

Course: *Spanish Communications 2 MOD*
Unit #2: *Where do I live? (¿Dónde vivo?)*

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/>

- **Unit Standards:** *(keep each of the following headings in place)*

- **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**

- List grade-level appropriate companion standards for History, Social Studies, Science and Technical Subjects (CTE/Arts) 9-12. English Companion Standards are required only in these subject/content areas.

- 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.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
- 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.
- 6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).

<https://www.nj.gov/education/cccs/2020/2020%20NJSLSS-SS.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

Transfer Goal: Students will be able to independently use their learning to communicate with others in Spanish about various means of transportation, places in town, and things to do in order to establish cultural 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

- unique places and activities which exist in a city make it an important destination and center of a larger community. (A:1,A:2, A:3,A:4, A:5; B:1, C1, C:2,C:4)

EU 2

- it is important to be able to navigate through a city and give directions as cities are important centers of population. (A:1,A:2, A:3,A:4, A:5; B:1, C1, C:2, C:4)

EU 3

- cities contain many of the cultural riches of a location and often reflect and drive unique aspects of a society. (A:3, A:4, A:5, B:3, B:4, C:1, C:5)

Essential Questions

EQ 1

- Why are different places my favorite places in a city fun to visit?
- Why is visiting a city fun?
- What places are in a city that are not in a smaller community?
- How do I like to spend my time?

EQ 2

- How can going places for social activities strengthen relationships?
- How can I get around my community?

EQ 3

- How culturally rich is my community?
- How are all cities similar?

	<ul style="list-style-type: none"> • What makes one community different from another? • Why do people live in cities?
<p><u>Knowledge</u> Students will know . . .</p> <p>EU 1</p> <ul style="list-style-type: none"> • vocabulary and structures to discuss where they will go (A:1,A:2, A:3,A:4, A:5; B:1, C1, C:4) • places in the community (A:1,A:2, A:3,A:4, A:5; B:1, C1, C:4) • recreational activities (A:1,A:2, A:3,A:4, A:5; B:1, C1, C:2,C:4) • vocabulary structures to talk about what they are going to do in the near future (A:1,A:2, A:3,A:4, A:5; B:1, C1, C:2, C:4) <p>EU 2</p> <ul style="list-style-type: none"> • days of the week (A:1,A:2, A:3,A:4, A:5; B:1, C1, C:4) • vocabulary to discuss transportation (A:1,A:2, A:3,A:4, A:5; B:1, C1, C:4) • commands necessary for navigation in the city. (A:1,A:2, A:3,A:4, A:5; B:1, C1, C:4) <p>EU 3</p> <ul style="list-style-type: none"> • unique cultural and historical landmarks in large cities where Spanish speakers live. (A:3, A:4, A:5, B:3, B:4, C:1, C:5) 	<p><u>Skills</u> Students will be able to . . .</p> <p>EU 1</p> <ul style="list-style-type: none"> • express where they will go (A:1,A:2, A:3,A:4, A:5; B:1, C1, C:4) • describe recreational activities in relation to places in their community (A:1,A:2, A:3,A:4, A:5; B:1, C1, C:2,C:4) • identify a variety of common stores, buildings, and landmarks in a city. (A:1,A:2, A:3,A:4, A:5; B:1, C1, C:4) • express what they will do in the near future (A:1,A:2, A:3,A:4, A:5; B:1, C1, C:2, C:4) <p>EU 2</p> <ul style="list-style-type: none"> • use days of the week to express when they will go somewhere (A:1,A:2, A:3,A:4, A:5; B:1, C1, C:4) • explain how they will get to different places (A:1,A:2, A:3,A:4, A:5; B:1, C1, C:4) • tell how to navigate through a city (A:1,A:2, A:3,A:4, A:5; B:1, C1, C:4) <p>EU 3</p> <ul style="list-style-type: none"> • identify unique landmarks and places which are unique to specific cities where Spanish speakers live. (A:3, A:5, B:3, B:4, C:1, C:5) • explain the cultural importance of authentic landmarks. (A:3, A:4, A:5, B:3, B:4, C:1, C: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} 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**

- Point to pictures identifying places, transportation and activities **(A, EU 1, 2)**
- Pear Deck to practice transportation and places in a city **(A, EU 1, 2)**
- Introduce places of worship names and images **(A, EU 1)**
- **Google Slides places of worship “drag & drop” (A, EU 1)**
- Google Slides places around the city “drag & drop” **(A, EU 1)**
- Students watch a Ted Talk titled “Weird, or Just Different” to explore differences in cultural norms. **(A, EU 1, 2)**
- Students will play a game where they draw a place from the vocabulary on a personal white board. Students will have to say the name of the place in Spanish. **(A, EU 1)**
- Make flashcards with pictures of places in a community, leisure activities and transportation on one side and the Spanish word on the reverse side. Use flashcards to do activities such as Inner Outer Circle, partner practice, etc. **(A, EU 1, 2)**
- **Provide descriptions of places, activities, and cultural traditions portrayed in pictures (A, EU 1, 3)**
- **Use Google Earth Street View to look around Spanish speaking communities and identify places within the community. (A, EU 1, 3)**
- **Listen to authentic speakers talk about transportation and places (EdPuzzle, This is Language, Yabla, Babbel) (A, M, EU 1, 2, 3)**
- Your friend is taking a make-up test after school. Text her telling her what you are going to do after school today. Tell her where you are going and at what time. **(M, EU 1)**
- Ask classmates where they like to go, how they get there and what they would like to do **(M, EU 1,2)**
- Compare and contrast student transportation, and places frequented **(M, EU 1, 2)**
- Play class games relating to target vocabulary (i.e. flyswatter, four corners, hotseat, vocabulary BINGO, scrabble, Kahoot!, Quizlet, Gimkit, Quizizz, etc.) **(M, EU 1, 2)**
- Provide pictures or cartoons for students to describe their transportation **(M, EU 2)**
- **Scavenger hunt to find places on a map (M, EU 1, 3)**
- Scavenger hunt within the school using written instructions and directions to find items. **(M, EU 2)**
- Create an interview with classmates about where they are going and others using interrogatives **(M, T, EU 1, 3)**

- Read a paragraph description of a city. “Drag and drop” the landmark images to the appropriate location on a map following the city description **(M, T, EU 1, 3)**
- You are going on vacation to a Spanish-speaking country. Create a travel itinerary of places you will go, activities you will do at various days of the week and how you will travel around a Spanish-speaking city **(M, T, EU 1, 2, 3)**
- Create your own town with labeled landmarks, streets and other important places **(M, T, EU 1,3)**
- You are on the student committee to plan your class trip. Your task is to present four different options to your class advisors about where you want to go and what you want to do there. **(T, EU 1,2,3)**
- Students will have conversations with locals about tourist attractions, historical sites and how to get there. Students will be evaluated on their ability to talk about places, activities and transportation. **(T, EU 1, 2, 3)**

Pacing Guide

<i>Unit #</i>	<i>Title of Unit</i>	<i>Approximate # of teaching days</i>
1	Who was here first? (¿Quién estaba aquí primero?)	30
2	Where do I live? (¿Dónde vivo?)	60
3	What am I going to eat? (¿Qué voy a comer?)	60
4	What is art? (¿Qué es el arte?)	30

Instructional Materials

See Appendix Unit 2 ¿Dónde vivo?

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.