



# PISCATAWAY TOWNSHIP SCHOOLS

**Dr. Frank Ranelli**  
Superintendent of Schools

**Dr. William Baskerville**  
Assistant Superintendent for  
Curriculum and Instruction

**Content Area:** Spanish 2 Honors

**Grade Span:** 9-12

**Written by:** Nicole Zic

**Presented by:** Glennysa Jurado- Moran

**Approval date:** August 2021

Members of the Board of Education

Shelia Hobson – Board President

Kimberly Lane – Vice President

Shantell Cherry

Jeffrey Fields, Sr.

Ralph Johnson

Calvin Laughlin

Nitang Patel

Zoe Scotto

Brenda Smith

**Piscataway Township Schools**

1515 Stelton Road

Piscataway, NJ 08854-1332

732 572-2289, ext. 2561

Fax 732 572-1540

[www.piscatawayschools.org](http://www.piscatawayschools.org)

## COURSE OVERVIEW

### Description

This course is designed for students who have successfully completed Spanish 1 or Pathways, 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 prepare students for a future AP Spanish course, 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 Intermediate-Low 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 Honors 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 Intermediate-Low 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	El cortejo- Dating customs in Mexico	11 Days
2	Novel: “Esmeralda, la tortuguita marina” by Kristy Placido	11 Days
3	El chico del apartamento 512- The guy from Apt. 512	7 Days
4	Los niños prisioneros de Bolivia- Children of incarcerated parents in Bolivia	8 Days
5	La Guerra Sucia- Argentina’s “Dirty War”	3 Days
6	El Gaucho- Argentine Gaucho and Tango	6 Days
7	La inmigración indocumentada- Undocumented Immigration	8 Days
8	Las supersticiones / El hombre despreciable – Spanish Superstitions	7 Days
9	Biblioburro- Roaming Donkey Library	11 Days
10	El crimen / Ladrones – Crime in Spanish-speaking countries	13 Days
11	Una aventura de camping – Adventures in Camping	16 Days
12	Novel: “Mata la piñata” by Kristy Placido	13 days
13	Los tres cerditos- Three Little Pigs	13 Days
14	El camino de Santiago- Pilgrimage to Santiago in Spain	10 Days
15	La lotería de Navidad- Spanish Christmas Lottery	7 Days
16	El sistema solar- Solar System, Space and Astronauts	8 Days
17	La siesta- History and modern applications of the siesta	6 Days

### Resources

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

Suggested Resources: Señor Wooly, Quizlet, EdPuzzle, YouTube, Novel Readers: Esmeralda, la tortuga marina by Kristy Placido and Mata la piñata by Kristy Placido, teacher made and authentic resources.

## UNIT 1: EL CORTEJO- DATING CUSTOMS IN MEXICO

### Summary and Rationale

High school students learning to speak Spanish are inherently curious about Spanish-speaking teenagers’ lives. Students always ask the question, “What are their lives really like?” To that end, this unit is designed for our students to learn about the social lives and dating customs of teenagers in various Hispanic countries. Students

will learn how our traditions are similar and different by reading articles, watching YouTube videos and listening to authentic songs.

Recommended Pacing

11 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.

	Performance Expectations
7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.
7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students’ own community.

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 in the target language regions of the world and in the students’ own cultures, possible impact of technology on the world of the future, effects of climate change on the target language people and on people in the students’ own cultures, population trends in the target culture(s) and in the students’ own cultures, reflection of a society in its fine and practical arts (comparisons and contrasts with students’ own cultures).

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

	Performance Expectations
7.1.IL.IPERS.1	: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas
7.1.IL.IPERS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.

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.	Geographical locations and features and their bearing on the life style of target language societies, actions of an individual, a community, and a nation to limit climate change, population trends in the target culture(s), the role of pastime activities on a person’s future life style, wellness attitudes and beliefs in the target language regions of the world and in the students’ own region, 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.

	Performance Expectations
7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.

7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.
<b>Intercultural Statements</b>	
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.	Possible Topics 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 and expectations of citizens compared to life and citizenry in the United States, reasons for 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.

<b>Instructional Focus</b>
<b>Unit Enduring Understandings</b>
<ul style="list-style-type: none"> <li>• What are some dating norms/ expectations?</li> <li>• Understanding cultural perspectives on dating and interpersonal relationships.</li> <li>• There are common elements in how cultures date.</li> <li>• We learn about ourselves when we learn about other cultures, traditions and dating habits.</li> </ul>
<b>Unit Essential Questions</b>
<ul style="list-style-type: none"> <li>• What social behaviors surrounding dating are appropriate in my culture?</li> <li>• How does my family and my culture influence my perceptions of what romantic relationships should look like?</li> </ul>
<b>Objectives</b>
<p>Students will know:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• Dating vocabulary: agarra la mano, no conoce a nadie, sale de, tienes que, mundo, quiero, está, mira, amor, día, salgo antes de, salgo después de, países, ciudades, a través de, hoy en día, jóvenes, el cariño, dan bezos y abrazos</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>• How to use the Direct Object Pronouns: me, te, lo, la, nos, os, los, las</li> <li>• How to conjugate, differentiate and use the verbs Saber and Conocer</li> <li>• How to use interrogatory words: ¿Quién?; ¿Quiénes; ¿Qué? ; ¿Dónde?; ¿Cuándo?; ¿Cuál?; ¿Por qué?; ¿Cómo?</li> </ul>

- Possessive adjectives: mi(s), tu(s), su(s), nuestro(s), su(s)

Culture:

- What are the specific differences or traditions surrounding dating customs in some Spanish speaking countries
- Take a look at the song “Sale el Sol” by Shakira

Students will be able to:

- Interpretive:
  - I can restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) related to dating customs I can react to a series of oral and written instructions connected to daily life.
  - I can compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture related to dating customs
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- Interpersonal:
  - I can communicate in spontaneous spoken, written, or signed conversations about my social life..
  - I can request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
  - I can ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
  - I can engage in short conversations about personal experiences or events and/or topics studied in other content areas.
  - I can when expressing viewpoints, give reasons to support the claims.
  - I can write responses to personal questions using detail to elaborate on the situation
- Presentational:
  - I can express the benefits and challenges of romance and dating using simple sentences, strings of sentences and some supporting details by describing and narrating events from a variety of perspectives in writing and orally.
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**Resources**

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

Suggested Resources: Señor Wooly, Quizlet, EdPuzzle, YouTube, Novel Readers: “Esmeralda, la tortuguita” marina by Kristy Placido and “Mata la piñata” by Kristy Placido, teacher made and authentic resources.

**UNIT 2:NOVEL: “ESMERALDA, LA TORTUGUITA MARINA” BY KRISTY PLACIDO**

**Summary and Rationale**

This unit focuses on reading the novel “Esmeralda, la tortuguita marina” by Kristy Placido. Esmeralda is a tiny baby turtle who struggles against all odds to avoid the many pitfalls that she encounters between her nest and the sea.



With a lot of support from helpful human and animal friends, Esmeralda is ready to begin the long search for her mother.

**Recommended Pacing**

11 Days

**State Standards**

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- 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:**

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

<p>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.”</p> <p>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.</p> <p>Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p>	
	Performance Expectations
7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.
7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students’ own community.
Intercultural Statements	
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.	Possible topics 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 in the target language regions of the world and in the students’ own cultures, possible impact of technology on the world of the future, effects of climate change on the target language people and on people in the students’ own cultures, population trends in the target culture(s) and in the students’ own cultures, reflection of a society in its fine and practical arts (comparisons and contrasts with students’ own cultures).
<p><u>Interpersonal Mode of Communication:</u></p> <p>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. Novice High learners use sentence-level speech but often revert to words and phrases.</p>	

Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	
	Performance Expectations
7.1.IL.IPERS.1	: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas
7.1.IL.IPERS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
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.	Geographical locations and features and their bearing on the life style of target language societies, actions of an individual, a community, and a nation to limit climate change, population trends in the target culture(s), the role of pastime activities on a person's future life style, wellness attitudes and beliefs in the target language regions of the world and in the students' own region, reflection of a society in its fine and practical arts.
<u>Presentational Mode of Communication:</u> 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.	
	Performance Expectations
7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.

7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.
<b>Intercultural Statements</b>	
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.	Possible Topics 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 and expectations of citizens compared to life and citizenry in the United States, reasons for 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.

<b>Instructional Focus</b>
<b>Unit Enduring Understandings</b>
<ul style="list-style-type: none"> <li>• What are some norms/ expectations we have for our friends and family?</li> <li>• Understanding cultural perspectives on interpersonal relationships.</li> <li>• There are common elements in how cultures help one another.</li> <li>• We learn about ourselves when we learn about situations that differ from our own.</li> </ul>
<b>Unit Essential Questions</b>
<ul style="list-style-type: none"> <li>• What are some of the acceptable social behaviors in my culture when we need help?</li> <li>• How does my family and my culture influence my perceptions of what interpersonal relationships should look like?</li> </ul>
<b>Objectives</b>
<p>Students will know:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• Novel Vocabulary: busca, sale, va hacia, escucha, necesita buscar, quiere. ve, tiene, apaga la luz, huevos, trabaja, hay, duerme, está cansado, duermen, trabajando, cien, dinero, le dice, va</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>• How to use the Direct Object Pronouns: me, te, lo, la, nos, os, los, las</li> <li>• How to conjugate, differentiate and use the verbs Saber and Conocer</li> <li>• How to use interrogatory words: ¿Quién?; ¿Quiénes; ¿Qué? ; ¿Dónde?; ¿Cuándo?; ¿Cuál?; ¿Por qué?; ¿Cómo?</li> <li>• Possessive adjectives: mi(s), tu(s), su(s), nuestro(s), su(s)</li> </ul> <p>Culture:</p> <ul style="list-style-type: none"> <li>• What are the specific differences or traditions surrounding animals and marine life in Puerto Vallarta</li> </ul>

- How do familial social interactions (meeting people, going out, etc.) and expectations factor into our lives

Students will be able to:

- Interpretive:
  - I can restate and describe the main idea and some details from informational and fictional texts
  - I can read a text closely to determine what it says explicitly
    - I can infer the meaning of some unfamiliar words and ideas in some new contexts.
  - Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.
- Interpersonal:
  - I can request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
  - I can ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
  - I can engage in short conversations about personal experiences or events and/or topics studied in other content areas.
  - I can when expressing viewpoints, give reasons to support the claims.
  - I can write responses to personal questions using detail to elaborate on the situation
  -
- Presentational:
  - I can write simple sentences and strings of sentences to describe my past experiences to an audience
  - I can cite information from a body of text and use that information to support my ideas and feelings
  - I can when expressing viewpoints, give reasons to support the claims.
  - 
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### Resources

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

Suggested Resources: Señor Wooly, Quizlet, EdPuzzle, YouTube, Novel Readers: “Esmeralda, la tortuguita marina” by Kristy Placido and “Mata la piñata” by Kristy Placido, teacher made and authentic resources.

## UNIT 3: EL CHICO DEL APARTAMENTO 512- THE GUY FROM APT. 512

### Summary and Rationale

Now that students have learned about social customs of peers in the Spanish speaking world, they will continue to learn more about teen interactions. This unit focuses on the tradition of “piropos” (flirting) and it’s appropriateness within society. This unit continues to build on the topic from a previous unit and explores interpersonal relationships between teenagers.

### Recommended Pacing

7 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 (NJSL – 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.	
	Performance Expectations
7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.
<b>Intercultural Statements</b>	
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.	Possible topics 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 in the target language regions of the world and in the students' own cultures, possible impact of technology on the world of the future, effects of climate change on the target language people and on people in the students' own cultures, population trends in the target culture(s) and in the students' own cultures, reflection of a society in its fine and practical arts (comparisons and contrasts with students' own cultures).
<b>Interpersonal Mode of Communication:</b>	
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. Novice High learners use sentence-level speech but often revert to words and phrases. Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	

<b>Instructional Focus</b>
Unit Enduring Understandings

- What are some norms/expectations we have for our friends and family?
- Understanding cultural perspectives on interpersonal relationships and expectations.
- There are common elements in how cultures date, make friends and deal with romantic relationships.
- We learn about ourselves when we learn about situations that differ from our own.

#### Unit Essential Questions

- How do I evaluate the worth of another person?
- At what point does flirting become sexual harassment?
- How can I use my words to uplift other people?

#### Objectives

##### Students will know:

- Dating vocabulary: quieres salir conmigo, el hombre piensa que, una mujer bonita

##### Grammar:

- How to use interrogatory words: ¿Quién?; ¿Quiénes; ¿Qué? ; ¿Dónde?; ¿Cuándo?; ¿Cuál?; ¿Por qué?; ¿Cómo?
- Possessive adjectives: mi(s), tu(s), su(s), nuestro(s), su(s)

##### Culture:

- Take a look at “El chico del apartamento 512” song
- Take a look at a biography of Selena Quintanilla
- Take a look at cultural views of “piropos”

##### Students will be able to:

- Interpretive:
  - I can understand questions in Spanish that contain familiar words.
  - I can interpret the meaning of words and phrases that I hear/read from a story.
  - I can read a text closely to determine what it says explicitly
- Interpersonal:
  - I can communicate in spontaneous spoken, written, or signed conversations to talk personal situations in regards to dating.
  - I can express myself clearly in spoken communicate with diverse partners
- Presentational:
  - I can write a few sentences to describe my past experiences to an audience
  - I can cite information from a body of text and use that information to support my ideas and feelings on dating and flirting
  - I can write responses to personal questions using detail to elaborate on the situation

#### Resources

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

Suggested Resources: Señor Wooly, Quizlet, EdPuzzle, YouTube, Novel Readers: “Esmeralda, la tortuguita marina” by Kristy Placido and “Mata la piñata” by Kristy Placido, teacher made and authentic resources.

## UNIT 4: 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

8 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.

Performance Expectations	
7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.
7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students’ own community.

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 in the target language regions of the world and in the students’ own cultures, possible impact of technology on the world of the future, effects of climate change on the target language people and on people in the students’ own cultures, population trends in the target culture(s) and in the students’ own cultures, reflection of a society in its fine and practical arts (comparisons and contrasts with students’ own cultures).

Interpersonal Mode of Communication:

<p>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. Novice High learners use sentence-level speech but often revert to words and phrases.</p> <p>Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p>	
	Performance Expectations
7.1.IL.IPERS.1	: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas
7.1.IL.IPERS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
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.	Geographical locations and features and their bearing on the life style of target language societies, actions of an individual, a community, and a nation to limit climate change, population trends in the target culture(s), the role of pastime activities on a person's future life style, wellness attitudes and beliefs in the target language regions of the world and in the students' own region, reflection of a society in its fine and practical arts.
<p><b>Presentational Mode of Communication:</b>  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.</p>	

	Performance Expectations
7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.
Intercultural Statements	
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.	Possible Topics
Learners recognize and identify a few typical practices of the target culture.	Communities, animals and their habitats, technology, geography, climate, fine and performing arts.
	Community life and expectations of citizens compared to life and citizenry in the United States, reasons for 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.

<b>Instructional Focus</b>	
Unit Enduring Understandings	
<ul style="list-style-type: none"> <li>• What are some norms/expectations we have for minors and children?</li> <li>• Understanding cultural perspectives on the roles of children within a society</li> <li>• There are common elements in how cultures view children and their purpose</li> <li>• We learn about ourselves when we learn about situations that differ from our own.</li> </ul>	
Unit Essential Questions	
<ul style="list-style-type: none"> <li>• What rights should every child have?</li> <li>• In what situations might it be best for a child to be separated from his or her parents?</li> </ul>	
Objectives	
<p>Students will know:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• Core vocabulary: el niño escucha, lo que hace, debe hacer</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>• How to conjugate and use the verb "deber"</li> </ul>	

Culture:

- Take a look at the specific differences or traditions surrounding children in Bolivia
- Take a look at the song “No debes Jugar”
- Take a look at the 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.
  - I can restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts)
  - I can react to a series of oral and written instructions connected to daily life.
  - I can compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture related to dating customs
  -
- Interpersonal:
  - I can communicate in spontaneous spoken, written, or signed conversations to talk and ask about personal situations.
  - I can talk and ask about ideas presented in a song.
  - I can communicate in spontaneous spoken, written, or signed conversations.
  - I can request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
  -
- Presentational:
  - I can write simple sentences and strings of sentences to describe my past experiences to an audience
  - I can cite information from a body of text and use that information to support my ideas and feelings
  - I can when expressing viewpoints, give reasons to support the claims.
  -

**Resources**

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

Suggested Resources: Señor Wooly, Quizlet, EdPuzzle, YouTube, Novel Readers: “Esmeralda, la tortuguita marina” by Kristy Placido and “Mata la piñata” by Kristy Placido, teacher made and authentic resources.

**UNIT 5: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**

3 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

<p>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.”</p> <p>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.</p> <p>Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p>	
	Performance Expectations
7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.
7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students’ own community.
Intercultural Statements	
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.	Possible topics 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 in the target language regions of the world and in the students’ own cultures, possible impact of technology on the world of the future, effects of climate change on the target language people and on people in the students’ own cultures, population trends in the target culture(s) and in the students’ own cultures, reflection of a society in its fine and practical arts (comparisons and contrasts with students’ own cultures).
<p><u>Interpersonal Mode of Communication:</u></p> <p>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. Novice High learners use sentence-level speech but often revert to words and phrases.</p>	

Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	
	Performance Expectations
7.1.IL.IPERS.1	: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas
7.1.IL.IPERS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
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.	Geographical locations and features and their bearing on the life style of target language societies, actions of an individual, a community, and a nation to limit climate change, population trends in the target culture(s), the role of pastime activities on a person's future life style, wellness attitudes and beliefs in the target language regions of the world and in the students' own region, reflection of a society in its fine and practical arts.
<u>Presentational Mode of Communication:</u> 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.	
	Performance Expectations
7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.



7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.
<b>Intercultural Statements</b>	
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.	Possible Topics 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 and expectations of citizens compared to life and citizenry in the United States, reasons for 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.

<b>Instructional Focus</b>
<b>Unit Enduring Understandings</b>
<ul style="list-style-type: none"> <li>• What are some norms/expectations we have for our government?</li> <li>• Understanding cultural perspectives on the roles of people and governing bodies within a society</li> <li>• There are common elements in how cultures view governmental agencies and laws</li> <li>• We learn about ourselves when we learn about situations that differ from our own.</li> </ul>
<b>Unit Essential Questions</b>
<ul style="list-style-type: none"> <li>• What rights do people have within a society?</li> <li>• How can people show their displeasure and protest a government or authoritative figure?</li> </ul>
<b>Objectives</b>
<p>Students will know:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• Core vocabulary: una mujer vieja, no puede encontrar, sus hijos</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>• How to conjugate and use the verbs "sentir", "pensar", "querer"</li> </ul> <p>Culture:</p> <ul style="list-style-type: none"> <li>• Explore the events that occurred during the "Guerra sucia" in Argentina and what prompted this response</li> <li>• TConsider the differences in policies between countries</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Interpretive: <ul style="list-style-type: none"> <li>○ I can watch a video about "Las madres de la Plaza de Mayo" and understand the main idea and several details.</li> </ul> </li> </ul>

- I can read an article about “Las madres de la Plaza de Mayo” and answer comprehension questions.
  - I can restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts)
  - I can compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture related to dating customs
  - 
  - **Interpersonal:**
    - I can request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
    - I can ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
    - I can engage in short conversations about personal experiences or events and/or topics studied in other content areas.
    - I can when expressing viewpoints, give reasons to support the claims regarding Las madres de la Plaza de Mayo
    - I can write responses to personal questions using detail to elaborate on the situation
    -
  - **Presentational:**
    - I can write simple sentences and strings of sentences to describe and narrate past experiences to an audience
    - I can cite information from a body of text and use that information to support my ideas and feelings
    - I can when expressing viewpoints, give reasons to support the claims.
    - 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”.

### **Resources**

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

Suggested Resources: Señor Wooly, Quizlet, EdPuzzle, YouTube,

## **UNIT 6:EL GAUCHO- ARGENTINE GAUCHO AND TANGO**

### **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. This unit focuses on the lives of Argentinians with a look into the gaucho (rancher) lifestyle and the products made within the country.

### **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.

	Performance Expectations
7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.
7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students’ own community.

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 in the target language regions of the world and in the students’ own cultures, possible impact of technology on the world of the future, effects of climate change on the target language people and on people in the students’ own cultures, population trends in the target culture(s) and in the students’ own cultures, reflection of a society in its fine and practical arts (comparisons and contrasts with students’ own cultures).

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

	Performance Expectations
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7.1.IL.IPERS.1	: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas
7.1.IL.IPERS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
Intercultural statements	
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.	Possible Topics Communities, animals and their habitats, technology, geography, climate, fine and performing arts.
Learners recognize and identify a few typical practices of the target culture.	Geographical locations and features and their bearing on the life style of target language societies, actions of an individual, a community, and a nation to limit climate change, population trends in the target culture(s), the role of pastime activities on a person's future life style, wellness attitudes and beliefs in the target language regions of the world and in the students' own region, reflection of a society in its fine and practical arts.
<u>Presentational Mode of Communication:</u> 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.	
Performance Expectations	
7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.

7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.	
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 and expectations of citizens compared to life and citizenry in the United States, reasons for 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.

<b>Instructional Focus</b>
<b>Unit Enduring Understandings</b>
<ul style="list-style-type: none"> <li>• What are some norms/expectations we have for the products we consume within our country?</li> <li>• Understanding cultural perspectives on the roles of ranchers and agricultural workers</li> <li>• There are common elements in how cultures view agriculture and products we produce</li> <li>• We learn about ourselves when we learn about situations that differ from our own.</li> </ul>
<b>Unit Essential Questions</b>
<ul style="list-style-type: none"> <li>• What careers have been lost and created over the last century?</li> <li>• What careers will allow me to live the kind of life that I want to live?</li> </ul>
<b>Objectives</b>
<p>Students will know:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• Core vocabulary: trabaja, vive solo, necesita</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>• How to conjugate and use the verbs "trabajar" and "necesitar"</li> </ul> <p>Culture:</p> <ul style="list-style-type: none"> <li>• The traditional dance Tango</li> <li>• The song "Pa'Bailair"</li> <li>• The lifestyle of the Gaucho</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Interpretive: <ul style="list-style-type: none"> <li>○ I can read a story about Gauchos and understand the main idea and various details.</li> </ul> </li> <li>• Interpersonal: <ul style="list-style-type: none"> <li>○ I can participate in conversations about where we live and what we do for work.</li> </ul> </li> </ul>

- I can ask and answer questions regarding Cultural aspects of Argentina using sentences, some supporting details and follow up questions.
- I can communicate in spontaneous spoken, written, or signed conversations.
- I can request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
- I can ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
- I can engage in short conversations about personal experiences or events and/or topics studied in other content areas.
- I can when expressing viewpoints, give reasons to support the claims.
- I can write responses to personal questions using detail to elaborate on the situation
- Presentational:
  - I can write about cultural aspects of Argentina.
  - I can write simple sentences and strings of sentences to describe and narrate past experiences to an audience
  - I can cite information from a body of text and use that information to support my ideas and feelings
  - I can when expressing viewpoints, give reasons to support the claims.
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- Cultural:
  - I can talk about the geography and cultural aspects of Argentina.
  - I can talk about what the tango is and where it originated.
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### Resources

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

Suggested Resources: Señor Wooly, Quizlet, EdPuzzle, YouTube, Novel Readers: “Esmeralda, la tortuguita” marina by Kristy Placido and “Mata la piñata” by Kristy Placido, teacher made and authentic resources.

## UNIT 7:LA INMIGRACIÓN INDOCUMENTADA- UNDOCUMENTED IMMIGRATION

### Summary and Rationale

This unit focuses on the struggles and the process of undocumented migration across the southern board of the United States. 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.

### Recommended Pacing

8 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 (NJSL – 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.	
	Performance Expectations
7.1.II.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
7.1.II.IPRET.2	React to a series of oral and written instructions connected to daily life.
7.1.II.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
7.1.II.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.II.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
7.1.II.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.
Intercultural Statements	
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.	Possible topics 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 in the target language regions of the world and in the students' own cultures, possible impact of technology on the world of the future, effects of climate change on the target language people and on people in the students' own cultures, population trends in the target culture(s) and in the students' own cultures, reflection of a society in its fine and practical arts (comparisons and contrasts with students' own cultures).
<u>Interpersonal Mode of Communication:</u> 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. Novice High learners use sentence-level speech but often revert to words and phrases. Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	
	Performance Expectations
7.1.II.IPERS.1	: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
7.1.II.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.

7.1.II.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
7.1.II.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.II.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas
7.1.II.IPERS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
Intercultural statements	
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.	Possible Topics Communities, animals and their habitats, technology, geography, climate, fine and performing arts.
Learners recognize and identify a few typical practices of the target culture.	Geographical locations and features and their bearing on the life style of target language societies, actions of an individual, a community, and a nation to limit climate change, population trends in the target culture(s), the role of pastime activities on a person's future life style, wellness attitudes and beliefs in the target language regions of the world and in the students' own region, reflection of a society in its fine and practical arts.
<b>Presentational Mode of Communication:</b> 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.	
Performance Expectations	
7.1.II.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
7.1.II.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.II.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.II.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
7.1.II.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.
Intercultural Statements	
Through the target language, learners identify and investigate some typical products related to everyday life	Possible Topics Communities, animals and their habitats, technology, geography, climate, fine and performing arts.

<p>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.</p>	
<p>Learners recognize and identify a few typical practices of the target culture.</p>	<p>Community life and expectations of citizens compared to life and citizenry in the United States, reasons for 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.</p>

<b>Instructional Focus</b>
<p><b>Unit Enduring Understandings</b></p>
<ul style="list-style-type: none"> <li>• What are some norms/expectations we have for immigrants?</li> <li>• Understanding cultural perspectives on the immigration status of people and the concept of immigration</li> <li>• There are common elements in how cultures view immigration</li> <li>• We learn about ourselves when we learn about situations that differ from our own.</li> </ul>
<p><b>Unit Essential Questions</b></p>
<ul style="list-style-type: none"> <li>• What is the story behind my status as a resident and/or citizen of this country?</li> <li>• What reasons would make me want to stay in a country that I am living in?</li> <li>• What reasons would make me want to leave the country that I am living in?</li> <li>• For what reasons is it justifiable to go against the laws of a country?</li> </ul>
<p><b>Objectives</b></p>
<p>Students will know:</p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Core vocabulary: <i>regresa allí / regresó allí, llega a un país / llegó a un país, lleva / llevó</i></li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• How to conjugate the verbs “regresar” and “llegar” in the preterite tense</li> </ul> <p><b>Culture:</b></p> <ul style="list-style-type: none"> <li>• The song “Espacio sideral” / Jesse &amp; Joy</li> <li>• Undocumented immigration (common reasons for immigrating and challenges faced)</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Interpretive: <ul style="list-style-type: none"> <li>○ I can understand a story that contains dialogue.</li> <li>○ I can read an article about immigration and understand the main idea and several supporting details.</li> <li>○</li> </ul> </li> <li>• Interpersonal: <ul style="list-style-type: none"> <li>○ I can ask and answer questions about traveling.using sentences occasionally some supporting details and follow-up questions</li> </ul> </li> </ul>

- I can participate in a group discussion about undocumented immigration
- using sentences, occasionally some supporting details and follow-up questions
- 
- Presentational:
  - I can talk about and write about my own travel experiences.
  - I can write about differing views about undocumented immigration.
  - I can write simple sentences, strings of sentences and some supporting details to describe and narrate events from a variety of perspectives
  - I can cite information from a body of text and use that information to support my ideas and feelings
  - I can when expressing viewpoints, give reasons to support the claims.
  -
- Cultural:
  - I can understand different sides of the debate about immigration.
  - I can empathize with the experience of immigrants.

### Resources

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

Suggested Resources: Señor Wooly, Quizlet, EdPuzzle, YouTube, Novel Readers: “Esmeralda, la tortuguita” marina by Kristy Placido and “Mata la piñata” by Kristy Placido, teacher made and authentic resources.

## UNIT 8: LAS SUPERSTICIONES / EL HOMBRE DESPRECIABLE – SPANISH SUPERSTITIONS

### Summary and Rationale

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.

### Recommended Pacing

7 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.

	Performance Expectations
7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.

7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.
<b>Intercultural Statements</b>	
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.	Possible topics 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 in the target language regions of the world and in the students' own cultures, possible impact of technology on the world of the future, effects of climate change on the target language people and on people in the students' own cultures, population trends in the target culture(s) and in the students' own cultures, reflection of a society in its fine and practical arts (comparisons and contrasts with students' own cultures).
<p><b>Interpersonal Mode of Communication:</b>  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. Novice High learners use sentence-level speech but often revert to words and phrases.  Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p>	
<b>Performance Expectations</b>	
7.1.IL.IPERS.1	: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas

7.1.IL.IPERS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.	
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.		Geographical locations and features and their bearing on the life style of target language societies, actions of an individual, a community, and a nation to limit climate change, population trends in the target culture(s), the role of pastime activities on a person's future life style, wellness attitudes and beliefs in the target language regions of the world and in the students' own region, reflection of a society in its fine and practical arts.
<p><b>Presentational Mode of Communication:</b>  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.</p>		
Performance Expectations		
7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.	
7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.	
7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.	
7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.	
7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.	
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 and expectations of citizens compared to life and citizenry in the United States,

	reasons for 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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**Instructional Focus**

**Unit Enduring Understandings**

- What are some common themes found within superstitions?
- Understanding cultural perspectives on the role of superstitions and their purpose
- There are common elements in superstitions and the morals they teach
- We learn about ourselves when we learn about situations that differ from our own.

**Unit Essential Questions**

- Am I superstitious?
- Is there such a thing as good or bad luck?
- Which of my beliefs are influenced by my culture?

**Objectives**

Students will know:

Vocabulary

- Core vocabulary: le da, devuelve, esto le parece extraño

Grammar:

- How to conjugate and use the verbs “dar” and “devolver”
- How to conjugate -ar verbs within the preterite tense

Culture:

- Superstitions from various Spanish speaking countries
- The songs “A puro dolor” and “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.
- I can restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts)
- I can compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture related to dating customs
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Interpersonal:

- I can ask and answer questions about a person’s beliefs using sentences, occasionally some supporting details and follow-up questions

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.
- I can write simple sentences, strings of sentences and some supporting details to describe and narrate events from a variety of perspectives
- I can cite information from a body of text and use that information to support my ideas and feelings
- I can when expressing viewpoints, give reasons to support the claims.
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Cultural:

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

### Resources

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

Suggested Resources: Señor Wooly, Quizlet, EdPuzzle, YouTube, Novel Readers: “Esmeralda, la tortuguita” marina by Kristy Placido and “Mata la piñata” by Kristy Placido, teacher made and authentic resources.

## UNIT 9: BIBLI BURRO- ROAMING DONKEY LIBRARY

### 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

11 Days

### State Standards

Vision

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(NJSL – 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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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.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students’ own community.
Intercultural Statements	Possible topics
Through the target language, learners identify and investigate some typical products related to everyday	Communities, animals and their habitats, technology, geography, climate, fine and performing arts.

<p>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.</p>	
<p>Learners recognize and identify a few typical practices of the target culture.</p>	<p>Community life in the target language regions of the world and in the students' own cultures, possible impact of technology on the world of the future, effects of climate change on the target language people and on people in the students' own cultures, population trends in the target culture(s) and in the students' own cultures, reflection of a society in its fine and practical arts (comparisons and contrasts with students' own cultures).</p>
<p><u>Interpersonal Mode of Communication:</u>  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. Novice High learners use sentence-level speech but often revert to words and phrases.  Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p>	
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<p>7.1.IL.IPERS.1</p>	<p>: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.</p>
<p>7.1.IL.IPERS.2</p>	<p>Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.</p>
<p>7.1.IL.IPERS.3</p>	<p>Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.</p>
<p>7.1.IL.IPERS.4</p>	<p>Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</p>
<p>7.1.IL.IPERS.5</p>	<p>Engage in short conversations about personal experiences or events and/or topics studied in other content areas</p>
<p>7.1.IL.IPERS.6</p>	<p>Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.</p>
<p>Intercultural statements</p>	<p>Possible Topics</p>
<p>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.</p>	<p>Communities, animals and their habitats, technology, geography, climate, fine and performing arts.</p>

Learners recognize and identify a few typical practices of the target culture.	Geographical locations and features and their bearing on the life style of target language societies, actions of an individual, a community, and a nation to limit climate change, population trends in the target culture(s), the role of pastime activities on a person's future life style, wellness attitudes and beliefs in the target language regions of the world and in the students' own region, reflection of a society in its fine and practical 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.

	Performance Expectations
7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

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 and expectations of citizens compared to life and citizenry in the United States, reasons for 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.

<b>Instructional Focus</b>
Unit Enduring Understandings

- What are some norms/expectations we have for how we receive an education?
- Understanding cultural perspectives on education and access to learning materials.
- There are common elements in perspectives on education and access to school.
- We learn about ourselves when we learn about situations that differ from our own.

#### 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, conduce

##### Grammar:

- How to conjugate and use the verbs “venir”
- How to conjugate -er and -ir verbs within the preterite tense

##### Culture:

- The song “A mi burro”
- The Biblioburro and its access to libraries in rural communities
- News story from 2018 from the news source Washington Santiago

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.
- I can restate and describe the main idea and some details from informational and fictional texts
- I can infer the meaning of some unfamiliar words and ideas in some new contexts.
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##### Interpersonal:

- I can ask and answer questions about people’s reading habits. using sentences, occasionally some supporting details and follow-up questions
- I can when expressing viewpoints, give reasons to support the claims.
- I can write responses to personal questions using detail to elaborate on the situation
- 

##### 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.
- I can write simple sentences, strings of sentences and some supporting details to describe and narrate events from a variety of perspectives
- I can cite information from a body of text and use that information to support my ideas and feelings
- I can when expressing viewpoints, give reasons to support the claims.

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

**Resources**

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

Suggested Resources: Señor Wooly, Quizlet, EdPuzzle, YouTube, Novel Readers: “Esmeralda, la tortuguita marina” by Kristy Placido and “Mata la piñata” by Kristy Placido, teacher made and authentic resources.

**UNIT 10: EL CRIMEN / 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**

13 Days

**State Standards**

**Vision**

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	Performance Expectations
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7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.
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7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
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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 in the target language regions of the world and in the students' own cultures, possible impact of technology on the world of the future, effects of climate change on the target language people and on people in the students' own cultures, population trends in the target culture(s) and in the students' own cultures, reflection of a society in its fine and practical arts (comparisons and contrasts with students' own cultures).
<p><u>Interpersonal Mode of Communication:</u>  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. Novice High learners use sentence-level speech but often revert to words and phrases.  Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p>	
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7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas
7.1.IL.IPERS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
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.	Geographical locations and features and their bearing on the life style of target language societies, actions of an individual, a community, and a nation to limit climate change, population trends in the target culture(s), the role of pastime activities on a person's



	future life style, wellness attitudes and beliefs in the target language regions of the world and in the students' own region, reflection of a society in its fine and practical arts.
<b>Presentational Mode of Communication:</b>	
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.	
	Performance Expectations
7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.
<b>Intercultural Statements</b>	<b>Possible Topics</b>
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 and expectations of citizens compared to life and citizenry in the United States, reasons for 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.

<b>Instructional Focus</b>
<b>Unit Enduring Understandings</b>
<ul style="list-style-type: none"> <li>• What are some norms/expectations we have for the criminal justice system and punishment for crimes?</li> <li>• Understanding cultural perspectives on a variety of crimes and mishaps within the news</li> <li>• There are common elements in criminal activity throughout different countries</li> <li>• We learn about ourselves when we learn about situations that differ from our own.</li> </ul>
<b>Unit Essential Questions</b>

- How is my community impacted by crime?
- How does my community protect its citizens and businesses?

Objectives

Students will know:

Vocabulary

- Core vocabulary: deja, lleva una camisa, la misma tienda, lleva el mismo vestido

Grammar:

- How to conjugate and use the verbs “dejar”
- How to conjugate -ar, -er and -ir verbs within the preterite tense
- How to use words that trigger the past tense within context
- How to conjugate and use the verbs “ser” and “estar”

Culture:

- The song “Playa Limbo”
- Take a look at News stories from Spanish speaking countries
- Explore examples of Crime and criminals from Spanish speaking countries

Students will be able to:

Interpretive:

- I can read short stories about crimes and understand the main ideas and many details.
- I can restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts)
- I can compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture related to dating customs
- I can infer the meaning of some unfamiliar words and ideas in some new contexts.
- 

Interpersonal:

- I can discuss similarities and differences of objects and events.
- I can discuss current events.
- I can communicate in spontaneous spoken, written, or signed conversations using sentences, occasionally some supporting details and follow-up questions
- I can request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
- 

Presentational:

- I can describe clothing.
- I can retell a story about a crime.
- I can write simple sentences, strings of sentences and some supporting details to describe and narrate events from a variety of perspectives
- I can cite information from a body of text and use that information to support my ideas and feelings
- I can when expressing viewpoints, give reasons to support the claims.
- 

Cultural:

- True crimes in Spanish-speaking countries

### Resources

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

Suggested Resources: Señor Wooly, Quizlet, EdPuzzle, YouTube, Novel Readers: “Esmeralda, la tortuguita marina” by Kristy Placido and “Mata la piñata” by Kristy Placido, teacher made and authentic resources.

## UNIT 11: UNA AVENTURA DE CAMPING – ADVENTURES IN 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

16 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 (NJSL – 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.

Performance Expectations	
7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.
7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students’ own community.
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 in the target language regions of the world and in the students' own cultures, possible impact of technology on the world of the future, effects of climate change on the target language people and on people in the students' own cultures, population trends in the target culture(s) and in the students' own cultures, reflection of a society in its fine and practical arts (comparisons and contrasts with students' own cultures).
<p><u>Interpersonal Mode of Communication:</u>  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. Novice High learners use sentence-level speech but often revert to words and phrases.  Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p>	
	Performance Expectations
7.1.IL.IPERS.1	: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas
7.1.IL.IPERS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
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.	Geographical locations and features and their bearing on the life style of target language societies, actions of an individual, a community, and a nation to limit climate change, population trends in the target culture(s), the role of pastime activities on a person's

	future life style, wellness attitudes and beliefs in the target language regions of the world and in the students' own region, reflection of a society in its fine and practical arts.
<b>Presentational Mode of Communication:</b>	
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.	
	Performance Expectations
7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.
<b>Intercultural Statements</b>	<b>Possible Topics</b>
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 and expectations of citizens compared to life and citizenry in the United States, reasons for 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.

<b>Instructional Focus</b>
<b>Unit Enduring Understandings</b>
<ul style="list-style-type: none"> <li>• What are some norms/expectations we have for stories told during a camping trip?</li> <li>• Understanding cultural perspectives on storytelling</li> <li>• There are common elements in oral stories passed down from generations</li> <li>• We learn about ourselves when we learn about situations that differ from our own.</li> </ul>
<b>Unit Essential Questions</b>

- 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: se duerme, durante la noche, oye algo, empieza, tira

#### Grammar:

- How to form and use the reflexive verbs within context
- The difference between reflexive and non-reflexive verbs
- How to conjugate -ar, -er and -ir verbs within the preterite tense

#### Culture:

- Take a look at the song “Oye Como Va” -Celia Cruz

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
- I can restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts)
- I can compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture related to dating customs
- I can infer the meaning of some unfamiliar words and ideas in some new contexts.
- 

#### Interpersonal:

- I can ask and answer questions about camping using sentences, occasionally some supporting details and follow-up questions
- .
- I can ask and answer questions about routines .using sentences, occasionally some supporting details and follow-up questions
- I can when expressing viewpoints, give reasons to support the claims.
- I can write responses to personal questions using detail to elaborate on the situation
- 

#### Presentational:

- I can craft simple sentences, strings of sentences and some supporting details to describe and narrate events from a variety of perspectives in writing and orally.
- I can cite information from a body of text and use that information to support my ideas and feelings
- I can when expressing viewpoints, give reasons to support the claims.
- 

### Resources

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

Suggested Resources: Señor Wooly, Quizlet, EdPuzzle, YouTube, Novel Readers: “Esmeralda, la tortuguita marina” by Kristy Placido and “Mata la piñata” by Kristy Placido, teacher made and authentic resources.

## UNIT 12: NOVEL: “MATA LA PIÑATA” BY KRISTY PLACIDO

### Summary and Rationale

"Diego experiences every 13 year old's worst nightmare: a birthday party with a piñata! However, Diego and his friends have no idea that the real horror is just beginning! After the party, Diego's friend, Joel, can't shake the feeling that the party isn't over... Something evil has followed Joel home and seems determined to also be part of Joel's birthday celebration! Will Joel celebrate his 13th birthday...or will this uninvited guest ruin the party...or worse?"

### Recommended Pacing

13 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 (NJSL – 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.

	Performance Expectations
7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.
7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students’ own community.
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 in the target language regions of the world and in the students’ own cultures, possible impact of technology on the world of the future, effects of climate change on the target language people and on people in the students’ own cultures, population trends in the target culture(s) and in the students’ own cultures, reflection of a society in its fine and practical

	arts (comparisons and contrasts with students' own cultures).
<b>Interpersonal Mode of Communication:</b>	
<p>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. Novice High learners use sentence-level speech but often revert to words and phrases.</p> <p>Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p>	
	<b>Performance Expectations</b>
7.1.IL.IPERS.1	: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas
7.1.IL.IPERS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
<b>Intercultural statements</b>	<b>Possible Topics</b>
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.	Geographical locations and features and their bearing on the life style of target language societies, actions of an individual, a community, and a nation to limit climate change, population trends in the target culture(s), the role of pastime activities on a person's future life style, wellness attitudes and beliefs in the target language regions of the world and in the students' own region, reflection of a society in its fine and practical arts.
<b>Presentational Mode of Communication:</b>	

<p>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.</p>	
	Performance Expectations
7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.
Intercultural Statements	
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.	Possible Topics
Learners recognize and identify a few typical practices of the target culture.	Communities, animals and their habitats, technology, geography, climate, fine and performing arts.
	Community life and expectations of citizens compared to life and citizenry in the United States, reasons for 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.

<b>Instructional Focus</b>
Unit Enduring Understandings
<ul style="list-style-type: none"> <li>• What are some norms/ expectations we have for our friends and family in celebratory situations?</li> <li>• Understanding cultural perspectives on celebratory functions.</li> <li>• There are common elements in how cultures celebrate their life events.</li> <li>• We learn about ourselves when we learn about situations that differ from our own.</li> </ul>
Unit Essential Questions
<ul style="list-style-type: none"> <li>• What are some of the acceptable social behaviors in my culture when we are having a celebration?</li> <li>• How does my family and my culture influence my perceptions of what celebrations and birthdays should look like?</li> </ul>
Objectives
Students will know:
Vocabulary

- Core vocabulary: dicen que, suficientes, referir, con odio, se rein, mákala, atacar, oímos, planea, una broma, ataca, se mueve, salpicon, apaga, prende, decidimos, describimos, vamos, vemos

Grammar:

- How to form and use the reflexive verbs within context
- How to conjugate -ar, -er and -ir verbs within the preterite tense

Culture:

- Take a look at the global commonalities of birthday celebrations and preparations
- Take a look at the importance society places on celebrations and birthdays
- How does the culture discuss/interpret societal meaning behind coming of age parties

Students will be able to:

- Interpretive:
  - I can restate and describe the main idea and some details from the novel
  - I can compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture related to dating customs
  - I can infer the meaning of some unfamiliar words and ideas in some new contexts.
  -
- Interpersonal:
  - I can communicate in spontaneous spoken, written, or signed conversations using sentences, occasionally some supporting details and follow-up questions
  - I can request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
  - I can when expressing viewpoints, give reasons to support the claims.
  - I can write responses to personal questions using detail to elaborate on the situation
  -
- Presentational:
  - I can craft simple sentences, strings of sentences and some supporting details to describe and narrate events from a variety of perspectives in writing and orally.
  - I can cite information from a body of text and use that information to support my ideas and feelings
  - I can when expressing viewpoints, give reasons to support the claims.
  -

**Resources**

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

Suggested Resources: Señor Wooly, Quizlet, EdPuzzle, YouTube, Novel Readers: “Esmeralda, la tortuguita marina” by Kristy Placido and “Mata la piñata” by Kristy Placido, teacher made and authentic resources.

**UNIT 13: LOS TRES CERDITOS- 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

13 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 (NJSL – 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.

Performance Expectations	
7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.
7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students’ own community.

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 in the target language regions of the world and in the students’ own cultures, possible impact of technology on the world of the future, effects of climate change on the target language people and on people in the students’ own cultures, population trends in the target culture(s) and in the students’ own cultures, reflection of a society in its fine and practical arts (comparisons and contrasts with students’ own cultures).

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

	Performance Expectations
7.1.IL.IPERS.1	: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas
7.1.IL.IPERS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.

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.	Geographical locations and features and their bearing on the life style of target language societies, actions of an individual, a community, and a nation to limit climate change, population trends in the target culture(s), the role of pastime activities on a person’s future life style, wellness attitudes and beliefs in the target language regions of the world and in the students’ own region, 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.

	Performance Expectations
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7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.
<b>Intercultural Statements</b>	
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.	Possible Topics 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 and expectations of citizens compared to life and citizenry in the United States, reasons for 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.

<b>Instructional Focus</b>
<b>Unit Enduring Understandings</b>
<ul style="list-style-type: none"> <li>• What are some norms/expectations we have for storytelling to describe the past?</li> <li>• Understanding cultural perspectives on storytelling and past events</li> <li>• There are common elements in storytelling and story mapping</li> <li>• We learn about ourselves when we learn about situations that differ from our own.</li> </ul>
<b>Unit Essential Questions</b>
<ul style="list-style-type: none"> <li>• What are some of the ways we can retell a story?</li> <li>• What are the elements we need to describe past events?</li> </ul>
<b>Objectives</b>
<p>Students will know:</p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Core vocabulary: el cerdito teme, sopla, feroz, toca, déjame, termina, construye con cuidado,</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• How to conjugate -ar, -er and -ir verbs within the preterite tense</li> <li>• How to use words that trigger the past tense in context</li> </ul> <p><b>Culture:</b></p>



- Take a look at the story of “los Tres Cerditos”
- Take a look at the importance does society place on oral/ visual storytelling
- I can restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts)
- I can compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture related to dating customs
- I can infer the meaning of some unfamiliar words and ideas in some new contexts.
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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.
- I can exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
- I can communicate in spontaneous spoken, written, or signed conversations using sentences, occasionally some supporting details and follow-up questions
- I can request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
- I can ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
- I can engage in short conversations about personal experiences or events and/or topics studied in other content areas.
- I can when expressing viewpoints, give reasons to support the claims.
- I can write responses to personal questions using detail to elaborate on the situation
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Presentational:

- I can tell the story of “Los tres cerditos” from a variety of perspectives and time frames
- I can craft simple sentences, strings of sentences and some supporting details to describe and narrate events from a variety of perspectives in writing and orally.
- I can cite information from a body of text and use that information to support my ideas and feelings
- I can when expressing viewpoints, give reasons to support the claims.
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## Resources

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

Suggested Resources: Señor Wooly, Quizlet, EdPuzzle, YouTube, Novel Readers: “Esmeralda, la tortuguita marina” by Kristy Placido and “Mata la piñata” by Kristy Placido, teacher made and authentic resources.

## UNIT 14: EL CAMINO DE SANTIAGO- PILGRIMAGE TO SANTIAGO IN SPAIN

### 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

10 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.
- 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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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

<p>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.</p>	
<p><b>Interpretive Mode of Communication:</b>          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.</p>	
<p>Performance Expectations</p>	
7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.
7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students’ own community.
<p>Intercultural Statements</p>	
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.	Possible topics 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 in the target language regions of the world and in the students’ own cultures, possible impact of technology on the world of the future, effects of climate change on the target language people and on people in the students’ own cultures, population trends in the target culture(s) and in the students’ own cultures, reflection of a society in its fine and practical arts (comparisons and contrasts with students’ own cultures).

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

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

	Performance Expectations
7.1.IL.IPERS.1	: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas
7.1.IL.IPERS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.

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.	Geographical locations and features and their bearing on the life style of target language societies, actions of an individual, a community, and a nation to limit climate change, population trends in the target culture(s), the role of pastime activities on a person's future life style, wellness attitudes and beliefs in the target language regions of the world and in the students' own region, 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.	
	Performance Expectations
7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.
Intercultural Statements	
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.	Possible Topics
Learners recognize and identify a few typical practices of the target culture.	Communities, animals and their habitats, technology, geography, climate, fine and performing arts.
	Community life and expectations of citizens compared to life and citizenry in the United States, reasons for 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.

<b>Instructional Focus</b>
Unit Enduring Understandings
<ul style="list-style-type: none"> <li>• What are some norms/expectations we have for personal journeys?</li> <li>• Understanding cultural perspectives on religious pilgrimages</li> <li>• There are common elements in religious beliefs</li> <li>• We learn about ourselves when we learn about situations that differ from our own.</li> </ul>
Unit Essential Questions
<ul style="list-style-type: none"> <li>• What activities do I partake in for spiritual or religious reasons?</li> <li>• How do I process and overcome difficult experiences in my life?</li> <li>• What journeys (physical, mental, spiritual, emotional) do I foresee myself taking?</li> </ul>
Objectives
Students will know:
Vocabulary
<ul style="list-style-type: none"> <li>• Core vocabulary: quiere ir, se queda, sigue</li> </ul>
Grammar:

- How to conjugate -ar, -er and -ir verbs within the preterite tense
- How to use words that trigger the past tense in context
- How to conjugate and use the verb “ir”

Culture:

- The song “¿Con quién se queda el perro?”
- The path and meaning behind El camino de Santiago
- The quote by Antonio Machado

Students will be able to:

Interpretive:

- I can read an informational text about “El camino de Santiago” and understand the main idea and several details.
- I can read a story with dialogue about “El camino de Santiago”.
- I can restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts)
- I can compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture related to dating customs
- I can infer the meaning of some unfamiliar words and ideas in some new contexts.
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Interpersonal:

- I can participate in a conversation about beliefs and values.using sentences, occasionally some supporting details and follow-up questions

Presentational:

- I can explain the main idea and several details about “El camino de Santiago”.
- I can write and talk about some of my beliefs.using sentences, sentence strings and occasionally some supporting details
- I can craft simple sentences, strings of sentences and some supporting details to describe and narrate events from a variety of perspectives in writing and orally.
- I can cite information from a body of text and use that information to support my ideas and feelings
- I can when expressing viewpoints, give reasons to support the claims.
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Cultural:

- I can create personal connections to a song about “El camino de Santiago”.
- I can identify several geographical areas on a map of Spain.

**Resources**

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

Suggested Resources: Señor Wooly, Quizlet, EdPuzzle, YouTube, Novel Readers: “Esmeralda, la tortuguita marina” by Kristy Placido and “Mata la piñata” by Kristy Placido, teacher made and authentic resources.

## UNIT 15: LA LOTERÍA DE NAVIDAD- SPANISH CHRISTMAS LOTTERY

### Summary and Rationale

This unit focuses on the national holiday lottery that occurs in Spain and its marketing campaign. Interpretive, interpersonal, and presentational skills play an important role within this unit and ensures understanding of the material presented in a variety of ways. Throughout the activities the students will be able to practice the language by listening, speaking, writing, and reading.

### Recommended Pacing

7 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.
- 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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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.

Performance Expectations	
7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.
7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students’ own community.

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 in the target language regions of the world and in the students’ own cultures, possible impact of technology on the world of the future, effects of climate change on the target language people and on people in the students’ own cultures, population trends in the target culture(s) and in the students’ own cultures, reflection of a society in its fine and practical arts (comparisons and contrasts with students’ own cultures).

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

	Performance Expectations
7.1.IL.IPERS.1	: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas
7.1.IL.IPERS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.

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.	Geographical locations and features and their bearing on the life style of target language societies, actions of an individual, a community, and a nation to limit climate change, population trends in the target culture(s), the role of pastime activities on a person’s future life style, wellness attitudes and beliefs in the target language regions of the world and in the students’ own region, 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.

	Performance Expectations
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7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.
<b>Intercultural Statements</b>	
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.	Possible Topics 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 and expectations of citizens compared to life and citizenry in the United States, reasons for 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.

<b>Instructional Focus</b>
<b>Unit Enduring Understandings</b>
<ul style="list-style-type: none"> <li>• What are some norms/expectations we have for lottery and winning a large sum of money?</li> <li>• Understanding cultural perspectives on lottery winnings</li> <li>• There are common elements in ideas on how to spend lottery winnings</li> <li>• We learn about ourselves when we learn about situations that differ from our own.</li> </ul>
<b>Unit Essential Questions</b>
<ul style="list-style-type: none"> <li>• How do I spend my money?</li> <li>• How would I spend my money if I had more of it?</li> <li>• Do I consider myself to be a lucky person?</li> <li>• What does generosity look like in my life?</li> </ul>
<b>Objectives</b>
<p>Students will know:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• Core vocabulary: cuesta demasiado, compra, vende</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>• How to switch between the present and preterite tense appropriately and in context</li> <li>• How to differentiate between the preterite and imperfect tense</li> </ul>

- How to conjugate and use -ar verbs in the imperfect tense

Culture:

- Explore marketing and commercials for the lottery
- The song “Cuanto me cuesta tu amor”
- The process of calling the lottery numbers and the traditions behind it.

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.
- I can restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts)
- I can compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture related to dating customs
- I can infer the meaning of some unfamiliar words and ideas in some new contexts.
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Interpersonal:

- I can ask and answer questions about shopping for clothing.using sentences, occasionally some supporting details and follow-up questions
- I can participate in a conversation to compare price and value.using sentences, occasionally some supporting details and follow-up questions

Presentational:

- I can write and tell a story about people shopping for clothing.
- I can craft simple sentences, strings of sentences and some supporting details to describe and narrate events from a variety of perspectives in writing and orally.
- I can cite information from a body of text and use that information to support my ideas and feelings
- I can when expressing viewpoints, give reasons to support the claims.
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Cultural:

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

**Resources**

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

Suggested Resources: Señor Wooly, Quizlet, EdPuzzle, YouTube, Novel Readers: “Esmeralda, la tortuguita marina” by Kristy Placido and “Mata la piñata” by Kristy Placido, teacher made and authentic resources.

**UNIT 16: EL SISTEMA SOLAR- SOLAR SYSTEM, SPACE AND 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. This unit focuses on the solar system 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

8 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

<p>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.”</p> <p>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.</p> <p>Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p>	
	Performance Expectations
7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.
7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students’ own community.
Intercultural Statements	
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.	Possible topics 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 in the target language regions of the world and in the students’ own cultures, possible impact of technology on the world of the future, effects of climate change on the target language people and on people in the students’ own cultures, population trends in the target culture(s) and in the students’ own cultures, reflection of a society in its fine and practical arts (comparisons and contrasts with students’ own cultures).
<p><u>Interpersonal Mode of Communication:</u></p> <p>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. Novice High learners use sentence-level speech but often revert to words and phrases.</p>	

Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	
	Performance Expectations
7.1.IL.IPERS.1	: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas
7.1.IL.IPERS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
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.	Geographical locations and features and their bearing on the life style of target language societies, actions of an individual, a community, and a nation to limit climate change, population trends in the target culture(s), the role of pastime activities on a person's future life style, wellness attitudes and beliefs in the target language regions of the world and in the students' own region, reflection of a society in its fine and practical arts.
<u>Presentational Mode of Communication:</u> 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.	
	Performance Expectations
7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.

7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.
<b>Intercultural Statements</b>	
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.	Possible Topics 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 and expectations of citizens compared to life and citizenry in the United States, reasons for 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.

<b>Instructional Focus</b>
<b>Unit Enduring Understandings</b>
<ul style="list-style-type: none"> <li>• What are some norms/expectations we have when we think about space and space travel?</li> <li>• Understanding cultural perspectives on space travel and the solar system</li> <li>• There are common elements in how we view space travel</li> <li>• We learn about ourselves when we learn about situations that differ from our own.</li> </ul>
<b>Unit Essential Questions</b>
<ul style="list-style-type: none"> <li>• Would I go into space to explore?</li> <li>• Why do we need to explore space?</li> <li>• Why is it important to know about the solar system?</li> </ul>
<b>Objectives</b>
<p>Students will know:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• Core vocabulary: nació, fue el primer/ultimo, propio</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>• How to switch between the present and preterite tense appropriately and in context</li> <li>• How to differentiate between the preterite and imperfect tense</li> <li>• How to conjugate and use -ar verbs in the imperfect tense</li> </ul> <p>Culture:</p> <ul style="list-style-type: none"> <li>• Take a look at the global challenges of space travel</li> <li>• Take a look at how the culture discuss exploration</li> </ul> <p>Students will be able to:</p>

Interpretive:

- I can understand authentic song lyrics in Spanish.
- I can read an informational text about space exploration.
- I can restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts)
- I can compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture related to dating customs
- I can infer the meaning of some unfamiliar words and ideas in some new contexts.
- 

Interpersonal:

- I can participate in a conversation about astronomy in Spanish.using sentences, occasionally some supporting details and follow-up questions
- I can communicate in spontaneous spoken, written, or signed conversations using sentences, occasionally some supporting details and follow-up questions
- I can request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
- I can ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
- I can engage in short conversations about personal experiences or events and/or topics studied in other content areas.
- I can when expressing viewpoints, give reasons to support the claims.
- I can write responses to personal questions using detail to elaborate on the situation
- 

Presentational:

- I can explain some requirements of becoming an astronaut.
- I can talk about who Frankie Chang Diaz is and why he is famous.
- I can craft simple sentences, strings of sentences and some supporting details to describe and narrate events from a variety of perspectives in writing and orally.
- I can cite information from a body of text and use that information to support my ideas and feelings
- I can when expressing viewpoints, give reasons to support the claims.
- 

**Resources**

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

Suggested Resources: Señor Wooly, Quizlet, EdPuzzle, YouTube, Novel Readers: “Esmeralda, la tortuguita marina” by Kristy Placido and “Mata la piñata” by Kristy Placido, teacher made and authentic resources.

**UNIT 17: 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

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 (NJSL – 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.

	Performance Expectations
7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.
7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students’ own community.

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 in the target language regions of the world and in the students’ own cultures, possible impact of technology on the world of the future, effects of climate change on the target language people and on people in the students’ own cultures, population trends in the target culture(s) and in the students’ own cultures, reflection of a society in its fine and practical arts (comparisons and contrasts with students’ own cultures).

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

	Performance Expectations
7.1.IL.IPERS.1	: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas
7.1.IL.IPERS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.

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.	Geographical locations and features and their bearing on the life style of target language societies, actions of an individual, a community, and a nation to limit climate change, population trends in the target culture(s), the role of pastime activities on a person's future life style, wellness attitudes and beliefs in the target language regions of the world and in the students' own region, 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.

	Performance Expectations
7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.

7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.
<b>Intercultural Statements</b>	
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.	Possible Topics 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 and expectations of citizens compared to life and citizenry in the United States, reasons for 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.

<b>Instructional Focus</b>
<b>Unit Enduring Understandings</b>
<ul style="list-style-type: none"> <li>• What are some norms/expectations we have for taking breaks throughout the day?</li> <li>• Understanding cultural perspectives on siestas and their purposes.</li> <li>• There are common elements in taking breaks and how our days are structured.</li> <li>• We learn about ourselves when we learn about situations that differ from our own.</li> </ul>
<b>Unit Essential Questions</b>
<ul style="list-style-type: none"> <li>• Why is a siesta important?</li> <li>• Do I agree with the concept of a siesta?</li> <li>• Do I think we should adopt this idea into my culture?</li> </ul>
<b>Objectives</b>
<p>Students will know:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• Core vocabulary: hay que (estudiar), poco a poco se aburre, vuelve a (estudiar)</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>• How to switch between the present and preterite tense appropriately and in context</li> <li>• How to differentiate between the preterite and imperfect tense</li> <li>• How to conjugate and use -ar,, -er, -ir verbs in the imperfect tense</li> </ul> <p>Culture:</p> <ul style="list-style-type: none"> <li>• Take a look at the importance society place on siestas</li> </ul>

- Take a look at the cultural discussion /interpretation behind quality of life

Students will be able to:

Interpretive:

- I can understand the main idea and details when reading an informational text about “siestas”
- I can restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts)
- I can compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture related to dating customs
- I can infer the meaning of some unfamiliar words and ideas in some new contexts.

Interpersonal:

- I can participate in a conversation about the cultural practice of “siestas” using sentences, occasionally some supporting details and follow-up questions
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Presentational:

- I can write, express facts and my opinion about “siestas” using simple sentences, strings of sentences and some supporting details to describe and narrate events from a variety of perspectives in writing and orally.
- I can cite information from a body of text and use that information to support my ideas and feelings
- I can when expressing viewpoints, give reasons to support the claims.
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## Resources

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

Suggested Resources: Señor Wooly, Quizlet, EdPuzzle, YouTube, Novel Readers: “Esmeralda, la tortuguita marina” by Kristy Placido and “Mata la piñata” by Kristy Placido, teacher made and authentic resources.