



# PISCATAWAY TOWNSHIP SCHOOLS

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Curriculum and Instruction

**Content Area:** Spanish 2

**Grade Span:** 9-12

**Revised by:** Seth Richer

**Presented by:** Glennysa Jurado-Moran

**Approval date:** August 2021

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## COURSE OVERVIEW

### Description

This course is designed for students who have successfully completed Spanish 1, and continues the development of communication skills in the three modes of communication: interpretive, interpersonal and presentational as well as interculturality. This course, designed to meet the needs of all learners (grades 9-12), completely immerses students in the language and culture. All communication skills are emphasized with a focus on authentic real-life, real-world context. Instruction aims to make the students feel more comfortable in their oral communication and give them the confidence to become more self-sufficient over time. Students learn about the cultures of the language they are studying and are able to understand similarities and differences between their own culture and the target language culture.

The target proficiency level for this course is Novice-High according to ACTFL proficiency guidelines. This course integrates the ACTFL's Core Ideas and practices (5 C's -communication, cultures, communities, comparisons and connections), Intercultural Communication standards (products, practices and perspectives), and current global themes. In addition, this course infuses information and instruction regarding Climate Change-the Environment, the Amistad, Holocaust, LGBTQ and Disabilities Laws as per the district initiative as well as 21st Century themes and skills. The overall objectives of the Spanish 2 course are to develop, reinforce, and refine proficiency in the three modes of communication and expand the learners interculturality. By developing and refining their skills of observation, students also acquire an understanding and appreciation of the diversity of cultures in the Spanish speaking world, preparing them to be independent and global citizens.

### Goals

World languages education provides learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global, culturally diverse world (NJSLs-WL, 2020). The goal of the World Languages Department is to foster an appreciation of language learning that will promote biliteracy, critical thinking skills in a second language and intercultural competence. Students will arrive at this in a learning environment that is led by culture, is standards-based, student-centered, encourages proficiency gains, and has measurable outcomes.

This course is centered on ACTFL'S Core ideas that help to prioritize the important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They provide clear guidance as to what should be the focus of learning by the end of the course (NJSLs-WL, 2020) This course will address an even development of the three modes of communication and interculturality as a means by which to not only develop Novice-High proficiency but also the ACTFL Core Ideas and Practices:

- Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
- Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.

- Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Students will also be able to:

- Use knowledge and language skills for functional and meaningful communication
- Gain knowledge of other cultural perspectives, practices and products
- Connect the study of a World Language to experiences in other curricular areas as well as personal interests
- Compare the target language and culture with their own language and culture
- Use the language and apply learning to the world beyond the classroom

### Scope and Sequence

Unit	Topic	Length
1	Los niños prisioneros de Bolivia - Children of incarcerated parents in Bolivia	5 Days
2	La guerra sucia-Argentina's "Dirty War"	2 Days
3	El Gaucho-Argentine Gaucho and Tango	4 Days
4	La inmigración indocumentada-Undocumented immigration	5 Days
5	Las supersticiones - Spanish superstitions	5 Days
6	Biblioburro-A library to provide books in rural Colombia	6 Days
7	Ladrones-Crime in Spanish-speaking countries	9 Days
8	Una aventura de camping-adventures in Camping	10 Days
9	Los tres cerditos - The Three Little Pigs	9 Days
10	El camino de Santiago-A Spanish pilgrimage	6 Days
11	La lotería de Navidad-Spanish Lottery	4 Days
12	El sistema solar - Space and Spanish-speaking astronauts	5 Days
13	La siesta-History and modern applications of the siesta	4 Days

### Resources

Core Text: Somos 1 Curriculum by The Comprehensible Classroom: Written by Martina Bex

Suggested Resources: Quizlet, Edpuzzle, YouTube, Apple Podcasts, Newsela, authentic resources, teacher-made resources

Accompanying Novels: Teachers should pick two of the novels listed below to read with their students.

Novel	Suggested Time to Teach
"Esmeralda, la tortuga marina" by Kristy Placido	After Unit 2 or 3
"El gorila blanco de Guinea Española" by Craig Klein Dexemple	After Unit 17
"Mata la pinata" by Kristy Placido	After Unit 21

# UNIT 1: LOS NIÑOS PRISIONEROS DE BOLIVIA - CHILDREN OF INCARCERATED PARENTS IN BOLIVIA

## Summary and Rationale

As students learn about the people and cultures of the countries in which Spanish is spoken, they naturally want to learn about the people their own age. This allows our students to make deep connections to the culture and develop their abilities to empathize with other people. This unit will focus on the children of Bolivia of parents that are incarcerated. Some of these children stay with their parents while they are in jail. This will lead to a discussion about many global themes, including children’s rights, childhood and adolescence in various parts of the world, differing national policies, and relationships with authority.

## Recommended Pacing

5 Days

## State Standards

### Vision

An education in world languages fosters a population that:

- Cultivates communication and cultural understanding in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross- cultural communication.
- Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

### Intent and Spirit of the World Languages Standard

The study of world languages benefits all students by fostering academic success, cognitive flexibility, increased access to information from other content areas, employment opportunities, and the ability to function more effectively with understanding and respect in all environments encountered in their lives. To meet the high school graduation requirement (N.J.A.C. 6A: 8:5.1), the New Jersey Student Learning Standards – World Languages (NJSLS – WL) promotes an acquisition process that is research-based, spiraling and recursive, and aligned to appropriate proficiency targets that are designed to ultimately enable learners to attain Novice-High level proficiency or above, which is a requirement for high school graduation. All students have regular, sequential instruction in one or more world languages beginning in kindergarten and continuing at least through the freshman year of high school. Further, N.J.A.C. 6A:8-5.1(b)4 directs districts to actively encourage all students who otherwise meet the current-year requirement for high school graduation to continue their study of a second language through high school in order to reach higher proficiency levels. Opportunities to develop higher levels of proficiency should be based on personal and career interests.

The number of years spent studying a language and the frequency of instruction impact the level of proficiency acquired in the language. This principle has historically been supported by research in the United States and abroad (Raymond, 2012). A three-year grant project (2005-08) administered by the New Jersey Department of

Education supports these research findings. Data from the federally funded project that assessed the language proficiency of 60,000 8th-grade students presented compelling evidence for the need to develop programs that offer all students the opportunity to meet the state- designated proficiency level of Novice-High. The data showed that programs offering a minimum of 540 hours of articulated instruction in classes that meet at least three times a week throughout the academic year produce a majority of students who can speak at the Novice-High proficiency level or higher. Consequently, the establishment and/or maintenance of quality, well- articulated language programs at the elementary and middle-school levels, as required by New Jersey Administrative Code, is critical for building the capacity of high school students to achieve the Novice-High level of language proficiency required for graduation.

**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.”

Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

**Core Idea:**

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language

CPI #	Cumulative Progress Indicator (CPI)
7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
7.1.NJ.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

Intercultural Statements	Possible Topics
Through the target language, learners identify and	Communities, animals and their habitats,

investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	technology, geography, climate, fine and performing arts.
Learners recognize and identify a few typical practices of the target culture.	Community life, reasons and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.

**Interpersonal Mode of Communication:**

Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs.

**Core Idea:**

Novice High learners use sentence-level speech but often revert to words and phrases.

Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.

CPI #	Cumulative Progress Indicator (CPI)
7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
7.1.NJ.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.

Intercultural Statements	Possible Topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer	Communities, animals and their habitats, technology, geography, climate, fine and performing arts.

perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	
Learners recognize and identify a few typical practices of the target culture.	Community life, reasons and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.

**Presentational Mode of Communication**

Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.

**Core Idea:**

Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

CPI #	Cumulative Progress Indicator (CPI)
7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes
7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
7.1.NJ.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.
7.1.NH.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

Intercultural Statements	Possible Topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, animals and their habitats, technology, geography, climate, fine and performing arts.



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#### Core Idea:

Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

#### Unit Enduring Understandings

- Understanding other cultures helps to cultivate cultural sensitivity and acceptance.

#### Unit Essential Questions

- What rights should every child have?
- In what situations might it be best for a child to be separated from his or her parents?

#### Objectives:

Students will know:

Vocabulary:

Core Vocabulary: lo que hace, debe (hacer), el niño no escucha

Useful Vocabulary: todavía, bajo, encarcelado(a), obedecer, desobedecer, destruir, vomitar

Song: "Me gustas tu": le importa si, lo hace bien, lo hace mal, lo hace con sentimiento, contagia, le queda, mar, volar

Culture:

- Song: "No debes jugar" by Selena
- Children's rights in Bolivia
- Differences in policies between countries

Students will be able to:

Interpretive:

- I can understand the main idea and some details while listening to an authentic song.
- I can understand a news story in Spanish.

Interpersonal:

- I can talk and ask about ideas presented in a song.
- I can participate actively in a group conversation in Spanish.
- I can ask for help when I don't understand.

Presentational:

- I can express what should or should not be done in a given situation.
- I can describe my feelings about children's and prisoner's rights.

Cultural:

- I can make comparisons between children’s rights in Bolivia and the United States.
- I can explain to others about Bolivia’s system of caring for children whose parents are incarcerated.

**Assessment:**

Interpretive (Reading) Assessment: Students will answer various comprehension questions related to a reading about the policy in Bolivia concerning prisoners and their children.

Presentational (Writing) Assessment: Students will write opinions about various ideas related to Bolivian children, their parents, and the authorities.

**Resources**

Core Text: Somos - Level 1

Suggested Resources: Quizlet, Edpuzzle, YouTube, Apple Podcasts, Newsela, authentic resources, teacher-made resources

**UNIT 2: LA GUERRA SUCIA-ARGENTINA’S “DIRTY WAR”**

**Summary and Rationale**

In an effort to help students learn to empathize with people in various parts of the world, it is important that they learn how people in other countries have suffered. In this short unit, students will learn about the civil war that ravaged Argentina and about the thousands of Argentines that “disappeared” during this time. Despite decades of protests and pleas from the families of these people, the government has claimed no knowledge of their whereabouts or responsibility. To learn about this tragedy, students will read articles, watch videos and listen to music. Students will then participate in discussions about the government’s role in these events and the emotions that the families have after all these years.

**Recommended Pacing**

2 Days

**State Standards**

**Vision**

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- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

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Intercultural Statements	Possible Topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, animals and their habitats, technology, geography, climate, fine and performing arts.
Learners recognize and identify a few typical practices of the target culture.	Community life, reasons and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.

**Interpersonal Mode of Communication:**  
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**Presentational Mode of Communication**

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Intercultural Statements	Possible Topics
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**Unit Enduring Understandings**

- Understanding other cultures helps to cultivate cultural sensitivity and acceptance.

**Unit Essential Questions**

- How would it feel to have family members taken away and not know what happened to them?
- How do people in other countries protest against their governments?

**Objectives:**

Students will know:

Vocabulary:

Core Vocabulary: una mujer vieja, no puede encontrar, sus hijos

Useful Vocabulary: guerra, tragedia, desaparecieron, socialismo, desaparecidos

Culture:

- Las madres de la Plaza de Mayo
- Song: "Desapariciones"

Students will be able to:

Interpretive:

- I can watch a video about "Las madres de la Plaza de Mayo" and understand the main idea and several details.
- I can read an article about "Las madres de la Plaza de Mayo" and answer comprehension questions.

Interpersonal:

- I can answer factual questions about "Las madres de la Plaza de Mayo".
- I can participate in a group discussion to give opinions about "Las madres de la Plaza de Mayo".

Presentational:

- I can write from the parents’ perspective to describe how they feel not knowing what happened to their loved ones.

Cultural:

- I can explain the history of “Las madres de la Plaza de Mayo”.

Assessment:

Interpretive: Students will read an article about “Las madres de la Plaza de Mayo” and answer comprehension questions.

Presentational: Students will write a narrative to describe “Las madres de la Plaza de Mayo”.

### Resources

Core Text: Somos - Level 1

Suggested Resources: Quizlet, Edpuzzle, YouTube, Apple Podcasts, Newsela, authentic resources, teacher-made resources

## UNIT 3: EL GAUCHO

### Summary and Rationale

This unit is designed to introduce students to the culturally-rich country of Argentina. Students will learn about the geography, linguistic influence on the Spanish spoken in Argentina, music/dance, and gauchos. The students will have discussions comparing Argentinian life to life in the United States, talking about professions that have changed with advancements in technology and how music has changed over time.

### Recommended Pacing

4 Days

### State Standards

Vision

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The study of world languages benefits all students by fostering academic success, cognitive flexibility, increased access to information from other content areas, employment opportunities, and the ability to function more effectively with understanding and respect in all environments encountered in their lives. To meet the high school graduation requirement (N.J.A.C. 6A: 8:5.1), the New Jersey Student Learning Standards – World Languages (NJSLS

– WL) promotes an acquisition process that is research-based, spiraling and recursive, and aligned to appropriate proficiency targets that are designed to ultimately enable learners to attain Novice-High level proficiency or above, which is a requirement for high school graduation. All students have regular, sequential instruction in one or more world languages beginning in kindergarten and continuing at least through the freshman year of high school. Further, N.J.A.C. 6A:8-5.1(b)4 directs districts to actively encourage all students who otherwise meet the current-year requirement for high school graduation to continue their study of a second language through high school in order to reach higher proficiency levels. Opportunities to develop higher levels of proficiency should be based on personal and career interests.

The number of years spent studying a language and the frequency of instruction impact the level of proficiency acquired in the language. This principle has historically been supported by research in the United States and abroad (Raymond, 2012). A three-year grant project (2005-08) administered by the New Jersey Department of Education supports these research findings. Data from the federally funded project that assessed the language proficiency of 60,000 8th-grade students presented compelling evidence for the need to develop programs that offer all students the opportunity to meet the state- designated proficiency level of Novice-High. The data showed that programs offering a minimum of 540 hours of articulated instruction in classes that meet at least three times a week throughout the academic year produce a majority of students who can speak at the Novice-High proficiency level or higher. Consequently, the establishment and/or maintenance of quality, well- articulated language programs at the elementary and middle-school levels, as required by New Jersey Administrative Code, is critical for building the capacity of high school students to achieve the Novice-High level of language proficiency required for graduation.

**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.”

Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

**Core Idea:**

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language

CPI #	Cumulative Progress Indicator (CPI)
7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
7.1.NJ.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).



7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

Intercultural Statements	Possible Topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, animals and their habitats, technology, geography, climate, fine and performing arts.
Learners recognize and identify a few typical practices of the target culture.	Community life, reasons and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.

**Interpersonal Mode of Communication:**

Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs.

**Core Idea:**

Novice High learners use sentence-level speech but often revert to words and phrases.

Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.

CPI #	Cumulative Progress Indicator (CPI)
7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
7.1.NJ.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.

7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.

Intercultural Statements	Possible Topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, animals and their habitats, technology, geography, climate, fine and performing arts.
Learners recognize and identify a few typical practices of the target culture.	Community life, reasons and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.

**Presentational Mode of Communication**

Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.

**Core Idea:**

Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

CPI #	Cumulative Progress Indicator (CPI)
7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes
7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
7.1.NJ.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.
7.1.NH.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

Intercultural Statements	Possible Topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, animals and their habitats, technology, geography, climate, fine and performing arts.
Learners recognize and identify a few typical practices of the target culture.	Community life, reasons and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.

Unit Enduring Understandings

- Culture and language vary throughout different regions of the Spanish-speaking world.

Unit Essential Questions

- What careers have been lost and created over the last century?
- What careers will allow me to live the kind of life that I want to live?

Objectives:

Students will know:

Vocabulary:

Core Vocabulary: trabaja en, necesita, vive solo

Useful Vocabulary: país, anciano(a), ventaja, desventaja

Tango: guitarra, bateria, violin, piano

Retelling a Story (Five Elements of a Story): La trama, Los personajes, El escenario, El conflicto, La solución, Yo (no) pienso, Me parece que, (No) estoy de acuerdo, En mi opinión, \_\_\_ tiene razón

El gaucho: vaquero, caballo, lazo, poncho, libertad, gobierno, rancho,

Culture:

- Tango
- Song: "Pa' bailar"
- Song: "Chamamé de los esteros"
- Gauchos

Students will be able to:

Interpretive:

- I can read a story about Gauchos and understand the main idea and various details.

Interpersonal:

- I can participate in conversations about where we live and what we do for work.
- I can ask and answer questions to express needs.

Presentational:

- I can write about cultural aspects of Argentina.

<p>Cultural:</p> <ul style="list-style-type: none"> <li>● I can talk about the geography and cultural aspects of Argentina.</li> <li>● I can talk about what the tango is and where it originated.</li> </ul>
<p>Assessment:</p> <p>Interpretive (Reading) Assessment: Students will read a story about a gaucho and answer comprehension questions.</p> <p>Presentational (Writing) Assessment: Students will write a reflection to describe whether they would like to travel to Argentina or not.</p>
<b>Resources</b>
<p>Core Text: Somos - Level 1</p> <p>Suggested Resources: Quizlet, Edpuzzle, YouTube, Apple Podcasts, Newsela, authentic resources, teacher-made resources</p>

## UNIT 4: LA INMIGRACIÓN INDOCUMENTADA-UNDOCUMENTED IMMIGRATION

<b>Summary and Rationale</b>
<p>In today’s highly-charged political landscape, two of the major topics of debate are the issues of undocumented immigrants living in the United States and those that are trying to enter the country. As a huge portion of the immigrants are from Spanish-speaking countries, it is important that the students learn about these immigrants, reasons they want to leave their countries to come to the United States, how they come here, and issues they have when they get here. The students will be encouraged to look at different sides of the debate and will work through difficult conversations with the goal that our students understand a bigger world picture.</p>
<b>Recommended Pacing</b>
5 Days
<b>State Standards</b>
<p>Vision</p> <p>An education in world languages fosters a population that:</p> <ul style="list-style-type: none"> <li>● Cultivates communication and cultural understanding in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.</li> <li>● Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross- cultural communication.</li> <li>● Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.</li> <li>● Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.</li> </ul> <p>Intent and Spirit of the World Languages Standard</p>

The study of world languages benefits all students by fostering academic success, cognitive flexibility, increased access to information from other content areas, employment opportunities, and the ability to function more effectively with understanding and respect in all environments encountered in their lives. To meet the high school graduation requirement (N.J.A.C. 6A: 8:5.1), the New Jersey Student Learning Standards – World Languages (NJSLS – WL) promotes an acquisition process that is research-based, spiraling and recursive, and aligned to appropriate proficiency targets that are designed to ultimately enable learners to attain Novice-High level proficiency or above, which is a requirement for high school graduation. All students have regular, sequential instruction in one or more world languages beginning in kindergarten and continuing at least through the freshman year of high school. Further, N.J.A.C. 6A:8-5.1(b)4 directs districts to actively encourage all students who otherwise meet the current-year requirement for high school graduation to continue their study of a second language through high school in order to reach higher proficiency levels. Opportunities to develop higher levels of proficiency should be based on personal and career interests.

The number of years spent studying a language and the frequency of instruction impact the level of proficiency acquired in the language. This principle has historically been supported by research in the United States and abroad (Raymond, 2012). A three-year grant project (2005-08) administered by the New Jersey Department of Education supports these research findings. Data from the federally funded project that assessed the language proficiency of 60,000 8th-grade students presented compelling evidence for the need to develop programs that offer all students the opportunity to meet the state- designated proficiency level of Novice-High. The data showed that programs offering a minimum of 540 hours of articulated instruction in classes that meet at least three times a week throughout the academic year produce a majority of students who can speak at the Novice-High proficiency level or higher. Consequently, the establishment and/or maintenance of quality, well- articulated language programs at the elementary and middle-school levels, as required by New Jersey Administrative Code, is critical for building the capacity of high school students to achieve the Novice-High level of language proficiency required for graduation.

**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.”

Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

**Core Idea:**

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language

CPI #	Cumulative Progress Indicator (CPI)
7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.

7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
7.1.NJ.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

Intercultural Statements	Possible Topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, animals and their habitats, technology, geography, climate, fine and performing arts.
Learners recognize and identify a few typical practices of the target culture.	Community life, reasons and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.

**Interpersonal Mode of Communication:**

Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs.

**Core Idea:**

Novice High learners use sentence-level speech but often revert to words and phrases.

Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.

CPI #	Cumulative Progress Indicator (CPI)
7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.

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7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
7.1.NJ.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
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Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, animals and their habitats, technology, geography, climate, fine and performing arts.
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**Presentational Mode of Communication**

Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.

**Core Idea:**

Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

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7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes
7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
7.1.NJ.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.

7.1.NH.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.
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Intercultural Statements	Possible Topics
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Learners recognize and identify a few typical practices of the target culture.	Community life, reasons and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.

**Unit Enduring Understandings**

- Learning Spanish facilitates the acquisition of information about the world outside our experiences.

**Unit Essential Questions**

- What is the story behind my status as a resident and/or citizen of this country?
- What reasons would make me want to stay in the country that I am living in?
- What reasons would make me want to leave the country that I am living in?
- For what reasons is it justifiable to go against the laws of a country?

**Objectives:**

Students will know:

Vocabulary:

Core Vocabulary: llega a un país, regresa allí, lleva

Immigration: inmigrantes, indocumentada, vida, a través de, la frontera, pasaporte, peligroso, muro, sin papeles,

Grammar: The preterite tense

Culture:

- Authentic song: Espacio sideral by Jesse & Joy
- Undocumented immigration (common reasons for immigrating and challenges faced)

Students will be able to:

Interpretive:

- I can understand a story that contains dialogue.
- I can read an article about immigration and understand the main idea and several details.

Interpersonal:

- I can ask and answer questions about traveling.
- I can participate in a group discussion about undocumented immigration.



<p>Presentational:</p> <ul style="list-style-type: none"> <li>● I can talk about and write about my own travel experiences.</li> <li>● I can write about differing views about undocumented immigration.</li> </ul> <p>Cultural:</p> <ul style="list-style-type: none"> <li>● I can understand different sides of the debate about immigration.</li> <li>● I can empathize with the experience of immigrants.</li> </ul>
<p>Assessment:</p> <p>Interpretive (Listening) Assessment - Students will listen to a description and choose which of 2-3 images is being described.</p> <p>Interpretive (Reading) Assessment - Read an informational text in Spanish and respond to comprehension questions.</p> <p>Presentational (Writing) Assessment - Write about opinions concerning undocumented immigration.</p>
<b>Resources</b>
<p>Core Text: Somos - Level 1</p> <p>Suggested Resources: Quizlet, Edpuzzle, YouTube, Apple Podcasts, Newsela, authentic resources, teacher-made resources</p>

## UNIT 5: LAS SUPERSTICIONES - SPANISH SUPERSTITIONS

<b>Summary and Rationale</b>
<p>This is a unit that combines storytelling with authentic cultural beliefs. Students will learn to talk about superstitions that they have and learn about some that are common in Spanish-speaking countries. Learning about the similarities and differences in cultural beliefs will allow students to gain a greater understanding of the people in the Spanish-speaking countries. Storytelling is a very effective way of instructing as the instruction is entirely in Spanish and the lessons are highly engaging for students.</p>
<b>Recommended Pacing</b>
6-8 Days
<b>State Standards</b>
<p>Vision</p> <p>An education in world languages fosters a population that:</p> <ul style="list-style-type: none"> <li>● Cultivates communication and cultural understanding in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.</li> <li>● Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross-cultural communication.</li> <li>● Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.</li> <li>● Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.</li> </ul> <p>Intent and Spirit of the World Languages Standard</p>

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**Interpretive Mode of Communication:**

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**Core Idea:**

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language

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7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
7.1.NJ.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

Intercultural Statements	Possible Topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, animals and their habitats, technology, geography, climate, fine and performing arts.
Learners recognize and identify a few typical practices of the target culture.	Community life, reasons and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.

**Interpersonal Mode of Communication:**  
 Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs.

**Core Idea:**  
 Novice High learners use sentence-level speech but often revert to words and phrases. Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.

CPI #	Cumulative Progress Indicator (CPI)
7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
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7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
7.1.NJ.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.

Intercultural Statements	Possible Topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, animals and their habitats, technology, geography, climate, fine and performing arts.
Learners recognize and identify a few typical practices of the target culture.	Community life, reasons and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.

**Presentational Mode of Communication**

Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.

**Core Idea:**

Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

CPI #	Cumulative Progress Indicator (CPI)
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7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes
7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
7.1.NJ.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.
7.1.NH.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

Intercultural Statements	Possible Topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, animals and their habitats, technology, geography, climate, fine and performing arts.
Learners recognize and identify a few typical practices of the target culture.	Community life, reasons and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.

Unit Enduring Understandings
<ul style="list-style-type: none"> <li>Self-description is based on each person's unique qualities, including gender, age, likes, dislikes, origin and other aspects.</li> </ul>
Unit Essential Questions
<ul style="list-style-type: none"> <li>Am I superstitious?</li> <li>Is there such a thing as good or bad luck?</li> <li>Which of my beliefs are influenced by my culture?</li> </ul>
Objectives:

Students will know:

Vocabulary:

Core Vocabulary: devuelve, le da, esto le parece extraño

Useful Vocabulary: despreciable, inocente, supersticioso(a), buena suerte, mala suerte, miedo, tranquilidad, cruzar los dedos, paraguas, tocar madera, tonto(a)

Grammar:

Culture:

- Spanish superstitions
- Song: "A puro dolor" by Son by Four
- Song: "Tocar madera"

Students will be able to:

Interpretive:

- I can understand a detailed story about superstitions.
- I can understand details while watching a video on YouTube.

Interpersonal:

- I can ask and answer questions about a person's beliefs.

Presentational:

- I can talk and write about my own beliefs.
- I can retell a story after hearing it several times.
- I can describe common beliefs about good and bad luck in Spanish.

Cultural:

- I can understand different perspectives about beliefs.
- I can make comparisons between superstitions in my culture and those from Spanish-speaking countries.

Assessment:

Interpretive (Reading) Assessment - Students will read a story and answer comprehension questions.

Presentational (Writing) Assessment - Students will be given a picture with representations of various superstitions. Students will write a narrative in which they explain which of the pictured superstitions are from Spain and which are from the United States.

## Resources

Core Text: Somos - Level 1

Suggested Resources: Quizlet, Edpuzzle, YouTube, Apple Podcasts, Newsela, authentic resources, teacher-made resources

## UNIT 6: BIBLI BURRO - A LIBRARY TO PROVIDE BOOKS IN RURAL COLOMBIA

### Summary and Rationale

With a great idea and hard work, one person can make a difference in a community! This thinking allowed for the creation of "Biblioburro", a traveling library on the back of a donkey. This incredible idea was conceived to allow the poor and forgotten people in rural Colombia access to books. As the students learn this incredible story, they will explore the importance of reading, inequity in education, local community problems and how to solve them.

## Recommended Pacing

6 Days

### State Standards

#### Vision

An education in world languages fosters a population that:

- Cultivates communication and cultural understanding in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross-cultural communication.
- Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

#### Intent and Spirit of the World Languages Standard

The study of world languages benefits all students by fostering academic success, cognitive flexibility, increased access to information from other content areas, employment opportunities, and the ability to function more effectively with understanding and respect in all environments encountered in their lives. To meet the high school graduation requirement (N.J.A.C. 6A: 8:5.1), the New Jersey Student Learning Standards – World Languages (NJSLS – WL) promotes an acquisition process that is research-based, spiraling and recursive, and aligned to appropriate proficiency targets that are designed to ultimately enable learners to attain Novice-High level proficiency or above, which is a requirement for high school graduation. All students have regular, sequential instruction in one or more world languages beginning in kindergarten and continuing at least through the freshman year of high school. Further, N.J.A.C. 6A:8-5.1(b)4 directs districts to actively encourage all students who otherwise meet the current-year requirement for high school graduation to continue their study of a second language through high school in order to reach higher proficiency levels. Opportunities to develop higher levels of proficiency should be based on personal and career interests.

The number of years spent studying a language and the frequency of instruction impact the level of proficiency acquired in the language. This principle has historically been supported by research in the United States and abroad (Raymond, 2012). A three-year grant project (2005-08) administered by the New Jersey Department of Education supports these research findings. Data from the federally funded project that assessed the language proficiency of 60,000 8th-grade students presented compelling evidence for the need to develop programs that offer all students the opportunity to meet the state-designated proficiency level of Novice-High. The data showed that programs offering a minimum of 540 hours of articulated instruction in classes that meet at least three times a week throughout the academic year produce a majority of students who can speak at the Novice-High proficiency level or higher. Consequently, the establishment and/or maintenance of quality, well-articulated language programs at the elementary and middle-school levels, as required by New Jersey Administrative Code, is critical for building the capacity of high school students to achieve the Novice-High level of language proficiency required for graduation.

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.”

Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

**Core Idea:**

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language

CPI #	Cumulative Progress Indicator (CPI)
7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
7.1.NJ.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

Intercultural Statements	Possible Topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners’ own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, animals and their habitats, technology, geography, climate, fine and performing arts.
Learners recognize and identify a few typical practices of the target culture.	Community life, reasons and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and



practical arts.

**Interpersonal Mode of Communication:**

Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs.

**Core Idea:**

Novice High learners use sentence-level speech but often revert to words and phrases.

Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.

CPI #	Cumulative Progress Indicator (CPI)
7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
7.1.NJ.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.

Intercultural Statements	Possible Topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, animals and their habitats, technology, geography, climate, fine and performing arts.
Learners recognize and identify a few typical practices of the target culture.	Community life, reasons and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.

**Presentational Mode of Communication**

Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.

**Core Idea:**

Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

CPI #	Cumulative Progress Indicator (CPI)
7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes
7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
7.1.NJ.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.
7.1.NH.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

Intercultural Statements	Possible Topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, animals and their habitats, technology, geography, climate, fine and performing arts.
Learners recognize and identify a few typical practices of the target culture.	Community life, reasons and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.

**Unit Enduring Understandings**

- Communicating in another language allows people to obtain information, express feelings, exchange opinions with a wider audience and gain knowledge of other cultures.

**Unit Essential Questions**

- How does access to books impact a community?
- What impact does reading have on education?
- What problems exist in my community, and how can I contribute to solutions?

**Objectives:**

Students will know:

Vocabulary:

Core Vocabulary: viene a un pueblo, toda la gente, lee, pone encima de

Useful Vocabulary: biblioteca, los fines de semana

Prepositions of Location: detras de, dentro de, encima de, en, debajo de, al lado de

El desfile de Yipao: marca, selvas, conducir, vender, granjeros, camiones,

Grammar:

Culture:

- Biblioburro - Access to books in rural communities
- Song: "A mi burro"

Students will be able to:

Interpretive:

- I can understand sentences that describe where various objects are located in relation to others (with prepositions).
- I can make inferences about a character in a story.

Interpersonal:

- I can ask and answer questions about people's reading habits.

Presentational:

- I can describe where one object is located in relation to another (using prepositions).
- I can describe my reading habits and make comparisons to the habits of others.
- I can describe Biblioburro with several details.

Cultural:

- I can make comparisons between Biblioburro, my community and other Spanish-speaking communities.

Assessment:

Interpretive (Reading) Assessment: Students read an original story and respond to comprehension questions.

Interpretive (Listening) Assessment: Students will listen to, transcribe and illustrate several sentences.

Presentational (Writing) Assessment: Students will describe and evaluate Biblioburro.

**Resources**

Core Text: Somos - Level 1

Suggested Resources: Quizlet, Edpuzzle, YouTube, Apple Podcasts, Newsela, authentic resources, teacher-made resources

**UNIT 7: LADRONES-CRIME IN SPANISH-SPEAKING COUNTRIES**

Summary and Rationale

Everybody loves a good crime story! This unit will focus on allowing the students to develop the appropriate vocabulary and sentence structures so that they can interpret (read and listen) authentic news stories and short fictional stories and then present (write and speak) their own stories. The students will also examine crime in their communities as well as crime in Spanish-speaking countries.

### Recommended Pacing

9 Days

### State Standards

#### Vision

An education in world languages fosters a population that:

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- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross-cultural communication.
- Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

#### Intent and Spirit of the World Languages Standard

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critical for building the capacity of high school students to achieve the Novice-High level of language proficiency required for graduation.

**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.”

Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

**Core Idea:**

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language

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Intercultural Statements	Possible Topics
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Interpersonal Mode of Communication:

Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs.

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7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.						
7.1.NH.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.						
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Unit Enduring Understandings							
<ul style="list-style-type: none"> <li>Gaining knowledge about and empathizing with other peoples and cultures leads to a more tolerant society.</li> </ul>							
Unit Essential Questions							
<ul style="list-style-type: none"> <li>How is my community impacted by crime?</li> <li>How does my community protect its citizens and businesses?</li> </ul>							
Objectives:							

Students will know:

Vocabulary:

Core Vocabulary: deja, lleva una camisa, la misma tienda

Vocabulary to describe crime: ladrón(a), robar, máscara, pistolas, se mueren, huellas, evidencia,

Useful Vocabulary: en este caso

Grammar: Ser vs. estar

Culture:

- Song: "Te deje" by Playa Limbo
- News stories from Spanish speaking countries
- Crime and criminals from Spanish speaking countries
- Una Quinceanera
- Botas picudas

Students will be able to:

Interpretive:

- I can read short stories about crimes and understand the main ideas and many details.

Interpersonal:

- I can discuss similarities and differences of objects and events.
- I can discuss current events.

Presentational:

- I can describe clothing.
- I can retell a story about a crime.

Cultural:

- True crimes in Spanish-speaking countries

Assessment:

Interpretive (Reading) Assessment: Students will read a short crime story and respond to comprehension questions.

Presentational (Writing) Assessment: Students will write a short crime story using appropriate vocabulary and grammatical functions.

## Resources

Core Text: Somos - Level 1

Suggested Resources: Quizlet, Edpuzzle, YouTube, Apple Podcasts, Newsela, authentic resources, teacher-made resources

## UNIT 8: UNA AVENTURA DE CAMPING

### Summary and Rationale

Camping and storytelling go hand in hand and the students will have the opportunity to learn about both during this unit. First, the students will learn vocabulary and grammatical functions to talk about camping and discuss their opinions about camping. Second, the students will work with two stories that would be perfect to tell in front



of a campfire. The first is about a monster in the closet and the second is a comedy/love story. Both stories will provide ample Comprehensible Input for the students to develop their listening skills and then be appropriate for the students to practice narrating a story. The students will also learn about the very unique cultural phenomenon of La Tomatina and all of the messy details about the Spanish tomato fight.

### Recommended Pacing

10 Days

### State Standards

#### Vision

An education in world languages fosters a population that:

- Cultivates communication and cultural understanding in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross-cultural communication.
- Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

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**Interpretive Mode of Communication:**

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**Core Idea:**

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language

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7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
7.1.NJ.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

In

Intercultural Statements	Possible Topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners’ own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture	Communities, animals and their habitats, technology, geography, climate, fine and performing arts.

society.	
Learners recognize and identify a few typical practices of the target culture.	Community life, reasons and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.

terpersonal Mode of Communication:

Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs.

Core Idea:

Novice High learners use sentence-level speech but often revert to words and phrases.

Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.

CPI #	Cumulative Progress Indicator (CPI)
7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
7.1.NJ.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.

Intercultural Statements	Possible Topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, animals and their habitats, technology, geography, climate, fine and performing arts.
Learners recognize and identify a few typical practices of the target culture.	Community life, reasons and patterns of animal migration, changes to human life because of

technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.

**Presentational Mode of Communication**

Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.

**Core Idea:**

Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

CPI #	Cumulative Progress Indicator (CPI)
7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes
7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
7.1.NJ.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.
7.1.NH.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

Intercultural Statements	Possible Topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, animals and their habitats, technology, geography, climate, fine and performing arts.
Learners recognize and identify a few typical practices of the target culture.	Community life, reasons and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.

Unit Enduring Understandings

- Self-description is based on each person’s unique qualities, including gender, age, likes, dislikes, origin and other aspects.

Unit Essential Questions

- How do I respond when I feel fear?
- Who is someone that I can always count on to be by my side?

Objectives:

Students will know:

Vocabulary:

Core Vocabulary: durante la noche, oye algo, se despierta, se duerme

Vocabulary to describe camping: va de camping, bosque, tienda

Useful Vocabulary: exhausta, cabra, unicornio

Story: “Monstruo del armario”: película, armario, le pega

Story: “Receta de amor”: se arregla, se pone, se pesa, se cubre, se quita, pelota, lanza, báscula, se seca, secador, encimera, horno, se quema, aretes, medias, se atasca, se maquilla, hojas, pintalabios, cereza, se tropieza, salta, atrapa, mejilla

Vocabulary to describe La Tomatina: empieza, tira

Grammar: Reflexive Verbs

Culture:

- Song: “Oye como va” by Celia Cruz
- La Tomatina

Students will be able to:

Interpretive:

- I can understand a story about camping.
- I can read a detailed, non-fiction text and answer comprehension questions

Interpersonal:

- I can ask and answer questions about camping.
- I can ask and answer questions about routines.

Presentational:

- I can narrate a story using different time frames.

Assessment:

Interpretive (Reading) Assessment: Students will read a short description of a camping adventure and respond to comprehension questions.

Presentational (Writing) Assessment: Students will write a detailed description of La Tomatina.

**Resources**

Core Text: Somos - Level 1

Suggested Resources: Quizlet, Edpuzzle, YouTube, Apple Podcasts, Newsela, authentic resources, teacher-made resources

## UNIT 9: LOS TRES CERDITOS - THE THREE LITTLE PIGS

### Summary and Rationale

Working with a familiar story is a great way for students to develop proficiency. As the plot, characters and some details are well known, students can focus on developing their ability to read, write, speak and listen in the target language. To that end, this unit will focus on the story of “The Three Little Pigs” (“Los tres cerditos”). The students will learn vocabulary to listen and read the story as they work up to being able to retell the story. The students will also develop their ability to talk about the story in the past tense. After working with the fable, students will turn their attention to the reality of climate change and the destructive force of hurricanes. The students will learn vocabulary, read informational texts and have discussions about the causes and results of the storms, focusing on the impact of hurricanes on countries in which Spanish is spoken.

### Recommended Pacing

9 Days

### State Standards

#### Vision

An education in world languages fosters a population that:

- Cultivates communication and cultural understanding in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross-cultural communication.
- Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

#### Intent and Spirit of the World Languages Standard

The study of world languages benefits all students by fostering academic success, cognitive flexibility, increased access to information from other content areas, employment opportunities, and the ability to function more effectively with understanding and respect in all environments encountered in their lives. To meet the high school graduation requirement (N.J.A.C. 6A: 8:5.1), the New Jersey Student Learning Standards – World Languages (NJSLS – WL) promotes an acquisition process that is research-based, spiraling and recursive, and aligned to appropriate proficiency targets that are designed to ultimately enable learners to attain Novice-High level proficiency or above, which is a requirement for high school graduation. All students have regular, sequential instruction in one or more world languages beginning in kindergarten and continuing at least through the freshman year of high school. Further, N.J.A.C. 6A:8-5.1(b)4 directs districts to actively encourage all students who otherwise meet the current-year requirement for high school graduation to continue their study of a second language through high school in order to reach higher proficiency levels. Opportunities to develop higher levels of proficiency should be based on personal and career interests.

The number of years spent studying a language and the frequency of instruction impact the level of proficiency acquired in the language. This principle has historically been supported by research in the United States and abroad (Raymond, 2012). A three-year grant project (2005-08) administered by the New Jersey Department of

Education supports these research findings. Data from the federally funded project that assessed the language proficiency of 60,000 8th-grade students presented compelling evidence for the need to develop programs that offer all students the opportunity to meet the state- designated proficiency level of Novice-High. The data showed that programs offering a minimum of 540 hours of articulated instruction in classes that meet at least three times a week throughout the academic year produce a majority of students who can speak at the Novice-High proficiency level or higher. Consequently, the establishment and/or maintenance of quality, well- articulated language programs at the elementary and middle-school levels, as required by New Jersey Administrative Code, is critical for building the capacity of high school students to achieve the Novice-High level of language proficiency required for graduation.

**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.”

Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

**Core Idea:**

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language

CPI #	Cumulative Progress Indicator (CPI)
7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
7.1.NJ.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

Intercultural Statements	Possible Topics
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Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, animals and their habitats, technology, geography, climate, fine and performing arts.
Learners recognize and identify a few typical practices of the target culture.	Community life, reasons and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.

Interpersonal Mode of Communication:

Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs.

Core Idea:

Novice High learners use sentence-level speech but often revert to words and phrases.

Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.

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7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
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7.1.NJ.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.

Intercultural Statements	Possible Topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the	Communities, animals and their habitats, technology, geography, climate, fine and performing arts.



target culture interprets meaning) of the target culture society.	
Learners recognize and identify a few typical practices of the target culture.	Community life, reasons and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.
CPI #	Cumulative Progress Indicator (CPI)
7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes
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7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.
7.1.NH.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.
Intercultural Statements	Possible Topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, animals and their habitats, technology, geography, climate, fine and performing arts.
Learners recognize and identify a few typical practices of the target culture.	Community life, reasons and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.
Unit Enduring Understandings	
<ul style="list-style-type: none"> <li>● The perspectives, practices and products of a people define their culture.</li> </ul>	
Unit Essential Questions	
<ul style="list-style-type: none"> <li>● How does the changing climate affect people in countries where Spanish is spoken?</li> <li>● How do the geography and climate of a community affect lifestyle?</li> </ul>	
Objectives:	

Students will know:

Vocabulary:

Core Vocabulary: teme, construye con cuidado, toca, feroz, dejame, termina, sopla

Useful Vocabulary: cuento de hada, hacer burbujas, paja, ladrillo,

Huracanes en el Caribe: huracán, este, oeste, norte, sur, paraíso, dios(es),

Grammar: Preterit

Culture:

- Song: “Como un huracán” by Los Huracanes del Norte
- Song: “Robarte un beso” by Carlos Vives & Sebastian Yatra

Students will be able to:

Interpretive:

- I can read and understand different versions of the story “Los tres cerditos”.
- I can read an informational text about hurricanes and answer comprehension questions.

Interpersonal:

- I can participate in a conversation to make connections to the themes of “Los tres cerditos”.
- I can ask and answer questions about the Caribbean and hurricanes.

Presentational:

- I can tell the story of “Los tres cerditos” in the present tense.
- I can tell the story of “Los tres cerditos” in the past tense.

Assessment:

- Interpretive (Reading) Assessment - Students will read a version of “Los tres cerditos” and respond to comprehension questions.
- Presentational (Speaking) Assessment - Students will make a recording in which they tell the story “Los tres cerditos”.

## Resources

Core Text: Somos - Level 1

Suggested Resources: Quizlet, Edpuzzle, YouTube, Apple Podcasts, Newsela, authentic resources, teacher-made resources

## UNIT 10: EL CAMINO DE SANTIAGO-A SPANISH PILGRIMAGE

### Summary and Rationale

It is very important that when learning about culture and language that students learn about a group’s religious and spiritual beliefs. Spain has a very long tradition of a yearly pilgrimage in which many people from Spain and many from all over the world embark upon a long and exhausting spiritual journey. The hope is that while taking this journey, the pilgrims will be able to reconnect with a higher being. This unit will teach the vocabulary needed to talk about this pilgrimage. Students will read about the history and practice of this tradition and make personal connections to their own trips, whether they be spiritual or physical.

## Recommended Pacing

6 Days

### State Standards

#### Vision

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- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross-cultural communication.
- Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.
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#### Intent and Spirit of the World Languages Standard

The study of world languages benefits all students by fostering academic success, cognitive flexibility, increased access to information from other content areas, employment opportunities, and the ability to function more effectively with understanding and respect in all environments encountered in their lives. To meet the high school graduation requirement (N.J.A.C. 6A: 8:5.1), the New Jersey Student Learning Standards – World Languages (NJSLS – WL) promotes an acquisition process that is research-based, spiraling and recursive, and aligned to appropriate proficiency targets that are designed to ultimately enable learners to attain Novice-High level proficiency or above, which is a requirement for high school graduation. All students have regular, sequential instruction in one or more world languages beginning in kindergarten and continuing at least through the freshman year of high school. Further, N.J.A.C. 6A:8-5.1(b)4 directs districts to actively encourage all students who otherwise meet the current-year requirement for high school graduation to continue their study of a second language through high school in order to reach higher proficiency levels. Opportunities to develop higher levels of proficiency should be based on personal and career interests.

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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.”

Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

Core Idea:

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language

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Intercultural Statements	Possible Topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners’ own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, animals and their habitats, technology, geography, climate, fine and performing arts.
Learners recognize and identify a few typical practices of the target culture.	Community life, reasons and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people,

reflection of a society in its fine and practical arts.

**Interpersonal Mode of Communication:**

Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs.

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Learners recognize and identify a few typical practices of the target culture.	Community life, reasons and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.

**Presentational Mode of Communication**

Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.

**Core Idea:**

Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

CPI #	Cumulative Progress Indicator (CPI)
7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes
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7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
7.1.NJ.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.
7.1.NH.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

Intercultural Statements	Possible Topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, animals and their habitats, technology, geography, climate, fine and performing arts.
Learners recognize and identify a few typical practices of the target culture.	Community life, reasons and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.

**Unit Enduring Understandings**

Culture and language vary through different regions of the Spanish-speaking world.

**Unit Essential Questions**

- What activities do I partake in for spiritual or religious reasons?
- How do I process and overcome difficult experiences in my life?
- What journeys (physical, mental, spiritual, emotional) do I foresee myself taking?

<p>Objectives:</p> <p>Students will know:</p> <p>Vocabulary:</p> <p>Core Vocabulary: quiere ir, se queda, sigue</p> <p>Useful Vocabulary: peregrino, una catedral, camino, largo(a), primavera, otoño, verano, invierno, Dios</p> <p>Grammar:</p> <p>Culture:</p> <ul style="list-style-type: none"> <li>● El camino de Santiago</li> <li>● Song: “¿Con quién se queda el perro?”</li> <li>● Song: “Peregrino”</li> <li>● Antonio Machado quote</li> </ul> <p>Students will be able to:</p> <p>Interpretive:</p> <ul style="list-style-type: none"> <li>● I can read an informational text about “El camino de Santiago” and understand the main idea and several details.</li> <li>● I can read a story with dialogue about “El camino de Santiago”.</li> </ul> <p>Interpersonal:</p> <ul style="list-style-type: none"> <li>● I can participate in a conversation about beliefs and values.</li> </ul> <p>Presentational:</p> <ul style="list-style-type: none"> <li>● I can explain the main idea and several details about “El camino de Santiago”.</li> <li>● I can write and talk about some of my beliefs.</li> </ul> <p>Cultural:</p> <ul style="list-style-type: none"> <li>● I can create personal connections to a song about “El camino de Santiago”.</li> <li>● I can identify several geographical areas on a map of Spain.</li> </ul>
<p>Assessment:</p> <ul style="list-style-type: none"> <li>● Interpretive (Reading) Assessment - Students will read a dialogue in which two people discuss “El camino de Santiago” and respond to comprehension questions.</li> <li>● Presentational (Writing) Assessment - Students will write a narrative about “El camino de Santiago” in which they explain what they understand about the pilgrimage.</li> </ul>
<p><b>Resources</b></p>
<p>Core Text: Somos - Level 1</p> <p>Suggested Resources: Quizlet, Edpuzzle, YouTube, Apple Podcasts, Newsela, authentic resources, teacher-made resources</p>

## UNIT 11: LA LOTERÍA DE NAVIDAD

<p><b>Summary and Rationale</b></p>
<p>This unit focuses on shopping for clothing and the Spanish tradition of “La lotería de Navidad”. Students will learn how captivating this national lottery is and how the vast majority of Spain participates. Students learning about culture and language typically enjoy making comparisons between the culture(s) studied and their own. Learning</p>

about culture encourages students to become engaged in the learning and allows for them to become more empathetic about differences, while showing that there are many similarities!

Recommended Pacing

4 Days

State Standards

Vision

An education in world languages fosters a population that:

- Cultivates communication and cultural understanding in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross-cultural communication.
- Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

Intent and Spirit of the World Languages Standard

The study of world languages benefits all students by fostering academic success, cognitive flexibility, increased access to information from other content areas, employment opportunities, and the ability to function more effectively with understanding and respect in all environments encountered in their lives. To meet the high school graduation requirement (N.J.A.C. 6A: 8:5.1), the New Jersey Student Learning Standards – World Languages (NJSLS – WL) promotes an acquisition process that is research-based, spiraling and recursive, and aligned to appropriate proficiency targets that are designed to ultimately enable learners to attain Novice-High level proficiency or above, which is a requirement for high school graduation. All students have regular, sequential instruction in one or more world languages beginning in kindergarten and continuing at least through the freshman year of high school. Further, N.J.A.C. 6A:8-5.1(b)4 directs districts to actively encourage all students who otherwise meet the current-year requirement for high school graduation to continue their study of a second language through high school in order to reach higher proficiency levels. Opportunities to develop higher levels of proficiency should be based on personal and career interests.

The number of years spent studying a language and the frequency of instruction impact the level of proficiency acquired in the language. This principle has historically been supported by research in the United States and abroad (Raymond, 2012). A three-year grant project (2005-08) administered by the New Jersey Department of Education supports these research findings. Data from the federally funded project that assessed the language proficiency of 60,000 8th-grade students presented compelling evidence for the need to develop programs that offer all students the opportunity to meet the state-designated proficiency level of Novice-High. The data showed that programs offering a minimum of 540 hours of articulated instruction in classes that meet at least three times a week throughout the academic year produce a majority of students who can speak at the Novice-High proficiency level or higher. Consequently, the establishment and/or maintenance of quality, well-articulated language programs at the elementary and middle-school levels, as required by New Jersey Administrative Code, is critical for building the capacity of high school students to achieve the Novice-High level of language proficiency required for graduation.



**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.”

Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

**Core Idea:**

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language

CPI #	Cumulative Progress Indicator (CPI)
7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
7.1.NJ.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

Intercultural Statements	Possible Topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners’ own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, animals and their habitats, technology, geography, climate, fine and performing arts.
Learners recognize and identify a few typical practices of the target culture.	Community life, reasons and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people,

	reflection of a society in its fine and practical arts.
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**Interpersonal Mode of Communication:**

Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs.

**Core Idea:**

Novice High learners use sentence-level speech but often revert to words and phrases.

Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.

CPI #	Cumulative Progress Indicator (CPI)
7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
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7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
7.1.NJ.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
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**Presentational Mode of Communication**

Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.

**Core Idea:**

Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

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7.1.NJ.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.
7.1.NH.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

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**Unit Enduring Understandings**

- What are some norms/expectations we have for lottery and winning a large sum of money?
- Understanding cultural perspectives on lottery winnings
- There are common elements in ideas on how to spend lottery winnings

**Unit Essential Questions**

- How do I spend my money?
- How would I spend my money if I had more of it?
- Do I consider myself to be a lucky person?
- What does generosity look like in my life?

Objectives:

Students will know:

Vocabulary:

Core Vocabulary: compra, vende, cuesta demasiado

La lotería de Navidad: billete, ganar, premios, gordo

Useful Vocabulary: Review numbers 1-999,999,999

Grammar:

Culture:

- Song: Cuánto me cuesta tu amor
- Sorteo extraordinario de Navidad
- Lempiras (Honduran currency)
- Mendels (Honduran clothing store)

Students will be able to:

Interpretive:

- I can read and understand details from an informational text about “La lotería de Navidad”.
- I can read an advertisement for a clothing store in Honduras.

Interpersonal:

- I can ask and answer questions about shopping for clothing.
- I can participate in a conversation to compare price and value.

Presentational:

- I can write and tell a story about people shopping for clothing.

Cultural:

- I can explain the background and events of “La lotería de Navidad”.

Assessment:

- Interpretive (Reading) Assessment: Short story + comprehension questions
- Presentational (Writing) Assessment: Six frame storyboard description-Given the illustrations of a story, students will use appropriate vocabulary to create a story.
- Interpretive (Listening) assessment: Comprehension based dictation

### Resources

Core Text: Somos - Level 1

Suggested Resources: Quizlet, Edpuzzle, YouTube, Apple Podcasts, Newsela, authentic resources, teacher-made resources

## UNIT 12: EL SISTEMA SOLAR - SPACE AND SPANISH-SPEAKING ASTRONAUTS

### Summary and Rationale

When learning languages, students must be able to communicate about a wide range of topics. As a way to accomplish this goal, interdisciplinary lessons will be a key to expanding students' abilities to communicate in Spanish. In this unit, students will learn vocabulary related to outer space and space exploration. They will learn to talk about concepts related to astronomy while reinforcing lessons learned over the years in their science classes.

### Recommended Pacing

5 Days

### State Standards

#### Vision

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critical for building the capacity of high school students to achieve the Novice-High level of language proficiency required for graduation.

**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.”

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**Unit Enduring Understandings**

Application of the Spanish language can be used to analyze, assess and criticize concepts in other disciplines.

**Unit Essential Questions**

- How is Spanish related to other classes that I have taken?
- How can I apply the Spanish that I have learned to science?



- What skills does an astronaut need?

**Objectives:**

Students will know:

Vocabulary:

Core Vocabulary: fue el primero, fue el último, su propio, nacio

Useful Vocabulary: sistema solar, astronauta, astronomía, universo, astros, galaxia, planeta, sol, tierra, luna, meteorito, satélites, estrella, cielo

Grammar:

Culture:

- Song: “La electricidad” by Jesse and Joy
- Frankie Chang Diaz - Hispanic astronaut

Students will be able to:

Interpretive:

- I can understand authentic song lyrics in Spanish.
- I can read an informational text about space exploration.

Interpersonal:

- I can participate in a conversation about astronomy in Spanish.

Presentational:

- I can explain some requirements of becoming an astronaut.
- I can talk about who Frankie Chang Diaz is and why he is famous.

Assessment:

- Interpretive (Reading) Assessment - Students will read a short biography about a famous Hispanic astronaut and answer comprehension questions.
- Presentational (Writing) Assessment - Students will write a “diary entry” about an astronaut's trip to the moon and describe what he/she sees there.

**Resources**

Core Text: Somos - Level 1

Suggested Resources: Quizlet, Edpuzzle, YouTube, Apple Podcasts, Newsela, authentic resources, teacher-made resources

## UNIT 13: LA SIESTA-HISTORY AND MODERN APPLICATIONS OF THE SIESTA

**Summary and Rationale**

The Spanish “siesta” is a tradition like no other. Students will learn the background of this cultural phenomenon and why it has been so important for the people of Spain. Students will also learn why it has changed and how some people are trying to preserve this practice. Students will learn vocabulary related to a “siesta” and will read articles, watch videos and listen to music all in Spanish. Students will also participate in conversations about the cultural practice of a “siesta” and write and speak about their opinions on the topic.

## Recommended Pacing

4 Days

## State Standards

### Vision

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Int

Intercultural Statements	Possible Topics
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7.1.NH.P RSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.P RSNT.3	Describe orally and in writing people and things from the home and school environment.
7.1.NJ.P RSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.P RSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.
7.1.NH.P RSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

Intercultural Statements	Possible Topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, animals and their habitats, technology, geography, climate, fine and performing arts.
Learners recognize and identify a few typical practices of the target culture.	Community life, reasons and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.

Unit Enduring Understandings

Culture and language vary throughout the Spanish-speaking world.

Unit Essential Questions

- How does life in Spain differ from life in Piscataway?
- How has the culture of Spain changed to adapt to modern times?

Objectives:

Students will know:

Vocabulary:

Core Vocabulary: hay que (estudiar), poco a poco, se aburre, vuelve a (estudiar)

Useful Vocabulary: en vez de, prestar atención

Grammar:

Culture:

- La siesta
- Song: “Llueve el amor” by Tito El Bambino
- “Military Time”

Students will be able to:

Interpretive:

- I can understand the main idea and details when reading an informational text about “siestas”.

Interpersonal:

- I can participate in a conversation about the cultural practice of “siestas”.

Presentational:

- I can write and express facts and my opinion about “siestas”.

Assessment:

- Interpretive (Reading) Assessment - Students will read a short article about the Spanish tradition of a siesta and answer comprehension questions.
- Presentational (Writing) Assessment - Students will write a narrative to explain the history of a siesta and how it has changed through the years.

**Resources**

Core Text: Somos - Level 1

Suggested Resources: Quizlet, Edpuzzle, YouTube, Apple Podcasts, Newsela, authentic resources, teacher-made resources