

Lakewood Township School District Curriculum Guide

Grade: 9-12

Content Area: World Language (Spanish II)

Original Adoption: 2023 NJSLS English Language Arts and English as a Second Language (8-21-24); Math NJSLS Mathematics (8-21-24); 2020 NJSLS Science, Social Studies, Career Readiness, Life Literacies & Key Skills, Computer Design & Thinking, Visual & Performing Arts, World Language, Comprehensive Health and Physical Education (5-11-22)

Created By: World Language Curriculum Team

Proficiency Level: Intermediate-Low

Recommended Pacing Guide

Unit 1: Expresando y explorando	25 days
Unit 2: El diario vivir y la comunidad	25 days
Unit 3: Comiendo y viviendo	25 days
Unit 4: Describiendo nuestro entorno	25 days
Unit 5: Paladar, hogar y países	25 days
Unit 6: Bienestar personal y social	25 days
Unit 7: Repaso general	30 days

Alignment with State Mandates

The following colors are used throughout this document to indicate areas in which the curriculum is aligned with the following NJSA requirements:

- **Holocaust and genocides** ([N.J.S.A. 18A:35-28](#))
- **History and contributions of African-Americans** (Amistad Law) ([N.J.S.A. 18A:35-4.43](#))
- **Highlight and promote diversity and inclusion** (Diversity & Inclusion Law) ([N.J.S.A. 18A:35-4.36a](#))
- **History of disabled and LGBT persons** included in middle and high school curriculum ([Section 18A:35-4.35](#))
- **Climate Change** - to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways. Please [click here](#) for specific examples (by subject).

Introduction

The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures. All students will be able to use a world language in addition to English to engage in meaningful

Lakewood Township School District Curriculum Guide

Grade: 9-12

Content Area: World Language (Spanish II)

conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Unit 1: Expresando y explorando

Duration: 25 days

Unit Rationale

Students will explore countries and travel options, discuss travel preparations, indicate things you do at an airport, express how to get around town and where they went and what they did on vacation.

Suggested Accommodations

Multi Language Learners:

- Flexible/Cooperative Grouping
- Visuals (Board and handouts)
- Flashcards (Digital and paper)
- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Native Language Support and Resources
- Modified Instructions/Assessments/Assignments
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology

Special Education/Students with Disabilities:

- Shorten or simplify directions
- Alternative assessment
- Modified classwork and homework assignments
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications
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Lakewood Township School District Curriculum Guide

Grade: 9-12

Content Area: World Language (Spanish II)

- Graphic organizers

504 Plans:

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction-guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

Gifted and Talented:

- Alternative assessment
- Flexible/cooperative grouping
- Independent research assignments
- Modified classwork and homework assignments
- Integrate a variety of activities to meet all types of multiple intelligences
- Challenging reading materials
- Self-directed activities
- Pretest to determine mastery

Students at Risk of Failure:

- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Parent-teacher communication
- Integrate a variety of activities to meet all types of multiple intelligences
- Modified classwork and homework assignments
- Reward system
- Refer to outside counseling or similar resources if necessary
- Help parents become familiar with available services and resources

Economically Disadvantaged:

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

Culturally Diverse:

- Embrace diversity in teaching styles
- Provide an interpreter if needed

Lakewood Township School District Curriculum Guide

Grade: 9-12

Content Area: World Language (Spanish II)

- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

Disciplinary Concepts and Core Ideas

Interpretive Mode of Communication	In the Interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of one-way reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines.”
Interpersonal Mode of Communication	In the Interpersonal mode of communication, students engage in direct oral and/or written communication with others. Examples of this “two-way” communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages.
Presentational Mode of Communication	In the Presentational mode of communication, students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this one-to-many mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

Focus Standards

Interpretive Mode of Communication

- 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.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.
- 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.
- 7.1.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students’ own community.

Interpersonal Mode of Communication

- 7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple

Lakewood Township School District Curriculum Guide

Grade: 9-12

Content Area: World Language (Spanish II)

- 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.IPERS.6: Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.

Presentational Mode of Communication

- 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.

Supporting Standards

- 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.
- 7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
- 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.

Interdisciplinary Connections

Language

- L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
- L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

Reading

- RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

Lakewood Township School District Curriculum Guide

Grade: 9-12

Content Area: World Language (Spanish II)

- RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

Speaking and Listening

- SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.UM.9–10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

Writing

- W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.
- W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
- W.RW.9–10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Social Studies

- 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
- 6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
- 6.1.12.CivicsHR.8.a: Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.
- 6.2.12.HistoryCC.3.a: Debate if the role of geography or enlightened ideals had the greater influence on the independence movements in Latin America.

Computer Science & Design Thinking

- 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

Lakewood Township School District Curriculum Guide

Grade: 9-12

Content Area: World Language (Spanish II)

- 8.2.12.ED.2: Create scaled engineering drawings for a new product or system and make modifications to increase optimization based on feedback.
- 8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
- 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

Career Readiness, Life Literacies & Key Skills

- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions
- 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
- 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.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media and data.

Career Readiness, Life Literacies, and Key Skills Practices

Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies,

Lakewood Township School District Curriculum Guide

Grade: 9-12	Content Area: World Language (Spanish II)
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economic impacts of decisions.	understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive

Lakewood Township School District Curriculum Guide

Grade: 9-12

Content Area: World Language (Spanish II)

cultural/global competence.

interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Social Emotional Learning Standards

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

Evidence of Student Learning

Formative Tasks:

- Teacher Observations
- Role play/skits
- Peer Assessments
- Quizzes
- Student participation
- One-on-one assessment
- Group assessment
- Peer assessment

Alternative Assessments:

- Checklist
- Exit tickets
- Journals and reflections
- Think, pair and share
- Listen and draw what you hear
- Listen and translate
- ChatterPix
- Flipgrid

Lakewood Township School District Curriculum Guide

Grade: 9-12	Content Area: World Language (Spanish II)
<ul style="list-style-type: none"> ● Self-assessment ● Project-Based Assessments ● Listening Comprehension ● Oral presentations ● Questions and answers ● Do-Now ● Thumbs up/down ● White boards ● Open-ended questions ● Group/pair activities ● Exit cards ● Total Physical Response ● Four Corners ● Use free music sites to listen to and learn authentic songs from a Spanish-speaking country. 	<p>Student Assessment Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:</p> <p>Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting</p> <p>Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.</p> <p>Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example. Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p>
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Rubrics ● Student Growth Objective ● Role play/skits ● End of unit assessments 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Assessments on Kahoot ● Chapter assessment
Knowledge & Skills	
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● It is important to be able to use accurate vocabulary when traveling. ● Narrating past events is crucial to describing my travels. ● Using object pronouns allows for quick and effective communication. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What is travel like in other countries? ● How does the climate and geography of other countries compare and contrast to the United States? ● What are some popular vacation destinations in Spanish-speaking countries?
<p>Content: Students will know:</p> <ul style="list-style-type: none"> ● how to correctly replace nouns with direct object pronouns (lo, la, los, las) to indicate what is being acted upon and indirect object 	<p>Skills: Students will be able to:</p> <ul style="list-style-type: none"> ● plan a complete itinerary based on budget and regional climate

Lakewood Township School District Curriculum Guide

Grade: 9-12	Content Area: World Language (Spanish II)
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<p>pronouns (me, te, le, nos, os, les) to indicate to whom or for whom an action is done</p> <ul style="list-style-type: none"> ● the past tense endings (-é, -aste, -ó, -amos, -aron) to regular -ar verbs to describe specific, completed events in the past ● the conjugations of ir (to go) and ser (to be) in the preterite (fui, fuiste, fue, fuimos, fueron) and distinguish between them using context clues ● high-frequency irregular verbs that do not follow standard patterns or accents in the preterite 	<ul style="list-style-type: none"> ● navigate the boarding process and interact with airport personnel in target language ● narrate past experiences and cultural highlights from a trip ● ask for directions, recommendations, and logistical details ● navigate commercial transactions in tourist settings
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Core Instructional & Supplemental Materials
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<p>Suggested Activities/Resources: Incorporating a variety of activities to accommodate different students' learning styles is an essential requirement.</p> <ul style="list-style-type: none"> ● Role play ● Skits ● Open-ended questions ● Group/pair activities ● Guess Who ● Do-Now ● Thumbs up/down ● Four Corners ● Think-Pair-Share ● Jigsaw ● Stop and Go ● Two Roses and A Thorn ● 3-2-1 ● One Minute Papers 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● Avancemos Teacher and Student Editions ● Google Classroom/ Google Docs / Google Slides ● WordReference ● Linguee ● SpanishDict ● Quiz Generator ● Youtube ● OnlinefreeSpanish ● Quizlet ● Kahoot! ● Lyricstraining.com ● Rockalingua ● Newsela
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Unit 2: El diario vivir y la comunidad	Duration: 25 days
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Unit Rationale

Students will compare and contrast sporting events, athletes, and ways to stay healthy. They will discuss events from the past. They will discuss daily routines, state sequence of events, and use reflexive verbs, and appropriate adjectives.

Suggested Accommodations**Multi Language Learners:**

- Flexible/Cooperative Grouping
- Visuals (Board and handouts)
- Flashcards (Digital and paper)
- Alternative assessment
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504 Plans:

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- Introduce key vocabulary before lesson
- Teacher reads aloud daily
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Lakewood Township School District Curriculum Guide

Grade: 9-12

Content Area: World Language (Spanish II)

Gifted and Talented:

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- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

Culturally Diverse:

- Embrace diversity in teaching styles
- Provide an interpreter if needed
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
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- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

Disciplinary Concepts and Core Ideas

Interpretive Mode
of
Communication

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Lakewood Township School District Curriculum Guide

Grade: 9-12	Content Area: World Language (Spanish II)
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Focus Standards

Interpretive Mode of Communication

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Interpersonal Mode of Communication

- 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.
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Presentational Mode of Communication

- 7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of

Lakewood Township School District Curriculum Guide

Grade: 9-12

Content Area: World Language (Spanish II)

- 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.

Supporting Standards

- 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.
- 7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
- 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.

Interdisciplinary Connections

Language

- L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
- L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

Reading

- RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.
- RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

Speaking and Listening

Lakewood Township School District Curriculum Guide

Grade: 9-12

Content Area: World Language (Spanish II)

- SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.UM.9–10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

Writing

- W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.
- W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
- W.RW.9–10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Comprehensive Health and Physical Education

- 2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.
- 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.
- 2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.
- 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).
- 2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).

Computer Science & Design Thinking

- 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
- 8.2.12.ED.2: Create scaled engineering drawings for a new product or system and make modifications to increase optimization based on feedback.
- 8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
- 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

Career Readiness, Life Literacies & Key Skills

- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to

Lakewood Township School District Curriculum Guide

Grade: 9-12	Content Area: World Language (Spanish II)
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- other organizations with similar missions
- 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12.acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12.prof.CR3.a).
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media and data.

Career Readiness, Life Literacies, and Key Skills Practices	
Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems

Lakewood Township School District Curriculum Guide

Grade: 9-12	Content Area: World Language (Spanish II)
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sense of problems and persevere in solving them.	when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Social Emotional Learning Standards	
<p>Self-Awareness</p> <ul style="list-style-type: none"> ● Recognize one's feelings and thoughts ● Recognize the impact of one's feelings and thoughts on one's own behavior ● Recognize one's personal traits, strengths, and limitations ● Recognize the importance of self-confidence in handling daily tasks and challenges <p>Self-Management</p> <ul style="list-style-type: none"> ● Understand and practice strategies for managing one's own emotions, thoughts and behaviors 	

Lakewood Township School District Curriculum Guide

Grade: 9-12

Content Area: World Language (Spanish II)

- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

Evidence of Student Learning

Formative Tasks:

- Teacher Observations
- Role play/skits
- Peer Assessments
- Quizzes
- Student participation
- One-on-one assessment
- Group assessment
- Peer assessment
- Self-assessment
- Project-Based Assessments
- Listening Comprehension
- Oral presentations
- Questions and answers
- Do-Now
- Thumbs up/down
- White boards
- Open-ended questions
- Group/pair activities
- Exit cards
- Total Physical Response
- Four Corners
- Use photo-editing or dress-up apps for

Alternative Assessments:

- Checklist
- Exit tickets
- Journals and reflections
- Think, pair and share
- Listen and draw what you hear
- Listen and translate
- ChatterPix
- Flipgrid

Student Assessment

Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:

Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting

Lakewood Township School District Curriculum Guide

Grade: 9-12	Content Area: World Language (Spanish II)
<p>dressing people up in different clothing items.</p> <ul style="list-style-type: none"> ● Use a coloring program to create and decorate a house with different rooms. 	<p>Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.</p> <p>Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.</p> <p>Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p>
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Rubrics ● Student Growth Objective ● Role play/skits ● End of unit assessments 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Assessments on Kahoot ● Chapter assessment

Knowledge & Skills	
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Being active is good for your health. ● Sports act as a common interest for people all over the world, helping to bridge gaps between cultures. ● Being able to communicate your daily routine in the target language is important. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do sports and athletes influence a country's culture? ● What are ways that students stay healthy? ● Which sports are popular in Spanish-speaking countries?
<p>Content: <u>Students will know:</u></p> <ul style="list-style-type: none"> ● past tense endings (-í, -iste, -ió, -imos, -ieron) to regular -er and -ir verbs to narrate completed actions ● how to use demonstratives to indicate the distance of an object or person from the speaker (e.g., este/esta for close, ese/esa for near, aquel/aquella for far) ● how to conjugate verbs where the action reflects back onto the subject, using the correct reflexive pronouns (me, te, se, nos, os, se) ● how to describe actions happening in the immediate moment using the verb estar combined with the present participle (-ando for -ar verbs, -iendo for -er/-ir verbs) 	<p>Skills: <u>Students will be able to:</u></p> <ul style="list-style-type: none"> ● describe professional sporting events and the specific roles of athletes using specialized unit vocabulary (e.g., el/la deportista, la red, el uniforme) ● discuss and recommend wellness habits, including balanced diets, exercise, and mental health ● narrate specific, completed actions and occurrences in a chronological manner ● describe their typical daily schedule from waking up to going to sleep ● use transition words and ordinal numbers to state the logical order of a series of actions

Lakewood Township School District Curriculum Guide

Grade: 9-12	Content Area: World Language (Spanish II)
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Core Instructional & Supplemental Materials

<p>Suggested Activities/Resources: Incorporating a variety of activities to accommodate different students' learning styles is an essential requirement.</p> <ul style="list-style-type: none"> ● Total Physical Response https://spanishmama.com/what-is-tpr-total-physical-response/ ● Four Corners http://www.creativelanguageclass.com/four-corners/ ● Think-Pair-Share https://www.readingrockets.org/strategies/think-pair-share ● Jigsaw https://www.fluentu.com/blog/educator-spanish/spanish-teaching-methods/ ● Stop and Go Cards https://www.teacherspayteachers.com/Product/Checking-for-Understanding-Quick-Formative-Assessments-333139 ● Two Roses and A Thorn https://images.app.goo.gl/Gpr2einCNtMkCWjm8 ● 3-2-1 https://images.app.goo.gl/GfgzvRWcw6AJnx999 ● One Minute Papers https://oncourseworkshop.com/self-awareness/one-minute-paper/#:~:text=INTRODUCTION%3A%20A%20%E2%80%9Cone%2Dminute,the%20instructor%20with%20useful%20feedback. 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● Avancemos Teacher and Student Edition ● Rockalingua ● Quia ● Newsela ● Flipgrid ● Discovery Education ● Read Conmigo ● Univision
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Unit 3: Comiendo y viviendo	Duration: 25 days
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Unit Rationale

Students will describe clothing, personal needs, and express opinions. They will recognize and compare details about the marketplace and discuss events in the past using the preterite.

Suggested Accommodations

Multi Language Learners:

- Flexible/Cooperative Grouping
- Visuals (Board and handouts)
- Flashcards (Digital and paper)
- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Native Language Support and Resources
- Modified Instructions/Assessments/Assignments
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology

Special Education/Students with Disabilities:

- Shorten or simplify directions
- Alternative assessment
- Modified classwork and homework assignments
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications
- Parent-teacher communication
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology
- Graphic organizers

504 Plans:

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction-guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

Gifted and Talented:

Lakewood Township School District Curriculum Guide

Grade: 9-12

Content Area: World Language (Spanish II)

- Alternative assessment
- Flexible/cooperative grouping
- Independent research assignments
- Modified classwork and homework assignments
- Integrate a variety of activities to meet all types of multiple intelligences
- Challenging reading materials
- Self-directed activities
- Pretest to determine mastery

Students at Risk of Failure:

- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Parent-teacher communication
- Integrate a variety of activities to meet all types of multiple intelligences
- Modified classwork and homework assignments
- Reward system
- Refer to outside counseling or similar resources if necessary
- Help parents become familiar with available services and resources

Economically Disadvantaged:

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

Culturally Diverse:

- Embrace diversity in teaching styles
- Provide an interpreter if needed
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

Focus Standards

Interpretive Mode of Communication

- 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.

Lakewood Township School District Curriculum Guide

Grade: 9-12

Content Area: World Language (Spanish II)

- 7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
- 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.
- 7.1.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.

Interpersonal Mode of Communication

- 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.IPERS.6: Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.

Presentational Mode of Communication

- 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.
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Lakewood Township School District Curriculum Guide

Grade: 9-12

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- L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
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- W.RW.9–10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Social Studies

- 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

Lakewood Township School District Curriculum Guide

Grade: 9-12

Content Area: World Language (Spanish II)

- 6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
- 6.1.12.CivicsHR.8.a: Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.
- 6.2.12.HistoryCC.3.a: Debate if the role of geography or enlightened ideals had the greater influence on the independence movements in Latin America.

Computer Science & Design Thinking

- 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
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Lakewood Township School District Curriculum Guide

Grade: 9-12	Content Area: World Language (Spanish II)
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Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to

Lakewood Township School District Curriculum Guide

Grade: 9-12	Content Area: World Language (Spanish II)
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	<p>pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.</p>
<p>Use technology to enhance productivity, increase collaboration and communicate effectively.</p>	<p>Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.</p>
<p>Work productively in teams while using cultural/global competence.</p>	<p>Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</p>

Social Emotional Learning Standards
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Self-Awareness

- Recognize one’s feelings and thoughts
- Recognize the impact of one’s feelings and thoughts on one’s own behavior
- Recognize one’s personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one’s own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one’s actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure

Lakewood Township School District Curriculum Guide

Grade: 9-12

Content Area: World Language (Spanish II)

- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

Evidence of Student Learning

Formative Tasks:

- Teacher Observations
- Role play/skits
- Peer Assessments
- Quizzes
- Student participation
- One-on-one assessment
- Group assessment
- Peer assessment
- Self-assessment
- Project-Based Assessments
- Listening Comprehension
- Oral presentations
- Questions and answers
- Do-Now
- Thumbs up/down
- White boards
- Open-ended questions
- Group/pair activities
- Exit cards
- Total Physical Response
- Four Corners

Alternative Assessments:

- Checklist
- Exit tickets
- Journals and reflections
- Think, pair and share
- Listen and draw what you hear
- Listen and translate
- ChatterPix
- Flipgrid

Student Assessment

Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:

Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting

Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.

Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.
 Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.

Summative Assessments:

- Rubrics
- Student Growth Objective
- Role play/skits
- End of unit assessments

Benchmark Assessments:

- Assessments on Kahoot
- Chapter assessment

Lakewood Township School District Curriculum Guide

Grade: 9-12	Content Area: World Language (Spanish II)
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Knowledge & Skills

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Clothing and fashion reflect the culture to which they belong. ● Expressing yourself in a respectful way is important to fostering relationships with new people. ● Every culture has a different way of dress. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do clothing and personal needs reflect a culture? ● How is the market an important characteristic of Spanish-speaking countries? ● Why is it important to express opinions in a respectful manner?
<p>Content: Students will know:</p> <ul style="list-style-type: none"> ● the correct conjugations of "Go-Verbs" and other irregular first-person forms (e.g., hacer-hago, poner-pongo, salir-salgo, conocer-conozco) ● the correct prepositional pronouns (mí, ti, él, ella, usted, nosotros, vosotros, ellos, ellas, ustedes) following prepositions like para, de, a, and con ● the "irregular stem" past tense endings (-e, -iste, -o, -imos, -ieron) for verbs that change their base form 	<p>Skills: Students will be able to:</p> <ul style="list-style-type: none"> ● identify the intended recipient of an object or action using the preposition "for" (para) ● recount specific, completed experiences and social gatherings ● navigate a marketplace environment by asking about price, quality, and materials in target language ● use formal and informal registers of politeness to show respect and social awareness

Core Instructional & Supplemental Materials

<p>Suggested Activities/Resources: Incorporating a variety of activities to accommodate different students' learning styles is an essential requirement.</p> <ul style="list-style-type: none"> ● Total Physical Response https://spanishmama.com/what-is-tptr-total-physical-response/ ● Four Corners http://www.creativelanguageclass.com/four-corners/ ● Think-Pair-Share https://www.readingrockets.org/strategies/think-pair-share ● Jigsaw https://www.fluentu.com/blog/educator-spanish/spanish-teaching-methods/ ● Stop and Go Cards https://www.teacherspayteachers.com/Product/Checking-for-Understanding-Quick-Formative-Assessments-333139 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● Avancemos Teacher and Student Edition ● Rockalingua ● Quia ● Newsela ● Flipgrid ● Discovery Education ● Read Conmigo ● Univision
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Lakewood Township School District Curriculum Guide

Grade: 9-12

Content Area: World Language (Spanish II)

- Two Roses and A Thorn
<https://images.app.goo.gl/Gpr2einCNtMkCWjm8>
- 3-2-1
<https://images.app.goo.gl/GfgzvRWcw6AJnx999>
- One Minute Papers
<https://oncourseworkshop.com/self-awareness/one-minute-paper/#:~:text=INTRODUCTION%3A%20A%20%E2%80%9Cone%2Dminute,the%20instructor%20with%20useful%20feedback.>

Unit 4: Describiendo nuestro entorno

Duration: 25 days

Unit Rationale

Students will describe people, places, things, and leisure activities. They will discuss the layout of a city and learn to ask for and give directions while exploring countries, capitals, and landmarks.

Suggested Accommodations

Multi Language Learners:

- Flexible/Cooperative Grouping
- Visuals (Board and handouts)
- Flashcards (Digital and paper)
- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Native Language Support and Resources
- Modified Instructions/Assessments/Assignments
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology

Special Education/Students with Disabilities:

- Shorten or simplify directions
- Alternative assessment
- Modified classwork and homework assignments
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications
- Parent-teacher communication

Lakewood Township School District Curriculum Guide

Grade: 9-12

Content Area: World Language (Spanish II)

- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology
- Graphic organizers

504 Plans:

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction-guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

Gifted and Talented:

- Alternative assessment
- Flexible/cooperative grouping
- Independent research assignments
- Modified classwork and homework assignments
- Integrate a variety of activities to meet all types of multiple intelligences
- Challenging reading materials
- Self-directed activities
- Pretest to determine mastery

Students at Risk of Failure:

- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Parent-teacher communication
- Integrate a variety of activities to meet all types of multiple intelligences
- Modified classwork and homework assignments
- Reward system
- Refer to outside counseling or similar resources if necessary
- Help parents become familiar with available services and resources

Economically Disadvantaged:

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics

Lakewood Township School District Curriculum Guide

Grade: 9-12

Content Area: World Language (Spanish II)

- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

Culturally Diverse:

- Embrace diversity in teaching styles
- Provide an interpreter if needed
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

Focus Standards

Interpretive Mode of Communication

- 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.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
- 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.
- 7.1.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.

Interpersonal Mode of Communication

- 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.IPERS.6: Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.

Presentational Mode of Communication

- 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

Lakewood Township School District Curriculum Guide

Grade: 9-12

Content Area: World Language (Spanish II)

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.

Supporting Standards

- 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.
- 7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
- 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.

Interdisciplinary Connections

Language

- L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
- L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

Reading

- RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.
- RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

Speaking and Listening

- SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Lakewood Township School District Curriculum Guide

Grade: 9-12

Content Area: World Language (Spanish II)

- SL.UM.9–10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

Writing

- W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.
- W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
- W.RW.9–10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Social Studies

- 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
- 6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
- 6.1.12.CivicsHR.8.a: Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.
- 6.2.12.HistoryCC.3.a: Debate if the role of geography or enlightened ideals had the greater influence on the independence movements in Latin America.

Computer Science & Design Thinking

- 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
- 8.2.12.ED.2: Create scaled engineering drawings for a new product or system and make modifications to increase optimization based on feedback.
- 8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
- 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

Career Readiness, Life Literacies & Key Skills

- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions
- 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as

Lakewood Township School District Curriculum Guide

Grade: 9-12	Content Area: World Language (Spanish II)
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- structured learning experiences, apprenticeships, and dual enrollment programs.
- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
 - 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a).
 - 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
 - 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12.acc.C1b, 2.2.12.PF.3).
 - 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12.prof.CR3.a).
 - 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media and data.

Career Readiness, Life Literacies, and Key Skills Practices	
Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully

Lakewood Township School District Curriculum Guide

Grade: 9-12	Content Area: World Language (Spanish II)
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and persevere in solving them.	consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Social Emotional Learning Standards
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Lakewood Township School District Curriculum Guide

Grade: 9-12

Content Area: World Language (Spanish II)

one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
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Relationship Skills

- Establish and maintain healthy relationships
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- Identify ways to resist inappropriate social pressure
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- Teacher Observations
- Role play/skits
- Peer Assessments
- Quizzes
- Student participation
- One-on-one assessment
- Group assessment
- Peer assessment
- Self-assessment
- Project-Based Assessments
- Listening Comprehension
- Oral presentations
- Questions and answers
- Do-Now
- Thumbs up/down
- White boards
- Open-ended questions
- Group/pair activities
- Exit cards
- Total Physical Response
- Four Corners
- Live cams

Alternative Assessments:

- Checklist
- Exit tickets
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- Listen and draw what you hear
- Listen and translate
- ChatterPix
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Student Assessment

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Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting

Proficiency Assessment - is defined as the spontaneous use of language in real-world situations

Lakewood Township School District Curriculum Guide

Grade: 9-12	Content Area: World Language (Spanish II)
	<p>that might occur when: interacting with native speakers of the language, or immersed in a target language environment.</p> <p>Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example. Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p>
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Rubrics ● Student Growth Objective ● Role play/skits ● End of unit assessments 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Assessments on Kahoot ● Chapter assessment

Knowledge & Skills	
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Landmarks represent important aspects of your community or region. ● It is essential to be able to ask for and give directions accurately in the target language. ● Leisure activities are important for your physical and mental health. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What are some interesting places in your own community? ● What does an important landmark in your town or region tell us about the place's history? ● Why is it important to give directions or describe someone accurately?
<p>Content: <u>Students will know:</u></p> <ul style="list-style-type: none"> ● how to conjugate regular verbs in the imperfect tense (-ar: -aba; -er/-ir: -ía) and the three irregular verbs (ir, ser, ver) to describe habitual past actions, age, and time ● orthographic (spelling) changes in the first-person singular (yo) form of the preterite to maintain phonetic consistency ● how to distinguish between the preterite (completed actions, specific timeframes, interruptions) and the imperfect (descriptions, ongoing actions, background information) 	<p>Skills: <u>Students will be able to:</u></p> <ul style="list-style-type: none"> ● weave together completed actions and background descriptions to tell a cohesive story ● provide detailed physical and personality descriptions of subjects within a past or present context ● identify and describe the spatial relationship between urban landmarks such as plazas, skyscrapers, and transit hubs ● use formal and informal commands to guide someone through a city and ask for help when lost

Lakewood Township School District Curriculum Guide

Grade: 9-12	Content Area: World Language (Spanish II)
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Core Instructional & Supplemental Materials

<p>Suggested Activities/Resources: Incorporating a variety of activities to accommodate different students' learning styles is an essential requirement.</p> <ul style="list-style-type: none"> ● Total Physical Response https://spanishmama.com/what-is-tpr-total-physical-response/ ● Four Corners http://www.creativelanguageclass.com/four-corners/ ● Think-Pair-Share https://www.readingrockets.org/strategies/think-pair-share ● Jigsaw https://www.fluentu.com/blog/educator-spanish/spanish-teaching-methods/ ● Stop and Go Cards https://www.teacherspayteachers.com/Product/Checking-for-Understanding-Quick-Formative-Assessments-333139 ● Two Roses and A Thorn https://images.app.goo.gl/Gpr2einCNtMkCWjm8 ● 3-2-1 https://images.app.goo.gl/GfgzvRWcw6AJnx999 ● One Minute Papers https://oncourseworkshop.com/self-awareness/one-minute-paper/#:~:text=INTRODUCTION%3A%20A%20%E2%80%9Cone%2Dminute,the%20instructor%20with%20useful%20feedback. 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● Avancemos Teacher and Student Edition ● Rockalingua ● Quia ● Newsela ● Flipgrid ● Discovery Education ● Read Conmigo ● Univision
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Unit 5: Paladar, hogar y países	Duration: 25 days
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Unit Rationale

Students will target a variety of dishes, compare local and popular meals, create menus, describe ingredients, food preparation, and recipes according to country, origin, celebration, and traditions.

Suggested Accommodations

- Multi Language Learners:**
- Flexible/Cooperative Grouping
 - Visuals (Board and handouts)

Lakewood Township School District Curriculum Guide

Grade: 9-12

Content Area: World Language (Spanish II)

- Flashcards (Digital and paper)
- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Native Language Support and Resources
- Modified Instructions/Assessments/Assignments
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology

Special Education/Students with Disabilities:

- Shorten or simplify directions
- Alternative assessment
- Modified classwork and homework assignments
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications
- Parent-teacher communication
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology
- Graphic organizers

504 Plans:

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction-guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

Gifted and Talented:

- Alternative assessment
- Flexible/cooperative grouping
- Independent research assignments
- Modified classwork and homework assignments

Lakewood Township School District Curriculum Guide

Grade: 9-12

Content Area: World Language (Spanish II)

- Integrate a variety of activities to meet all types of multiple intelligences
- Challenging reading materials
- Self-directed activities
- Pretest to determine mastery

Students at Risk of Failure:

- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Parent-teacher communication
- Integrate a variety of activities to meet all types of multiple intelligences
- Modified classwork and homework assignments
- Reward system
- Refer to outside counseling or similar resources if necessary
- Help parents become familiar with available services and resources

Economically Disadvantaged:

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

Culturally Diverse:

- Embrace diversity in teaching styles
- Provide an interpreter if needed
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

Focus Standards

Interpretive Mode of Communication

- 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.
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- 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.
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Interpersonal Mode of Communication

- 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.
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- 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.

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- 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.
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Interdisciplinary Connections

Language

- L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
- L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

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- RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.
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- W.RW.9–10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Social Studies

- 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
- 6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
- 6.1.12.CivicsHR.8.a: Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.
- 6.2.12.HistoryCC.3.a: Debate if the role of geography or enlightened ideals had the greater influence on the independence movements in Latin America.

Lakewood Township School District Curriculum Guide

Grade: 9-12

Content Area: World Language (Spanish II)

Computer Science & Design Thinking

- 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
- 8.2.12.ED.2: Create scaled engineering drawings for a new product or system and make modifications to increase optimization based on feedback.
- 8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
- 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

Career Readiness, Life Literacies & Key Skills

- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions
- 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
- 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.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media and data.

Career Readiness, Life Literacies, and Key Skills Practices

Act as a responsible and contributing community member and employee.

Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

Attend to financial well-being.

Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

Lakewood Township School District Curriculum Guide

Grade: 9-12	Content Area: World Language (Spanish II)
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<p>Consider the environmental, social and economic impacts of decisions.</p>	<p>Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.</p>
<p>Demonstrate creativity and innovation.</p>	<p>Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.</p>
<p>Utilize critical thinking to make sense of problems and persevere in solving them.</p>	<p>Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.</p>
<p>Model integrity, ethical leadership and effective management.</p>	<p>Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.</p>
<p>Plan education and career paths aligned to personal goals.</p>	<p>Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.</p>
<p>Use technology to enhance productivity, increase collaboration and communicate effectively.</p>	<p>Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.</p>

Lakewood Township School District Curriculum Guide

Grade: 9-12

Content Area: World Language (Spanish II)

Work productively in teams while using cultural/global competence.

Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Social Emotional Learning Standards

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

Evidence of Student Learning

Formative Tasks:

- Teacher Observations
- Role play/skits
- Peer Assessments

Alternative Assessments:

- Checklist
- Exit tickets
- Journals and reflections

Lakewood Township School District Curriculum Guide

Grade: 9-12	Content Area: World Language (Spanish II)
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<ul style="list-style-type: none"> ● Quizzes ● Student participation ● One-on-one assessment ● Group assessment ● Peer assessment ● Self-assessment ● Project-Based Assessments ● Listening Comprehension ● Oral presentations ● Questions and answers ● Do-Now ● Thumbs up/down ● White boards ● Open-ended questions ● Group/pair activities ● Exit cards ● Total Physical Response ● Four Corners ● Live cams 	<ul style="list-style-type: none"> ● Think, pair and share ● Listen and draw what you hear ● Listen and translate ● ChatterPix ● Flipgrid <p>Student Assessment Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:</p> <p>Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting</p> <p>Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.</p> <p>Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.</p> <p>Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p>
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Rubrics ● Student Growth Objective ● Role play/skits ● End of unit assessments 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Assessments on Kahoot ● Chapter assessment

Knowledge & Skills

Lakewood Township School District Curriculum Guide

Grade: 9-12	Content Area: World Language (Spanish II)
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<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Popular dishes represent a country's products and traditions. ● Countries tend to use their own home-grown products to prepare their cuisine. ● Celebrations and traditions are important aspects of every culture. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do celebrations and food go together? ● Why do meals vary depending on the country? ● How do your cultural traditions and celebrations compare to those in Latin America?
<p>Content: Students will know:</p> <ul style="list-style-type: none"> ● formal command forms by using the yo form of the present tense, dropping the -o, and adding the "opposite" vowel endings ● how to correctly apply the rule of attaching pronouns to the end of affirmative commands (creating a single word with an accent) and placing pronouns before negative commands ● indefinite and negative word pairs (e.g., siempre/nunca, algo/nada, alguien/nadie, también/tampoco) to express requirements or absences ● how to correctly sequence indirect object pronouns before direct object pronouns (IOP + DOP) 	<p>Skills: Students will be able to:</p> <ul style="list-style-type: none"> ● identify raw ingredients and describe their flavor profiles (e.g., dulce, picante, amargo) and textures (crujiente, suave) ● name common cooking methods (e.g., hervir, freír, hornear) and interpret standard recipe measurements ● use imperative structures to guide others through a multi-step process ● navigate a full restaurant experience, from requesting a table to settling the bill ● distinguish between different meal times (e.g., el desayuno, la merienda, la cena) and identify culturally significant dishes

Core Instructional & Supplemental Materials	
<p>Suggested Activities/Resources: Incorporating a variety of activities to accommodate different students' learning styles is an essential requirement.</p> <ul style="list-style-type: none"> ● Total Physical Response https://spanishmama.com/what-is-tptr-total-physical-response/ ● Four Corners http://www.creativelanguageclass.com/four-corners/ ● Think-Pair-Share https://www.readingrockets.org/strategies/think-pair-share ● Jigsaw https://www.fluentu.com/blog/educator-spanish/spanish-teaching-methods/ ● Stop and Go Cards 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● Avancemos Teacher and Student Edition ● Rockalingua ● Quia ● Newsela ● Flipgrid ● Discovery Education ● Read Conmigo ● Univision

Lakewood Township School District Curriculum Guide

Grade: 9-12

Content Area: World Language (Spanish II)

<https://www.teacherspayteachers.com/Product/Checking-for-Understanding-Quick-Formative-Assessments-333139>

- Two Roses and A Thorn

<https://images.app.goo.gl/Gpr2einCNtMkCWjm8>

- 3-2-1

<https://images.app.goo.gl/GfgzvRWcw6AJnx999>

- One Minute Papers

<https://oncourseworkshop.com/self-awareness/one-minute-paper/#:~:text=INTRODUCTION%3A%20A%20%E2%80%9Cone%2Dminute,the%20instructor%20with%20useful%20feedback>

Unit 6: El bienestar personal y social

Duration: 25 days

Unit Rationale

Students will practice using suggestions to tell others what to do and what not to do, discuss personal future plans, talk about movies and how they affect emotions, express hopes and wishes, extend and respond to invitations, and discuss the impact of technology in society.

Suggested Accommodations

Multi Language Learners:

- Flexible/Cooperative Grouping
- Visuals (Board and handouts)
- Flashcards (Digital and paper)
- Alternative assessment
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- Graphic organizers
- Native Language Support and Resources
- Modified Instructions/Assessments/Assignments
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Lakewood Township School District Curriculum Guide

Grade: 9-12

Content Area: World Language (Spanish II)

- Modified classwork and homework assignments
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Lakewood Township School District Curriculum Guide

Grade: 9-12

Content Area: World Language (Spanish II)

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Lakewood Township School District Curriculum Guide

Grade: 9-12

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Lakewood Township School District Curriculum Guide

Grade: 9-12

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- W.RW.9–10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Comprehensive Health and Physical Education

- 2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.
- 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.
- 2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.
- 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).
- 2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).

Computer Science & Design Thinking

- 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
- 8.2.12.ED.2: Create scaled engineering drawings for a new product or system and make modifications to increase optimization based on feedback.
- 8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
- 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

Career Readiness, Life Literacies & Key Skills

- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in

Lakewood Township School District Curriculum Guide

Grade: 9-12

Content Area: World Language (Spanish II)

community development and quality of life in a variety of cultures.

- 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions
- 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
- 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.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media and data.

Career Readiness, Life Literacies, and Key Skills Practices

Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

Lakewood Township School District Curriculum Guide

Grade: 9-12	Content Area: World Language (Spanish II)
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Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Social Emotional Learning Standards
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Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

Lakewood Township School District Curriculum Guide

Grade: 9-12

Content Area: World Language (Spanish II)

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

Evidence of Student Learning

Formative Tasks:

- Teacher Observations
- Role play/skits
- Peer Assessments
- Quizzes
- Student participation
- One-on-one assessment
- Group assessment
- Peer assessment
- Self-assessment
- Project-Based Assessments
- Listening Comprehension
- Oral presentations
- Questions and answers
- Do-Now
- Thumbs up/down
- White boards
- Open-ended questions
- Group/pair activities
- Exit cards
- Total Physical Response
- Four Corners

Alternative Assessments:

- Checklist
- Exit tickets
- Journals and reflections
- Think, pair and share
- Listen and draw what you hear
- Listen and translate
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- Flipgrid

Student Assessment

Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:

Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting

Lakewood Township School District Curriculum Guide

Grade: 9-12	Content Area: World Language (Spanish II)
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<ul style="list-style-type: none"> ● Live cams 	<p>Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.</p> <p>Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.</p> <p>Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p>
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Rubrics ● Student Growth Objective ● Role play/skits ● End of unit assessments 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Assessments on Kahoot ● Chapter assessment

Knowledge & Skills

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Persuasion is the art of convincing others to agree with a particular view or opinion that you have. ● Social media can have both positive and negative effects on our lives. ● Technological developments are important to solving world problems. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What can you do to persuade others? ● How does the media impact your emotions? ● What impact does technology have on our daily lives?
<p>Content: <u>Students will know:</u></p> <ul style="list-style-type: none"> ● third-person singular forms of the present tense to give informal instructions and master the eight irregulars (di, haz, ve, pon, sal, sé, ten, ven) ● negative informal commands by using the yo form, dropping the -o, and adding the opposite ending plus -s ● Present subjunctive using Ojalá (que) + subjunctive 	<p>Skills: <u>Students will be able to:</u></p> <ul style="list-style-type: none"> ● use commands to provide clear instructions and prohibitions to peers and subordinates ● offer collaborative ideas and recommendations using collective "let's" structures ● articulate personal desires and aspirations for themselves and the world ● formally and informally invite others to events and accept or decline with appropriate social grace ● discuss modern devices, software, and the impact of technology on daily life

Lakewood Township School District Curriculum Guide

Grade: 9-12	Content Area: World Language (Spanish II)
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Core Instructional & Supplemental Materials

<p>Suggested Activities/Resources: Incorporating a variety of activities to accommodate different students' learning styles is an essential requirement.</p> <ul style="list-style-type: none"> ● Total Physical Response https://spanishmama.com/what-is-tpr-total-physical-response/ ● Four Corners http://www.creativelanguageclass.com/four-corners/ ● Think-Pair-Share https://www.readingrockets.org/strategies/think-pair-share ● Jigsaw https://www.fluentu.com/blog/educator-spanish/spanish-teaching-methods/ ● Stop and Go Cards https://www.teacherspayteachers.com/Product/Checking-for-Understanding-Quick-Formative-Assessments-333139 ● Two Roses and A Thorn https://images.app.goo.gl/Gpr2einCNtMkCWjm8 ● 3-2-1 https://images.app.goo.gl/GfgzvRWcw6AJnx999 ● One Minute Papers https://oncourseworkshop.com/self-awareness/one-minute-paper/#:~:text=INTRODUCTION%3A%20A%20%E2%80%9Cone%2Dminute,the%20instructor%20with%20useful%20feedback 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● Avancemos Teacher and Student Edition ● Rockalingua ● Quia ● Newsela ● Flipgrid ● Discovery Education ● Read Conmigo ● Univision
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Unit 7: Repaso general	Duration: 30 days
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Unit Rationale

For the final Unit of the Spanish Curriculum, it is expected that each level of Spanish receives a general review of the concepts covered during the school year/semester in preparation for Final Exams. The method of review is left to each teacher's discretion.

Suggested Accommodations

- Multi Language Learners:**
- Flexible/Cooperative Grouping

- Visuals (Board and handouts)
- Flashcards (Digital and paper)
- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Native Language Support and Resources
- Modified Instructions/Assessments/Assignments
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology

Special Education/Students with Disabilities:

- Shorten or simplify directions
- Alternative assessment
- Modified classwork and homework assignments
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications
- Parent-teacher communication
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology
- Graphic organizers

504 Plans:

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction-guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

Gifted and Talented:

- Alternative assessment
- Flexible/cooperative grouping
- Independent research assignments

Lakewood Township School District Curriculum Guide

Grade: 9-12

Content Area: World Language (Spanish II)

- Modified classwork and homework assignments
- Integrate a variety of activities to meet all types of multiple intelligences
- Challenging reading materials
- Self-directed activities
- Pretest to determine mastery

Students at Risk of Failure:

- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Parent-teacher communication
- Integrate a variety of activities to meet all types of multiple intelligences
- Modified classwork and homework assignments
- Reward system
- Refer to outside counseling or similar resources if necessary
- Help parents become familiar with available services and resources

Economically Disadvantaged:

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

Culturally Diverse:

- Embrace diversity in teaching styles
- Provide an interpreter if needed
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

Focus Standards

Interpretive Mode of Communication

- 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.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
- 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.

Lakewood Township School District Curriculum Guide

Grade: 9-12

Content Area: World Language (Spanish II)

- 7.1.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.

Interpersonal Mode of Communication

- 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.IPERS.6: Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.

Presentational Mode of Communication

- 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.

Supporting Standards

- 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.
- 7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
- 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.

Interdisciplinary Connections

Language

- L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
- L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

Reading

- RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.
- RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

Speaking and Listening

- SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.UM.9–10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

Writing

- W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.
- W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
- W.RW.9–10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Comprehensive Health and Physical Education

- 2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.
- 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.
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Lakewood Township School District Curriculum Guide

Grade: 9-12

Content Area: World Language (Spanish II)

Social Studies

- 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
- 6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.

Computer Science & Design Thinking

- 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
- 8.2.12.ED.2: Create scaled engineering drawings for a new product or system and make modifications to increase optimization based on feedback.
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Lakewood Township School District Curriculum Guide

Grade: 9-12	Content Area: World Language (Spanish II)
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Lakewood Township School District Curriculum Guide

Grade: 9-12	Content Area: World Language (Spanish II)
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	paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
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Lakewood Township School District Curriculum Guide

Grade: 9-12

Content Area: World Language (Spanish II)

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- Group assessment
- Peer assessment
- Self-assessment
- Project-Based Assessments
- Listening Comprehension
- Oral presentations
- Questions and answers
- Do-Now
- Thumbs up/down
- White boards
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Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:

Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting

Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.

Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.
 Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.

Summative Assessments:

- Rubrics
- Student Growth Objective
- Role play/skits
- End of unit assessments

Benchmark Assessments:

- Assessments on Kahoot
- Chapter assessment

Lakewood Township School District Curriculum Guide

Grade: 9-12	Content Area: World Language (Spanish II)
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Knowledge & Skills

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● True language use is not organized in Units; it is a combination of grammar, vocabulary, and cultural understanding to be able to communicate ideas effectively. ● By comparing their own culture, linguistic structures, and daily life to those of Spanish-speaking communities, students gain a deeper understanding of both the target culture and their own. ● Learning Spanish opens doors to new professional and personal opportunities and helps students become more aware and productive members of a global society. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How are the elements learned this school year/semester combined to create a holistic understanding of the effective use of the target language? ● What are the values, traditions, and daily lives like in different Spanish-speaking regions? ● How do climate, history, and geography shape culture?
<p>Content: <u>Students will know:</u></p> <ul style="list-style-type: none"> ● regular and irregular verbs (including ser, ir, hacer, tener, and stem-changers) to narrate specific, completed actions in the past ● imperfect tense to describe ongoing past actions, habitual behaviors, and background information (time, age, weather, and feelings) ● describe events in the present progressive tense using the verb estar plus the present participle (-ando / -iendo) ● subjunctive mood to express desires, doubts, and hopes ● how to replace nouns with pronouns (lo, la, los, las and me, te, le, nos, os, les) and correctly sequence them (Indirect before Direct) ● the difference between Tú (informal) and Usted (formal) commands to give advice, instructions, or orders in both affirmative and negative forms 	<p>Skills: <u>Students will be able to:</u></p> <ul style="list-style-type: none"> ● communicate physical characteristics, personality traits, and internal states (emotions/health) ● navigate the logistics of planning a trip, including packing, airport procedures, and itinerary building ● identify attire for various seasons and social contexts while demonstrating the ability to complete a retail transaction ● describe their living spaces, household items, and the layout of their local community ● identify family members and describe the customs, food, and activities associated with major life celebrations ● display a cultural understanding of Spanish-speaking communities

Core Instructional & Supplemental Materials

<p>Suggested Activities/Resources: Incorporating a variety of activities to accommodate different students' learning styles is an essential requirement.</p> <ul style="list-style-type: none"> ● Total Physical Response 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● Avancemos Teacher and Student Edition ● Rockalingua ● Quia ● Newsela
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Lakewood Township School District Curriculum Guide

Grade: 9-12

Content Area: World Language (Spanish II)

<https://spanishmama.com/what-is-tpr-total-physical-response/>

- Four Corners

<http://www.creativelanguageclass.com/four-corners/>

- Think-Pair-Share

<https://www.readingrockets.org/strategies/think-pair-share>

- Jigsaw

<https://www.fluentu.com/blog/educator-spanish/spanish-teaching-methods/>

- Stop and Go Cards

<https://www.teacherspayteachers.com/Product/Checking-for-Understanding-Quick-Formative-Assessments-333139>

- Two Roses and A Thorn

<https://images.app.goo.gl/Gpr2einCNtMkCWjm8>

- 3-2-1

<https://images.app.goo.gl/GfgzvRWew6AJnx999>

- One Minute Papers

<https://oncourseworkshop.com/self-awareness/one-minute-paper/#:~:text=INTRODUCTION%3A%20A%20%E2%80%9Cone%2Dminute,the%20instructor%20with%20useful%20feedback.>

- Flipgrid
- Discovery Education
- Read Conmigo
- Univision