

**Course:** *Spanish (Self-Contained)*  
**Unit # 2: Topic:** Expression

**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>  
<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**
  - • 2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).
- **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 independently use their learning to communicate their needs, feelings, and greetings in

Spanish in order to establish global and 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*

*communicating in at least one other language allows people to obtain information, express feelings and gain knowledge of other cultures.*

*EU 2*

*expressing a concern is essential for everyday life.*

*EU 3*

*identifying places in the community is essential to become an active member in society.*

Essential Questions

- How can communication appropriately build personal relationships?
- Why is self awareness important?

Knowledge

Students will know . . .

Skills

Students will be able to . . .

<p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• <i>simple greetings, introductions, and leave-taking expressions. (A:1, A:2, A:4, B:1,B:5, C:1, C:4)</i></li> <li>• <i>key feelings and expressions. (A:1, A:2, B:1,B:5,C:4)</i></li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• <i>health or safety concerns. (A:1, A:2, B:1,B:5,C:4)</i></li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• <i>location of important places in the community. (A:1, A:3, B:1, C:4)</i></li> </ul>	<p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• <i>greet, ask and answer personal questions about self, in Spanish. (A:1, A:4, A:5, B:1,C:1, C:4)</i></li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• <i>state a specific need or health concern, in Spanish. (A:1, A:2, B:1,B:5,C:4)</i></li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• <i>ask individuals where important sites in the community are located, in Spanish.(A:1, A:3, B:1, C:4)</i></li> </ul>
<b>Stage Two - Assessment</b>	
•	
<b>Stage Three - Instruction</b>	

***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

- 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, EU3)
- Make flashcard pairs: Distribute teacher generated worksheet with Spanish and equivalent English expressions. Students will cut out all expressions and glue the Spanish and English on separate note cards. Students will have to match the Spanish and English expressions. (A, EU1, EU2, EU3)
- Vocabulary sheet: Distribute pre-written Spanish expressions and have students write the English equivalent. (A, EU1, EU2, EU3)
- Decide the time of day the greetings are taking place in the given picture prompts. (A, EU1)
- Make a chart with two columns. Label one “ways to say hello” and the other “ways to say goodbye”. As you hear the teacher make statements in Spanish, place a check mark in the appropriate column. (A, EU1)
- Ask the name of the classmate on your right. After you introduce yourself, do the same with the person on your left. (A, M, EU1)
- Identify what you should ask/do in Spanish given picture prompts of different emergency situations. (A, M, EU2)
- Make a list of important places in the community (hospital, library, police station, fire station, etc) and match the questions that would go with each location. (A, M, EU3)
- Give students conversational questions or phrases in Spanish. Students are to select a logical response for each. (M, EU1, EU2, EU3)
- Design facial expressions of how you would feel in given real life scenarios and label with the Spanish emotion. (T, EU1, EU2)
- Students will be given a list of important places in the school building (guidance, main office, nurse, etc.). The students will introduce themselves and greet the designated person in Spanish at the location. (T, EU1, EU2, EU3)

## Pacing Guide

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

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

### **Instructional Materials**

- **Movies:** Inside-Out, Zootopia

## 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.