

**Course:** Spanish 2  
**Unit #:** Unit 2: What do you play?

**Year of Implementation:** 2022-2023

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## 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.

**Unit Standards:**

***21st Century Life & Career Standards***

- 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***

2.1.4.C.3: Explain how mental health impacts one's wellness.

2.2.6.A.1: Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).

- **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 sports, athletes, body parts and their overall health in order to create cultural appreciation and establish worldwide connections.

**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

- *being able to communicate health problems and injuries can lead to faster recovery and overall health. (A1; A2; B1; C1; C2)*

EU 2

- *sport trends are influenced by many factors, including: activities, climate, self-expression, and cultural identity. (A2; A7; B4; C1; C2; C6)*

EU 3

- *popular athletes from the Spanish-speaking world have made important contributions to the world of sports. (A2; A8; B2; B6; C1; C3)*

Essential Questions

EU 1

- *Why is it important to be able to describe your overall health issues? (A1; A2; B1; C1; C2)*
- *What might happen if you do not talk about your health problems to health professionals? (A1; A2; B1; C1; C2)*
- *Why is it important to solve your health issues as soon as possible? (A2; A7; B4; C1; C2; C6)*

EU 2

- *How does our culture influence our choice of sport activities? (A7; B4; C1; C2; C6)*
- *Which sports do you wish that you could participate in? (A2; A7; B4; C1; C2; C6)*
- *How do geographical locations dictate what sports one can do? (A7; B4; C1; C6)*
- *In what ways can financial factors have an impact on different sport activities? (A7; B4; C1; C2; C6)*
- *In what ways are hobbies influenced by culture? (A2; A7; B4; C1; C2; C6)*

EU 3

- *In what ways have latinx athletes positively contributed not only to their sport, but also to society? (A2; A8; B2; B6; C1; C3)*
- *What attributes define a great athlete? (A8; B6; C1; C3)*

Knowledge

Students will know . . .

EU 1

- *vocabulary and structures related to body parts and ailments. (A1; A2; B1; B2; C1)*
- *vocabulary related to hospitals and doctor's offices. (A2; B1; C2)*
- *expressions to describe injuries. (A2; B1; C3)*

EU 2

- *vocabulary and structures related to sports. (A1; A2; B1; C1)*
- *vocabulary related to weather and seasons. (A2; A3; B1; B2; C1; C2)*
- *geography/locations specific to different sports activities. (A2; A3; B2; C1; C2)*
- *ways to express preference regarding sports, activities and their locations. (A2; A3; B2; C1; C2)*
- *popular sporting events that take place world-wide. (A3; B2; C1; C2)*

EU 3

- *a variety of influential athletes from the Spanish-speaking world. (A1; B1; C1)*
- *athletes from a range of all of the sports played in the Spanish-speaking world. (A2; B1; C3)*
- *a plethora of different contributions that Spanish-speaking athletes have made to their country and the world. (A1; B2; C5)*

Skills

Students will be able to . . .

EU 1

- *express different ways of how they are feeling, physically and mentally. (A1; A2; B1; B2; C1)*
- *categorize different body parts. (A1; B1; B2; C1)*
- *discuss their injuries. (A1; A2; B2; C1)*
- *exchange information regarding ways to stay healthy with peers. (A1; B1; C1)*

EU 2

- *categorize sports they play in different locations. (A1; A2; B1; C1)*
- *create organizers in which they outline which sports are played in which seasons (A1; A2; B1; C1)*
- *identify different geographical locations (A1; A2; B1; C1)*
- *describe various sporting events (A2; A3; B2; C1; C2)*
- *discuss likes and dislikes of sports and sporting events (A3; B2; C1; C2)*

EU 3

- *describe Spanish-speaking athletes (A1; B1; C1)*
- *discuss the contributions of Spanish-speaking athletes (A2; B1; C3)*
- *compare and contrast the attributes of various sports (A1; B2; C5)*
- *discuss likes and dislikes of athletes (A1; B2; C5)*
- *compare and contrast Spanish-speaking athletes to American athletes (A1; B2; C3)*

**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}

*Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection*

- Playing games (Fly swatter, Kahoot, Quizlet, Gimkit, Blooket, etc.) (A EU1, EU2, EU3)
- Listen to popular athletes describe their contributions to the world of sports. (A EU2, EU3)
- Create organizers based on when different sports are played, who plays which sport. (A EU1, EU3)
- Listen to descriptions of ailments and give suggestions/advice. (A, M EU1)
- Describe in written or oral form what is ailing someone after specific physical activities. (A, M EU1)
- Create an “alien” and describe what it looks like for others to draw (body parts/colors). (A, M EU1)
- 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 the sports and activities they participate in. (A, M EU1, EU2)
- Students role play various scenarios regarding their health and injuries at the doctor’ office. (M EU1)
- 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)
- Discuss injuries and injury prevention. (A, M, T EU1)
- Express feelings about personal preferences (sports, famous athletes and sporting events) (A, M, T, EU1, 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 describing sports and sporting events. (M,T EU1, EU2)
- Interpersonal assessments (interview your classmates about sports they enjoy playing) (T EU1, EU2, EU3)
- Practice target vocabulary in dialogue conversations. (T EU1, EU2, EU3)

## Pacing Guide

<b>Unit #</b>	<b><i>Title of Unit Approximate # of teaching days</i></b>
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.