

RIVER DELL REGIONAL SCHOOL DISTRICT



Content: World Language
Course: Spanish Level III
Alignment: 2020 NJSLS
BOE Born Date: September 2022

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River Dell Regional Schools

Introduction

The study of World Languages allows students to explore language outside of their native tongue or to expand/enhance language study of their native language. Our district offers language study in French, Italian, Mandarin, and Spanish at various levels. Courses in World Language challenge students to recognize and to utilize the three communicative modes, interpretive, interpersonal, and presentational. Each communicative mode enhances one's ability to engage with another language. As student skills develop, individuals will further their knowledge acquisition in areas of speaking, of understanding, and of interpreting additional language(s).

Mission

River Dell's curricula is designed to promote student achievement through the development of college and career readiness skills with a focus on equal access, inclusivity, and students' individuality. The mission of the curriculum is to prepare students to live and to work in a global society as active citizens and as contributing responsible community members. The program outlined in this curriculum engages students in broad-based, experiential learning that will enhance the development of critical thinking, communication, and analytical/relational skills. This curriculum is constructed to meet students at their developmental level and to support their progression through varied levels of engagement, skill attainment, exploration, inquiry, and analysis assisting them to mature into their authentic selves.

Vision

World Language courses provide the opportunity for students to develop knowledge and understanding of how communication is influenced by culture and by lived experience, and how these intersect to develop our individual and our collective awareness. World Language study enables students to cultivate communication and cultural understanding that will enable them to function in a variety of occupations and careers. World Language courses expand perspectives, beliefs, and skills positively increasing one's understanding of cultural differences, which enhances cross-cultural connection and collaboration. Students studying World Language can engage in local and in global communities with people in different native languages to address social justice and other global issues. In an increasingly interconnected world, students studying language derive long-term benefits in personal fulfillment and/or professional enhancement

Scope and Sequence

River Dell Regional School District offers five levels of Spanish: Levels 1-5. Honors courses are offered from level 2-4 culminating in AP Spanish. The variety of options allow students accessing Spanish courses to be appropriately challenged. The distinction between the courses is indicated in the italicized text under Learning Objectives. An education in Spanish fosters a population that progressively gains the necessary knowledge, skills, and attitudes to participate successfully in our global society and value cultural understanding.

Overall:

Unit 1: Food and the Restaurant (8 weeks)

Unit 2: Celebrations (7 weeks)

Unit 3: Doctor's office (14 weeks)

Unit 4: Technology (14 weeks)

Technology

Technology integration is the seamless and effective use of 21st century technology within an instructional setting to support students and teachers in the learning process with administrative support and evaluation:

Standards 8.1 Computer Science

- Computer Science, previously a strand entitled ‘Computational Thinking: Programming’ in standard 8.2 of the 2014 NJSL-Technology, outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

- This standard, previously standard 8.2 Technology Education of the 2014 NJSL – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts.

New Jersey Administrative Code Summary and Statues:

The following sections outline skills and special categories mandated by the state of New Jersey for all K-12 curriculum.

Integration of 21st Century Skills and Themes and Interdisciplinary Connections

District Boards of Education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSL, according to N.J.A.C. 6A:8-2.

1. District Boards of Education shall include interdisciplinary connections throughout the K–12 curriculum.
2. District Boards of Education shall integrate into the curriculum 21st century themes and skills (N.J.A.C. 6A:8-3.1(c)). Twenty-first century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, communication and collaboration; information, media, technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility

Dissection Law: N.J.S.A. 18A:35-4.25 and N.J.S.A. 18A:35-4.24 authorizes parents or guardians to assert the right of their children to refuse to dissect, vivisection, incubate, capture or otherwise harm or destroy animals or any parts thereof as part of a course of instruction.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every Board of Education shall incorporate the information regarding the contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every Board of Education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A Board of Education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36). A Board of Education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Asian Americans and Pacific Islanders: N.J.S.A. S4021 This will ensure that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards for Social Studies for students in kindergarten through Grade 12.

Career Readiness, Life Literacies, and Key Skills (NJSL-CLKS):

- Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially secure, and successful careers.
- Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- Standard 9.3 This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
- Standard 9.4 Life Literacies and Key Skills. This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Climate Change (*This will be modified based off of content*)

Standards in Action: Climate Change Earth's climate is now changing faster than at any point in the history of modern civilization, primarily as a result of human activities. Global climate change has already resulted in a wide range of impacts across New Jersey and in many sectors of its economy. The addition of academic standards that focus on climate change is important so that all students will have a basic understanding of the climate system, including the natural and human-caused factors that affect it. The underpinnings of climate change span across physical, life, as well as Earth and space sciences. The goal is for students to understand climate science to inform decisions that improve quality of life for themselves, their community, globally and to know how engineering solutions can allow us to mitigate impacts, adapt practices, and build resilient systems.

The topic of climate change can easily be integrated into science classes. At each grade level in which systems thinking, managing uncertainty, and building arguments based on multiple lines of data are included, there are opportunities for students to develop essential knowledge and skills that will help them understand the impacts of climate change on humans, animals, and the environment. For example, in the earlier grades, students can use data from firsthand investigations of the school-yard habitat to justify recommendations for design improvements to the school-yard habitat for plants, animals, and humans. In the middle grades, students use resources from New Jersey Department of Environmental Protection, the National Oceanic and Atmospheric Administration (NOAA), and National Aeronautics and Space Administration (NASA), to inform their actions as they engage in designing, testing, and modifying an engineered solution to mitigate the impact of climate change on their community. In high school, students can construct models they develop of a proposed solution to mitigate the negative health effects of unusually high summer temperatures resulting from heat islands in cities across the globe and share in the appropriate setting.

Unit 1 - Food and the Restaurant

<p>Core Ideas</p>	<p>The following New Jersey Student Learning Standards for the Novice-High level Spanish student can be applied to the unit vocabulary, and corresponding grammatical skills:</p> <p><u>Interpretive Mode of Communication:</u> Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p> <p><u>Interpersonal Mode of Communication:</u> Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.</p> <p><u>Presentational Mode of Communication:</u> Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>		
<p>Essential Questions</p>	<ul style="list-style-type: none"> • What do people like to eat for each meal? • How can we compare common foods, people, places, and other things? • What foods do we consider traditional in our community and how do they compare with traditional foods in other parts of the country and in Spanish-speaking cultures? 		
<p>Enduring Understanding</p>	<p>People from diverse cultures have much in common, including interests and personality. Understanding what is common between ourselves and people from other cultures can be unifying.</p> <p>Foods are common around world; each culture prepares and names their dishes differently, but most of the world has similar diets. Moreover, restaurant services practice around the world is very similar as well.</p>		
<p>Practice</p>	<p>Communicate: Communicate effectively in more than one language to function in a variety of situations and for multiple purposes.</p> <p>Cultures: Learners use the target language to investigate, explain, and reflect on the relationship between the practices and perspective of the cultures studied. Learners use the language to investigate, explain, and reflect on the relationship between products and perspectives of the cultures studied.</p> <p>Connections: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p> <p>Comparisons: Develop insight into the nature of language and culture to interact with cultural competence.</p> <p>Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>		
<p>Performance Expectations</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify familiar words and phrases in culturally authentic materials related to targeted themes. • 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. • Respond and act on a series of oral and written instructions, directions, and commands. • Recognize some common gestures and cultural practices associated with target culture(s). • Identify some unique linguistic elements in the target culture. • Interpret some common cultural practices associated with the target culture(s). • Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed, and written. • Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change. • Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information. • Ask and respond to questions on practiced topics and on information from other subjects. • Make requests and express preferences in classroom settings and in various social situations. • Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities. • Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. 		
<p>NJ Standards</p>	<p>Student Learning Objectives</p>	<p>Suggested Tasks/Activities</p>	<p>Resources/Materials</p>

<p>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.IPRET.8 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.IPERS.6 7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.3 7.1.NH.PRSNT.4 7.1.NH.PRSNT.5 7.1.NH.PRSNT.6</p>	<p>Students will be able to communicate in a rehearsed and in a spontaneous manner:</p> <ul style="list-style-type: none"> • Discuss different types of foods and different meals • Describe the flavor and texture of different foods. • explore and compare different Hispanic dishes. • use the present tense to express the food they typically eat, like and prefer. • discuss interpersonal conversation in a restaurant • Compare different local restaurants • Use regular verbs and stem changing past tense to describe past events in a restaurant • Compare past events in two different restaurants. 	<p>The following are suggested activities, tasks, assessments, and rubrics:</p> <ul style="list-style-type: none"> • flashcards/online self-assessments (ex. Quizlet) • partner speaking/interviewing activities • voice recordings • video viewings • group discussions • TPR and TPRS activities • literature/poetry readings • skill-based projects and research • digital presentations/creations • chats/emails • correspondence exchange • culturally immersive experiences • Usage of images to narrate • <u>Example of suggested Performance-based assessment:</u> <ol style="list-style-type: none"> 1. Prueba de la comida y el restaurante 2. Examen escrito - Una reseña sobre un restaurante 3. Rubric 	<p><i>Descubre 1</i> textbook Literature and Non-fiction readings Online resources Videos Music Art</p>	
<p>Evidence of Learning</p>	<p>Novice</p>	<p>Intermediate</p>		<p>Advanced</p>
	<p>Low: Students communicate using words and phrases that are memorized and practiced when speaking and writing about topics related to food and to restaurants.</p> <p>Mid: Students communicate using memorized words and some phrases to speak and to writing related to food and to restaurants.</p> <p>High: Students communicate in speaking and writing using words, lists, and simple sentences to ask and to answer questions and to handle simple transactions related to food and to restaurants.</p>	<p>Low: Students communicate in speaking and in writing using simple sentences to ask and to answer questions and to handle simple transactions related to food and to restaurants.</p> <p>Mid: Students communicate in speaking and in writing using strings of sentences to ask and to answer questions and to handle simple transactions related to food and to restaurants.</p> <p>High: Students communicate in speaking and in writing using connected sentences and paragraphs to handle complicated situations related to foods and to restaurants.</p>		<p>Low: Students communicate in speaking and in writing using paragraph-level discourse to handle complicated situations related to foods and to restaurants.</p>
<p>7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPRET.5 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPERS.5</p>	<p>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 7.1.IL.IPERS.4</p>	<p>7.1.IM.IPERS.5 7.1.IM.IPERS.6 7.1.IM.PRSNT.1 7.1.IM.PRSNT.2 7.1.IM.PRSNT.3 7.1.IM.PRSNT.4 7.1.IM.PRSNT.5 7.1.IM.PRSNT.6 7.1.IM.PRSNT.7 7.1.IH.IPRET.1</p>	<p>7.1.AL.IPRET.1 7.1.AL.IPRET.2 7.1.AL.IPRET.3 7.1.AL.IPRET.4 7.1.AL.IPRET.5 7.1.AL.IPRET.6 7.1.AL.IPRET.7 7.1.AL.IPRET.8 7.1.AL.IPRET.9 7.1.AL.IPRET.10</p>	

	<p>7.1.NM.IPERS.6 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4 7.1.NM.PRSNT.5 7.1.NM.PRSNT.6 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.IPRET.8 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.IPERS.6 7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.3 7.1.NH.PRSNT.4 7.1.NH.PRSNT.5 7.1.NH.PRSNT.6</p>	<p>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 7.1.IL.PRSNT.4 7.1.IL.PRSNT.5 7.1.IM.IPRET.1 7.1.IM.IPRET.2 7.1.IM.IPRET.3 7.1.IM.IPRET.4 7.1.IM.IPRET.5 7.1.IM.IPRET.6 7.1.IM.IPRET.7 7.1.IM.IPRET.8 7.1.IM.IPRET.9 7.1.IM.IPERS.1 7.1.IM.IPERS.2 7.1.IM.IPERS.3 7.1.IM.IPERS.4</p>	<p>7.1.IH.IPRET.2 7.1.IH.IPRET.3 7.1.IH.IPRET.4 7.1.IH.IPRET.5 7.1.IH.IPRET.6 7.1.IH.IPRET.7 7.1.IH.IPRET.8 7.1.IH.IPERS.1 7.1.IH.IPERS.2 7.1.IH.IPERS.3 7.1.IH.IPERS.4 7.1.IH.IPERS.5 7.1.IH.IPERS.6 7.1.IH.PRSNT.1 7.1.IH.PRSNT.2 7.1.IH.PRSNT.3 7.1.IH.PRSNT.4 7.1.IH.PRSNT.5 7.1.IH.PRSNT.6</p>	<p>7.1.AL.IPERS.1 7.1.AL.IPERS.2 7.1.AL.IPERS.3 7.1.AL.IPERS.4 7.1.AL.IPERS.5 7.1.AL.IPERS.6 7.1.AL.PRSNT.1 7.1.AL.PRSNT.2 7.1.AL.PRSNT.3 7.1.AL.PRSNT.4 7.1.AL.PRSNT.5 7.1.AL.PRSNT.6</p>
Key Vocabulary	<p>Vocabulary related to foods and restaurants:</p> <ul style="list-style-type: none"> • The food • Adjectives related to food • Comparisons • The restaurant • Transition words 			
Interdisciplinary Connections	<p>History: Learn about the different foods the Spanish conquistadors found when they first went to the Americas. (HS 6.1.12.History SE.15c)</p>			
Diversity, Equity, & Inclusion	<ul style="list-style-type: none"> • Gain a richer perspective and knowledge of Hispanic speaking cultures and traditions. (I.e., food, music, celebrations, politics) • Reflect and understand cultural impacts from specific diverse targeted groups that have influences or identified with the Hispanic culture. (I.e., varied races, gender, sexuality, neurodiversity, religion, origin, age, and socio-economic background) • Learn how history and the impact of other cultures have assisted in the growth/molding of what Hispanic culture is today. (I.e., Asian American and Pacific Islanders, European, religious groups, African, Middle Eastern) • Acknowledge the impact of environment and how the impact of humans are affecting various communities. (I.e., exports, food, diet, economics, migration) 			
Career Readiness, Life Literacies, and Key Skills	<p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas. 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.</p>			
Computer Science and Design Thinking	<p>8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.</p>			
Social Emotional Learning	<p>Students will practice cultural sensitivity when comparing foods from other cultures to their own. Students will practice relationship skills by engaging in communication, negotiation, and collaboration with their peers. Students will develop empathy and respect for others by learning about diverse backgrounds and cultures. Team building, check-ins, mindfulness, safe-spaces, discussions, show –and –tell.</p>			

Differentiation

Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none"> • Comprehensible input strategy • Total Physical Response • Total Proficiency through Reading and Storytelling • Direct modeling/reference materials • Use of visuals • Choice summative products • Chunking of materials and assignments • Color-coding and mnemonic devices • Guided translations per teacher discretion • Microsoft 365 Assistive Technologies (Dictation, Immersive Reader, etc.) 	<ul style="list-style-type: none"> • Comprehensible input strategy • Total Physical Response • Total Proficiency through Reading and Storytelling • Direct modeling/reference materials • Use of visuals • Choice summative products • Setting short-term goals • Chunking of materials and assignments • Color-coding and mnemonic devices • Guided translations per teacher discretion • Multimodal presentations and learning opportunities • Microsoft 365 Assistive Technologies (Dictation, Immersive Reader, etc.) 	<ul style="list-style-type: none"> • Comprehensible input strategy • Total Physical Response • Total Proficiency through Reading and Storytelling • Direct modeling/reference materials • Choice summative products • Setting short-term goals • Multimodal presentations and learning opportunities • Guided translations per teacher discretion • Additional teacher-provided tutoring • Microsoft 365 Assistive Technologies (Dictation, Immersive Reader, etc.) 	<ul style="list-style-type: none"> • Additional exposure and applied practice of vocabulary words • Additional application of grammatical practices • Additional speaking opportunities • Opportunities to teach peers • Generate materials to offer as model to lower-performing peers

Unit 2 – Celebrations

Core Ideas	<p>The following New Jersey Student Learning Standards for the Novice-High level Spanish student can be applied to the unit vocabulary, and corresponding grammatical skills:</p> <p><u>Interpretive Mode of Communication:</u> Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p> <p><u>Interpersonal Mode of Communication:</u> Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.</p> <p><u>Presentational Mode of Communication:</u> Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>
Essential Questions	<ul style="list-style-type: none"> • How do people talk about daily activities that are a part of their life? • How do people express agreement? • How does shopping vary in different countries?
Enduring Understanding	Activities in daily life connect us to diverse communities. Culture influences the communities we interact with. Patterns and routines may change based geographical locations.
Practice	<p>Communicate: Communicate effectively in more than one language to function in a variety of situations and for multiple purposes.</p> <p>Cultures: Learners use the target language to investigate, explain, and reflect on the relationship between the practices and perspective of the cultures studied. Learners use the language to investigate, explain, and reflect on the relationship between products and perspectives of the cultures studied.</p> <p>Connections: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p> <p>Comparisons: Develop insight into the nature of language and culture to interact with cultural competence.</p>

	Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.		
Performance Expectations	<p>Students will be able to:</p> <ul style="list-style-type: none"> Identify familiar words and phrases in culturally authentic materials related to targeted themes. 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. Respond and act on a series of oral and written instructions, directions, and commands. Recognize some common gestures and cultural practices associated with target culture(s). Identify some unique linguistic elements in the target culture. Interpret some common cultural practices associated with the target culture(s). Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed, and written. Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change. Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information. Ask and respond to questions on practiced topics and on information from other subjects. Make requests and express preferences in classroom settings and in various social situations. Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities. Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. 		
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
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.IPRET.8 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.IPERS.6 7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.3 7.1.NH.PRSNT.4 7.1.NH.PRSNT.5 7.1.NH.PRSNT.6	<p>Students will be able to communicate in a rehearsed and in a spontaneous manner:</p> <ul style="list-style-type: none"> Discuss vocabulary related to household tasks, shopping, expressions of frequency and daily life. Discuss daily life in Spanish-speaking countries Practice agreeing or disagreeing with an opinion, showing strong dislikes learn about Spain's royal family Discuss a video about going shopping in Barcelona Use the preterite, focusing on irregulars Use the imperfect tense Compare and contrast the preterite and imperfect Discuss the short film "Adiós mamá Discuss Rosario Castellano's "Autoretrato" Learn about Diego Velázquez 	<p>The following are suggested activities, tasks, assessments, and rubrics:</p> <ul style="list-style-type: none"> flashcards/online self-assessments (ex. Quizlet) partner speaking/interviewing activities voice recordings video viewings group discussions TPR and TPRS activities literature/poetry readings skill-based projects and research digital presentations/creations chats/emails correspondence exchange culturally immersive experiences use images to narrate <u>Example of suggested assessment:</u> 1. Vocabulary Quiz 	<i>Descubre 2</i> textbook Literature and Non-fiction readings Online resources Film Music Art
Evidence of Learning	Novice	Intermediate	Advanced
	<p>Low: Students communicate using words and phrases that are memorized and practiced when speaking and writing about topics related to celebrations.</p> <p>Mid: Students communicate using memorized words and some phrases to speak and to write content related to celebrations.</p>	<p>Low: Students communicate in speaking and in writing using simple sentences to ask and to answer questions and to handle simple transactions related to celebrations.</p> <p>Mid: Students communicate in speaking and in writing using strings of sentences to ask and to</p>	<p>Low: Students communicate in speaking and in writing using paragraph-level discourse to handle complicated situations related to celebrations.</p>

	<p>High: Students communicate in speaking and in writing using words, lists, and simple sentences to ask and to answer questions and to handle simple transactions related to celebrations.</p>	<p>answer questions and to handle simple transactions related to celebrations.</p> <p>High: Students communicate in speaking and in writing using connected sentences and paragraphs to handle complicated situations related to celebrations.</p>		
	<p>7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPRET.5 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPERS.5 7.1.NM.IPERS.6 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4 7.1.NM.PRSNT.5 7.1.NM.PRSNT.6 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.IPRET.8 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.IPERS.6 7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.3 7.1.NH.PRSNT.4 7.1.NH.PRSNT.5 7.1.NH.PRSNT.6</p>	<p>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 7.1.IL.IPERS.4 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 7.1.IL.PRSNT.4 7.1.IL.PRSNT.5 7.1.IM.IPRET.1 7.1.IM.IPRET.2 7.1.IM.IPRET.3 7.1.IM.IPRET.4 7.1.IM.IPRET.5 7.1.IM.IPRET.6 7.1.IM.IPRET.7 7.1.IM.IPRET.8 7.1.IM.IPRET.9 7.1.IM.IPERS.1 7.1.IM.IPERS.2 7.1.IM.IPERS.3 7.1.IM.IPERS.4</p>	<p>7.1.IM.IPERS.5 7.1.IM.IPERS.6 7.1.IM.PRSNT.1 7.1.IM.PRSNT.2 7.1.IM.PRSNT.3 7.1.IM.PRSNT.4 7.1.IM.PRSNT.5 7.1.IM.PRSNT.6 7.1.IM.PRSNT.7 7.1.IH.IPRET.1 7.1.IH.IPRET.2 7.1.IH.IPRET.3 7.1.IH.IPRET.4 7.1.IH.IPRET.5 7.1.IH.IPRET.6 7.1.IH.IPRET.7 7.1.IH.IPRET.8 7.1.IH.IPERS.1 7.1.IH.IPERS.2 7.1.IH.IPERS.3 7.1.IH.IPERS.4 7.1.IH.IPERS.5 7.1.IH.IPERS.6 7.1.IH.PRSNT.1 7.1.IH.PRSNT.2 7.1.IH.PRSNT.3 7.1.IH.PRSNT.4 7.1.IH.PRSNT.5 7.1.IH.PRSNT.6</p>	<p>7.1.AL.IPRET.1 7.1.AL.IPRET.2 7.1.AL.IPRET.3 7.1.AL.IPRET.4 7.1.AL.IPRET.5 7.1.AL.IPRET.6 7.1.AL.IPRET.7 7.1.AL.IPRET.8 7.1.AL.IPRET.9 7.1.AL.IPRET.10 7.1.AL.IPERS.1 7.1.AL.IPERS.2 7.1.AL.IPERS.3 7.1.AL.IPERS.4 7.1.AL.IPERS.5 7.1.AL.IPERS.6 7.1.AL.PRSNT.1 7.1.AL.PRSNT.2 7.1.AL.PRSNT.3 7.1.AL.PRSNT.4 7.1.AL.PRSNT.5 7.1.AL.PRSNT.6</p>
<p>Key Vocabulary</p>	<p>Vocabulary related to daily life:</p> <ul style="list-style-type: none"> • In the home • Shopping • Daily routine 			
<p>Interdisciplinary Connections</p>	<p>History: Students will learn about the different Hispanic traditions and celebrations. (I.e. La Quinceañera, el Carnaval, etc. and compare with other celebrations) (HS 6.1.12.History SE.15c)</p>			

Diversity, Equity, & Inclusion	<ul style="list-style-type: none"> Gain a richer perspective and knowledge of Hispanic speaking cultures and traditions. (I.e., food, music, celebrations, politics) Reflect and understand cultural impacts from specific diverse targeted groups that have influences or identified with the Hispanic culture. (I.e., varied races, gender, sexuality, neurodiversity, religion, origin, age, and socio-economic background) Learn how history and the impact of other cultures have assisted in the growth/molding of what Hispanic culture is today. (I.e., Asian American and Pacific Islanders, European, religious groups, African, Middle Eastern) Acknowledge the impact of environment and how the impact of humans are affecting various communities. (I.e., exports, food, diet, economics, migration)
Career Readiness, Life Literacies, and Key Skills	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
Computer Science and Design Thinking	8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
Social Emotional Learning	<p>Students will practice self-awareness to identify one's emotions, strengths, and limitations.</p> <p>Students will practice relationship skills by engaging in communication, negotiation, and collaboration with their peers.</p> <p>Students will develop empathy and respect for others by learning about diverse backgrounds and cultures.</p> <p>Team building, check-ins, mindfulness, safe-spaces, discussions, show –and –tell.</p>

Differentiation

Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none"> Comprehensible input strategy Total Physical Response Total Proficiency through Reading and Storytelling Direct modeling/reference materials Use of visuals Choice summative products Chunking of materials and assignments Color-coding and mnemonic devices Guided translations per teacher discretion Microsoft 365 Assistive Technologies (Dictation, Immersive Reader, etc.) 	<ul style="list-style-type: none"> Comprehensible input strategy Total Physical Response Total Proficiency through Reading and Storytelling Direct modeling/reference materials Use of visuals Choice summative products Setting short-term goals Chunking of materials and assignments Color-coding and mnemonic devices Guided translations per teacher discretion Multimodal presentations and learning opportunities Microsoft 365 Assistive Technologies (Dictation, Immersive Reader, etc.) 	<ul style="list-style-type: none"> Comprehensible input strategy Total Physical Response Total Proficiency through Reading and Storytelling Direct modeling/reference materials Choice summative products Setting short-term goals Multimodal presentations and learning opportunities Guided translations per teacher discretion Additional teacher-provided tutoring Microsoft 365 Assistive Technologies (Dictation, Immersive Reader, etc.) 	<ul style="list-style-type: none"> Additional exposure and applied practice of vocabulary words Additional application of grammatical practices Additional speaking opportunities Opportunities to teach peers Generate materials to offer as model to lower-performing peers

Unit 3 - Doctor's office

Core Ideas	<p>The following New Jersey Student Learning Standards for the Novice-High level Spanish student can be applied to the unit vocabulary, and corresponding grammatical skills:</p> <p><u>Interpretive Mode of Communication:</u> Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p> <p><u>Interpersonal Mode of Communication:</u></p>
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	<p>Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.</p> <p><u>Presentational Mode of Communication:</u></p> <p>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>		
Essential Questions	<ul style="list-style-type: none"> • How do people discuss health and well-being? • How do different cultures approach health and well-being? • Where do people seek and receive healthcare in different countries? • How do people interact with healthcare professionals? • What practices promote health and well-being? What practices undermine health and well-being? • How do different cultures approach caretaking across the lifespan? 		
Enduring Understanding	<p>People from different cultures approach health and well-being in different ways. Caretaking across the lifespan also varies by culture. Some practices promote health and well-being while others undermine health and well-being.</p>		
Practice	<p>Communicate: Communicate effectively in more than one language to function in a variety of situations and for multiple purposes.</p> <p>Cultures: Learners use the target language to investigate, explain, and reflect on the relationship between the practices and perspective of the cultures studied. Learners use the language to investigate, explain, and reflect on the relationship between products and perspectives of the cultures studied.</p> <p>Connections: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p> <p>Comparisons: Develop insight into the nature of language and culture to interact with cultural competence.</p> <p>Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>		
Performance Expectations	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify familiar words and phrases in culturally authentic materials related to targeted themes. • 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. • Respond and act on a series of oral and written instructions, directions, and commands. • Recognize some common gestures and cultural practices associated with target culture(s). • Identify some unique linguistic elements in the target culture. • Interpret some common cultural practices associated with the target culture(s). • Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed, and written. • Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change. • Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information. • Ask and respond to questions on practiced topics and on information from other subjects. • Make requests and express preferences in classroom settings and in various social situations. • Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities. • Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. 		
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
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.IPRET.8 7.1.NH.IPERS.1 7.1.NH.IPERS.2 7.1.NH.IPERS.3	<p>Students will be able to communicate in a rehearsed and in a spontaneous manner:</p> <ul style="list-style-type: none"> • discuss health and illness. • discuss how different cultures approach health and well-being. • give advice regarding health and illness. • Interact with healthcare professionals. • use the perfect and imperfect tenses to describe a past health problem. 	<p>The following are suggested activities, tasks, assessments, and rubrics:</p> <ul style="list-style-type: none"> • flashcards/online self-assessments (ex. Quizlet) • partner speaking/interviewing activities • voice recordings • video viewings • group discussions • TPR and TPRS activities 	<i>Descubre 2</i> textbook Literature and Non-fiction readings Online resources Film Music Art

<p>7.1.NH.IPERS.4 7.1.NH.IPERS.5 7.1.NH.IPERS.6 7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.3 7.1.NH.PRSNT.4 7.1.NH.PRSNT.5 7.1.NH.PRSNT.6</p>		<ul style="list-style-type: none"> • literature/poetry readings • skill-based projects and research • digital presentations/creations • chats/emails • correspondence exchange • culturally immersive experiences • use images to narrate • Write a short story with a modern twist. 		
<p>Evidence of Learning</p>	<p>Novice</p>	<p>Intermediate</p>		<p>Advanced</p>
	<p>Low: Students communicate using words and phrases that are memorized and practiced when speaking and writing about topics related to the body and health.</p> <p>Mid: Students communicate using memorized words and some phrases to speak and to write related to the body and health.</p> <p>High: Students communicate in speaking and in writing using words, lists, and simple sentences to ask and to answer questions and to handle simple transactions related to the body and health.</p>	<p>Low: Students communicate in speaking and in writing using simple sentences to ask and to answer questions and to handle simple transactions related to the body and health.</p> <p>Mid: Students communicate in speaking and in writing using strings of sentences to ask and to answer questions and to handle simple transactions related to the body and health.</p> <p>High: Students communicate in speaking and in writing using connected sentences and paragraphs to handle complicated situations related to the body and to health.</p>		<p>Low: Students communicate in speaking and in writing using paragraph-level discourse to handle complicated situations related to the body and to health.</p>
<p>7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPRET.5 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPERS.5 7.1.NM.IPERS.6 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4 7.1.NM.PRSNT.5 7.1.NM.PRSNT.6 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.IPRET.8 7.1.NH.IPERS.1 7.1.NH.IPERS.2 7.1.NH.IPERS.3</p>	<p>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 7.1.IL.IPERS.4 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 7.1.IL.PRSNT.4 7.1.IL.PRSNT.5 7.1.IM.IPRET.1 7.1.IM.IPRET.2 7.1.IM.IPRET.3 7.1.IM.IPRET.4 7.1.IM.IPRET.5 7.1.IM.IPRET.6 7.1.IM.IPRET.7 7.1.IM.IPRET.8 7.1.IM.IPRET.9 7.1.IM.IPERS.1 7.1.IM.IPERS.2</p>	<p>7.1.IM.IPERS.5 7.1.IM.IPERS.6 7.1.IM.PRSNT.1 7.1.IM.PRSNT.2 7.1.IM.PRSNT.3 7.1.IM.PRSNT.4 7.1.IM.PRSNT.5 7.1.IM.PRSNT.6 7.1.IM.PRSNT.7 7.1.IH.IPRET.1 7.1.IH.IPRET.2 7.1.IH.IPRET.3 7.1.IH.IPRET.4 7.1.IH.IPRET.5 7.1.IH.IPRET.6 7.1.IH.IPRET.7 7.1.IH.IPRET.8 7.1.IH.IPERS.1 7.1.IH.IPERS.2 7.1.IH.IPERS.3 7.1.IH.IPERS.4 7.1.IH.IPERS.5 7.1.IH.IPERS.6 7.1.IH.PRSNT.1 7.1.IH.PRSNT.2 7.1.IH.PRSNT.3 7.1.IH.PRSNT.4 7.1.IH.PRSNT.5</p>	<p>7.1.AL.IPRET.1 7.1.AL.IPRET.2 7.1.AL.IPRET.3 7.1.AL.IPRET.4 7.1.AL.IPRET.5 7.1.AL.IPRET.6 7.1.AL.IPRET.7 7.1.AL.IPRET.8 7.1.AL.IPRET.9 7.1.AL.IPRET.10 7.1.AL.IPERS.1 7.1.AL.IPERS.2 7.1.AL.IPERS.3 7.1.AL.IPERS.4 7.1.AL.IPERS.5 7.1.AL.IPERS.6 7.1.AL.PRSNT.1 7.1.AL.PRSNT.2 7.1.AL.PRSNT.3 7.1.AL.PRSNT.4 7.1.AL.PRSNT.5 7.1.AL.PRSNT.6</p>	

	<p>7.1.NH.IPERS.4 7.1.NH.IPERS.5 7.1.NH.IPERS.6 7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.3 7.1.NH.PRSNT.4 7.1.NH.PRSNT.5 7.1.NH.PRSNT.6</p>	<p>7.1.IM.IPERS.3 7.1.IM.IPERS.4</p>	<p>7.1.IH.PRSNT.6</p>	
Key Vocabulary	<p>Vocabulary related to health and well-being:</p> <ul style="list-style-type: none"> • Illnesses and corresponding symptoms • Health and well-being • Healthcare professionals and healthcare facilities • Medicine and medical treatments 			
Interdisciplinary Connections	<p>Physical Education/Health: Implement strategies and monitor progress in achieving a personal nutritional health plan. (HS 2.2.12.N.4)</p>			
Diversity, Equity, & Inclusion	<ul style="list-style-type: none"> • Gain a richer perspective and knowledge of Hispanic speaking cultures and traditions. (I.e., food, music, celebrations, politics) • Reflect and understand cultural impacts from specific diverse targeted groups that have influences or identified with the Hispanic culture. (I.e., varied races, gender, sexuality, neurodiversity, religion, origin, age, and socio-economic background) • Learn how history and the impact of other cultures have assisted in the growth/molding of what Hispanic culture is today. (I.e., Asian American and Pacific Islanders, European, religious groups, African, Middle Eastern) • Acknowledge the impact of environment and how the impact of humans are affecting various communities. (I.e., exports, food, diet, economics, migration) 			
Career Readiness, Life Literacies, and Key Skills	<p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.</p>			
Computer Science and Design Thinking	<p>8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.</p>			
Social Emotional Learning	<p>Students will practice self-awareness to identify one’s emotions, strengths, and limitations. Students will practice relationship skills by engaging in communication, negotiation, and collaboration with their peers. Students will develop empathy and respect for others by learning about diverse backgrounds and cultures. Team building, check-ins, mindfulness, safe-spaces, discussions, show –and –tell.</p>			

Differentiation

Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none"> • Comprehensible input strategy • Total Physical Response • Total Proficiency through Reading and Storytelling • Direct modeling/reference materials • Use of visuals • Choice summative products • Chunking of materials and assignments • Color-coding and mnemonic devices 	<ul style="list-style-type: none"> • Comprehensible input strategy • Total Physical Response • Total Proficiency through Reading and Storytelling • Direct modeling/reference materials • Use of visuals • Choice summative products • Setting short-term goals • Chunking of materials and assignments 	<ul style="list-style-type: none"> • Comprehensible input strategy • Total Physical Response • Total Proficiency through Reading and Storytelling • Direct modeling/reference materials • Choice summative products • Setting short-term goals • Multimodal presentations and learning opportunities • Guided translations per teacher discretion 	<ul style="list-style-type: none"> • Additional exposure and applied practice of vocabulary words • Additional application of grammatical practices • Additional speaking opportunities • Opportunities to teach peers • Generate materials to offer as model to lower-performing peers

<ul style="list-style-type: none"> • Guided translations per teacher discretion • Microsoft 365 Assistive Technologies (Dictation, Immersive Reader, etc.) 	<ul style="list-style-type: none"> • Color-coding and mnemonic devices • Guided translations per teacher discretion • Multimodal presentations and learning opportunities • Microsoft 365 Assistive Technologies (Dictation, Immersive Reader, etc.) 	<ul style="list-style-type: none"> • Additional teacher-provided tutoring • Microsoft 365 Assistive Technologies (Dictation, Immersive Reader, etc.) 	
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Unit 4 - Technology

Core Ideas	<p>The following New Jersey Student Learning Standards for the Novice-High level Spanish student can be applied to the unit vocabulary, and corresponding grammatical skills:</p> <p><u>Interpretive Mode of Communication:</u> Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p> <p><u>Interpersonal Mode of Communication:</u> Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.</p> <p><u>Presentational Mode of Communication:</u> Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>
Essential Questions	<ul style="list-style-type: none"> • How do people use technology around the world? • What are some common expressions people use when talking on the phone? • How do people use their cellphones and the internet around the world?
Enduring Understanding	Students will learn about how people use technology around the world. It helps us learn about different perspectives and understand better other people's customs and traditions.
Practice	<p>Communicate: Communicate effectively in more than one language to function in a variety of situations and for multiple purposes.</p> <p>Cultures: Learners use the target language to investigate, explain, and reflect on the relationship between the practices and perspective of the cultures studied. Learners use the language to investigate, explain, and reflect on the relationship between products and perspectives of the cultures studied.</p> <p>Connections: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p> <p>Comparisons: Develop insight into the nature of language and culture to interact with cultural competence.</p> <p>Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>
Performance Expectations	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify familiar words and phrases in culturally authentic materials related to targeted themes. • 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. • Respond and act on a series of oral and written instructions, directions, and commands. • Recognize some common gestures and cultural practices associated with target culture(s). • Identify some unique linguistic elements in the target culture. • Interpret some common cultural practices associated with the target culture(s). • Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed, and written. • Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change. • Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.

	<ul style="list-style-type: none"> • Ask and respond to questions on practiced topics and on information from other subjects. • Make requests and express preferences in classroom settings and in various social situations. • Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities. • Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. 				
NJ Standards	Student Learning Objectives	Key Vocabulary		Resources/Materials	
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.IPRET.8 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.IPERS.6 7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.3 7.1.NH.PRSNT.4 7.1.NH.PRSNT.5 7.1.NH.PRSNT.6	Students will be able to communicate in a rehearsed and in a spontaneous manner: <ul style="list-style-type: none"> • Provide and request information about the internet, websites, the computer parts, the parts of the car and other devices. • Read about the impact of “Social Media” • Self-reflect about their own usage of technology and social media. • Compare the use of social media in the United States vs Hispanic countries. • Analyze the benefits of technology by watching the video “Wonders of technology” (Las Maravillas de la Tecnología) 	The following are suggested activities, tasks, assessments, and rubrics: <ul style="list-style-type: none"> • flashcards/online self-assessments (ex. Quizlet) • partner speaking/interviewing activities • voice recordings • video viewings • group discussions • TPR and TPRS activities • literature/poetry readings • skill-based projects and research • digital presentations/creations • chats/emails • correspondence exchange • culturally immersive experiences • use images to narrate 		<i>Descubre 2</i> textbook Literature and Non-fiction readings Online resources Film Music Art	
Evidence of Learning	Novice		Intermediate		Advanced
	Low: Students communicate using words and phrases that are memorized and practiced when speaking and writing about topics related to the technology. Mid: Students communicate using memorized words and some phrases to speak and to write content related to the technology. High: Students communicate in speaking and in writing using words, lists, and simple sentences to ask and to answer questions and to handle simple transactions related to the technology.		Low: Students communicate in speaking and in writing using simple sentences to ask and to answer questions and to handle simple transactions related to the technology. Mid: Students communicate in speaking and in writing using strings of sentences to ask and to answer questions and to handle simple transactions related to the technology. High: Students communicate in speaking and in writing using connected sentences and paragraphs to handle complicated situations related to the technology.		Low: Students communicate in speaking and in writing using paragraph-level discourse to handle complicated situations related to the technology.
	7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPRET.5 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPERS.5 7.1.NM.IPERS.6		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 7.1.IL.IPERS.4 7.1.IL.IPERS.5	7.1.IM.IPERS.5 7.1.IM.IPERS.6 7.1.IM.PRSNT.1 7.1.IM.PRSNT.2 7.1.IM.PRSNT.3 7.1.IM.PRSNT.4 7.1.IM.PRSNT.5 7.1.IM.PRSNT.6 7.1.IM.PRSNT.7 7.1.IH.IPRET.1 7.1.IH.IPRET.2	7.1.AL.IPRET.1 7.1.AL.IPRET.2 7.1.AL.IPRET.3 7.1.AL.IPRET.4 7.1.AL.IPRET.5 7.1.AL.IPRET.6 7.1.AL.IPRET.7 7.1.AL.IPRET.8 7.1.AL.IPRET.9 7.1.AL.IPRET.10 7.1.AL.IPERS.1

	<p>7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4 7.1.NM.PRSNT.5 7.1.NM.PRSNT.6 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.IPRET.8 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.IPERS.6 7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.3 7.1.NH.PRSNT.4 7.1.NH.PRSNT.5 7.1.NH.PRSNT.6</p>	<p>7.1.IL.IPERS.6 7.1.IL.PRSNT.1 7.1.IL.PRSNT.2 7.1.IL.PRSNT.3 7.1.IL.PRSNT.4 7.1.IL.PRSNT.5 7.1.IM.IPRET.1 7.1.IM.IPRET.2 7.1.IM.IPRET.3 7.1.IM.IPRET.4 7.1.IM.IPRET.5 7.1.IM.IPRET.6 7.1.IM.IPRET.7 7.1.IM.IPRET.8 7.1.IM.IPRET.9 7.1.IM.IPERS.1 7.1.IM.IPERS.2 7.1.IM.IPERS.3 7.1.IM.IPERS.4</p>	<p>7.1.IH.IPRET.3 7.1.IH.IPRET.4 7.1.IH.IPRET.5 7.1.IH.IPRET.6 7.1.IH.IPRET.7 7.1.IH.IPRET.8 7.1.IH.IPERS.1 7.1.IH.IPERS.2 7.1.IH.IPERS.3 7.1.IH.IPERS.4 7.1.IH.IPERS.5 7.1.IH.IPERS.6 7.1.IH.PRSNT.1 7.1.IH.PRSNT.2 7.1.IH.PRSNT.3 7.1.IH.PRSNT.4 7.1.IH.PRSNT.5 7.1.IH.PRSNT.6</p>	<p>7.1.AL.IPERS.2 7.1.AL.IPERS.3 7.1.AL.IPERS.4 7.1.AL.IPERS.5 7.1.AL.IPERS.6 7.1.AL.PRSNT.1 7.1.AL.PRSNT.2 7.1.AL.PRSNT.3 7.1.AL.PRSNT.4 7.1.AL.PRSNT.5 7.1.AL.PRSNT.6</p>
Key Vocabulary	<p>Vocabulary related to</p> <ul style="list-style-type: none"> • The internet • The computer parts • The parts of the car • Other machines or devices 			
Interdisciplinary Connections	<p>History: How generations differ on how they use technology (i.e., Phone calls vs text messages or posts). The development of the computer and the phone throughout the years. Art: Digital art and tv media</p>			
Diversity, Equity, & Inclusion	<ul style="list-style-type: none"> • Gain a richer perspective and knowledge of Hispanic speaking cultures and traditions. (i.e., food, music, celebrations, politics) • Reflect and understand cultural impacts from specific diverse targeted groups that have influences or identified with the Hispanic culture. (i.e., varied races, gender, sexuality, neurodiversity, religion, origin, age, and socio-economic background) • Learn how history and the impact of other cultures have assisted in the growth/molding of what Hispanic culture is today. (i.e., Asian American and Pacific Islanders, European, religious groups, African, Middle Eastern) • Acknowledge the impact of environment and how the impact of humans are affecting various communities. (i.e., exports, food, diet, economics, migration) 			
Career Readiness, Life Literacies, and Key Skills	<p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas. 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.</p>			
Computer Science and Design Thinking	<p>8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.</p>			
Social Emotional Learning	<p>Students will learn awareness about people using technology wisely. Students will practice telling someone familiar to do or not do something to engage in communication, negotiation, and collaboration with their peers. Students will develop empathy and respect for others by learning about diverse backgrounds and culture. Team building, check-ins, mindfulness, safe-spaces, discussions, show –and –tell.</p>			

Differentiation				
Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none"> • Comprehensible input strategy • Total Physical Response • Total Proficiency through Reading and Storytelling • Direct modeling/reference materials • Use of visuals • Choice summative products • Chunking of materials and assignments • Color-coding and mnemonic devices • Guided translations per teacher discretion • Microsoft 365 Assistive Technologies (Dictation, Immersive Reader, etc.) 	<ul style="list-style-type: none"> • Comprehensible input strategy • Total Physical Response • Total Proficiency through Reading and Storytelling • Direct modeling/reference materials • Use of visuals • Choice summative products • Setting short-term goals • Chunking of materials and assignments • Color-coding and mnemonic devices • Guided translations per teacher discretion • Multimodal presentations and learning opportunities • Microsoft 365 Assistive Technologies (Dictation, Immersive Reader, etc.) 	<ul style="list-style-type: none"> • Comprehensible input strategy • Total Physical Response • Total Proficiency through Reading and Storytelling • Direct modeling/reference materials • Choice summative products • Setting short-term goals • Multimodal presentations and learning opportunities • Guided translations per teacher discretion • Additional teacher-provided tutoring • Microsoft 365 Assistive Technologies (Dictation, Immersive Reader, etc.) 	<ul style="list-style-type: none"> • Additional exposure and applied practice of vocabulary words • Additional application of grammatical practices • Additional speaking opportunities • Opportunities to teach peers • Generate materials to offer as model to lower-performing peers