

**Course:** Spanish 2  
**Unit #:** Unit 3: How do you celebrate?

**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***

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

6.1.4.D.15 Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices. Prejudice and discrimination can be obstacles to understanding other cultures.

9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).

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

- **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 authentic food, customs, traditions and various celebrations 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*

- *learning about authentic food and celebrations contributes to the familiarization of the target cultures' practices and perspectives. (A1; A2; B2; C1)*

*EU 2*

- *there are different ways to celebrate special occasions and that every culture and community has their own traditions. (A6; B2; B6; C6)*

*EU 3*

- *despite our cultural and linguistic variations we can learn to embrace similarities and respect differences in order to enhance the human connection. (A1; A4; B5; C3)*

Essential Questions

*EU 1*

- *How do your experiences and cultural background influence what you eat? (A1; B2; C1)*
- *How do special occasions enhance our cultural understanding? (A1; A2; B2; C1)*
- *How do geographical locations dictate celebrations, traditions and ways of life? (A1; A2; B2; C1)*
- *What are the factors that lead you to try new foods? (A1; A2; B2; C1)*

*EU 2*

- *How does your family celebrate birthdays, holidays and other special events? (A6; B2; B6; C6)*
- *How do special occasions enhance our cultural understanding? (A6; B6; C6)*
- *How do you and your friends celebrate occasions differently? (A2; B2; B6; C6)*

*EU 3*

- *How are connections made across cultures with our customs, holidays and special events? (A4; B5; C3)*
- *What are the greatest challenges that we might encounter when living in the target culture? (A1; A4; B5; C3)*

	<ul style="list-style-type: none"> <li>• <i>What are the greatest challenges that a person from the target culture might have in our society? (A1; A4; B5; C2)</i></li> <li>• <i>How do traditions form? (A2; A4; B5; C3)</i></li> <li>• <i>How does one's tradition play an integral role in making connections? (A1; A4; B5; C3)</i></li> </ul>
<p><u>Knowledge</u> Students will know . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• <i>vocabulary and structures related to foods in the target language culture. (A1; A2; B1; B4; C2)</i></li> <li>• <i>vocabulary and structures related to celebrations, parties and holidays. (A1; A2; B1; C2; C3)</i></li> <li>• <i>a variety of cultural practices regarding holidays, celebrations, festivals and family traditions. (A2; A6; B2; B6; C2; C4)</i></li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• <i>vocabulary and structures related to comparing and contrasting different holidays. (A2; A8; B3; C3; C5)</i></li> <li>• <i>where to find credible, reliable information and sources regarding various holidays, celebrations and festivals (A2; A8; B4; B5; C5; C6)</i></li> <li>• <i>vocabulary and structures related to holiday preparation and decorating. (A2; A8; B4; B5; C5; C6)</i></li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• <i>vocabulary and structures to discuss similarities and differences (A1; A4; B2; B6; C1; C3)</i></li> </ul>	<p><u>Skills</u> Students will be able to . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• <i>describe special family occasions, holidays and food. (A1; A2; B1; B4; C2)</i></li> <li>• <i>describe their cultural experiences, customs, traditions and holidays in speaking and writing. (A1; A2; B1; C2; C3)</i></li> <li>• <i>recommend and suggest various foods and dishes. (A2; A6; B2; B6; C2; C4)</i></li> <li>• <i>compare favorite holidays and traditional food dishes. (A2; A6; B2; B6; C2; C4)</i></li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• <i>compare and contrast Hispanic holidays to holidays in the U.S. (for example: Dia de los Muertos to Halloween) (A2; A8; B3; C3; C5)</i></li> <li>• <i>discuss how cultures' practices are similar and different (A2; A8; B4; B5; C5; C6)</i></li> <li>• <i>describe what they did to prepare for holidays and special events (A2; A8; B4; B5; C5; C6)</i></li> <li>• <i>explain personal and familial customs and traditions in speaking and writing (A2; A8; B4; B5; C5; C6)</i></li> </ul>

- *vocabulary, expressions and structures related to giving respect to peers and elders. and structures to discuss similarities and differences (A1; A3; B2; B6; C1; C3)*
- *vocabulary expressions and structures related to the geographical regions.(A3; B2; B6; C1; C3)*

EU 3

- *analyze the challenges one might encounter in making connections with the target culture. and structures to discuss similarities and differences (A1; A4; B2; B6; C1; C3)*
- *compare and contrast the cultural products, perspectives and practices of the target language (A1; A3; B2; B6; C1; C3)*
- *discuss colloquial phrases and expressions (A3; B2; B6; C1; C3)*
- *differentiate/distinguish between the various Spanish-speaking national holidays (A1; A4; B2; B6; C1; 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)**
- **Create a graphic organizer of the various types of holidays/festivals/celebrations into different regions, religious or not, etc. (A EU1)**

- Organize what supplies and activities you would do at different celebrations. **(A EU1, EU2)**
- Categorize colloquial expressions and idioms. **(A, M EU3)**
- 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)**
- 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)**
- Authentic instructional online resources, e.g. EdPuzzle, Flipgrid, This Is Language **(M EU1, EU2, EU3)**
- Express feelings about personal preferences (holidays, celebrations, foods and traditions) **(A, M, T, EU1, EU3)**
- Select a holiday from the Spanish-speaking world and compare it to a holiday in the United States. **(M EU1, EU2, 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)**
- Plan a surprise party for your sibling. Create invitations and describe what will happen during the party. **(M, T EU1, EU2)**
- Listening to authentic audio/songs in the target language. **(M,T EU1, EU3)**
- Interpretive assessments (identify cognates) **(M,T EU1, EU2, EU3)**
- Presentational assessments on the different cultural celebrations. **(M,T EU1, EU2)**
- Present students with an invitation for review and interpretation. **(M, T EU3)**
- Create an authentic meal from the target culture. **(M, T EU3)**
- Student created birthday invitations. **(T, EU3)**
- Interpersonal assessments (interview your classmates about holidays and celebrations) **(T EU1, EU2, EU3)**

## Pacing Guide

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