

Course: *Spanish (Self-Contained)*
Unit #4: Topic: Culture

Year of Implementation: 2024-2025

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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:**

- **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.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

- 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.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.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**
 - 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
<https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf>
- **English Companion Standards**
 - NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
 - Grade 9-10 Companion Standards:
https://www.nj.gov/education/standards/ela/Docs/2016NJSLS-ELA_Companion9-10.pdf
- **Interdisciplinary Content Standards**
 - 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).
 - 2.1.12.B.2 Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.
 - 2.1.12.B.3 Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one's health.
<https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CHPE.pdf>
 - 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.

- 6.2.12.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%20NJSLS-SS.pdf>
- **NJ Statutes:** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary 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 genocide 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.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

NJ Amistad Curriculum: <https://www.nj.gov/education/amistad/about/>

Diversity and Inclusion: <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Asian American and Pacific Islanders:

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.

Transfer Goal: Students will be able to independently use their learning to communicate with others in Spanish about food/culinary and traditions in order to establish cultural connections in a diverse society.

As aligned with LRHSD Long Term Learning Goal(s):

1. maximize independence
2. advance and accomplish their personal, educational, and career goals
3. self-advocate in real-life situations
4. make sound decisions with confidence
5. positively contribute to society

Enduring Understandings

Students will understand that. . .

EU 1

- Identifying and indicating food preferences is essential in everyday life.

EU 2

- knowledge of culture and geography is essential for understanding global awareness.

Essential Questions

- Why is it essential to identify food preferences?
- Why is it important to understand other cultures?

Knowledge

Students will know . . .

EU 1

- Types of food and food preferences (likes and dislikes) (A:1,A:2, A:3,A:4, B:1, B:3, C1,C:2, C:4)

EU 2

- geographical locations and celebrations of Spanish-speaking communities and regions (A:5, B:2, C:5)

Skills

Students will be able to. . .

EU 1

- Identify and describe their food/beverage preferences for breakfast, lunch, dinner and snacks, in Spanish. (A:1,A:2, A:3,A:4, B:1, B:3, C1, C:2, C:4)

EU 2

- Identify the unique aspects of each culture. (A:5, B:2, C:5)
- Compare and contrast the cultural and geographical differences among Spanish speaking countries. (A:5, B:2, C:5)
- Identify the location of different Spanish speaking countries. (A:5, B:2, C:5)

Stage Two - Assessment	
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Stage Three - Instruction	
<p><u>Learning Plan:</u> 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. All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. 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</p> <ul style="list-style-type: none"> ● Label the food in Spanish on a teacher generated worksheet with pictures to represent the item. (A, EU1) ● Make flashcards: Distribute teacher generated worksheet with food vocabulary in Spanish and a clip art picture to correspond. Students will cut out all food and beverage pictures and glue them onto notecards. On the opposite side of the notecard they will write the English equivalent. (A, EU1) ● Vocabulary sheet: Distribute pre-written Spanish vocabulary and have students write the English equivalent. (A, EU1) ● <i>Show a Slideshow with unit vocab and how to pronounce the vocabulary words in Spanish. Students will chorally respond when asked how to pronounce the words. (A, EU 1, EU2)</i> ● <i>Label maps from different Spanish-speaking regions: Spain, Mexico, and Central America. (A, EU2)</i> ● <i>Label the countries, prominent landmarks and bodies of water. (A, EU2)</i> ● <i>Use Kahoot, Peardeck, Gimkit, Blooket and Quizlet activities to reinforce vocabulary and pronunciation. (A, EU1, EU2)</i> ● <i>Use Google Earth Street View to look around Spanish speaking communities and identify restaurants within the community. (A, EU 1, EU2)</i> ● At the beginning of the unit, have students list what they know, think they know and want to know (RBT activator) about Spanish-speaking people/countries. At the end of the unit, have students revisit their list and reflect if they were correct and incorrect and why. (A, M, EU2) 	

- Use picture prompts of various locations, landmarks, celebrations, and foods to ask students to identify and explain what is being shown. (A, M, EU2)
- Read a current event article about a Spanish speaking country given by the teacher. Recall information to answer questions and summarize the article. (A, M, EU2)
- List the items that you want to see served for lunch in your cafeteria. (A, T, EU1)
- Categorize the foods into 3 columns in Spanish: entrees, sides, and refreshments. (M, EU1)
- Your friend texts you saying that she's hungry after school. Text her back, telling her what you are going to eat after school today. Tell her where you are going and where to meet you. (M, EU1)
- Students can search YouTube and Pandora to find authentic examples of music from Spanish-speaking countries. (M, EU2)
- You are on the student committee to plan your class restaurant trip. Your task is to present two different places to go with three food options for each restaurant. (T, EU 1, EU3)
- Place a mock phone call to a restaurant and apply food vocabulary in Spanish to identify what you want to order. (T, EU1)
- Students will participate in a Hispanic cultural diversity week at the end of the unit celebrating different Spanish-speaking countries. Students will work together in pairs to research an assigned country and create a poster expressing the unique aspects of the culture of that country. They will also research an authentic dish native to the country to make during class or living skills. At the end of the week, students will present the information on their assigned country and students will take part in a food celebration. (T, EU2)
- The teacher will show a picture of a food or beverage item. Students will be able to respond with "Me gusta" or "No me gusta" according to their preferences. (T, M, EU1).

Pacing Guide

{This chart will be identical in all of the units for this course.}

Unit #	Title of Unit	Approximate # of teaching days
1	Basic Vocabulary	34
2	Expressions	34
3	People and Environment	34
4	Culture	35

Instructional Materials

- **Movies:** 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.