

# Black Horse Pike Regional School District

*Where inspiring excellence is our standard and student achievement is the result.*

## Spanish III Course Syllabus

Updated: June 2024

### Course Overview

This honors-level course will serve as a continuation of the study of the Spanish language and culture throughout the Spanish-speaking world. Class time includes a blending of both teacher-guided instruction and student-centered activities, facilitated discussion and collaboration, supplemental website-based learning activities, problem solving and critical thinking, reading/writing/speaking/listening activities, development of interpretive/presentational/interpersonal skills, and building of proficiency abilities.

Students will work towards Intermediate Mid Interpretive (listening & reading), Interpersonal (speaking & writing) and Presentational (speaking & writing) skills. Students will interact with and create advanced texts and conversations in the target language and expand the depth of their vocabulary and work in the present, past, and future tenses. The primary focus of a Level Three World Language course is to expand thoughts with greater detail and ask a variety of questions, and interact with a variety of familiar and researched topics, with an exploration into global perspectives. The continued development of target language-based skills is leading the students to be successful on the Seal of Biliteracy AAPPL Exam.

We live in one of the most diverse states in the nation. Thus, the New Jersey Department of Education focuses on equipping students with necessary knowledge, skills, and attitudes to participate successfully in the 21st century, and embracing the state's multiculturalism and diversity, including the acquisition of diverse languages and cultures. Our Spanish classes will strive to meet the New Jersey Student Learning Standards mission of providing learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global, culturally diverse society and world. This will be conducted through the lens of the "5 C's" from ACTFL: communication, cultures, connections, comparisons, and communities.

The course content below follows the [New Jersey Student Learning Standards for World Languages](#).

### Course Content and Outline:

	<u>Learning Objectives</u>	<u>NJSLS</u>
<b>Unit 1:</b> La ciudad y sus lugares <b>Proficiency target:</b> Novice-high	<ol style="list-style-type: none"><li>1.) Places and specialty in the city</li><li>2.) Transportation in the city</li><li>3.) Giving Directions between places in the city</li><li>4.) Introduction of the basic animals</li><li>5.) Review of regular and irregular preterite verbs</li></ol>	<ol style="list-style-type: none"><li>1.) 7.1.NH.IPRET.1</li><li>2.) 7.1.NH.IPRET.2</li><li>3.) 7.1.NH.IPRET.3</li><li>4.) 7.1.NH.IPRET.4</li><li>5.) 7.1.NH.IPRET.5</li><li>6.) 7.1.NH.IPRET.6</li><li>7.) 7.1.NH.IPRET.7</li><li>8.) 7.1.NH.IPRET.8</li><li>9.) 7.1.NH.IPERS.1</li><li>10.) 7.1.NH.IPERS.2</li><li>11.) 7.1.NH.IPERS.3</li></ol>

		<p>12.) 7.1.NH.IPERS.5  13.) 7.1.NH.PRSNT.1  14.) 7.1.NH.PRSNT.2  15.) 7.1.NH.PRSNT.3  16.) 7.1.NH.PRSNT.4  17.) 7.1.NH.PRSNT.5</p>
<p><b>Unit 2:</b> Las Celebraciones</p> <p><b>Proficiency target:</b> Novice-high to Intermediate-low</p>	<p>1.) Day of the Dead  2.) Thanksgiving  3.) Christmas Eve/Christmas &amp; Hanukkah  4.) New Year's &amp; Three King's  5.) Imperfect</p>	<p>1.) 7.1.IL.IPRET.1  2.) 7.1.IL.IPRET.2  3.) 7.1.IL.IPRET.4  4.) 7.1.IL.IPRET.5  5.) 7.1.IL.IPERS.1  6.) 7.1.IL.IPERS.2  7.) 7.1.IL.IPERS.4  8.) 7.1.IL.IPERS.5  9.) 7.1.IL.PRSNT.1  10.) 7.1.IL.PRSNT.2  11.) 7.1.IL.PRSNT.3  12.) 7.1.IL.PRSNT.4  13.) 7.1.IL.PRSNT.5</p>
<p><b>Unit 3:</b> La Infancia</p> <p><b>Proficiency target:</b> Intermediate-low</p>	<p>1.) Childhood toys, games and activities and playground  2.) Personality traits and physical descriptions  3.) Preterite vs Imperfect - reasons for the use of each tense</p>	<p>1.) 7.1.IL.IPRET.1  2.) 7.1.IL.IPRET.2  3.) 7.1.IL.IPRET.4  4.) 7.1.IL.IPRET.5  5.) 7.1.IL.IPERS.1  6.) 7.1.IL.IPERS.2  7.) 7.1.IL.IPERS.4  8.) 7.1.IL.IPERS.5  9.) 7.1.IL.PRSNT.1  10.) 7.1.IL.PRSNT.2  11.) 7.1.IL.PRSNT.3  12.) 7.1.IL.PRSNT.4  13.) 7.1.IL.PRSNT.5</p>
<p><b>Unit 4:</b> Conociendo los países hispanohablantes</p> <p><b>Proficiency target:</b> Intermediate-low</p>	<p>1.) Making a reservation at various accommodations (hotel, hostel, albergue juvenil, paradores) /  2.) Investigating Spanish-speaking countries around the world and their unique attractions  3.) Present Perfect Tense  4.) Future Tense</p>	<p>1.) 7.1.IL.IPRET.1  2.) 7.1.IL.IPRET.2  3.) 7.1.IL.IPRET.4  4.) 7.1.IL.IPRET.5  5.) 7.1.IL.IPERS.1  6.) 7.1.IL.IPERS.2  7.) 7.1.IL.IPERS.4  8.) 7.1.IL.IPERS.5  9.) 7.1.IL.PRSNT.1  10.) 7.1.IL.PRSNT.2  11.) 7.1.IL.PRSNT.3  12.) 7.1.IL.PRSNT.4  13.) 7.1.IL.PRSNT.5</p>

**Course Expectations and Skills**

- 1.) Apply target-language vocabulary and grammar to reading, writing, speaking, & listening comprehension activities.
- 2.) Demonstrate levels of proficiency through interpretive, interpersonal, and presentational activities and assessments in the present tense in the target-language (for example: develop and perform dialogues, oral presentations, infographic interpretations, etc.).
- 3.) Demonstrate a growth to Intermediate-Low proficiency level according to the 2012 Standards established by the American Council on the Teaching of Foreign Languages (ACTFL).
- 4.) Develop a cross-cultural awareness through exposure to cultural practices and open discussion of various social justice themes.

### **Materials Needed**

- Chromebook
- Notebook and/or three-ring binder with lined paper (as needed)
- Daily planner/Student organizer
- Pen or pencil

### **Resources**

Supplemental Materials = online resources, teacher-made resources, & Shared Google Drive Folder

### **Grading Scale**

Students' grades are based-upon the following categories:

Classwork/Participation =	30%
Minor Assessments =	35%
Major Assessments =	35%

# Black Horse Pike Regional School District

**Spanish III**

**Unit 1 - La ciudad y sus lugares**

**Summer 2024**

## Unit Overview

**Estimated Duration: First marking period**

### Theme(s) or topic(s):

In this unit, students will be introduced to places in and around the city, including specialty stores. Students will use directions in order to navigate through the city. Throughout the unit they will also explore different types of animals. Students will see visual representations of various cities and compare them to their own lives and experiences. Students will interpret authentic maps and materials related to various cities and their places of interest.

The introduction of these common topics will be conducted in the novice-high proficiency level. Students will be employing all three modes of communication: the interpretive, interpersonal and presentational activities to increase their Spanish proficiency level. The lessons and assessments in this unit expose students to authentic Spanish Speaking real life experiences which facilitates students overall fluency and increase in interpersonal, presentational and interpretive proficiencies.

## Essential Questions

### Thematic Questions to guide the unit of study:

- How do I identify places in a city?
- How do I navigate around a city?
- How do I ask for and give directions?
- What types of transportation can I use in the city?
- How do I identify animals in Spanish?

## Enduring Understandings

### Learning Objectives for the unit of study:

- There are different customs and lifestyles in cities in Spanish-speaking countries.
- It is important to know how to navigate throughout the city using directions and clues.
- Recognize the specialty stores and their purpose in Spanish-speaking countries.
- Compare and contrast city life in the United States versus Spanish-speaking countries.
- Compare and contrast readily-available forms of public transportation in the United States versus Spanish-speaking countries.

## Learning Targets & Standards

**Proficiency target:** Novice-high

**Learning Targets** - Students will use Spanish to:

- identify animals in a zoo or aquarium

- identify parts of the city
- identify types of transportation used in the city
- give and follow directions in order to navigate throughout the city
- give a series of commands
- compare and contrast life in the suburbs versus life in the city
- talk about a trip I have taken to a city

### **NJSLS Standards:**

- 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.
- 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
- 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.
- 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.
- 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).
- 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
- 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
- 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
- 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.
- 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.
- 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
- 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.
- 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.
- 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.
- 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.

## **Instructional Strategies & Unit Resources:**

### **Vocabulary:**

- [Quizlet: Lugares en la ciudad](#)
- [Quizlet: Las direcciones y preposiciones](#)
- [Quizlet: los animales del zoo y el campo](#)

### **Grammar:**

- [Quizlet: preterite regular verbs, yo form changes and ser/ir](#)
- [Quizlet: Irregular Preterite Verbs](#)

### **Technology Programs Used:**

- Quizlet
- EdPuzzle
- Blooket
- Gimkit
- Google Applications
- Quizizz
- Kahoot
- This is School
- Peardeck
- Conjuguemos
- Boom Cards
- [Spanishlistening.org](http://Spanishlistening.org)

### **Activities and Assignments:**

- Students will respond to the texts in activities that encompass the interpersonal, presentational and interpretive modes at the Novice-high Level
- Students will make connections to the content by comparing the information with their own experiences, and sharing with peers.
- Students will consider multiple perspectives as they engage with critical thinking questions in regards to the text.
- Routines for learning include warm up, think-pair-share style activities, small group activities, leveled group activities, 1:1 conferencing with the instructor, student-led exploratory assignments, among other learning strategies.

### **Social Justice Topic Suggestions:**

- Open class discussion regarding travel and accessibility with forms of public transportation. How does this affect the environment, public health, etc?
- Open class discussion about the pros and cons of where someone lives (in the country/suburbs/city).

### **Student Feedback:**

Students will receive feedback on proficiency through the use of the hNovice-high Proficiency guidelines rubric.

## **Accommodations & Modifications**

Outline strategies for accommodating needs and modifying per varied levels of learners, including tiered instructional options & assessments for Special Education, MLL, Gifted and Talented:

- [Spanish Special Education / Gifted and Talented](#)
- [504 Students](#)
- [At Risk Students](#)
- [MLL](#)

## Assessments

### **Assessment Options:**

- Students will listen to a video/recording about life in the city
- Students will interpret a map of a city, zoo or aquarium
- Students will read an article/excerpt about life in the city.
- Students will discuss a trip they have taken to a city.
- Students will give directions to navigate in a city
- Compare and contrast authentic maps/layouts of cities and farms from a Spanish-speaking country.
- Read excerpts about life in the city
- Watch videos on EdPuzzle and answer questions.
- Watch authentic Spanish videos and answer questions
- Practice and apply interpretive listening skills using [thisisschool.com](http://thisisschool.com)
- Simulated conversations in pairs and groups about life in the city
- Find Someone Who Activity using a bingo board
- Interview questions
- Answer questions about a trip you have taken to a city
- Use Charlala/FlipGrid/Screencastify introducing yourself and talk about an experience you've had in the city
- Create a map showing and describing the parts of a city
- Give/receive directions to a classmate in order to navigate around the room
- Write your parents about staying in a city or on a farm
- Write a text messages and give directions to various places/parts of the city
- In conversations with their teachers and/or classmates, students will provide directions to a specific destination in a city.
- Create a multi-media rich digital portfolio of a fictional city with unique attractions.
- Info gap describing places/providing directions around a city.
- Role play with a partner, where one person is lost and the other person looking for directions somewhere.
- Write to a friend who is visiting you about a description of a place and how to meet them there.

## Learning Targets & Standards

### Interdisciplinary Connections & 21st Century Themes & Skills

#### English Language Arts:

- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

- RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

### **Mathematics:**

- 2.M.A Measure and estimate lengths in standard units
- K.M.B Work with money.
- 1.M.C Work with money.
- 1.M.B. Tell and write time.

### **Science:**

- ESS3.B: Natural Hazards A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts. (3-ESS3-1) (Note: This Disciplinary Core Idea is also addressed by 4-ESS3-2.)
- ESS3.C: Human Impacts on Earth Systems Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things. (secondary to KESS2-2)
- 4-ESS3-2 Generate and compare multiple solutions to reduce the impacts of natural Earth processes and climate change have on humans.
- LS4.D: Biodiversity and Humans There are many different kinds of living things in any area, and they exist in different places on land and in water. (2-LS4-1)

### **Social Studies:**

- 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
- 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
- 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.
- 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.

- 6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.

### **Comprehensive Health & Physical Education:**

- 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
- 2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.
- 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.
- 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.
- 2.1.5.EH.1: Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors.

### **Visual & Performing Art:**

- 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
- 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.
- 1.5.2.Re7b: Describe, compare and categorize visual artworks based on subject matter and expressive properties.
- 1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.

### **Technology and 21st Century Themes & Skills:**

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 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).
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

### **Computer Science & Design Thinking:**

- 8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.

# Black Horse Pike Regional School District

**Spanish III**

**Unit 2 - Las Celebraciones**

**Summer 2024**

## Unit Overview

**Estimated Duration: Second marking period**

### **Theme(s) or topic(s):**

In this unit, students will learn more about the foods and customs surrounding important holidays in the Spanish-speaking world such as Día de los Muertos, Nochebuena, Navidad, Hanuka, Los Reyes Magos and Año Nuevo. Students will learn about the history and significance of the holiday as well as the cultural significance of specific decorations, foods, and cultural practices and traditions. Students will compare and contrast their own holiday experiences and traditions with that of the holiday traditions in Spanish-speaking countries. Students will also partake in various popular or well-known holiday traditions.

## Essential Questions

### **Thematic Questions to guide the unit of study:**

- What are popular holidays in Spanish-speaking countries?
- What is the significance of these holidays and their practices/traditions?
- How do people celebrate these holidays in Spanish-speaking countries?
- How can I compare and contrast holidays in the US versus Spanish-Speaking countries?

## Enduring Understandings

### **Learning Objectives for the unit of study:**

- In Spanish-speaking countries there are many unique religious and non-religious celebrations.
- Food, costumes, dances, and music are of great significance in celebrating these holidays.
- Each Spanish-speaking country's celebrations are influenced by the cultures of Europe, Africa and the indigenous people of the region.
- Some important holidays in the Spanish-speaking world with customs unique to the region are "Día de los Muertos," "El Día de Acción de Gracias," "La Nochebuena." "La Navidad," "Los Reyes Magos," and "El Año Nuevo."

## Learning Targets & Standards

**Proficiency target: [Intermediate-low](#)**

**Learning Targets -** Students will use Spanish to:

- explain the difference between Halloween and Day of the Dead.
- express the various customs and traditions of holidays from Spanish-speaking countries.
- compare holidays in Spanish-speaking countries to the holidays in the United States.
- explain an experience from a holiday as a child.

**NJSLS Standards:**

- 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
- 7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.
- 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.
- 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.
- 7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
- 7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
- 7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
- 7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
- 7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
- 7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
- 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.
- 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
- 7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

**Instructional Strategies & Unit Resources:****Vocabulary:**

- [Quizlet: El día de los muertos y preterito](#)
- [Quizlet: Día de los Muertos - definitions & significance](#)
- [Quizlet: Navidad y Hanuka](#)
- [Quizlet: El Año Nuevo y Tres Reyes Magos](#)

**Grammar:**

- The imperfect tense, including regular -ar/-er/-ir verbs, and the irregulars ser/ir/ver

**Technology Programs Used:**

- Quizlet
- EdPuzzle
- Blooket
- Gimkit
- Google Applications
- Quizizz
- Kahoot
- This is School
- Peardeck
- Conjuguemos

- Boom Cards
- [Spanishlistening.org](http://Spanishlistening.org)

### **Activities and Assignments:**

- Students will respond to the texts in activities that encompass the interpersonal, presentational and interpretive modes at the Intermediate-low Level.
- Students will make connections to the content by comparing the information with their own experiences, and sharing with peers.
- Students will consider multiple perspectives as they engage with critical thinking questions in regards to the text.
- Routines for learning include warm up, think-pair-share style activities, small group activities, leveled group activities, 1:1 conferencing with the instructor, student-led exploratory assignments, among other learning strategies.

### **Social Justice Topic Suggestions:**

- Open class discussion about holiday celebrations (and stereotypes) here in the United States versus Spanish-speaking countries.
- Open class discussion about varying abilities to celebrate and partake in common/popular holiday traditions (finances).
- Open class discussion about the meanings and origins or perceptions of the common holidays in Spanish-speaking countries.

### **Student Feedback:**

Students will receive feedback on proficiency through the use of the Intermediate-low Proficiency guidelines rubric.

## **Accommodations & Modifications**

Outline strategies for accommodating needs and modifying per varied levels of learners, including tiered instructional options & assessments for Special Education, MLL, Gifted and Talented:

- [Spanish Special Education / Gifted and Talented](#)
- [504 Students](#)
- [At Risk Students](#)
- [MLL](#)

## **Assessments**

### **Assessment Options:**

- Students will interpret authentic cultural readings about customs and traditions for Day of the Dead / Christmas/ Hanukkah / New Year's Eve.
- Students will discuss the differences/similarities between Spanish-speaking holidays and holidays in the United States
- Listen to a native Spanish-speaker talk about customs and traditions of various holidays.
- Listen to a native Spanish-speaker talk about their childhood experiences.
- Compare and contrast holiday traditions and customs in Spanish-speaking countries.
- Read excerpts about Spanish- speaking holidays

- Watch videos on EdPuzzle and answer questions.
- Watch authentic Spanish videos and answer questions
- Conversations in pairs and groups about holiday experience
- Answer questions about customs and traditions of various holidays
- Use Charla/FlipGrid/Screencastify introducing yourself and talk about a holiday experience/traditions/customs
- Describe holiday traditions and customs to a partner
- Write to a friend/ Create a text message conversation about a holiday experience.
- Read a letter where a student describes their holiday traditions.
- Interpret an infographic regarding holidays/celebrations and answer questions.
- Read an article about a holiday celebration.
- Listen and answer questions about a description of a holiday celebration.
- Complete a graphic organizer comparing holidays Spanish-speaking countries and Americans.
- Listen to a video/dialogue and complete an accompanying info gap activity.
- Simulated conversations in pairs and groups about holiday practices or experiences.
- Find Someone Who Activity.
- Inside/Outside Circle or Line questioning activities.
- Round table discussions.
- Create a video showing what objects are related to certain holiday practices.
- Create an altar and bring in objects and/or pictures who represent deceased loved ones
- Write a paragraph describing what you did to celebrate a holiday.
- Describe a recent holiday experience.
- Create a FlipGrid video describing your favorite holiday customs/traditions.
- Create a small presentation about a holiday celebration.
- Write a list of the top 10 different holiday traditions.
- Write a list of things you need to celebrate your holiday/celebration.
- Keep a journal describing how you celebrated various holidays over winter break.

## **Learning Targets & Standards**

### **Interdisciplinary Connections & 21st Century Themes & Skills**

#### **English Language Arts:**

- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

- RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

### **Mathematics:**

- 2.M.A Measure and estimate lengths in standard units
- K.M.B Work with money.
- 1.M.C Work with money.
- 1.M.B. Tell and write time.

### **Science:**

- ESS3.B: Natural Hazards A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts. (3-ESS3-1) (Note: This Disciplinary Core Idea is also addressed by 4-ESS3-2.)
- ESS3.C: Human Impacts on Earth Systems Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things. (secondary to KESS2-2)
- 4-ESS3-2 Generate and compare multiple solutions to reduce the impacts of natural Earth processes and climate change have on humans.
- LS4.D: Biodiversity and Humans There are many different kinds of living things in any area, and they exist in different places on land and in water. (2-LS4-1)

### **Social Studies:**

- 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
- 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
- 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.
- 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.

- 6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.

### **Comprehensive Health & Physical Education:**

- 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
- 2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.
- 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.
- 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.
- 2.1.5.EH.1: Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors.

### **Visual & Performing Art:**

- 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
- 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.
- 1.5.2.Re7b: Describe, compare and categorize visual artworks based on subject matter and expressive properties.
- 1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.

### **Technology and 21st Century Themes & Skills:**

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 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).
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

### **Computer Science & Design Thinking:**

- 8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.

# Black Horse Pike Regional School District

**Spanish III**

**Unit 3 - La Infancia**

**Summer 2024**

## Unit Overview

**Estimated Duration: Third marking period**

### Theme(s) or topic(s):

In this unit, students will learn to express their experiences from their childhood. To accomplish this, they will identify vocabulary about childhood activities, toys and personality traits. Through this lens, the students will learn the difference between the two main past-tense forms--the preterite and the imperfect--and its uses. These will all aid in the students' ability to express their self-identity.

## Essential Questions

### Thematic Questions to guide the unit of study:

- What was I like as a child?
- What types of activities or hobbies did I partake in as a child?
- What toys did I used to have and play with?

## Enduring Understandings

### Learning Objectives for the unit of study:

- Expressing personality, likes and dislikes from one's childhood.
- Discussing habitual actions and events from one's childhood.
- Expressing holiday experiences as a child.
- Expressing family childhood traditions.

## Learning Targets & Standards

### **Proficiency target: Intermediate-low**

**Learning Targets** - Students will use Spanish to:

- Describe my personality as a child.
- Describe my likes and dislikes as a child.
- Describe games I used to play and toys I used to play with as a child.
- Explain activities, hobbies and events I used to do as a child.
- Describe family childhood traditions.

### **NJSLS Standards:**

- 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
- 7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.
- 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.

- 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.
- 7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
- 7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
- 7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
- 7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
- 7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
- 7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
- 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.
- 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
- 7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

## **Instructional Strategies & Unit Resources:**

### **Vocabulary:**

- [Quizlet: Cuando era niño](#)

### **Grammar:**

- [Quizlet: preterito e imperfecto 1](#)
- [Quizlet: preterito e imperfecto 2](#)
- [Quizlet: Cuando era niño con imperfecto](#)
- [Quizlet: Las diferencias entre pretérito e imperfecto](#)
- Review of all preterite tense verb conjugations
- Review of all imperfect tense verb conjugations
- Comparison of when to use the preterite versus imperfect tenses

### **Technology Programs Used:**

- Quizlet
- EdPuzzle
- Blooket
- Gimkit
- Google Applications
- Quizizz
- Kahoot
- This is School
- Peardeck
- Conjuguemos
- Boom Cards
- [Spanishlistening.org](#)

### **Activities and Assignments:**

- Students will respond to the texts in activities that encompass the interpersonal, presentational and interpretive modes at the Intermediate-low Level.
- Students will make connections to the content by comparing the information with their own experiences, and sharing with peers.
- Students will consider multiple perspectives as they engage with critical thinking questions in regards to the text.
- Routines for learning include warm up, think-pair-share style activities, small group activities, leveled group activities, 1:1 conferencing with the instructor, student-led exploratory assignments, among other learning strategies.

### **Social Justice Topic Suggestions:**

- Open class discussion about common childhood customs/practices (and stereotypes) here in the United States versus Spanish-speaking countries.
- Open class discussion about varying childhood experiences and abilities to partake in common/popular childhood experiences (finances).

### **Student Feedback:**

Students will receive feedback on proficiency through the use of the Intermediate-low Proficiency guidelines rubric.

## **Accommodations & Modifications**

Outline strategies for accommodating needs and modifying per varied levels of learners, including tiered instructional options & assessments for Special Education, MLL, Gifted and Talented:

- [Spanish Special Education / Gifted and Talented](#)
- [504 Students](#)
- [At Risk Students](#)
- [MLL](#)

## **Assessments**

### **Assessment Options:**

- Watch videos and retell the story by choosing the preterite or imperfect tense to describe the past.
- Listen to native speakers talk about their childhood activities.
- Simulated conversations in pairs and groups about childhood experiences.
- Listen to a video/dialogue and complete info gap activity.
- Interview classmates about their favorite childhood memories.
- Present to the class about what they were like, activities/hobbies they used to do and toys they used to have. (spontaneous speaking)
- Create a multi-media rich digital presentation, or “memory book” about their childhood.
- Write your friend a postcard or letter about your childhood.
- Write your friend a postcard or letter describing your favorite childhood memory.
- Create a storyboard about your childhood.
- Create short stories about various couples (visual prompts) about what they were like, what they have done and what they used to do.
- Read a mini biography about the childhood of a famous Spanish-speaker and answer accompanying

questions.

## **Learning Targets & Standards**

### **Interdisciplinary Connections & 21st Century Themes & Skills**

#### **English Language Arts:**

- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

#### **Mathematics:**

- 2.M.A Measure and estimate lengths in standard units
- K.M.B Work with money.
- 1.M.C Work with money.
- 1.M.B. Tell and write time.

#### **Science:**

- ESS3.B: Natural Hazards A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts. (3-ESS3-1) (Note: This Disciplinary Core Idea is also addressed by 4-ESS3-2.)
- ESS3.C: Human Impacts on Earth Systems Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things. (secondary to KESS2-2)
- 4-ESS3-2 Generate and compare multiple solutions to reduce the impacts of natural Earth processes and climate change have on humans.
- LS4.D: Biodiversity and Humans There are many different kinds of living things in any area, and they exist in different places on land and in water. (2-LS4-1)

### **Social Studies:**

- 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
- 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
- 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.
- 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
- 6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.

### **Comprehensive Health & Physical Education:**

- 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
- 2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.
- 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.
- 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.
- 2.1.5.EH.1: Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors.

### **Visual & Performing Art:**

- 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
- 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.
- 1.5.2.Re7b: Describe, compare and categorize visual artworks based on subject matter and expressive properties.
- 1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.

### **Technology and 21st Century Themes & Skills:**

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).

- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 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).
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6).

**Computer Science & Design Thinking:**

- 8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.

# Black Horse Pike Regional School District

**Spanish III Unit 4 - Conociendo los países hispanohablantes**

**Summer 2024**

## Unit Overview

**Estimated Duration: Fourth marking period**

### **Theme(s) or topic(s):**

In this unit, students will become familiar with the vocabulary associated with various types of accommodations in different Spanish-speaking countries. Also, the students will become familiar with the vocabulary of the hotel and how to ask for things they may need when they stay in a hotel. Through this lens, students will research and investigate Spanish-speaking countries around the world and their unique attractions. Students will also compare and contrast hotels in Spanish-speaking countries and the United States. They will recycle travel vocabulary from previous levels of Spanish. They will discuss texts or documents where they can talk about traveling in Spanish speaking countries. Students will be able to organize a trip, research information about a Spanish-speaking city, types of accommodations, attractions, places they can visit and things they can do.

## Essential Questions

### **Thematic questions to guide the unit of study:**

- If you are traveling to a Spanish-speaking country, what arrangements do you have to make?
- If you are traveling to a Spanish-speaking country, where can you stay?
- What are some common or popular things to do or attractions to see throughout the Spanish-speaking world?
- How do I compare and contrast accommodations throughout the United States, and in Spanish-Speaking countries?

## Enduring Understandings

### **Learning Objectives for the unit of study:**

- How we can check in and out of a hotel.
- Know important information and practice when they travel.
- Be respectful of the customs of other countries, in particular Spanish-speaking countries.
- Compare and contrast customs of Spanish-speaking countries and the United States.
- Be able to have an open mind to different cultures, perspectives and styles of life.
- Be able to implement some of the traditions that I learned and think are interesting in my style of life.

## Learning Targets & Standards

**Proficiency target: [Intermediate-low](#)**

**Learning Targets - Students will use Spanish to:**

- Investigate types of accommodations in Spanish-speaking countries

- Compare and contrast different types of accommodations
- Recognize cultural differences when I travel to Spanish-speaking countries (ie. eating at a restaurant, staying at a hotel, shopping in the markets)
- I can reserve different types of accommodations in Spanish-speaking countries.
- Value the customs of other countries, in particular Spanish-speaking countries.
- Compare and contrast customs of Spanish-speaking countries and the United States.
- Express my opinion about different cultures and styles of life.
- Investigate various Spanish-speaking cities/countries and identify unique attractions and or activities to do in that city/country.

### **NJSLS Standards:**

- 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
- 7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.
- 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.
- 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.
- 7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
- 7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
- 7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
- 7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
- 7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
- 7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
- 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.
- 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
- 7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions

## **Instructional Strategies & Unit Resources:**

### **Vocabulary:**

- [En el hotel](#)

### **Grammar:**

- Present perfect tense
- [Quizlet: Presente Perfecto](#)
- Conditional tense
- Future tense
- [Quizlet: El Futuro](#)

### **Technology Programs Used:**

- Quizlet

- EdPuzzle
- Blooket
- Gimkit
- Google Applications
- Quizizz
- Kahoot
- This is School
- Peardeck
- Conjuguemos
- Boom Cards
- [Spanishlistening.org](http://Spanishlistening.org)

### **Activities and Assignments:**

- Students will respond to the texts in activities that encompass the interpersonal, presentational and interpretive modes at the Intermediate-low Level.
- Students will make connections to the content by comparing the information with their own experiences, and sharing with peers.
- Students will consider multiple perspectives as they engage with critical thinking questions in regards to the text.
- Routines for learning include warm up, think-pair-share style activities, small group activities, leveled group activities, 1:1 conferencing with the instructor, student-led exploratory assignments, among other learning strategies.

### **Social Justice Topic Suggestions:**

- Open class discussion regarding WHO has the ability to travel (access, finances, etc.).
- Open class discussion in regards to stereotypes associated with other countries and destinations (with emphasis to be open-minded and appreciative of other perspectives).
- Open class discussion with etiquette and expectations while traveling to other countries.

### **Student Feedback:**

Students will receive feedback on proficiency through the use of the Intermediate-low Proficiency guidelines rubric.

## **Accommodations & Modifications**

Outline strategies for accommodating needs and modifying per varied levels of learners, including tiered instructional options & assessments for Special Education, MLL, Gifted and Talented:

- [Spanish Special Education / Gifted and Talented](#)
- [504 Students](#)
- [At Risk Students](#)
- [MLL](#)

## **Assessments**

### **Assessment Options:**

- Role play working in a hotel and ask and answer questions about booking a room.
- Students will navigate the internet to book a trip, stay at a hotel and find unique attractions to visit and activities to do during their stay in a Spanish speaking country.
- Students will be able to discuss a trip to a Spanish-speaking country; explain their choice in accommodations, what they have done and what they will do on their trip.
- Write a postcard or letter to a family member or friend talking about a visit to a Spanish-speaking country (activities they have done and activities they will do)
- Students will present or create a video about a trip (real or fictional) they have gone on in the past and talk about their experience using the various past tenses.
- Students will research about a Spanish-speaking place to visit and will create postcards. Postcards will talk about what they “have done” in the past 3 days using the present perfect grammar point.
- Listen to native speakers talk about traveling and answer accompanying questions.
- Interpret infographics about accommodations in Spanish-speaking countries and answer accompanying questions.
- Watch commercials, or (read) reviews about various types of accommodations and answer questions.
- Create a brochure or advertisement for an accommodation in a Spanish-speaking country.
- Create a brochure or advertisement for a city in a Spanish-speaking country.
- Students will select a destination in a Spanish-speaking country, and with a budget “book” an accommodation, and share several activities or attractions you will do/see.

## **Learning Targets & Standards**

### **Interdisciplinary Connections & 21st Century Themes & Skills**

#### **English Language Arts:**

- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

### **Mathematics:**

- 2.M.A Measure and estimate lengths in standard units
- K.M.B Work with money.
- 1.M.C Work with money.
- 1.M.B. Tell and write time.

### **Science:**

- ESS3.B: Natural Hazards A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts. (3-ESS3-1) (Note: This Disciplinary Core Idea is also addressed by 4-ESS3-2.)
- ESS3.C: Human Impacts on Earth Systems Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things. (secondary to KESS2-2)
- 4-ESS3-2 Generate and compare multiple solutions to reduce the impacts of natural Earth processes and climate change have on humans.
- LS4.D: Biodiversity and Humans There are many different kinds of living things in any area, and they exist in different places on land and in water. (2-LS4-1)

### **Social Studies:**

- 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
- 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
- 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.
- 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
- 6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.

### **Comprehensive Health & Physical Education:**

- 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
- 2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.
- 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.

- 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.
- 2.1.5.EH.1: Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors.

**Visual & Performing Art:**

- 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
- 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.
- 1.5.2.Re7b: Describe, compare and categorize visual artworks based on subject matter and expressive properties.
- 1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.

**Technology and 21st Century Themes & Skills:**

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 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).
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6).

**Computer Science & Design Thinking:**

- 8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.