

**Course:** *Spanish (Self-Contained)*  
**Unit #3:** *Topic: People and Environment*

**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**
  - 1.5.12acc.Cn10a: Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.
- **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 with others in Spanish about family, home, and occupations 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

the ability to identify relationships within the family helps to understand connections among people.

EU 2

indicating household items and how they are used transfers from the home to work environment.

Essential Questions

- Why is it important to see how people are related?
- Why is it important to contribute at home with house work?

Knowledge

Students will know . . .

Skills

Students will be able to. . .

*EU 1*

- names of family members and the familial relationships among the various people. (A:1,A:2, A:3,A:4, A:5; B:1, C:1, C:4)

*EU 2*

- household items and chores that could be useful at a job. (A:1, A:2, A:3, B:1, B:2, C:1, C:4)

*EU 1*

- identify types of family members and understand relation to one another. (A:1,A:2, A:3,A:4, A:5; B:1, C:1, C:4)

*EU 2*

- state which household items and chores would be appropriate at specific jobs. (A:1, A:2, A:3, B:1, B:2, C:1, C:4)

**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

- 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)
- Make flashcard pairs: Distribute teacher generated worksheet with vocabulary terms. Students will cut out all vocabulary and glue the Spanish terms on one set of notecards and hand write the English on the opposite side of the card. (A, EU1, EU2)
- Use Kahoot, Peardeck, Gimkit, Blooket and Quizlet activities to reinforce vocabulary and pronunciation. (A, EU1, EU2)
- Vocabulary sheet: Distribute pre-written Spanish vocabulary and have students write the English equivalent. (A, E1, E2)
- Label the household items in Spanish on a teacher generated worksheet with pictures to represent the item. (A, EU2)
- Bingo: Identify pictures of household items when the teacher gives the Spanish term. (A, EU2)
- Identify and verify the family members in Spanish from a teacher generated family tree. (A, M, EU1)
- Interpret a teacher generated "chore chart" written in English and identify in Spanish which household item you would need to complete each chore. (A, M, EU2)
- Explain how family members are related to one another by completing sentences with the appropriate word. (M, EU1)
- Compare and contrast different household items that are used at various job sites. (M, EU2)
- Create a poster for a cleaning company advertising the services that you would provide and the household items that you would be using. (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:** Encontro

## 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.