

Course: Spanish 2
Unit #: Unit 1: How do I pursue a healthy lifestyle?

Year of Implementation: 2022-2023

Curriculum Team Members Kristina Maupin (kmaupin@lrhsd.org), Monica Snyder (msnyder@lrhsd.org), Renée Toliver (rtoliver@lrhsd.org)

Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

<https://www.state.nj.us/education/cccs/2020/>

Interpretive(A):

- 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.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change

Interpersonal (B):

- 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.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change

Presentational (C):

- 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.
- 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.
- 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

21st Century Life & Career Standards

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLs-CLKS.pdf>

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
- 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.
- 9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.
- 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
- 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others.
- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

○ **Interdisciplinary Content Standards**

- 2.1.2.A.1: Explain what being “well” means and identify self-care practices that support wellness.
- 2.1.2.B.1: Explain why some foods are healthier to eat than others.
- 2.1.4.B.2: Differentiate between healthy and unhealthy eating practices.

2.1.6.B.1: Determine factors that influence food choices and eating patterns.

6.1.P.D.3 Express individuality and cultural diversity (e.g., through dramatic play)

By **NJ Statutes:** (Please cut/paste the following NJ statutes. This way a new teacher (or veteran) reading each curriculum unit understands the State law/mandate to include such information in their lesson design and instruction aligned to the curriculum.)

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.

For additional information, see

NJ Amistad Curriculum: <http://www.njamistadcurriculum.net/>

Transfer Goal: Students will be able to independently use their learning to communicate with others in the target language about daily routines, healthy living and nutrition in order to establish cultural connections in a diverse society.

As aligned with LRHSD Long-Term Learning Goal(s): Students will be able to independently use their learning to:

- communicate effectively in more than one language in a variety of situations and for multiple purposes
- demonstrate cultural awareness based on understanding of and respect for other cultures, past and present
- make connections with other disciplines by applying learning from language class to relevant situations in other classes
- use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied

and their own

Enduring Understandings

Students will understand that . . .

EU 1

- *their established daily routine can positively and negatively affect their physical and mental health. (A1;A7;B1;C3)*

EU 2

- *they have the power to make changes in their daily routine. (A1; A2; A4; A5; A7; B1; B2; B3; C1; C2; C3; C5)*

EU 3

- *One's nutrition not only benefits their health but also creates opportunities for cultural and social interactions. (A1; A5; A7; B1; B2; B4; C1; C2; C4)*

Essential Questions

EU 1

- *How does one's lifestyle determine one's overall health? (A1;A7;B1;C3)*
- *Why is it essential to establish healthy habits at an early age? (A1; A2; B2; B4; C1)*
- *At what age should we begin to identify good, healthy habits? (A1; A5; B2; B4; C3)*
- *What are the benefits of following a healthy, balanced diet? (A1; A3; B2; B4; C4)*
- *How does culture influence daily routines and products available to us? (A1; A2; B2; B4; C3)*
- *How do I know what my nutritional needs are and how can I meet them? (A1; A4; B3; B4; C1)*

EU 2

- *What are the changes that I can make to improve my well-being? (A1; A2; A7; B2; B4; C1; C3)*
- *How can I make healthy decisions in my life? (A1; A2; A7; B2; B4; C1; C3)*
- *Which daily routines do my friends and family do that are beneficial to their well-being? (A1; A2; A7; B2; B3; C2; C5)*
- *Which activities do I do in my life that are not beneficial to my well-being? (A1; A2; A7; B2; B4; C1; C3)*
- *How does my lifestyle compare to those in the target cultures? (A1; A2; A7; B2; B4; C1; C3)*

	<ul style="list-style-type: none"> • <i>What are the greatest challenges that we might encounter when trying to maintain a healthy lifestyle? (A1; A2; A7; B2; B4; C1; C3)</i> <p>EU 3</p> <ul style="list-style-type: none"> • <i>What factors affect our health? (A1; A5; A7; B1; B2; B4; C1; C2; C4)</i> • <i>What role does health play in the different cultures of the target-language? (A1; A2; B2; B4; C1; C5; C6)</i> • <i>How does my community impact my food and health choices? (A1; A2; B2; B4; C1; C5; C6)</i> • <i>How is food a reflection of culture? (A1; A2; B2; B4; C1; C5; C6)</i> • <i>How does culture influence our view of our own body; the way we treat it, care for it and view it? (A1; A2; B2; B4; C1; C5; C6)</i>
<p><u>Knowledge</u> Students will know . . .</p> <p>EU 1</p> <ul style="list-style-type: none"> • <i>vocabulary and structures necessary to describe physical and mental health. (A1;A7;B1;C3)</i> • <i>vocabulary and structures necessary to compare and contrast different lifestyles. (A1; A3; B2; B3; C2; C6)</i> • <i>vocabulary and structures necessary to sequence daily routine.(A2; A5; B2; B5; C2; C3; C6)</i> <p>EU 2</p> <ul style="list-style-type: none"> • <i>vocabulary and structures necessary to describe daily routines and activities. (A1; A2; A7; B2; B3; C2; C5)</i> • <i>expressions of affirmation to reinforce positive habits. (A1; A4; A5; B1; B2; C1; C3)</i> • <i>vocabulary and structures needed to make suggestions</i> 	<p><u>Skills</u> Students will be able to. . .</p> <p>EU 1</p> <ul style="list-style-type: none"> • <i>express and discuss their daily routines. (A1;A7;B1;C3)</i> • <i>sequence daily activities. (A1; A3; B2; B3; C2; C6)</i> • <i>discuss the differences and similarities of various lifestyles. (A1; A3; B2; B3; C2; C6)</i> • <i>formulate and answer questions pertaining to mental and physical health.(A2; A5; B2; B5; C2; C3; C6)</i> <p>EU 2</p> <ul style="list-style-type: none"> • <i>outline positive and negative routines and activities. (A1; A2; A7; B2; B3; C2; C5)</i> • <i>compare the daily routines and activities of students of the target culture with those of your own. (A1; A4; A5; B1; B2; C1; C3)</i>

on how to maintain a healthy lifestyle. (A1; A2; A7; B2; B4; C1; C3)

EU 3

- vocabulary and structures to describe foods and meals. (A1; B2; C1)
- vocabulary and structures to describe appropriate manners and behaviors in a restaurant setting. (A1; A2; B2; B4; C1; C5; C6)
- vocabulary and structures necessary to compare and contrast lifestyles. (A1; A5; A7; B1; B2; B4; C1; C2; C4)
- cultural differences and similarities regarding lifestyles based on geographical regions. (A2; A5; B2; B3; C1; C4)

- provide suggestions and advice on how to live a healthy lifestyle. (A1; A2; A7; B2; B4; C1; C3)
- role play simple exchanges utilizing expressions of affirmation. (B1; B2; B3; B4)
- develop a plan/road map to healthy living. (C1; C2; C3; C4)

EU 3

- discuss and describe different foods and meals. (A1; B2; C1)
- Categorize food vocabulary into food various groups. (A1; A2; B2; B4; C1)
- analyze restaurant etiquette. (A1; A2; B2; B4; C1; C5; C6)
- compare and contrast similarities and differences between tangible products of the target culture(s) and their own. (A1; A5; A7; B1; B2; B4; C1; C2; C4)
- compare and contrast the differences and similarities of various lifestyles based on the geographical regions (A2; A5; B2; B3; C1; C4)

Stage Two - Assessment

Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. {place A, M and/or T along with the applicable EU number in parentheses after each statement}

- Playing games (Fly swatter, Kahoot, Quizlet, Gimkit, Blooket, etc.) (A EU1, EU2, EU3)
- Categorize the different foods into the food groups. (A EU3)

- Use bitmojis or clipart characters to describe daily routines. (A EU1, EU2, EU3)
- Listen to various descriptions of morning routines and order them chronologically. (A, M EU1)
- Read meal plans and identify ways to make them healthier. (A, M EU1, EU2)
- Create a venn diagram comparing and contrasting the cultural products, practices, and perspectives. (M EU3)
- Students keep a listening log each week in which they document new vocabulary words and cultural insights they gain from listening to authentic resources. (A,M EU1, EU2, EU3)
- Listen to heritage speakers (and others) talk about their daily activities and routines. (A, M EU1, EU2)
- Authentic instructional online resources, e.g. EdPuzzle, Flipgrid, This Is Language (M EU1, EU2, EU3)
- Students use a self-assessment checklist to assess goals from the year, collect evidence of their learning and post them to Google Classroom in order to showcase their progress. (M EU3)
- Express feelings about personal preferences (foods, food choices, daily routines and activities) (A, M, T, EU1, EU3)
- Compare eating habits of teens in various Spanish-speaking countries. (M, EU3)
- Students engage in e-pal exchanges (<http://blog.flipgrid.com/news/gridpals>) with students in a target country comparing cultural practices, products and perspectives. (M,T, EU1, EU2, EU3)
- Listening to authentic audio in the target language. (M,T EU1, EU3)
- Interpretive assessments (identify cognates) (M,T EU1, EU2, EU3)
- Presentational assessments promoting healthy lifestyles and routines. (M,T EU1, EU2)
- Present students with a menu for review and interpretation. (M, T EU3)
- Student created menus. (T, EU3)
- Interpersonal assessments (interview your classmates about food preferences and daily routines) (T EU1, EU2, EU3)

Pacing Guide

Unit #	Title of Unit Approximate # of teaching days
1	How do I pursue a healthy lifestyle?: Marking Period 1 (9 weeks / 45 days)
2	What do you play?: Marking Period 2 (9 weeks / 45 days)
3	How do you celebrate?: Marking Period 3 (9 weeks / 45 days)
4	Where do I want to go next?: Marking Period 4 (9 weeks / 45 days)

Instructional Materials

See appendix.

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.