” students will research first the US MyPlate website (Spanish language version) and compare the equivalent in Colombia Manual para facilitadores

### 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: Students will demonstrate the ability to reflect, analyze, and use creative skills and ideas.

### 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- Option for students to present video of their ‘Wacky Conditions’ skit. Can be edited online using YouTube video editor.

### Climate Change

- [Air Quality, Health, and Justice](#)

### 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

- When comparing treatment options between the USA & Colombia health care system note the role Colombia has played as a leader in LGBTQI legal rights, for example Decree 762 versus US government laws re. reproductive rights, access to IVF for LGBTI population, etc.

### Accommodations

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

- Preferential seating
- Extra time
- Identify and limit distractions
- Opportunity for practice
- Structured seating arrangements
- Access to resource room or learning support room
- Schedule on blackboard
- Visual charts
- Graphic organizers
- Chunking
- Clear, concise instructions
- Activity based learning
- Pairing of students
- Frequent reinforcement for desired/positive behaviors
- Modify assignments
- Instruct organizational and time management skills.

#### ELL:

- Encourage ESL students to draw connections between Spanish and their native language.
- Provide visual cues/charts/graphics
- Repeat and 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



- Use of visual-organizers
- Color coding

### Enrichment

- Extended learning goals:
  - ⇒ Students in Allied Health / Dental / Sports Medicine shops can liaise with their teachers to provide insight / BCIT-based perspective on issues regarding health and wellness education.

## Unit 2: The Trip of My Dreams (7-10 days)

### Desired Outcomes

#### Established Goals: NJSLS

1. Travel protocols
2. Budgeting
3. Present Progressive
4. Present progressive with object replacement
5. Irregular yo forms
6. Internet literacy

#### NJSLS Standards

- 7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
- 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.
- 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.
- 7.1.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target



culture and in students' own community.

- 7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
- 7.1.IL.IPERS.6: Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
- 7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
- 7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
- 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.

Enduring Understandings:

- Currency values in the Ibero- Hispanic world
- How to travel outside of the United States of America
- Contrast the different cultures of the Ibero-Hispanic world

Essential Questions:

- How can I more easily compile different pieces of data easily?
- What do countries do to either facilitate or not facilitate travel and tourism?
- How does tourism hurt or help a country and its people?
- If I could travel anywhere Spanish is spoken, where would I go and what would I do?

Students will know:

- Names of travel documents in the target language
- Travel terminology
- The present progressive
- The present progressive with object replacement
- How to express knowledge in the target language

Students will be able to:

- Create a multi-media presentation of the trip of their dreams



- Utilize travel websites and Boolean search protocols to find pertinent information
- Contrast how knowledge is used in the target language with respect to saber and conocer
- Apply the usage of the present progressive and present progressive with object replacement

## Assessment Evidence

### Suggested Performance Tasks:

- Multi-media presentation of a fifteen day trip to a Spanish speaking country or island of their choice
- Thirty second vocal recording describing what places in their county or island they will visit
- Unit Project - Money Well
  - Spent: Given a budget of \$1,800 find flights and accommodations to visit two different Spanish speaking countries. Create presentation to present and 'sell' trip as the best one
- Geography Questionnaire
  - Venezuela
  - Ecuador

### Suggested Formative/Summative Assessments:

- Digital content mastery quiz
  - Vocabulary
  - Present progressive
  - Present progressive with direct object replacement
- Journal III and IV
  - Pictorial narration
- Journal IV
  - Situation resolution

## Learning Plan

### Learning Activities:

#### Unit delivery:

- 90/10 model of instruction ( 90% of instruction in Spanish/10% of instruction in English)

#### Unit sequence:

##### Lesson I

- Geography: Venezuela
- Unit Vocabulary



- Practice
- Meaning of 0°0'0" - unique ecosystem of Galapagos / Angel Falls

#### Lesson II

- Review of tener que and ir a
- Relate to travel
- Ideal destinations
- Interactive Vocabulary Review
- Practice

#### Lesson III

- Recycle previous day's content
- Knowledge: Saber vs conocer
- Practice

#### Lesson IV

- Recycle previous day's content
- Review of -go verbs
- Present progressive
- Practice

#### Lesson V

- Present progressive with direct object replacement
- Practice

#### Lesson VI

- Geography: Ecuador
- Unit Review

#### Lesson VII

- Ecuador Currency - Dollar vs Sucre and why the binary system is used
- Numbers in hundreds of thousands / millions
- Directions - give and receive simple directions
- Unit Mastery Quiz



#### Lesson VIII

- Culture: Tourism and the Ibero-Hispanic World
- Presentation Project - Money Well Spent

#### Lesson IX

- Tech Focus: How to create multimedia presentations; Boolean search protocols; MLA image citations with Google Docs

#### Lesson X

- Project Day I

#### Lesson XI

- Project Day II

#### Lesson XII

- Project Day III

#### Lesson XIII

- Project Presentation
- Differentiation
- Leveled content approach for the benefit of native/heritage/new language learners
- Online Language Lab practice for vocal presentation
- Online Language Remediation

### Related Standards

#### Interdisciplinary connections and examples

##### Presentation of Knowledge and Ideas (SL.11-12.4)

- Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Example: Money Well Spent: Given a budget of \$1,800 find flights and accommodations to visit two different



Spanish speaking countries. Create a presentation (PowerPoint / Google Slides) to present and 'sell' trip as the best one.

### Integration of technology and examples

#### 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 researching how to get to Angel Falls students will assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

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

#### Information and Media Literacy (9.4.12.IML.8)

- Evaluate media sources for point of view, bias, and motivations

Example- Students will compare different news sources covering the same story about Venezuela FOX NPR Politifact

### 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

Example- Using problem solving and critical thinking, student explore how to travel and take into account the cultural differences of the people of other countries so as not to offend and learn how to communicate and interact effectively with other cultures.

### Culturally Relevant Connections

- Compare the ecosystem of New Jersey, particularly the areas 'on our doorstep') (Pine Barrens, Rancocas





Creek, Delaware River) to Galapagos. How does the environment affect flora & fauna found there? There are obvious differences but are there any similarities?

- Research Ecuadorian laws / policies re. LGBTQI population, with Diane Marie Rodríguez Zambrano being the first openly transgender candidate to run for elected office and win a seat in the National Assembly.
- Have laws enacted by governments in Perú / Ecuador re. same sex marriage decreased or exacerbated the rates of violence against and murder of LGBTQI populations? How do the statistics compare to those of the USA / NJ ? How have attitudes / laws changed over time

## Accommodations

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

- Preferential seating
- Extra time
- Identify and limit distractions
- Opportunity for practice
- Structured seating arrangements
- Access to resource room or learning support room
- Schedule on blackboard
- Visual charts
- Graphic organizers
- Chunking
- Clear, concise instructions
- Activity based learning
- Pairing of students
- Frequent reinforcement for desired/positive behaviors
- Modify assignments
- Instruct organizational and time management skills.
- Use of visual-organizers
- Color coding

### ELL:

- Encourage ESL students to draw connections between Spanish and their native language.
- Provide visual cues/charts/graphics
- Repeat and 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:
  - ⇒ Students can present a Slides featuring a vacation that they took with their family.
  - ⇒ Students can prepare a 'budget travel guide' with information on how to find the cheapest flights / hotels based on the skills learned in the unit. Can be created as a podcast / Slides / brochure or handout

## Unit 3: My Daily Routine (10-15 days)

### Desired Outcomes

#### Established Goals: NJSLS

1. Present tense narration
2. Digital storytelling
3. Daily routines
4. Reflexive verbs

#### NJSLS Standards

- 7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
- 7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
- 7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.
- 7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
- 7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.



- 7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.
- 7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
- 7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.

#### Enduring Understandings:

- How lives of teenagers differ within a geographical area
- What challenges teenagers have towards the end of their growth and development
- How life changes from adolescence to young adulthood
- What life experiences teenagers share

#### Essential Questions:

- If someone wanted to know about my life, what could I tell them?
- How would I define a “typical” teenager?
- What experiences are unique to the area in which I live?
- How can I effectively depict what I do on a daily basis?

#### Students will know:

- The difference between reflexive and non-reflexive verbs
- How to create affirmative and negative reflexive commands
- How to combine the usage of reflexive and non-reflexive verbs with the present progressive
- Narrative styles in the target language
- Double object replacement
- Double object replacement with reflexive verbs

#### Students will be able to:

- Narrate a day of their lives using 1500-2000 words in the target language
- Create a digital flipbook of a portion of their days
- Discover what a reflexive verb is and its unique traits
- Contrast the use of reflexive verbs with that of standard verbs

#### Can Do Statements:



### Interpersonal Communication

- I can have a simple conversation on a number of everyday topics
- I can ask and answer questions on factual information that is familiar to me
- I can use the language to meet my basic needs in familiar situations

### Presentational Speaking

- I can talk about people, activities, events, and experiences.
- I can express my needs and wants
- I can present information on plans, instructions, and directions.
- I can express my preferences on topics of interest.

### Presentational Writing

- I can write about a holiday, vacation, or a typical celebration.
- I can prepare materials for a presentation.
- I can write out a draft of a presentation that I plan to present orally.
- I can write about topics of interest.
- I can write about a movie or a television show that I like.
- I can write about a famous athlete, celebrity.

### Interpretive Listening

- I can understand when and where an event will take place. I can
- I can understand messages related to my basic needs.
- I can understand questions and simple statements on everyday topics when I am part of the conversation.
- I can understand questions about my work or class schedule.

### Interpretive Reading

- I can understand messages in which the writer tells or asks me about topics of personal interest.
- I can identify some simple information needed on forms.
- I can identify some information from news media

## Assessment Evidence

### Suggested Performance Tasks:

- Written narration of a day in their lives (400-500)

### Suggested Formative/Summative Assessments:

- Digital content mastery quiz



- Thirty second vocal recording describing what a typical New Jersey teenager does

#### Geography Questionnaire

- Peru
- Chile
- The everyday lives of teenagers

- Vocabulary
- Reflexive verbs
- Reflexive verbs in combination
- Reflexive verbs and double object replacement
- Journal V and VI
  - Journal V
- Thematic development
- Journal VI
  - Situation resolution

## Learning Plan

### Learning Activities:

Unit delivery- 90/10 model of instruction ( 90% of instruction in Spanish/10% of instruction in English)

#### Lesson I

- Geography: Perú
- Daily life for teenagers in Perú
- Machu Picchu
- Nazca Lines
- Daily routine
- Independent practice

#### Lesson II

- Interactive Vocabulary Review
- Recycle previous day's content
- Camping and supplies/a tour
- Practice

#### Lesson III

- Knowledge: Reflexive verbs I ( the basics)
- Regular



- Stem Changing
- Recycle previous day's content
- Practice

#### Lesson IV

- Reflexive verbs II ( in combination)
- With language modisms
- Verb + infinitive
- Practice

#### Lesson V

- Recycle previous day's content
- Reflexive verbs III ( reflexive verbs and double object replacement)
- Practice

#### Lesson VI

- Introduce Chile
- Explore routines in Chile
- Cultural comparison
- Unit Review

#### Lesson VII

- Chile
- Crossing the Andes Mountain
- Punta Arenas
- Gabriela Mistral
- Unit Mastery Quiz

#### Lesson VIII

- Culture: Teenagers around the world

#### Lesson IX

- Tech Focus: Flipbooks and digital narration
- Digital flipbook of a daily routine



#### Lesson X

- Flipbook I
- Project Day I

#### Lesson XI

- Flipbook I
- Project Day II
- Writing sample

#### Lesson XII

- Project Day III
- Writing sample

#### Differentiation

- Leveled content approach for the benefit of native/heritage/new language learners
- Online Language Lab practice for vocal presentation

### Related Standards

#### Interdisciplinary connections and examples

##### Contemporary United States: Domestic Policies (1970–Today)

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

Example- Referencing the essential question of why are daily routines important and how do routines differ among cultures in the hispanic world, students write an essay about their routine and compare it with that of teenagers in Peru.

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

##### Civic Financial Responsibility (9.1.12.CFR.4)

- Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of



behavior regarding money, saving, investing, and work across cultures.

Example: Exploring the essential question of why are daily routines important and how do routines differ among cultures in the hispanic world, students write a 300-400 word essay about their routine and compare it with that of teenagers in Peru using technology. Students may also consider the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.

#### Social Emotional Learning

- 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

Example: Using problem solving and critical thinking, student explore how to travel and take into account the cultural differences of the people of other countries with regard to their grooming routine so as not to offend and learn how to communicate and interact effectively with other cultures thereon.

#### Culturally Relevant Connections

- Queer Eye Netflix show exploration of Latina culture / living bi-culturally in USA re. grooming (Deanna Muñoz)
- How do grooming choices reflect identity / gender expression?
- Does the boom in men's makeup consumption in Gen Z have any correlation to greater acceptance of non-binary gender status / traditional projections of American masculinity?
- Gabriela Mistral (mother of the nation) and revelations of closeted lesbianism / queer-normative complexity living in Pinochet era Chile

#### Accommodations

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

- Preferential seating
- Extra time
- Identify and limit distractions

##### ELL:

- Encourage ESL students to draw connections between Spanish and their native language.
- Provide visual cues/charts/graphics
- Repeat and clarify or reword directions





- Opportunity for practice
- Structured seating arrangements
- Access to resource room or learning support room
- Schedule on blackboard
- Visual charts
- Graphic organizers
- Chunking
- Clear, concise instructions
- Activity based learning
- Pairing of students
- Frequent reinforcement for desired/positive behaviors
- Modify assignments
- Instruct organizational and time management skills.
- Use of visual-organizers
- Color coding

- 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:
  - ⇒ Cosmetology students can present information on techniques / terms used in personal grooming
  - ⇒ Research Spanish vocabulary equivalents for grooming practices not outlined in unit vocabulary
  - ⇒ Comparing / contrasting any cultural differences in fashions re. makeup / hairstyles in target culture and New Jersey

## Unit 4: My Past (9-10 days)

### Desired Outcomes



### Established Goals: NJSL

1. Narration in the past tense
2. Usage of ar, er and ir verbs in the past tense
3. Description of seasons and seasonal activities

### NJSLS Standards:

- 7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
- 7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.
- 7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
- 7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.
- 7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
- 7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.
- 7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
- 7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.
- 7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.
- 7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.

### Enduring Understandings:

- What activities and hobbies individuals engage in during the summer
- What activities and hobbies individuals engage in during the winter

### Essential Questions:

- What aspects of local culture in which do I engage during the winter?
- What aspects of local culture in which do I engage during the summer?



- What winter and summer look like in the Ibero-Hispanic World

- How does summer and winter change depending on geography?
- What cultural festivals are commonly found throughout the year in the Ibero-Hispanic world?

Students will know:

- Names of common activities completed during the winter and summer in the target language
- Weather terms in the past tense
- The usage and application of the preterit indefinite
- The usage and application of the preterit imperfect

Students will be able to:

- Create a 1000-1200 word response illustrating a key past event in the summer or winter
- Contrast different seasonal-cultural observations in the Ibero-Hispanic world with that of the United States
- Narrate in the past tense utilizing three different temporal points

Can Do Statements:

Interpersonal Communication

- I can have a simple conversation on a number of everyday topics
- I can ask and answer questions on factual information that is familiar to me
- I can use the language to meet my basic needs in familiar situations

Presentational Speaking

- I can talk about people, activities, events, and experiences.
- I can express my needs and wants
- I can present information on plans, instructions, and directions.
- I can express my preferences on topics of interest.

Presentational Writing

- I can write about a holiday, vacation, or a typical celebration.
- I can prepare materials for a presentation.
- I can write out a draft of a presentation that I plan to present orally.
- I can write about topics of interest.



- I can write about a movie or a television show that I like.
- I can write about a famous athlete, celebrity.

#### Interpretive Listening

- I can understand when and where an event will take place. I can
- I can understand messages related to my basic needs.
- I can understand questions and simple statements on everyday topics when I am part of the conversation.
- I can understand questions about my work or class schedule.

#### Interpretive Reading

- I can understand messages in which the writer tells or asks me about topics of personal interest.
- I can identify some simple information needed on forms.
- I can identify some information from news media

### Assessment Evidence

#### Performance Tasks:

- 1000-1200 written response based on activities in the past winter or summer
- Thirty second vocal recording describing what their families do every summer or winter
- Geography
  - Bolivia
  - Argentina

#### Suggested Formative/Summative Assessments:

##### Digital content mastery quiz

- Vocabulary
- Weather terms
- Cultural celebrations
- Discrete past tense usage

##### Journal VII and VIII

- Journal VII
  - Thematic development

##### Journal VIII

- Situation resolution

### Learning Plan

#### Learning Activities:

Unit delivery- 90/10 model of instruction ( 90% of instruction in Spanish/10% of instruction in English)



#### Lesson I

- Introduce Argentina
- Unit Vocabulary

#### Lesson II

- Interactive Vocabulary Review

#### Lesson III

- The preterit indefinite ( the basics)

#### Lesson IV

- The preterit indefinite ( the irregulars)

#### Lesson V

- The preterit imperfect (the basics)

#### Lesson VI

- Introduce Bolivia
- The preterit imperfect (the irregulars)

#### Lesson VII

- Unit Mastery Quiz

#### Lesson VIII

- Culture: Seasonal Celebrations

#### Lesson IX

- Writers' Circle Day I

#### Lesson X

- Writers' Circle Day II

#### Lesson XI

- Writers' Circle Day III



### Differentiation

- Leveled content approach for the benefit of native/heritage/new language learners
- Online Language Lab practice for vocal presentation
- Online Language Remediation

## Related Standards

### Interdisciplinary connections and examples

#### Lifelong Fitness (2.2.12.LF.7)

- Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections.

Example: Using the essential questions about how to talk about winter and summer sports in Spanish and which sports are popular in which Spanish countries, students shall converse and describe orally and in writing winter and summer sports and the Spanish countries in which they are popular.

### Integration of technology and examples

#### Technology Literacy (9.4.12.TL.3)

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

Example: Writers' Circle- Students can complete a post-activity reflection where they analyze the effectiveness of the process and quality of collaborative writers' circle environment.

### Social Emotional Connection

- 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

Example: Students recognize the impact of good sportsmanship in sports and the strengths and limitations



of themselves and others in the daily games.

### Culturally Relevant Connections

- Which sports are played in BCIT that are also taught / played in schools
- What does supporting a team (from school sports to college to pro) mean to you?
- How does your home culture affect the types of vacation / leisure activities that the family undertakes?
- Argentinian soccer player Nicholas Fernández came out as gay in 2019 - if anywhere from 3.5 to 9% of the population of the USA is gay/bisexual why are there so few out pro athletes?
- Selection of LGBT Athletes from the Spanish speaking world to study / create research project / report / presentation on:
  - [Nicholas Fernandez](#)
  - [Orlando Cruz](#)
  - [Gigi Fernandez](#)
  - [Victor Gutierrez](#)
  - [Robert Paez](#)
  - [Lorena Benitez](#)
  - [Fernanda Pinilla](#)

### Accommodations

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

- Preferential seating
- Extra time
- Identify and limit distractions
- Opportunity for practice
- Structured seating arrangements
- Access to resource room or learning support room
- Schedule on blackboard
- Visual charts
- Graphic organizers
- Chunking

#### ELL:

- Encourage ESL students to draw connections between Spanish and their native language.
- Provide visual cues/charts/graphics
- Repeat and 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



- Clear, concise instructions
- Activity based learning
- Pairing of students
- Frequent reinforcement for desired/positive behaviors
- Modify assignments
- Instruct organizational and time management skills.
- Use of visual-organizers
- Color coding

### Enrichment

- Extended learning goals:
  - ⇒ Students in Fashion Shop can explore the differences / similarities in clothing required for sports activities in target culture. Shouldn't there be a standard type of uniform for participation in sports / activities?
  - ⇒ How does supporting a soccer team look different in Argentina v the USA? For example the Argentinian culture of 'barra bravas' Law and Public Safety students can examine the legal / safety ramifications of soccer supporter culture in Argentina.
    - [Why Can't Argentina Control Its 'Barras Bravas'?](#)

## Unit 5: Culture (10-12 days)

### Desired Outcomes

Established Goals: NJSL





1. At the completion of this unit, students will be able to identify and define aspects of tangible and intangible culture. Students will also be able to understand how micro-culture and intra-history play into culture and history at large.

#### NJSLS Standards:

- 7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
- 7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
- 7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
- 7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
- 7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
- 7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.
- 7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.
- 7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.
- 7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.

#### Enduring Understandings:

- What culture is
- The effects of cultural appropriation
- Points of view and stereotypes of Ibero-Hispanic traditions
- How culture changes over time
- How examples of localized traditions and values play into culture at large

#### Essential Questions:

- How does one define culture?
- How do stereotypes play into how I view myself and others?
- What is cultural appropriation and how is it used?
- How do the activities of myself and my family play into culture at large?



- Is it possible to define a singular Ibero-Hispanic culture?

Students will know:

- Names of common cultural observations in Ibero-Hispanic culture
- How culture is defined
- What role cultural appropriation plays in modern society
- The usage and application of the preterit imperfect progressive
- The usage and application of the preterit indefinite and preterit imperfect simultaneously

Students will be able to:

- Create a one minute oral presentation with appropriate images of a cultural event they have experienced in the past year.
- Create a 500-1000 word response summarizing and aspect of local culture
- Narrate using different temporal points of view in the preterit tenses

Can Do Statements:

Interpersonal Communication

- I can have a simple conversation on a number of everyday topics
- I can ask and answer questions on factual information that is familiar to me
- I can use the language to meet my basic needs in familiar situations

Presentational Speaking

- I can talk about people, activities, events, and experiences.
- I can express my needs and wants
- I can present information on plans, instructions, and directions.
- I can express my preferences on topics of interest.

Presentational Writing

- I can write about a holiday, vacation, or a typical celebration.
- I can prepare materials for a presentation.
- I can write out a draft of a presentation that I plan to present orally.
- I can write about topics of interest.



- I can write about a movie or a television show that I like.
- I can write about a famous athlete, celebrity.

#### Interpretive Listening

- I can understand when and where an event will take place. I can
- I can understand messages related to my basic needs.
- I can understand questions and simple statements on everyday topics when I am part of the conversation.
- I can understand questions about my work or class schedule.

#### Interpretive Reading

- I can understand messages in which the writer tells or asks me about topics of personal interest.
- I can identify some simple information needed on forms.
- I can identify some information from news media

### Assessment Evidence

#### Performance Tasks:

- One minute oral presentation of a key cultural event
- 500-1000 word response an aspect of local culture
- Geography Questionnaire
  - Paraguay
  - Uruguay
  - Argentina
  - España
- Cultural activities
- Previously considered countries for comparison

#### Suggested Formative/Summative Assessments:

- Digital content mastery quiz
- Vocabulary
- Cultural terms
- Expanded discrete past tense usage
- Journal IX and X
- Journal IX
- Thematic development
- Journal X
- Situation resolution

### Learning Plan

#### Learning Activities:



Unit delivery- 90/10 model of instruction ( 90% of instruction in Spanish/10% of instruction in English)

Lesson I:

- Paraguay
- Unit Vocabulary

Lesson II:

- Interactive Vocabulary Review

Lesson III:

- The preterit imperfect progressive

Lesson IV:

- Uruguay
- The preterit indefinite vs the preterit imperfect I

Lesson V:

- The preterit indefinite vs the preterit imperfect II

Lesson VI:

- Review: How to make sense of it all: the usage of the preterit tenses

Lesson VII:

- Unit Mastery Quiz

Lesson VIII:

- Culture: Cinco de Mayo and Cultural Appropriation, Stereotypes
- Cultural Comparisons

Lesson IX:

- Writers' Circle Day I

Lesson X:



- Writers' Circle Day II

Lesson XI:

- Presenter's focus

Differentiation:

- Leveled content approach for the benefit of native/heritage/new language learners
- Online Language Lab practice for vocal presentation
- Online Language Remediation

## Related Standards

### Interdisciplinary connections and examples

Contemporary United States: Interconnected Global Society (6.1.12.HistoryUP.16.a)

- Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.

Example: Cultural Map activity- Select a “common” cultural activity and the ways different countries interpret it.

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

Interaction of Technology and Humans (8.2.12.ITH.3)

- Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

Example: Students can explore the impact that globalization, social media, and access to open source technologies have had on innovation and on a society's economy, politics, and culture as part of the 300-400 word digital document a “common” cultural activity and the different ways Spanish countries and the home country interpret it.

### Social Emotional Connection



- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Example: Students will utilize positive communication and social skills to interact effectively with other student of other cultures

### Culturally Relevant Connections

- How do policy decisions made in Washington D.C. by the US government affect targeted countries of the unit (Argentina, Spain, Paraguay, & Uruguay)? [Transgender Advocates Hail Law Easing Rules in Argentina](#)
- What influence can US politics have on other countries (specifically Paraguay) in the fight against terrorist acts against US citizens? [Paraguay Is a Fiscal Paradise for Terrorists – Foreign Policy](#)
- Are there universal cultural values that the US / New Jersey shares with target countries? What are some big differences? For example unmarried children living at home until late 20s or 30s in Spain. Dinner times (particularly on a weekend) in Spain / Argentina starting no earlier than 9:00 or 10:00 PM.
- Argentina as leader in LGBTQI rights in South America. History of military rule being overthrown in the 1980s with a focus on human rights reform as catalyst.
- Spain is recognized as providing one of the highest rates of liberty for LGBTI populations anywhere in the world - again as a reaction to previously dominant fascist law / policies (under Franco). [Gays persecuted by Franco lose criminal status at last | World news | The Guardian](#)
- How do the laws in the target nations compare to US state and federal laws / protections?

### Accommodations

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

- Preferential seating
- Extra time
- Identify and limit distractions
- Opportunity for practice
- Structured seating arrangements

#### ELL:

- Encourage ESL students to draw connections between Spanish and their native language.
- Provide visual cues/charts/graphics
- Repeat and clarify or reword directions
- Pair ELL's wit a trustworthy peer who can help guide the student as you instruct



- Access to resource room or learning support room
- Schedule on blackboard
- Visual charts
- Graphic organizers
- Chunking
- Clear, concise instructions
- Activity based learning
- Pairing of students
- Frequent reinforcement for desired/positive behaviors
- Modify assignments
- Instruct organizational and time management skills.
- Use of visual-organizers
- Color coding

- When possible, provide guided notes so the student can focus on the content instead of the language barrier

### Enrichment

- Extended learning goals:
  - ⇒ Cross-curricular collaboration with World History courses studying Latin American politics / US foreign policy. For example America's role in supporting the Argentinian Dirty War [Opinion | America's Role in Argentina's Dirty War - The New York Times](#)
  - ⇒ World History with American involvement in the Spanish Civil War (Abraham Lincoln Battalion, George Washington Battalion, International Brigade, etc.)
  - ⇒ Independent study opportunity for World History students
  - ⇒ Guided viewing of Oscar winning Argentinian movie La historia oficial and /or documentary Our Disappeared
    - [The Official Story - Wikipedia](#)
    - [Nuestros Desaparecidos on Vimeo](#)

### Unit 6: Traveling y Train (9-10 days)



## Desired Outcomes

### Established Goals: NJSLS

1. Collaboration
2. Budgeting
3. How to travel by train
4. Narration in the past

### NJSLS Standards:

- 7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
- 7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
- 7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
- 7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
- 7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
- 7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.
- 7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
- 7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.
- 7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.
- 7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
- 7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.





### Enduring Understandings:

- How transportation options change in different countries
- How train travel revitalized post Franco Spain
- How to use Boolean search protocols
- How to contrast and extrapolate information from websites

### Essential Questions:

- How can I travel from place to place without using a car?
- Why are different forms of transportation more prevalent in some countries than others?

### Students will know:

- Names of different European high speed trains
- How transportation availability affects the growth or contraction of a country
- The usage and application of the preterit indefinite and preterit imperfect verbs that change meaning between tenses

### Students will be able to:

- Collaboratively organize and explain a multi-day trip of Spain using high speed trains
- Apply the usage of verbs that change meaning in the preterit tenses

## Assessment Evidence

### Performance Tasks:

- Collaborative multi-media presentation of a multi-day train trip through Spain
- Forty-second thematic vocal recording
- Geography
  - Highlights of travel differences in the Spanish speaking world

### Suggested Formative/Summative Assessments:

- Digital content mastery quiz
  - Vocabulary
  - Train travel terminology
  - Verbs that change meaning in the preterit tenses
- Journal XIII and XIV
- Journal XIII
  - Thematic development
- Journal XIV



- Situation resolution

## Learning Plan

### Learning Activities:

Unit delivery- 90/10 model of instruction ( 90% of instruction in Spanish/10% of instruction in English)

Lesson I:

Travel in the Spanish speaking world

Unit Vocabulary

Lesson II:

- Interactive Vocabulary Review

Lesson III:

- The preterit tenses (basic review)

Lesson IV:

- The verbs that change meaning I

Lesson V:

- The verbs that change meaning II

Lesson VI:

- The verbs that change meaning III

Lesson VII:

- Unit Mastery Quiz

Lesson VIII:

- Culture: Train systems, Public Transportation vs Interstate Highways

Lesson IX:



- Project Day I

Lesson X:

- Project Day II

Lesson XI:

- Project Day III

Lesson XII:

- Project Day IV

Differentiation:

- Leveled content approach for the benefit of native/heritage/new language learners
- Online Language Lab practice for vocal presentation
- Online Language Remediation

## Related Standards

### Interdisciplinary connections and examples

Contemporary United States: Domestic Policies (6.1.12.HistoryCA.14.c)

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

Example: Students shall research hispanic foods and compare and contrast them to the home culture.

### 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: Students plan a meal plan for a family of four using nutritional guideline and incorporate the



hispanic foods they have researched. Prices of foods and costs shall be placed on a spreadsheet.  
Example: Collaborative multi-media presentation of a multi-day train trip through Spain

Social Emotional Connection:

- Students will acquire skills to support a healthy diet and lifestyle

Example: Students will research to make nutritious meals that promote healthy habits and explore foods and food groups.

Example: Students will plan a day of healthy meals.

### Culturally Relevant Connections

- 

### Accommodations

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

- Preferential seating
- Extra time
- Identify and limit distractions
- Opportunity for practice
- Structured seating arrangements
- Access to resource room or learning support room
- Schedule on blackboard
- Visual charts
- Graphic organizers
- Chunking
- Clear, concise instructions
- Activity based learning
- Pairing of students
- Frequent reinforcement for desired/positive behaviors

ELL:

- Encourage ESL students to draw connections between Spanish and their native language.
- Provide visual cues/charts/graphics
- Repeat and 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



- Modify assignments
- Instruct organizational and time management skills.
- Use of visual-organizers
- Color coding

### Enrichment

- Extended learning goals:
  - ⇒ In an extension activity for honors Spanish 2 students, they can engage in creative writing by crafting a short story or travel journal entry about a fictional train journey in a Spanish-speaking country. Students will have the opportunity to apply their language skills, incorporate cultural elements, and develop their storytelling abilities. Peer feedback and reflection sessions foster collaboration and provide valuable insights into the diverse train journeys created by their peers.

# 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 &amp; 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

<b>6- Reaching</b>	<ul style="list-style-type: none"> <li>Specialized or technical language reflective of the content areas at grade level</li> <li>A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level</li> <li>Oral or written communication in English comparable to proficient English peers</li> </ul>
<b>5- Bridging</b>	<ul style="list-style-type: none"> <li>Specialized or technical language of the content areas</li> <li>A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports</li> <li>Oral or written language approaching comparability to that of proficient English peers when presented with grade level material.</li> </ul>
<b>4- Expanding</b>	<ul style="list-style-type: none"> <li>Specific and some technical language of the content areas</li> <li>A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs</li> <li>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</li> </ul>
<b>3- Developing</b>	<ul style="list-style-type: none"> <li>General and some specific language of the content areas</li> <li>Expanded sentences in oral interaction or written paragraphs</li> <li>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</li> </ul>
<b>2- Beginning</b>	<ul style="list-style-type: none"> <li>General language related to the content area</li> <li>Phrases or short sentences</li> <li>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</li> </ul>
<b>1- Entering</b>	<ul style="list-style-type: none"> <li>Pictorial or graphic representation of the language of the content areas</li> <li>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</li> </ul>





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

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

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

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



## 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

## Textbook

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