

**Course:** *Spanish (Self-Contained)*  
**Unit #1:** Basic Vocabulary

**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.

- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
- 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](https://www.nj.gov/education/standards/ela/Docs/2016NJSLS-ELA_Companion9-10.pdf)
- **Interdisciplinary Content Standards**
  - NJSLS.K.CC.A Know number names and the count sequence
- **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 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.

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 effectively communicate with others about personal and environmental identity in order to

establish cultural appreciation and make linguistic connections in Spanish.

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*

expressing a need is essential for everyday life.

*EU 2:*

identifying objects and colors more specifically helps to clarify needs.

*EU 3:*

identifying days of the week, months of the year, and numbers helps to provide a specific time frame.

Essential Questions

- How can knowing a different language benefit you in life?
- How can communication impact daily lives?

Knowledge

Students will know . . .

EU 1

- what school supplies are utilized in a school setting. (A:1, A:2,. A:4, A:5, B:1, B:2, B:3, C:2, C:3, C:4)
- how to express need. (A:1, A:2,. A:4, A:5, B:1, B:2, B:3, C:2, C:3, C:4)

EU 2

- descriptive vocabulary to better identify school objects. (A:1, A:2,. A:4, A:5, B:1, B:2, B:3, C:2, C:3, C:4)

EU 3

- calendar vocabulary (months, days, numbers) to discuss birthdays and holidays. (A:1, A:4, C:1,C:3)

Skills

Students will be able to . . .

EU 1

- identify what school supplies are used for each class and activities, in Spanish. (A:1, A:2,. A:4, A:5, B:1, B:2, B:3, C:2, C:3, C:4)
- express the need of specific school supplies in Spanish. (A:1, A:2,. A:4, A:5, B:1, B:2, B:3, C:2, C:3, C:4)

EU 2

- Describe school vocabulary using colors, in Spanish. (A:1, A:2,. A:4, A:5, B:1, B:2, B:3, C:2, C:3, C:4)

EU 3

- discuss the dates, days of the week and holidays, in Spanish. (A:1, A:4, C:1,C:3)

**Stage Two - Assessment**

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**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. 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**  
These have to be in order from A, M and T

- **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, EU3)**
- **Use Kahoot, Peardeck, Gimkit, Blooket and Quizlet activities to reinforce vocabulary and pronunciation. (A, EU1, EU2)**
- **Make flashcards: Distribute teacher generated worksheet with the Spanish unit vocabulary. Students will cut out the vocabulary and glue them onto notecards. On the opposite side of the notecard they will write the English equivalent. (A, EU1, EU2)**
- **Vocabulary sheet: Distribute pre-written Spanish expressions and have students write the English equivalent. (A, EU1, EU2)**
- **Use flashcards to play "Manos Arriba." Students work in pairs using one set of flashcards and spread them out on their desks picture side up. The teacher says "Manos Arriba" and then a vocabulary word in Spanish. The students raise one hand and try to be the first to grab that flashcard. Continue until all cards are used and the winner is the person who has the most cards. (A, EU1, EU2)**
- **Students will stand in a circle facing each other. One student will start with the ball and begin with stating the number zero in Spanish. Then, the student will toss the ball to another student and that student will indicate the next sequential number in Spanish. (A, EU2)**
- **Take inventory of the classroom. Identify the items in the classroom in Spanish and how many of each are in the room. Record all answers in Spanish in a chart. (A, EU2)**
- **Play bingo using numbers 0-31. (A, EU2)**
- **Identify and verify the quantity of given classroom objects from a teacher generated list in Spanish. Students will record the amount of each item in Spanish. (A, M, EU2)**
- **Using dry erase boards, students will write the numeral that the teacher says in Spanish. Students will hold up the board in order for the teacher to check for correctness. (A, M, EU2)**
- **Students will be given a teacher generated worksheet with pictures of classroom objects. The students will be given verbal directions in English using Spanish classroom objects and color vocabulary. They will need to translate the information they hear through active listening to label and color the specified object using the correct color. For example, "Color la mesa azul." (M, EU2)**
- **Identify today, tomorrow, and yesterday given a 3 column chart with specific days of the week in Spanish. For example, in the today column lunes will be given. Then, students will write in Spanish which day was yesterday and which day is tomorrow. Teacher will alternate days. (M, EU2)**

- *Create an Autobiography slideshow which will identify the students' name, number of family members, age, birthday, etc. Teacher will provide a guide sheet which will prompt students for information. For example, "I have \_\_\_\_\_brothers and sisters. I am \_\_\_\_\_ years old." Students can present to the class. (T, EU2)*
- *Students will create their ideal classroom using pictures of classroom objects and colors. They will use the internet to locate pictures. On a piece of posterboard, they will paste and label the pictures with the correct Spanish vocabulary. They will present their ideal classroom to their peers using Spanish vocabulary. On the back, they will write sentences on what they need for school using "Necesito." (T, EU1, EU2)*
- *Conduct a birthday survey of the class. Students will ask each other their birthdays in Spanish and answer in Spanish. Record results in a chart. Put results on the board and have students organize the data in chronological order. (T, EU2).*
- *Choose a student each day to write the date and day of the week on the board in Spanish. (T, EU2).*

### **Pacing Guide**

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

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

### **Instructional Materials**

**Movies:** Coco, Book of Life



## 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.