



Burlington County Institute of Technology

Medford Campus

Westampton Campus

Spanish II

Board Approval Date: August, 2023



Course Description

Spanish 2 is a high school course that builds upon the foundational skills acquired in Spanish 1, aligned with the World Languages New Jersey Student Learning Standards (NJSLS) 2020. Students will expand their vocabulary, improve grammar usage, and enhance their proficiency in listening, speaking, reading, and writing. The course covers topics such as culture, travel, health, daily routines, and leisure activities.. Through interactive activities, authentic resources, and multimedia tools, students will continue to develop conversational skills and cultural understanding. By the end of the course, students will be able to engage in more complex conversations, comprehend longer texts, and express their thoughts and opinions in written and spoken Spanish.

Table of Contents

[Pacing Guide](#)

[Curriculum Maps](#)

[Unit 1: What's Up, Doc? Health and Well-Being \(Approx. 7-10 days\)](#)

[Unit 2: Latitude 0°0'0" \(Approx. 7-10 days\)](#)

[Unit 3: Daily Routine \(Approx. 10-15 days\)](#)

[Unit 4: Seasons \(Approx. 9-10 days\)](#)

[Unit 5: Cultural Activities \(Approx. 10-12 days\)](#)

[Unit 6: Restaurant \(Approx. 9-10 days\)](#)

[Appendix A: Culturally Relevant Pedagogy Examples](#)

[Appendix B: English Language Learners](#)

[Appendix C: Differentiated Instruction](#)

[Appendix D: Enrichment](#)

[Appendix E: Climate Change Curriculum Statement](#)

[Appendix F: Resources](#)



Pacing Guide

Unit	Standards	Days
Unit 1: What's Up, Doc? Health and Well-Being	<ul style="list-style-type: none">7.1.NL.IPRET.1, 7.1.NH.IPRET.2, 7.1.NH.IPRET.7, 7.1.NH.IPERS.1, 7.1.NL.IPERS.3, 7.1.NH.IPERS.4, 7.1.NH.IPERS.5, 7.1.NH.PRSNT.2, 7.1.NH.PRSNT.4, 7.1.NH.IPRET.4	Approx. 7-10
Unit 2: Latitude 0°0'0"	<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.IPRET.6, 7.1.NH.IPRET.7, 7.1.NH.IPRET.8, 7.1.NH.IPERS.1, 7.1.NH.IPERS.2, 7.1.NH.IPERS.3, 7.1.NH.IPERS.4, 7.1.IH.PRSNT.2, 7.1.AL.PRSNT.1	Approx. 7-10
Unit 3: Daily Routine	<ul style="list-style-type: none">7.1.NH.IPRET.1, 7.1.NH.IPRET.2, 7.1.NH.IPRET.3, 7.1.NH.IPRET.4, 7.1.NH.IPRET.5, 7.1.NH.IPRET.6, 7.1.NH.IPRET.7, 7.1.NH.IPERS.1, 7.1.NH.IPERS.2, 7.1.NH.IPERS.3, 7.1.NH.IPERS.4, 7.1.NH.IPERS.5, 7.1.NH.PRSNT.1, 7.1.NH.PRSNT.2, 7.1.NH.PRSNT.3, 7.1.NH.PRSNT.4	Approx. 10-15
Unit 4: Seasons	<ul style="list-style-type: none">7.1.IL.IPRET.1, 7.1.IL.IPRET.2, 7.1.IL.IPRET.3, 7.1.IL.IPRET.4, 7.1.IL.IPRET.5, 7.1.IL.IPRET.6, 7.1.IL.IPERS.1, 7.1.IL.IPERS.2, 7.1.IL.IPERS.3	Approx. 9-10
Unit 5: Cultural Activities	<ul style="list-style-type: none">7.1.NH.IPRET.2, 7.1.NH.IPERS.1, 7.1.NH.IPERS.4, 7.1.NH.IPERS.5, 7.1.NH.IPRET.3, 7.1.NH.IPRET.4, 7.1.NH.IPRET.5, 7.1.NH.IPRET.6, 7.1.NH.IPRET.7, 7.1.NH.PRSNT.1, 7.1.NH.PRSNT.2, 7.1.NH.PRSNT.3, 7.1.NH.PRSNT.4	Approx. 10-12
Unit 6: Restaurant	<ul style="list-style-type: none">7.1.NH.IPERS.1, 7.1.NH.IPERS.4, 7.1.NH.IPERS.5, 7.1.NH.IPRET.3, 7.1.NH.IPRET.4, 7.1.NH.IPRET.5, 7.1.NH.IPRET.6, 7.1.NH.IPRET.7, 7.1.NH.PRSNT.1, 7.1.NH.PRSNT.2, 7.1.NH.PRSNT.3, 7.1.NH.PRSNT.4	Approx. 9-10



Curriculum Maps

Unit 1: What's Up, Doc? Health and Well-Being (Approx. 7-10 days)

Desired Outcomes

Established Goals: NJSL

Can Do Statements:

Interpersonal Communication

- I can exchange some personal information.
- I can exchange information using texts, graphs, or pictures.
- I can interact with others in everyday situations.

Presentational Speaking

- I can present information about my life using phrases and simple sentences.

Presentational Writing

- I can ask for information in writing.
- I can write about a familiar experience or event using practiced material.

Interpretive Listening

- I can sometimes understand simple questions or statements on familiar topics.
- I can understand simple information when presented with pictures and graphs.
- I can sometimes understand the main topic of conversations that I overhear.

Interpretive Reading



- I can usually understand short simple messages on familiar topics.
- I can sometimes understand short, simple descriptions with the help of pictures or graphs.
- I can sometimes understand the main idea of published materials.
- I can understand simple everyday notices in public places on topics that are familiar to me.

NJSLS Standards:

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 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.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.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 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.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.
- 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).

Enduring Understandings:

- The perspectives, practices and products of a people define their culture.

Essential Questions:

- What happens if I get sick in a Spanish speaking country?
- How do I live a healthy lifestyle?



- Culture and language are interrelated and influence how people behave.

- Do different cultures have different definitions of a healthy lifestyle?
- Why can I buy many (US) prescription drugs over the counter in many Spanish speaking countries?
- What health risks are there (if any) associated with travelling in different countries that we might not face here in the US?

Students will know:

- Language community, in which they ask and answer questions related to health / well-being.
- Presentational: They use written and oral sentence discourse to compare and contrast health / well-being in the home and target cultures.

Students will be able to:

- Identify and explain symptoms of illness / injuries
- Identify and explain good health / exercise practices
- Write and perform in an original skit / video
- Use the command form of verbs featuring both tú and Ud. Students will Know:
- Students use the target language in the three modes of communication to explore health / well-being in the target culture and compare and contrast them to similar experiences in the home culture. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)
- Employ the correct usage of tener / dolor
- Employ the correct usage of ser / estar
- Employ the correct usage of direct object pronouns

Assessment Evidence

Performance Tasks:

Choice Of

Unit Project:

Suggested Formative/Summative Assessments:

- Comprehension assignments / quiz
- TPRS
- In-class enrichment assignments



- Hypochondriac / Doctor's Office Skit. Patient(s) with many different conditions.

Healthy Eating:

- Food, Glorious (Healthy) Food. Planning a week of healthy meals (three per day).

Common Maladies / Injuries:

- Role play being admitting officer patient asking about and describing symptoms / injuries.

Uncommon maladies:

- Create imaginary conditions, such as 'senioritis' and describe symptoms and treatment / cure using command form of verbs.

Health Practices:

- Do healthy eating habits and fitness practices vary across cultures?
- Research fitness practices in Panamá / Colombia. Is it commonplace to have a gym membership in those countries?

Geography:

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

Learning Plan

Learning Activities:

Day I:



- Geography-Introduce Panamá / Colombia
- Vocabulary
- Practice
- Recycle parts of body from Spanish 1

Day II:

- Recycle Previous Day
- Introduce verbs to describe aches and pains;
- Tener / dolor, ser / estar,
- Practice
- Describing symptoms to doctor / nurse

Day III:

- Introduce Hypochondriac Skit, explore 'wacky' / amusing conditions
- Groups / partners create and describe wacky conditions - rest of class has to guess what the treatment / cure could be
- Command form of verbs (take two pills, call me in the morning, etc.)

Day IV:

- Storyboard and first draft of script for skit
- Table read initial scene

Day V:

- Rehearse / edit script, memorize lines,
- Review pronunciation with teacher

Day VI:

- Present skit / video to class

Day VII:

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



Day VIII:

- Recycle meals vocab from yesterday using Direct Object Pronouns and ser / estar to talk about them

Day IX:

- Recycle ser / estar
- Describing foods / meals using ser and estar

Day X:

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

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.
- [Por qué no debe utilizar la ivermectina para tratar o prevenir el COVID-19 | FDA](#) Ivermectin misinformation/disinformation
- [Ivermectina: cómo la falsa ciencia inventó un fármaco "milagroso" contra la covid-19 - BBC News Mundo](#) BBC Ivermectin article / Fact Checking

Accommodations

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

ELL:



- 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

- 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 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: Latitude 0°0'0" (Approx. 7-10 days)

Desired Outcomes



Established Goals: NJSL

Can Do Statements:

Interpersonal Communication:

- I can exchange some personal information.
- I can ask and say a home address and email address.
- I can ask and say someone's nationality.
- I can ask and talk about family members and their characteristics.
- I can ask and talk about friends, classmates, teachers, or coworkers.
- I can exchange information using texts, graphs, or pictures.
- I can ask about and identify familiar things in a picture from a story.
- I can ask about and identify important information about the weather using a map.
- I can ask and respond to simple questions about dates, times, places, and events on schedules, posters, and tickets.
- I can respond to simple questions based on graphs or visuals that provide information containing numbers or statistics.
- I can ask for and give simple directions.
- I can make plans with others.
- I can accept or reject an invitation to do something or go somewhere.
- I can invite and make plans with someone to do something or go somewhere.
- I can exchange information about where to go, such as to the store, the movie theatre, a concert, a restaurant, the lab, or when to meet.
- I can interact with others in everyday situations.
- I can order a meal.
- I can make a purchase.
- I can buy a ticket.

Presentational Speaking:

- Making case for / presenting student created vacation itinerary

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.IPRET.6: Interpret some common cultural practices associated with the target culture(s).
- 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.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.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
- 7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.
- 7.1.AL.PRSNT.1: Create and deliver research-based presentations to a target language audience, either electronically or in person using short paragraphs.

Enduring Understandings:

- Need (or not) for visa when traveling
- Passport / citizenship considerations
- Currency systems of other countries

Essential Questions:

- How do I navigate public transportation schedules in the target language?
- How do I ask and give directions?
- Can I create a virtual travel brochure?
- How do I talk about what I “have” to do/
- How do I talk about what I “am going” to do in the target language?

Students will know:



- Students use the target language in the three modes of communication to explore travel in the target culture and compare and contrast them to similar experiences 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, web pages, and short video clips that focus on travel in the target culture(s).

Interpersonal:

- They engage in short unrehearsed/unscripted conversations with classmates and the teacher in which they ask and answer question related to travel.

Presentational:

- They use written and oral sentence discourse to compare and contrast health / well-being in the home and target cultures.

Students will be able to:

- Read and explain public transport schedules
- Give and ask for directions
- Create and present a virtual 'vacation brochure / sales pitch'
- Employ the correct usage of the present progressive
- Employ the correct usage of tener + que
- Employ the correct usage of 'go' verbs
- Use large numbers correctly (hundreds of thousands up to millions)

Assessment Evidence

Suggested Performance Tasks:

- Unit Project - Money Well Spent: Given a budget of \$1,800 find flights and accommodations to visit two different Spanish speaking countries. Create a

Suggested Formative/Summative Assessments:

- Comprehension assignments / quiz
- TPRS
- In class assignments



presentation (PowerPoint / Google Slides) to present and 'sell' trip as the best one.

- 'Buy' tickets for train journey in Ecuador
- Research how to get to Angel Falls (tener que.. walk, take boat, sleep overnight)
- Ask / Give directions
- Geography:
 - Venezuela / Ecuador
 - Migratory bird routes

- Quizzes
- Tests

Learning Plan

Learning Activities:

Day I:

- Geography
- Introduce Ecuador / Venezuela
- Vocabulary
- Practice
- Meaning of 0°0'0" - unique ecosystem of Galapagos / Angel Falls

Day II:

- Review previous day's content
- Tener + que travel to Angel Falls
- Practice

Day III

- Recycle previous day's content
- 'Go' verbs relating to travel
- Practice

Day IV

- Presentation Project - Money Well Spent
- Start initial research



Day V:

- Present projects to class
- Students vote on which trip appears to be the best

Day VI:

- Vocab - Recycle / expand (train / bus) vocabulary
- Practice

Day VII

- Ecuador Currency - Dollar / Sucre
- Numbers in hundreds of thousands / millions
- Tu and Usted Commands- give and receive simple directions
- Practice

Day VIII:

- Present progressive

Day IX:

- Migratory Birds / Conservation of Galapagos Islands
- Recycle large numbers (years of evolution / Darwin)

Day X:

- Formal assessment
- Can be paper based or electronic at teacher's discretion

Related Standards

- Interdisciplinary connections and examples
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- 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.

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

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.

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 of Ecuador.
- 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
 - ⇒ Search current [Travel Advisories](#) travel warnings for Venezuela.
 - ⇒ Compare different news sources covering the same story about Venezuela
 - 📄 Venezuela Sanctions FOX.pdf
 - 📄 Venezuela Sanctions NPR.pdf
 - 📄 Fact Check Venezuela Oil

Unit 3: Daily Routine (Approx. 10-15 days)

Desired Outcomes

Established Goals: NJSL

Can Do Statements:

Interpersonal Communication

- I can exchange some personal information.
- I can ask and say a home address and email address
- I can exchange information using texts, graphs, or pictures.
- I can ask about and identify familiar things in a picture from a story.
- I can ask and respond to simple questions about dates, times, places, and events on schedules, posters, and tickets.
- I can respond to simple questions based on graphs or visuals that provide information containing numbers or statistics. .
- I can ask for directions to a place.
- I can invite and make plans with someone to do something or go somewhere.



- I can interact with others in everyday situations.
- I can order a meal.
- I can make a purchase.

Presentational Speaking

- I can present information about my life using phrases and simple sentences.
- I can describe where I work and what I do.
- I can tell about a familiar experience or event using phrases and simple sentences.
- I can tell what I do in class or at work.
- I can talk about what I do during the weekend.
- I can talk about what happens after school or work.
- I can present basic information about a familiar person, place, or thing using phrases and simple sentences.
- I can present information about others using phrases and simple sentences.
- I can talk about others' likes and dislikes.
- I can give basic biographical information about others.
- I can give basic instructions on how to make or do something using phrases and simple sentences.
- I can present basic information about things I have learned using phrases and simple sentences.
- I can describe a simple process like a science experiment.

Presentational Writing

- I can write information about my daily life in a letter, blog, discussion board, or email message.
- I can introduce myself.
- I can describe where I work and what I do.
- I can write short notes using phrases and simple sentences.
- I can write basic information about things I have learned. .
- I can ask for information in writing.
- I can request resources like brochures or posted information.
- I can request an appointment with a classmate, teacher, or colleague.

Interpretive Listening

- I can sometimes understand simple questions or statements on familiar topics.



- I can recognize the difference between a question and a statement.
- I can sometimes understand questions about how old I am, where I live, what I do in my free time, etc.
- I can sometimes understand questions or statements about family.
- I can sometimes understand if people are referring to me.

Interpretative Reading

- I can usually understand short simple messages on familiar topics.
- I can understand basic familiar information from an ad.
- I can sometimes identify the purpose of a brochure.
- I can sometimes understand short, simple descriptions with the help of pictures or graphs.
- I can understand simple captions under photos.
- I can sometimes understand the main idea of published materials.
- I can understand simple everyday notices in public places on topics that are familiar to me.

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.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.IPRET.6: Interpret some common cultural practices associated with the target culture(s).
- 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.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.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.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target



culture(s)/language during daily interactions.

- 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.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

Enduring Understandings:

- Why routines are important
- Do different people have different routines
- How routines may vary depending on culture, geography, other variables
- How to use reflexive verbs

Essential Questions:

- What do I need to do to get ready for school every morning?
- How is my routine different on the weekends?
- How would our lives be different without routines?
- Can routines be deleterious?

Students will know:

- How to use the target language in the three modes of communication to describe and discuss their daily grooming routine in the target culture and compare and contrast them to similar experiences 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, web pages, and short video clips that focus on the daily grooming routine 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 question related to their daily grooming routine

Presentation:

- They use written and oral sentence discourse to compare and contrast their daily grooming routine in the home and target cultures.



Students will be able to:

- Describe and discuss their daily grooming routine in Spanish.
- Conjugate and employ reflexive verbs when describing their daily routine.
- Employ reflexive verbs with direct objects
- Employ direct object pronouns with infinitives (proper placement)
- Conjugate and employ the present progressive tense
- Correctly employ direct object pronouns with the present progressive tense (proper placement)

Assessment Evidence

Suggested Performance Tasks:

Unit Project: Students will compose an essay (400 words) describing their daily grooming routine for one part of their day

- Geographical questionnaires:
- Peru
- Nazca Lines
- Chile

Extended Comprehension Assignments

- Gabriela Mistral
- Peru
- Land/People
- Nazca Lines

Chile

- Land/People
- Andes Mountains
- Punta Arenas

Suggested Formative/Summative Assessments:

- TPRS
- In class enrichment assignments
- Quizzes
- Tests

Learning Plan

Learning Activities:



Day I

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

Day II

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

Day III

- Recycle previous day's content
- Reflexive verbs
- Reflexive verbs with direct objects I
- Practice

Day IV

- Recycle previous day's content
- Review: How stem changing verbs work
- Stem changing reflexive verbs
- Reflexive verbs with direct objects II
- Practice

Day V

- Recycle previous day's content
- Informal assessment-vocabulary

Day VI

- Geography-Introduce Chile
- Crossing the Andes Mountain
- Punta Arenas



- Gabriela Mistral

Day VII

- Informal Assessment: Reflexive Verbs with direct objects

Day VIII

- Project-Write an essay of 100-300 words in the target language describing your daily routine for one part of your day

Day IX

- Concept review
- Guided and independent review of unit contents

Day X

- Formal assessment
- Paper based or computer based assessment of skills at teacher's discretion

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

ELL:

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



- 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

- 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:
 - ⇒ 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: Seasons (Approx. 9-10 days)

Desired Outcomes

Established Goals: NJSLs



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

Can Do Statements:

Interpersonal Communication:

- I can have a simple conversation on a number of everyday topics.
- I can talk about people, activities, events, and experiences.
- I can describe the physical appearance of a friend or family member.
- I can describe another person's personality.
- I can describe a famous place.
- I can describe a place I have visited or want to visit.
- I can present my ideas about something I have learned.
- I can express my needs and wants.
- I can talk about what I want or need to do each day.
- I can present information on plans, instructions, and directions.
- I can explain the rules of a game.
- I can describe what my plans are for the weekend.
- I can describe what my summer plans are.
- I can describe holiday or vacation plans.
- I can describe what is needed for a holiday or a celebration.
- I can talk with someone about hobbies and interests.
- I can ask and answer questions on factual information that is familiar to me.
- I can ask and answer questions related to subjects such as geography, history, art, music, math, science, language, or literature.
- I can use the language to meet my basic needs in familiar situations.
- I can ask for help at school, work, or in the community.
- I can make a reservation.
- I can arrange for transportation, such as by train, bus, taxi, or a ride with friends.

Presentational Speaking:



- I can talk about people, activities, events, and experiences
- I can describe what my plans are for the weekend.
- I can describe what my summer plans are.
- I can describe the physical appearance of a friend or family member.
- I can describe another person's personality.
- I can describe a famous place.
- I can describe a place I have visited or want to visit.
- I can present my ideas about something I have learned.
- I can express my needs and wants.
- I can talk about what I want or need to do each day.
- I can present information on plans, instructions, and directions.
- I can describe holiday or vacation plans.
- I can describe what is needed for a holiday or a celebration.

Presentational Writing:

- I can write about topics of interest
- I can write simple directions to a nearby location or to an online resource.
- I can write questions to obtain information.
- I can post a question for discussion or reflection.
- I can develop a simple questionnaire or survey.
- I can write about people, activities, events, and experiences.
- I can describe the physical appearance and personality of a friend or family member.
- I can write about a school, workplace, famous place, or place I have visited.
- I can write about a holiday, vacation, or a typical celebration.
- I can write about something I have learned.
- I can write about what I plan to do next .
- I can understand when and where an event will take place.
- I can understand a voice message accepting or rejecting an invitation.
- I can understand messages related to my basic needs.
- I can understand a clear and repeated announcement about a flight's departure time and/or gate.
- I can understand the date and time of when a voice message was recorded.
- 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.
- I can understand questions about my likes and dislikes.
- I can understand simple compliments about what I am wearing or what I am doing. Interpretive Reading
- I can understand messages in which the writer tells or asks me about topics of personal interest.
- I can understand what is asked for on a customs form.
- I can understand what is asked for on a hotel registration form.
- I can understand what is asked for on an ID card.
- I can understand basic information on weather forecasts.

NJSLS Standards:

- 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
- 7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.
- 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.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
- 7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
- 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.

Enduring Understandings:

- Different countries have different sports.
- Specialized clothing is needed for winter and summer sports

Essential Questions:

- How do I talk about winter and summer sports in Spanish?
- Why are sports important in Spanish?



- | | |
|---|--|
| <ul style="list-style-type: none">○ There are many different winter and summer sports resorts in the Hispanic World○ Climate and geography influence which sports are played and when○ Knowledge of the past tense in Spanish is needed to discuss events in the past | <ul style="list-style-type: none">○ Which sports are popular in which countries?○ Do different countries have different sports? |
|---|--|

Students will know:

- How to use the target language in the three modes of communication to describe and discuss summer and winter sports in the target culture and compare and contrast them to similar experiences 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, web pages, and short video clips that focus on summer and winter sports.

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 question related to summer and winter sports

Presentational:

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

Students will be able to:

- Describe summer and winter weather
- Talk about summer activities and sports
- Talk about winter activities and sports
- Talk about the clothing necessary in summer and winter and with activities and sports



- Discuss past actions and events
- Refer to people and things already mentioned using direct objects
- Talk about resorts in the Hispanic World
- Identify and discuss Bolivia and Argentina

Assessment Evidence

Performance Tasks:

Choose a winter or summer day that was memorable and describe the activities and sports you performed

Geographical Questionnaires:

- Bolivia & Argentina
- Land, People, Sports

Suggested Formative/Summative Assessments:

- Class assignments
- Homework
- Tests
- Quizzes
- Participation
- TPRS
- In class enrichments

Learning Plan

Learning Activities:

Day I

- Geography: Introduce Argentina
- Vocabulary
- Practice

Day II

- Recycle previous day,
- Regular indefinite preterite
- Practice

Day III

- Recycle usage of previous day's content



- Irregular preterite
- Irregular -yo forms
- -uv, -ud irregular stems
- Practice

Day IV

- General review of the preterite
- Recycle previous day, Introduce direct objects me, te, lo , la, nos, los, las
- Practice

Day V

- Recycle previous day's content
- Introduce preterite imperfect
- Practice

Day VI

- Geography: Introduce Bolivia
- Review usage of preterite imperfect
- Preterite imperfect irregulars
- Practice

Day VII

- General review
- Usage of the past
- Narration in the past
- Geography
- Seasons
- Geographical makeup of Spanish speaking countries
- Common leisure activities in Spanish speaking countries

Day IX

- Writer's circle
- Guided writing practice
- Focus: seasonal activities



Day X

- Constructed response
- Write 100-300 word essay describing a winter or summer day of sports using the indefinite preterite

Day XI

- Formal Assessment-Can be paper based or electronic at teacher's discretion

Related Standards

Interdisciplinary connections and examples

Health and Physical Education Connection Movement Skills and Concepts (2.2.12.MSC.1):

- Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickle ball).

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.

21st Century Skills (NJSLC-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: Exploring the essential question of how to talk about winter and summer sports in Spanish and which sports are popular in which Spanish countries, students shall use technology to write a 300 word essay and share the research with the class.

Climate Change

- [Amazon Deforestation and Climate Change](#) (Climate Change/ Amazon Rainforest)
-  [Climate Change Latin America.pdf](#) (Climate Change in Latin America)
- [3 charts that show how attitudes to climate science vary around the world](#) (Climate Change Denial/



Advocacy)

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?
- Argentinan 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?
 - [This gay soccer player came out last June. Barely anyone noticed - Outsports](#)
 - ["Cuando en la cancha me gritan 'puto', me doy vuelta y me río"](#)
 - [U.S. Ranks Worst in Sports Homophobia Study](#)
- Selection of LGBT Athletes from the Spanish speaking world to study / create research project / report / presentation on:
 - [Orlando Cruz - Wikipedia](#)
 - [Gigi Fernández - Wikipedia](#)
 - [Víctor Gutiérrez \(water polo\) - Wikipedia](#)
 - [Robert Páez - Wikipedia](#)
 - [Conchita Martínez - Wikipedia](#)
 - [Lorena Benítez - Wikipedia](#)
 - [Fernanda Pinilla - Wikipedia](#)

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 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: Cultural Activities (Approx. 10-12 days)

Desired Outcomes

Established Goals: NJSL

Can Do Statements:

Interpersonal Communication

- I can make a reservation.
- I can arrange for transportation, such as by train, bus, taxi, or a ride with friends.

Presentational Speaking

- I can describe a place I have visited or want to visit.
- I can present information on plans, instructions, and directions.

Interpretive Listening

- I can understand a voice message accepting or rejecting an invitation.
- I can understand questions about my likes and dislikes.

Interpretive Reading

- I can understand a text from a friend about our plans.
- I can understand if a friend accepts or rejects an invitation.
- I can understand what is asked for on an ID card.

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.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.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
- 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 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.IPRET.6: Interpret some common cultural practices associated with the target culture(s).
- 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.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.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

Enduring Understandings:

- The role of economy and cultural activities
- Historical context within general cultural activities
- Political context and its influence on culture
- The role of cultural activities as a part of the national framework, fabric and identity of a country

Essential Questions:

- How does the economy affect culture?
- How does considering a country's history help view their cultural lens?
- What role do politics play in a country's culture?
- How does music, dance and art in general impact culture in a society?

Students will know:

- How to use the target language in the three modes of communication to describe and discuss culture and cultural activities in the target language and compare and contrast them to similar experiences 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, web pages, and short video clips that focus on culture and cultural activities.

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 question related to culture and cultural activities.

Presentational:

- They use written and oral sentence discourse to compare and contrast culture and cultural activities in the target language.

Students will be able to:

- Discuss terminating actions in the past
- Discuss recurring actions in the past
- Describe and be familiar with cultural activities in the Spanish speaking world
- Discuss the influence of politics, economics and history on culture

Assessment Evidence

Performance Tasks:

- 300-400 word constructed response
- Cultural Map
 - Select a “common” cultural activity and the different ways different countries interpret it.

Geography:

- Paraguay

Suggested Formative/Summative Assessments:

- Class assignments
- Homework
- Tests
- Quizzes
- Participation
- TPRS
- In class enrichments



- Uruguay
- Argentina
- España
- Previously considered countries are for comparison

Learning Plan

Learning Activities:

Day I:

- What is culture in Latin America?:
- Definition of culture
- Recycle previous content of countries studied so far
- Create major cultural groups
- Class definition of culture
- Highlight major cultural exemplars in Latin America

Day II:

- Cultural context
- Vocabulary based on facets of the Spanish culture

Day III

- Geography
- Paraguay
- Uruguay

Day IV:

- Politics of Culture
- Student pick a country
- Will examine how politics affect culture

Day V:

- Usages of the past tense



- Use political terminology with the past tense
- Review of functions of the past tense
- Functions of preterite indefinite
- Functions of the preterite imperfect
- Introduction of irregular preterite indefinite verbs
- Irregular stem -u

Day VI:

- Economics of Culture
- Students use same country as before
- Will examine how economics affects culture

Day VII:

- History of Culture
- Students use same country as before
- Will examine how history affects culture

Day VIII:

- Narration in the past
- How to use the preterite indefinite and the preterite imperfect
- Apply the differences of when to use one version of the past versus the other

Day IX:

- Synthesize research to create a cultural map of shared cultures in the Spanish speaking world
- Synthesize research and begin pre-writing of a 300 word constructed response regarding the history, politics and economics of their selected country

Day X:

- Shared Experiences
- Share day for students to give a brief summary of their research and contrast with classmates.

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)

- 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)?
- What influence can US politics have on other countries ([Paraguay Is a Fiscal Paradise for Terrorists – Foreign](#)



[Policy](#)) in the fight against terrorist acts against US citizens ?

- 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 [Transgender Advocates Hail Law Easing Rules in Argentina](#) 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).
- 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
- 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

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



- Color coding

Enrichment

- Extended learning goals:
 - ⇒ This enrichment activity for high school Spanish 2 students focuses on exploring cultural activities in Spanish-speaking countries. Students are assigned a specific country to research popular cultural activities, create visually engaging presentations, and present their findings to the class. The activity aims to deepen students' understanding of Hispanic cultures while enhancing their language skills and encouraging reflection on the connections between different cultural activities.

Unit 6: Restaurant (Approx. 9-10 days)

Desired Outcomes

Established Goals: NJSLs

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 make a reservation.
- I can arrange for transportation, such as by train, bus, taxi, or a ride with friends.

Presentational Speaking

- I can talk about people, activities, events, and experiences.
- I can describe a place I have visited or want to visit.
- I can present my ideas about something I have learned.
- I can express my needs and wants.
- I can describe what I need for school or work.
- I can talk about what I want or need to do each day.



- I can present information on plans, instructions, and directions. .
- I can give multi-step instructions for preparing a recipe.
- I can describe what my plans are for the weekend.
- I can describe what is needed for a holiday or a celebration.

Interpretive Listening

- I can understand the basic purpose of a message.
- I can determine if I am hearing an announcement or an advertisement.
- I can understand what a radio advertisement is selling.
- I can understand when and where an event will take place.
- I can understand a voice message accepting or rejecting an invitation.
- I can understand messages related to my basic needs.
- I can understand the date and time of when a voice message was recorded.
- I can understand questions and simple statements on everyday topics when I am part of the conversation.
- I can understand questions about my likes and dislikes.
- I can understand simple compliments about what I am wearing or what I am doing.

Interpretive Reading

- I can understand a text from a friend about our plans.
- I can understand if a friend accepts or rejects an invitation.
- I can understand what is asked for on an ID card.

NJSLS Standards:

- 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.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
- 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 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.IPRET.6: Interpret some common cultural practices associated with the target culture(s).



- 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.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.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

Enduring Understandings:

- The importance of food in a culture
- Regional food customs
- Preparation of formal dining events

Essential Questions:

- Why do cultures place high importance on food?
- How do regional customs affect diet?
- How do people prepare for formal events?

Students will know:

- How to use the target language in the three modes of communication to describe and discuss culture and cultural activities in the target language and compare and contrast them to similar experiences 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, web pages, and short video clips that focus on gastronomy.

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 question related to gastronomy.

Presentational:

- They use written and oral sentence discourse to compare and contrast gastronomy in the target language.



Students will be able to:

- Describe their normal routine in preparation for a formal dining event
- Discuss traditional family dinners or food related activities
- Synthesize lessons learned from over the course of the semester to narrate an important food event

Assessment Evidence

Performance Tasks:

- A dinner disaster
 - Students create a multi-scene skit about either a night out or a traditional family meal that does not turn out well.

Suggested Formative/Summative Assessments:

- Class assignments
- Homework
- Tests
- Quizzes
- Participation

Learning Plan

Learning Activities:

Day I

- Review of food vocabulary and practices

Day II

- Review of present tense and usages
- Present indicative
- Present progressive
- Indirect and direct objects

Day III

- Review of past tense and usages
- Preterite indefinite
- Preterite perfect
- Preterite imperfect



- Preterite imperfect progressive

Day IV

- How everything makes sense
- Article discussion on food
- Textual analysis of food culture
- Students must highlight and choose different pieces of grammar and culture previously learned content

Day V

- Script Creation and Development I
- Create script of disastrous dinner using previously learned content

Day VI

- Script Creation and Development II
- Edit script of disastrous dinner using previously learned content

Day VII

- Performance and recording I

Day VIII

- Performance and recording II

Day IX

- Performance and recording III

Day X

- A Dinner Disaster
- Presentation of recorded performances

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 (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 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: Students create a multi-scene skit about either a night out or a traditional family meal that does not turn out well.

Social Emotional Connection:

2.1.P.B.1 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

- Explore the connections between food and culture in Spanish-speaking countries.
- Research culinary traditions and popular dishes from assigned Spanish-speaking countries.
- Compare and contrast the culinary traditions with students' own cultural food practices.
- Create a cultural cookbook featuring traditional dishes from the assigned country.

Accommodations

Special Education/ 504/ At Risk Students

ELL:



Accommodations & Modifications:

- | | |
|---|---|
| <ul style="list-style-type: none">○ 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 | <ul style="list-style-type: none">○ 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:
 - ⇒ Organize a cultural food fair to showcase cookbooks and share traditional dishes.
 - Present cookbooks to the class, highlighting cultural significance and interesting anecdotes.
 - Facilitate a class discussion on the cultural values reflected in culinary practices.

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

Textbook

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