

Course: Spanish 2
Unit #: Unit 4: Where do I want to go next?

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/>

Content Standards:

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.

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

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.P.D.4 Learn about and respect other cultures within the classroom and community.

6.1.4.C.9 Compare and contrast how the availability of resources affects people across the world differently.

6.1.4.C.18 Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.

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

- **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 travel, transportation and leisure activities in order to establish global and 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

- *the concept of travel has a different meaning to people according to their needs, resources, and experiences. (A 1, 2, 7 B 1, 2 C 1, 2, 5)*

EU 2

- *transportation and accommodation methods vary based on geographic location and budget constraints (A1; B2; C3)*

Essential Questions

EU 1

- *How are my travel needs similar to and different from those from other cultures? (A 1, 2, B 1, 2 C 1, 2, 5)*
- *Why travel to another country? (A 1, 7 B 1, 2 C 2, 5)*
- *How do we become comfortable in a strange new place? (A 1, 2, 7 B 1, 2 C 1, 2)*
- *How does travel influence our awareness of cultures? (A 1, 2, 7 B 1, 2 C 1, 2, 5)*
- *Why do people travel? (A 1, 2 B 1 C 1, 2, 5)*
- *How do I plan a trip? (A 1, 2, 7 B 1, 2 C 1, 2, 5)*
- *How have past trips played a role in planning future trips? (A 1, 2, 7 B 1, 2 C 1, 2, 5)*

EU 2

- *How does one's environment affect the mode of transportation? (A1; B2; C3)*
- *Why is transportation essential? (A2; A3; B2; C1)*
- *How are our means of transportation similar to and different from those of Spanish Speaking countries? (A2; B2; C3)*

<p>EU 3</p> <ul style="list-style-type: none"> personal interests and culture determine and foster the various ways people spend their vacation. (A.1,3,4; B.1,2,5; C.1, 2,3,4,5) 	<ul style="list-style-type: none"> What role does transportation play in a global society? (A4; B2; C3) How do I determine where to stay while on vacation? (A1; B2; C3) <p>EU 3</p> <ul style="list-style-type: none"> How do our summer activities reflect what we value? (A.1,4; B.1,5; C.1, 2,3,5) How does our culture influence our choice of leisure activities while on vacation? (A.1,4; B.1,5; C.1, 2,3,5) How does one decide where to go on vacation? (A.1,2,4; B.1,2,; C.1, 2,3,4,) How do you decide what new activities to try while on vacation? (A.1,3,5; B.1,3,5; C.1, 2,3,4,5) How do our expectations of our travel destination influence our experience? (A.1,3; B.1,2; C.1, 2,3,4,6)
<p><u>Knowledge</u> Students will know . . .</p> <p>EU 1</p> <ul style="list-style-type: none"> vocabulary and structures needed to discuss vacations and travelling. (A 1, 2, 7 B 1, 2 C 1, 2, 5) the different types of locations one can travel to. (A 1, 2, 7 B 1, 2 C 1, 2, 5) vocabulary and structures related to describing what people will need while on vacation. (A 1, 2, 7 B 1, 2 C 1, 2, 5) structures to discuss past travel. (A 1, 2, 7 B 1, 2 C 1, 2, 5) 	<p><u>Skills</u> Students will be able to. . .</p> <p>EU 1</p> <ul style="list-style-type: none"> communicate about travel plans and past travel. (A 1, 2, 7 B 1, 2 C 1, 2, 5) discuss future vacation destinations. (A 1, 2, 7 B 1, 2 C 1, 2, 5) express preferences in regard to travel destinations. (A 1, 2, 7 B 1, 2 C 1, 2, 5) express opinions of likes and dislikes. (A 1, 2, 7 B 1, 2 C 1, 2, 5)

EU 2

- *vocabulary related to transportation. (A1; B2; C3)*
- *vocabulary and structures related to giving directions (A1; B4; C3)*
- *vocabulary related to accommodations. (A1; B1; C3)*
- *vocabulary and structures related to specific expenses of transportation and travel. (A1; B2; C1)*
- *vocabulary related to different currencies. (A2; B2; C3)*

EU 3

- *vocabulary and structures related to personal interests. (A.1,3,4; B.1,2,5; C.1, 2,3,4,5)*
- *vocabulary related to vacation activities and tours. (A.1,3,4; B.1,2,5; C.1, 2,3,4,5)*
- *geographical points of interest in Spanish-speaking countries. (A.1,3,4; B.1,2,5; C.1, 2,3,4,5)*

- *identify and describe travel destinations in Spanish-speaking countries and compare them to those in the U.S. (A 1, 2, 7 B 1, 2 C 1, 2, 5)*

EU 2

- *sequence and put stages of planning a trip in chronological order. (A1; B2; C3)*
- *communicate about means of transportation and accommodations. (A1; B3; C3)*
- *differentiate between various types of currencies. (A2; B2; C1)*

EU 3

- *identify and describe the different geographical points of interests. (A.1,3,4; B.1,2,5; C.1, 2,3,4,5)*
- *organize a list of activities you would do on vacation. (A.1,3,4; B.1,2,5; C.1, 2,3,4,5)*
- *describe vacation activities. (A.1,3,4; B.1,2,5; C.1, 2,3,4,5)*
- *compare different activities for different vacations. (A.1,3,4; B.1,2,5; C.1, 2,3,4,5)*

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 vacations, etc. (A EU1)**
- Organize what activities you would do on vacation. **(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 (vacation activities, vacation locations) (A, M, T, EU1, EU3)**
- Select a vacation destination from the Spanish-speaking world and compare it to a vacation destination 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 trip to a Spanish-speaking country. Create an itinerary and describe what you will do during your trip. **(M, T EU1, EU2)**
- Listening to authentic audio/songs in the target language. **(M,T EU1, EU3)**
- Interpretive assessments **(M,T EU1, EU2, EU3)**
- **Presentational assessments on the different vacation destinations. (M,T EU1, EU2)**

- Present students with a vacation itinerary for review and interpretation. (M, T EU3)
- Student created trip itineraries. (T, EU3)
- Interpersonal assessments (interview your classmates about trips) (T EU1, EU2, EU3)

Pacing Guide

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