

Course: *Spanish Communications 2 MOD*
Unit #1: *Who was here first? (¿Quién estaba aquí primero?)*

Year of Implementation: 2022-2023

Curriculum Team Members: Jennifer Pirrotta (jpirrotta@lrhsd.org), Jocelyn Auerbach Klein (jklein@lrhsd.org), Jim Spicer (jspicer@lrhsd.org), Brielyn Kellett (bkellett@lrhsd.org)

Stage One - Desired Results

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

- **Unit Standards:**

- **Content Standards**

- Interpretive (A)

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages that they hear, view, and read in predictable culturally authentic materials.

- Interpersonal (B)

- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

Presentational (C)

- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

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

○ **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.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.
- 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

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

○ **English Companion Standards**

- Grade 9-10 Companion Standards:

<https://www.state.nj.us/education/cccs/2016/ela/CompanionG0910.pdf>

- Grade 11-12 Companion Standards:

<https://www.state.nj.us/education/cccs/2016/ela/CompanionG1112.pdf>

○ **Interdisciplinary Content Standards**

- 6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).
- 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
- 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
- 6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes.
- 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.
- 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
- 6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the a
- 6.2.12.HistoryCC.5.c: Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.
<https://www.nj.gov/education/cccs/2020/2020%20NJSLSS-SS.pdf>
- 2.1.P.B.1 Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).
- 2.1.P.B.2 Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).
<https://www.state.nj.us/education/cccs/2020/2020%20NJSLSS-CHPE.pdf>

○ ***NJ Statutes:***

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 about indigenous peoples and cultures in order to establish connections in a diverse society.

As aligned with LRHSD Long Term Learning Goals, students will be able 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 Americas have a rich linguistic and cultural history that reflects the people who were here before the land was colonized by Europeans.

EU 2

- modern American societies include numerous contributions from indigenous cultures which are distinct from European contributions.

EU 3

- when indigenous products, practices and cultures become extinct, global citizens lose unique interpretations of the world around us.

Essential Questions

EQ 1

- How is culture defined?
- How does language reflect where people come from?
- Who was here before the European colonizers?
- What were common practices for indigenous groups?
- How have extinct languages affected peoples' cultural identity throughout the Americas?

EQ 2

- How did contributions from indigenous cultures reflect the people?
- How do important locations and landmarks reflect indigenous peoples and their cultures?
- What are some food and culinary traditions among indigenous groups?
- How do current themes in art reflect indigenous cultures?

EQ 3

- What indigenous products, practices, and cultures are extinct?
- How are indigenous products and practices still used by cultures today?
- What happens when a culture no longer exists?

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} The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): *Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection*

- Provide descriptions of indigenous places to visit portrayed in pictures (A, EU 1, 3)
- Use Google Earth to look at how geography affects indigenous communities. (A, EU 1, 3)
- Provide descriptions of indigenous foods and culinary traditions portrayed in pictures (A, EU 1, 3)
- Provide descriptions of ways in which indigenous cultures can be seen in modern colonized societies portrayed in pictures (A, EU 1, 3)
- Students watch [video](#) of B'alam Ajpu, a hip-hop group that uses a mix of Spanish and Mayan languages (A, EU 1)
- Students watch video of ousted Bolivian president speaking in Aymara language before the United Nations (A, EU1)
- Google Slides drag and drop matching indigenous languages with modern country names (A, M, EU 1)
- Pear Deck to learn about indigenous languages and peoples (A, M, EU 1)
- Identify commonly utilized indigenous foods in preparation of modern dishes. (A, M, EU 2)
- Students watch YouTube video titled "hamacas en hospital", showing how indigenous cultures use hammocks for hospital patients. (A, M, EU 2)
- Students compare and contrast indigenous medical settings in Latin America with indigenous medical settings in the U.S. (M, EU 2)
- Students learn about the process of how modern day chocolate is made, where it comes from and where it currently grows, and who discovered it (A, M, EU 2)
- Listen to authentic speakers (A, M, EU 1, 3)
- EdPuzzle titled "Cultural Geography of Latin America" (A, M, EU 1, 3)

- Students explain how a variety of native cultures are in danger of being extinct. **(M, T, EU 3)**
- Students role play a United Nations General Assembly meeting where they play the parts of various countries as well as native groups which must explain their challenges in today's world. **(T, EU 1, 3)**

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.