

Ocean Academy Charter High School
Curriculum Guide
Grades 10 - 12



Original Adoption:	August, 2026
Created by:	Elise Dugan & Amy LaBarca

OCEAN ACADEMY CHARTER HIGH SCHOOL World Language Curriculum	
Content Area: World Language	
Course Title: Spanish 3	
Grade Level: Grades 10-12	
Unit Title	Pacing Guide in Days
Unit Plan 1: Spanish 2 Review Topics LGBTQ and Disabilities Law Amistad Law: N.J.S.A Holocaust Law: N.J.S.A. Diversity and Inclusion	15 Days
Unit Plan 2: Unit 2: Exploring Film, Experiences, and Personal Perspectives LGBTQ and Disabilities Law Amistad Law: N.J.S.A Holocaust Law: N.J.S.A. Diversity and Inclusion	15 Days
Unit Plan 3: La Cocina y la Cultura: Food, Recipes, and Traditions LGBTQ and Disabilities Law Amistad Law: N.J.S.A Holocaust Law: N.J.S.A. Diversity and Inclusion	15 Days
Unit Plan 4: Exploring the Spanish-Speaking World LGBTQ and Disabilities Law Amistad Law: N.J.S.A	15 Days

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Holocaust Law: N.J.S.A. Diversity and Inclusion	
Unit Plan 5: Preparing for Tomorrow: Careers, Predictions, and the Environment LGBTQ and Disabilities Law Amistad Law: N.J.S.A. Holocaust Law: N.J.S.A. Diversity and Inclusion	15 Days
Unit Plan 6: El Arte de Expresarse: Art, Culture, and Personal Expression LGBTQ and Disabilities Law Amistad Law: N.J.S.A. Holocaust Law: N.J.S.A. Diversity and Inclusion	15 Days

OCEAN ACADEMY CHARTER HIGH SCHOOL Unit 1 Overview	
Content Area: World Language	
Unit 1 Title: Spanish II Review	Duration: 15 Days
Target Course/Grade Level: Grades 10-12	
Introduction: This introductory unit provides students with an opportunity to refresh and strengthen foundational Spanish language skills developed throughout Spanish I and II. Students will review essential vocabulary and communication skills, including numbers, colors, the alphabet, days of the week, months, and other commonly used expressions. Attention will then shift to grammar concepts such as adjective placement and agreement, interrogative words, and the use of reflexive verbs. Students will revisit present-tense verb conjugations as well as the preterite and imperfect past tenses, with an emphasis on selecting and applying the appropriate tense in context. The unit will also reinforce progressive verb forms and help students build confidence using previously learned structures in speaking, listening, reading, and writing. This review will establish a strong foundation for the more advanced language concepts and communicative tasks introduced in Spanish III. Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students. Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the	

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Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBTQ and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

1. The instruction shall:
 - (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
 - (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
 - (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

"Twenty-first century themes and skills" means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy."

Practice	Description
Communicate	Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
Cultures	Learners use the language to investigate, explain, and reflect on the relationship between the

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	practices and perspectives of the cultures studied. Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
Connections	Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
Comparisons	Develop insight into the nature of language and culture in order to interact with cultural competence.
Communities	Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Learners set goals and reflect on their progress in using languages for employment, enrichment, and advancement.

Unit 1 Focus Standards (Major Standards) [2020 World Language Standards](#)

Disciplinary Concepts

Interpretive Mode Of Communication

Core Idea	Performance Expectations (Identified with Standard number and statement)
<i>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</i>	• 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics. LGBTQ and Disabilities Law Amistad Law: N.J.S.A Holocaust Law: N.J.S.A. Diversity and Inclusion • 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses. • 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture. • 7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics. LGBTQ and Disabilities Law Amistad Law: N.J.S.A Holocaust Law: N.J.S.A. Diversity and Inclusion

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	• 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts. • 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose). • 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures. LGBTQ and Disabilities Law Amistad Law: N.J.S.A Holocaust Law: N.J.S.A. Diversity and Inclusion 7.1.IH.IPRET.8: Collect, share and analyze data related to global issues including climate change.
Intercultural Statement	Topic
<i>Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</i>	
<i>Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.</i>	
Interpersonal Mode Of Communication	
Core Idea	Performance Expectations (Identified with Standard number and statement)
<i>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</i> <i>Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</i>	• 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames. Diversity and Inclusion

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	• 7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames. • 7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames. • 7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.) Diversity and Inclusion • 7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature. -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 Statement	Topic
<i>Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</i>	Discuss a typical school day for teenagers in various Spanish-speaking countries. Research and discuss education systems in the Spanish-speaking world. Research and discuss extra-curricular activities for students in the Spanish-speaking world.
<i>Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.</i>	Discuss a typical school day for teenagers in various Spanish-speaking countries. Research and discuss education systems in the Spanish-speaking world. Research and discuss extra-curricular activities for students in the Spanish-speaking world.
Presentational Mode Of Communication	

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Core Idea	Performance Expectations (Identified with Standard number and statement)
<i>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</i> <i>Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</i>	• 7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames. LGBTQ and Disabilities Law Amistad Law: N.J.S.A Holocaust Law: N.J.S.A. Diversity and Inclusion • 7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames. • 7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations. Diversity and Inclusion • 7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes. Diversity and Inclusion • 7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs. Diversity and Inclusion
Intercultural Statement	Topic
<i>Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</i>	Discuss a typical school day for teenagers in various Spanish-speaking countries. Research and discuss education systems in the Spanish-speaking world. Research and discuss extra-curricular activities for students in the Spanish-speaking world.
<i>Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.</i>	Discuss a typical school day for teenagers in various Spanish-speaking countries. Research and discuss education systems in the Spanish-speaking world.

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		Research and discuss extra-curricular activities for students in the Spanish-speaking world.
Unit 1 New Jersey Student Learning Standards: Interdisciplinary Connections		
● RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. ● RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text. ● RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). ● RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text. ● RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). ● RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. ● W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. ● W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research. ● W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences		
Unit 1 New Jersey Student Learning Standards: <u>Career Readiness, Life Literacies, and Key Skills</u>		
Disciplinary Concepts and Core Ideas		Performance Expectations (Identified with Standard Number & statement in numerical order)

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<i>Creativity & Innovation: With a growth mindset, failure is an important part of success.</i>	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
<i>Creativity & Innovation: Innovative ideas or innovation can lead to career opportunities.</i>	9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
<i>Critical Thinking & Problem Solving: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</i>	9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
Unit 1 New Jersey Student Learning Standards: Computer Science and Design Thinking	
Disciplinary Concepts and Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Computing Systems: Successful troubleshooting of complex problems involves multiple approaches including research, analysis, reflection, interaction with peers, and drawing on past experiences.	8.1.12.CS.4: Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors.
Data & Analysis: Large data sets can be transformed, generalized, simplified, and presented in different ways to influence how individuals interpret and understand the underlying information.	8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.

New Jersey Student Learning Standards: Climate Change Mandate	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
	N/A

Unit 1 Knowledge and Skills	
Unit Learning Targets: <i>Students will be able to...</i>	

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- Identify and describe where people are from and discuss their nationalities and cultural backgrounds.
- Exchange information by asking and responding to basic questions in Spanish.
- Describe people using appropriate vocabulary and language structures.
- Explain and discuss common activities and how often they take place.
- Create and present information about themselves, their families, interests, and daily routines using familiar Spanish vocabulary.
- Develop a “getting to know you” conversation that demonstrates appropriate interpersonal communication skills.
- Read and interpret descriptions and personal information about people in Spanish.
- Analyze written and spoken information about students’ first days of school in Spanish-speaking countries.
- Explore the life, music, and cultural contributions of Enrique Iglesias through reading and writing activities.
- Examine examples of Hispanic influence and explain how Hispanic culture is reflected in everyday life.
- Interpret information about the Hispanic population and its presence within the United States.
- Compare school experiences and cultural practices in Spanish-speaking countries with those in the United States.
- Present detailed information about people, activities, routines, and personal interests using appropriate Spanish language structures.

Unit Enduring Understandings

Students will know...

- Communication in Spanish allows individuals to share personal information, interests, preferences, and experiences with others.
- Describing daily routines and activities requires the use of appropriate vocabulary and language structures.
- Spanish can be used to discuss past experiences and explain how life and activities have changed over time.
- Clothing and appearance can be described by combining vocabulary for garments, colors, and personal characteristics.
- Weather and time expressions are important for communicating about everyday situations and routines.
- Individuals can express their likes, dislikes, and personal preferences when interacting with others.
- Language learners can use familiar sentence patterns to describe themselves, their routines, surroundings, and experiences in meaningful contexts.

Unit Essential Questions:

- What activities and interests do you enjoy in your free time?
- How can you describe your appearance, personality, and characteristics?
- How do you talk about the clothing you wear and describe its colors and appearance?
- How can you explain your typical daily schedule and routines?
- How can you describe your experiences and activities from the summer?

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- How can you talk about what you were like and what you did as a child?
- How do you communicate information about the weather and conditions outside?
- How can you ask for and tell the current time in Spanish?
- How can you express your favorite people, things, activities, or places?

Unit 1 Instructional Plan

Suggested Activities

- Stations
- Task cards
- Vocabulary flash cards
- Online activities
- Workbook and textbook activities:
LGBTQ and Disabilities Law, Amistad Law: N.J.S.A, Holocaust Law: N.J.S.A. , Diversity and Inclusion
- Whiteboard activities
- Peer to peer interviews
- Conversational practice
- Daily Q & A in target language
- Musica Miercoles (Music Wednesday)
LGBTQ and Disabilities Law, Amistad Law: N.J.S.A, Holocaust Law: N.J.S.A. , Diversity and Inclusion
- Games and puzzles
- Educational videos to compare and contrast culture **LGBTQ and Disabilities Law, Amistad Law: N.J.S.A, Holocaust Law: N.J.S.A. , Diversity and Inclusion**
- Students will also begin their journal assignment this chapter. They will be given a series of topics in the beginning of the semester and, weekly, will be asked to write 60-100 words in the target language about the topic of their choice.
- We will also read from authentic reading sources, such as Hola.com Magazine & BBC Mundo. **Diversity and Inclusion LGBTQ and Disabilities Law,**

Resources/ Texts

Instructional Materials

- Realidades 2 Textbook - Fondo Cultural: Readings within the chapter that pertain to cultural topics, important figures in the LGBTQ+ community, social justice and civil rights **LGBTQ and Disabilities Law, Amistad Law: N.J.S.A, Holocaust Law: N.J.S.A. , Diversity and Inclusion**
- Realidades writing, audio & video workbook
- Realidades student workbook and guided practice workbook
- Realidades DVD/CD program
- Realidades online activities
- Quizizz/Quizlet/Kahoot/Conjuguemos
- Teacher created notes/assignments
- Teacher created projects

Supplemental Materials

- Edpuzzle videos/assignments - Pertaining to cultural topics within the chapter, important figures within the LGBTQ+ community, social justice and civil rights **LGBTQ and Disabilities Law, Amistad Law: N.J.S.A, Holocaust Law: N.J.S.A. , Diversity and Inclusion**
- Quizizz/Conjuguemos/Blooket
- Kahoot
- YouTube (videos pertaining to cultural topics, holidays and traditions) **Diversity and Inclusion**
- Nearpod
- Musica Miercoles (Music Wednesday) - Weekly spotlights of artists and songs from

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Amistad Law: N.J.S.A, Holocaust Law: N.J.S.A. , - Using the websites and publications listed above, students should be exposed to authentic reading material that supports the chapter objectives. Diversity and Inclusion LGBTQ and Disabilities Law, Amistad Law: N.J.S.A, Holocaust Law: N.J.S.A. , - Interview activity - students will use the review topics to have an interview with a classmate. They will then present this interview either in-person or via Flipgrid.	the Spanish-speaking world. Songs and artists will incorporate important figures within the LGBTQ+ community and songs will be chosen that pertain to social justice and civil rights LGBTQ and Disabilities Law, Amistad Law: N.J.S.A, Holocaust Law: N.J.S.A. , Diversity and Inclusion Intervention Materials - Flexible grouping - Think, pair, share - Games - Multi-level questions - Choice Boards
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Unit 1 Evidence of Student Learning

Formative:

- Observation
- Homework
- Class Participation
- Whiteboards/communicators
- Think-Pair-Share
- Do-Now
- Writing Prompts
- Exit Tickets
- Classroom Games
- Self-assessment
- Journals
- Thumbs up/down
- Role play/skits
- Question/answer
- Temperature gauges
- Pair/group activities
- Sign language/gestures
- Draw in response/pic prompt
- Graphic organizer
- Facilitation grid
- Teacher observation
- Class participation
- DO NOW's

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- Homework
- Exit cards
- Individual conferences
- Peer evaluation

Summative:

- Chapter/Unit Test
- Quizzes
- Presentations
- Unit Projects
- Notebook assessments
- Open ended writing assessments
- Listening comprehension
- Online quizzes & feedback assessment

Benchmark:

- Quarterly Benchmark Assessment

Alternative:

- Portfolio Project
- Modified assignments

Unit 1 Suggested Options for Differentiation

Modifications (MLs, Special Education, 504, Students at Risk of Failure, Gifted and Talented, Diversity and Inclusion)

Multilingual Learners:

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words

Special Education

- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions

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- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions

Students with 504 Plans:

- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions

Gifted and Talented:

- Extension activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Student Choice Activities
- Student Driven Activities
- Group Projects
- Tiered Activities

Students at Risk of School Failure:

- Extended Time
- Flexible Grouping
- Small Group Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information
- Scaffolded Questioning
- Tiered Activities
- Manipulatives
- Modified Assignments
- Preferential Seating
- Visual Cues/Modeling
- Technology Integration
- Assistive Technology

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Diversity and Inclusion:

- Involve families in student learning
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school helps the child attain proficiency in English.
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who may need more time engaged
- Display a word wall with current academic vocabulary in each subject
- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Unit 1 Supplemental Resources

- Multimedia Resources
- Interactive Projector
- Printers and Computers
- Online Resources and videos
- Rubrics

Unit 1 Teacher Comments

New Jersey Legislation [C.18A:35-4.35](#)

LGBTQ+ and Individuals with Disabilities resources and critical thinking exercises to incorporate where appropriate.

- Address and discuss whose voice is missing from texts/documents/visual/media representations and materials used in class.
- Analyze and evaluate political, economic, and social contributions of persons with disabilities and members of the LGBTQ community where appropriate.
- Explore the impact that race, religion, gender, sexual identity, and disability, have on an individual's rights.
- Investigate the roles and responsibilities of citizenship, including creating positive

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social change.

- **Noteworthy Latinx LGBTQ+ Icons to consider incorporating into the course.**

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Unit 2 Overview

Content Area: World Language

Unit 2 Title: Exploring Film, Experiences, and Personal Perspectives	Duration: 15 Days
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Target Course/Grade Level: Spanish 3 - Grades 10-12

Introduction:

In this unit, students will explore movies as a means of developing Spanish language skills while examining characters, storylines, and cultural perspectives. Students will learn to express personal reactions to films, share opinions, and provide critiques while comparing how movies and entertainment are viewed across different Spanish-speaking cultures. They will also practice communicating about events and experiences they have completed by sequencing and describing past actions. Throughout the unit, students will strengthen previously learned Spanish II grammar, including regular and irregular verb conjugations, ser and estar, and reflexive verbs. New language structures will include verbs such as gustar that require indirect object pronouns, the present perfect tense with both regular and irregular past participles, and the appropriate use of direct object pronouns. These skills will provide students with opportunities to communicate more accurately and confidently in interpersonal, interpretive, and presentational contexts.

Amistad Law: N.J.S.A. 18A:52-16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBTQ and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

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 - (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
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Asian Americans and Pacific Islanders (AAPI)

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Practices	Description
Communicate	Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
Cultures	Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
Connections	Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Learners use the language to investigate, explain, and reflect on the concept through comparisons of the cultures studied and their own.
Comparisons	Develop insight into the nature of language and culture in order to interact with cultural competence.

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Communities	Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.
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Unit 2 Focus Standards (Major Standards) [2020 World Language Standards](#)

Disciplinary Concepts

Interpretive Mode Of Communication

Core Idea	Performance Expectations (Identified with Standard number and statement)
<i>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</i>	• 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics. LGBTQ and Disabilities Law Amistad Law: N.J.S.A Holocaust Law: N.J.S.A. Diversity and Inclusion • 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses. • 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture. • 7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics. LGBTQ and Disabilities Law Amistad Law: N.J.S.A Holocaust Law: N.J.S.A. Diversity and Inclusion • 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts. • 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose). • 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or

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	studied topics, by using context clues and text structures. LGBTQ and Disabilities Law Amistad Law: N.J.S.A Holocaust Law: N.J.S.A. Diversity and Inclusion
Intercultural Statement	Topic
<i>Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</i>	• Write or talk about: the American Latino Media Arts Awards; the Spanish-language film industry • Write or talk about: the Spanish-language video market; film ratings systems • Discuss Spanish films, subtitles and watching movies in a foreign language.
<i>Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.</i>	• Write or talk about: the American Latino Media Arts Awards; the Spanish-language film industry • Write or talk about: the Spanish-language video market; film ratings systems • Discuss Spanish films, subtitles and watching movies in a foreign language.
Interpersonal Mode Of Communication	
Core Idea	Performance Expectations (Identified with Standard number and statement)
<i>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</i> <i>Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</i>	• 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames. Diversity and Inclusion • 7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames. • 7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames. • 7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes

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	involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.) Diversity and Inclusion • 7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.
Intercultural Statement	Topic
<i>Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</i>	• Write or talk about: the American Latino Media Arts Awards; the Spanish-language film industry • Write or talk about: the Spanish-language video market; film ratings systems • Discuss Spanish films, subtitles and watching movies in a foreign language.
<i>Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.</i>	• Write or talk about: the American Latino Media Arts Awards; the Spanish-language film industry • Write or talk about: the Spanish-language video market; film ratings systems • Discuss Spanish films, subtitles and watching movies in a foreign language.
Presentational Mode Of Communication	
Core Idea	Performance Expectations (Identified with Standard number and statement)
<i>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</i> <i>Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</i>	• 7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames. LGBTQ and Disabilities Law Amistad Law: N.J.S.A Holocaust Law: N.J.S.A. Diversity and Inclusion • 7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.

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	• 7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations. Diversity and Inclusion • 7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes. Diversity and Inclusion • 7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs. Diversity and Inclusion
Intercultural Statement	Topic
<i>Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</i>	• Write or talk about: the American Latino Media Arts Awards; the Spanish-language film industry • Write or talk about: the Spanish-language video market; film ratings systems • Discuss Spanish films, subtitles and watching movies in a foreign language.
<i>Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.</i>	• Write or talk about: the American Latino Media Arts Awards; the Spanish-language film industry • Write or talk about: the Spanish-language video market; film ratings systems • Discuss Spanish films, subtitles and watching movies in a foreign language.
Unit 2 New Jersey Student Learning Standards: Interdisciplinary Connections	
• RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. • RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text. • RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	

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- RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
- RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
- W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
- W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Unit 2 New Jersey Student Learning Standards: [Career Readiness, Life Literacies, and Key Skills](#)

Disciplinary Concepts and Core Ideas

Performance Expectations

(Identified with Standard Number & statement in numerical order)

Creativity & Innovation: With a growth mindset, failure is an important part of success.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a).

Creativity & Innovation: Innovative ideas or innovation can lead to career opportunities.

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Critical Thinking & Problem Solving: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12.prof.CR3.a).

Unit 2 New Jersey Student Learning Standards: [Computer Science and Design Thinking](#)

Disciplinary Concepts and Core Ideas

Performance Expectations

(Identified with Standard Number and Statement)

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Computing Systems: Successful troubleshooting of complex problems involves multiple approaches including research, analysis, reflection, interaction with peers, and drawing on past experiences.	8.1.12.CS.4: Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors.
Data & Analysis: Large data sets can be transformed, generalized, simplified, and presented in different ways to influence how individuals interpret and understand the underlying information.	8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.

New Jersey Student Learning Standards: Climate Change Mandate	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
	N/A

Unit 2 Knowledge and Skills
Unit Learning Targets (Objectives) <i>Students will be able to...</i> - Analyze and discuss movie genres, storylines, characters, and personal preferences in Spanish. - Interpret information from film reviews, movie posters, picture-based stories, and other authentic media. - Express opinions about movies and explain reasons for their preferences. - Describe actors and actresses and discuss their roles and contributions to Spanish-language cinema. - Discuss leisure activities and make plans for social outings using appropriate vocabulary and language structures. - Sequence and describe events and experiences using Spanish in spoken and written communication. - Interpret spoken Spanish through videos, conversations, and presentations related to filmmaking and the film industry. - Compare and contrast movie traditions, entertainment preferences, and perspectives across Spanish-speaking cultures and the United States. - Explore the development of Mexican cinema, including its Golden Age and historical significance. - Examine the Spanish-language film and video industries and their influence on entertainment and popular culture.

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- Investigate the career and cultural contributions of Salma Hayek-Jiménez and other prominent figures in Spanish-language entertainment.
- Learn about the American Latino Media Arts Awards and their role in recognizing Latino contributions to film, television, and media.
- Examine film-rating systems and discuss how movies are classified for different audiences.
- Discuss the use of subtitles and the benefits and challenges of viewing films in a language other than one's own.
- Explore the relationship between Spanish-language cinema, cultural identity, and the experiences of Latino audiences.
- Investigate the artistic contributions of Pablo Picasso and make connections between visual art and cultural expression.
- Create and present a movie poster in Spanish that communicates information about a selected film.
- Develop a short screenplay that demonstrates appropriate Spanish vocabulary, grammar, dialogue, and sequencing of events.
- Write advertisements and other creative pieces related to entertainment, businesses, or social activities.
- Present information about movie plots, filmmaking, genres, actors, leisure activities, and current events using appropriate Spanish language structures.
- Communicate about recent events and news topics through interpersonal and presentational speaking and writing activities.

Unit Enduring Understandings

Students will know...

- Personal preferences can be communicated by comparing movies, actors, genres, and other forms of entertainment.
- Films communicate ideas through characters, settings, events, and plot development.
- People can explain their reactions to movies and support their opinions with specific reasons.
- Different types of movies appeal to audiences in different ways based on interests, experiences, and perspectives.
- Movie ratings provide information about the intended audience and content of a film.
- Spanish can be used to discuss and describe films, including their storylines, characters, and themes.
- Individuals can use language to describe movies they have watched and share personal experiences with entertainment.
- Comparing films and entertainment from different cultures can provide insight into cultural values and perspectives.

Unit Essential Questions

- How do different types of films appeal to different audiences?
- How can you explain what a movie is about and summarize its storyline?
- Which actors or actresses do you enjoy watching, and what makes them memorable?
- How can you share your opinion about a movie and support it with reasons?

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- What information can a movie's rating provide about its content and intended audience?
- How can you describe the major characters and their roles in a film?
- How can you discuss movies you have watched and share your personal experiences with them?
- How can you compare two movies and explain which one you prefer?
- What makes a particular movie your favorite?

Unit 2 Instructional Plan

Suggested Activities

- Stations
- Task cards
- Vocabulary flash cards
- Online activities
- Workbook and textbook activities:
LGBTQ and Disabilities Law, Amistad Law: N.J.S.A, Holocaust Law: N.J.S.A. , Diversity and Inclusion
- Whiteboard activities
- Peer to peer interviews
- Conversational practice
- Daily Q & A in target language
- Musica Miercoles (Music Wednesday)
LGBTQ and Disabilities Law, Amistad Law: N.J.S.A, Holocaust Law: N.J.S.A. , Diversity and Inclusion
- Games and puzzles
- Educational videos to compare and contrast culture **LGBTQ and Disabilities Law, Amistad Law: N.J.S.A, Holocaust Law: N.J.S.A. , Diversity and Inclusion**
- We will also read from authentic reading sources, such as Hola.com Magazine & BBC Mundo. **Diversity and Inclusion LGBTQ and Disabilities Law, Amistad Law: N.J.S.A, Holocaust Law: N.J.S.A. ,**
- Using the websites and publications listed above, students should be exposed to authentic reading material that supports the chapter objectives.

Resources/ Texts

Instructional Materials

- Realidades 2 Textbook - Fondo Cultural: Readings within the chapter that pertain to cultural topics, important figures in the LGBTQ+ community, social justice and civil rights **LGBTQ and Disabilities Law, Amistad Law: N.J.S.A, Holocaust Law: N.J.S.A. , Diversity and Inclusion**
- Realidades writing, audio & video workbook
- Realidades student workbook and guided practice workbook
- Realidades DVD/CD program
- Realidades online activities
- Quizizz/Quizlet/Kahoot/Conjuguemos
- Teacher created notes/assignments
- Teacher created projects

Supplemental Materials

- Edpuzzle videos/assignments - Pertaining to cultural topics within the chapter, important figures within the LGBTQ+ community, social justice and civil rights **LGBTQ and Disabilities Law, Amistad Law: N.J.S.A, Holocaust Law: N.J.S.A. , Diversity and Inclusion**
- Quizizz/Conjuguemos/Blooket
- Kahoot
- YouTube (videos pertaining to cultural topics, holidays and traditions) **Diversity and Inclusion**
- Nearpod

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Diversity and Inclusion LGBTQ and Disabilities Law, Amistad Law: N.J.S.A, Holocaust Law: N.J.S.A. , • Interview activity - students will use the review topics to have an interview with a classmate. They will then present this interview either in-person or via Flipgrid.	• Musica Miercoles (Music Wednesday) - Weekly spotlights of artists and songs from the Spanish-speaking world. Songs and artists will incorporate important figures within the LGBTQ+ community and songs will be chosen that pertain to social justice and civil rights LGBTQ and Disabilities Law, Amistad Law: N.J.S.A, Holocaust Law: N.J.S.A. , Diversity and Inclusion Intervention Materials • Flexible grouping • Think, pair, share • Games • Multi-level questions • Choice Boards
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Unit 2 Evidence of Student Learning

Formative:

- Observation
- Homework
- Class Participation
- Whiteboards/communicators
- Think-Pair-Share
- Do-Now
- Writing Prompts
- Exit Tickets
- Classroom Games
- Self-assessment
- Journals
- Thumbs up/down
- Role play/skits
- Question/answer
- Temperature gauges
- Pair/group activities
- Sign language/gestures
- Draw in response/pic prompt
- Graphic organizer
- Facilitation grid
- Teacher observation

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- Class participation
- DO NOW's
- Homework
- Exit cards
- Individual conferences
- Peer evaluation

Summative:

- Chapter/Unit Test
- Quizzes
- Presentations
- Unit Projects
- Notebook assessments
- Open ended writing assessments
- Listening comprehension
- Online quizzes & feedback assessment

Benchmark:

- Quarterly Benchmark Assessment

Alternative:

- Portfolio Project
- Modified assignments

Unit 2 Suggested Options for Differentiation

Modifications (MLs, Special Education, 504, Students at Risk of Failure, Gifted and Talented, Diversity and Inclusion)

Multilingual Learners:

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words

Special Education

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- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions

Students with 504 Plans:

- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions

Gifted and Talented:

- Extension activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Student Choice Activities
- Student Driven Activities
- Group Projects
- Tiered Activities

Students at Risk of School Failure:

- Extended Time
- Flexible Grouping
- Small Group Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information
- Scaffolded Questioning
- Tiered Activities
- Manipulatives
- Modified Assignments
- Preferential Seating
- Visual Cues/Modeling

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- Technology Integration
- Assistive Technology

Diversity and Inclusion:

- Involve families in student learning
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school helps the child attain proficiency in English.
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who may need more time engaged
- Display a word wall with current academic vocabulary in each subject
- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Unit 2 Supplemental Resources

- School databases
- Multimedia Resources
- Interactive Projector
- Printers and Computers
- Online Resources and videos
- Rubrics

Unit 2 Teacher Comments

New Jersey Legislation [C.18A:35-4.35](#)

- **LGBTQ+ and Individuals with Disabilities** resources and critical thinking exercises to incorporate where appropriate.
- Noteworthy Latinx LGBTQ+ Icons to consider incorporating into the course.

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Unit 3 Overview	
Content Area: World Language	
Unit 3 Title: La Cocina y la Cultura: Food, Recipes, and Traditions	Duration: 15 Days
Target Course/Grade Level: Spanish 3 - Grades 10-12	
Introduction: In this unit, students will expand their ability to communicate in Spanish through the familiar and culturally rich topic of food and cooking. Students will explore recipes, ingredients, food preparation, and outdoor cooking while developing vocabulary to identify, describe, organize, and discuss different foods. They will examine how recipes and cooking traditions vary across Spanish-speaking cultures and compare these practices with their own experiences. As students work with authentic food-related situations, they will learn to describe what people typically do, explain how long an activity takes, and use expressions with “por” to communicate duration, purpose, exchange, and other relationships. The unit will also strengthen students’ ability to give instructions, directions, and recommendations through a continued study of formal commands, including irregular command forms and commands used with reflexive and direct object pronouns. Students will apply these skills through interactive speaking and writing activities, culminating in a creative cooking-show skit that incorporates vocabulary, cultural knowledge, and grammatical structures from Chapters 7A and 7B. Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students. Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens. LGBTQ and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35. Diversity and Inclusion	

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C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

1. The instruction shall:
 - (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
 - (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
 - (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Practice	Description
Communicate	Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
Cultures	Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
Connections	Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
Comparisons	Develop insight into the nature of language and culture in order to interact with cultural competence.
Communities	Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

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Unit 3 Focus Standards (Major Standards) 2020 World Language Standards

Disciplinary Concepts

Interpretive Mode Of Communication

Core Idea	Performance Expectations (Identified with Standard number and statement)
<i>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</i>	• 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics. LGBTQ and Disabilities Law Amistad Law: N.J.S.A Holocaust Law: N.J.S.A. Diversity and Inclusion • 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses. • 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture. • 7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics. LGBTQ and Disabilities Law Amistad Law: N.J.S.A Holocaust Law: N.J.S.A. Diversity and Inclusion • 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts. • 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose). • 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or

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	studied topics, by using context clues and text structures. LGBTQ and Disabilities Law Amistad Law: N.J.S.A Holocaust Law: N.J.S.A. Diversity and Inclusion
Intercultural Statement	Topic
<i>Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</i>	• Discuss cultural cuisine and dishes. • Discuss dishes that are associated with different holidays/celebrations. • Examine dishes throughout the Spanish-speaking world and why certain ingredients are more popular in different parts of the world.
<i>Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.</i>	• Discuss cultural cuisine and dishes. • Discuss dishes that are associated with different holidays/celebrations. • Examine dishes throughout the Spanish-speaking world and why certain ingredients are more popular in different parts of the world.
Interpersonal Mode Of Communication	
Core Idea	Performance Expectations (Identified with Standard number and statement)
<i>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</i> <i>Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</i>	• 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form Diversity and Inclusion paragraphs and asking a variety of questions, often across time frames. • 7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames. • 7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.

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	• 7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.) Diversity and Inclusion • 7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.
Intercultural Statement	Topic
<i>Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</i>	• Discuss cultural cuisine and dishes. • Discuss dishes that are associated with different holidays/celebrations. • Examine dishes throughout the Spanish-speaking world and why certain ingredients are more popular in different parts of the world.
<i>Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.</i>	• Discuss cultural cuisine and dishes. • Discuss dishes that are associated with different holidays/celebrations. • Examine dishes throughout the Spanish-speaking world and why certain ingredients are more popular in different parts of the world.
Presentational Mode Of Communication	
Core Idea	Performance Expectations (Identified with Standard number and statement)
<i>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</i> <i>Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</i>	• 7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames. LGBTQ and Disabilities Law Amistad Law: N.J.S.A Holocaust Law: N.J.S.A. Diversity and Inclusion • 7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and

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	personal experiences, using connected sentences and short paragraphs, often across major time frames. • 7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations. Diversity and Inclusion • 7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes. Diversity and Inclusion • 7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs. Diversity and Inclusion
Intercultural Statement	Topic
<i>Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</i>	• Discuss cultural cuisine and dishes. • Discuss dishes that are associated with different holidays/celebrations. • Examine dishes throughout the Spanish-speaking world and why certain ingredients are more popular in different parts of the world.
<i>Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.</i>	• Discuss cultural cuisine and dishes. • Discuss dishes that are associated with different holidays/celebrations. • Examine dishes throughout the Spanish-speaking world and why certain ingredients are more popular in different parts of the world.
Unit 3 New Jersey Student Learning Standards: Interdisciplinary Connections	
• RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. • RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.	

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- RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
- RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
- W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
- W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Unit 3 New Jersey Student Learning Standards: [Career Readiness, Life Literacies, and Key Skills](#)

Disciplinary Concepts and Core Ideas

Performance Expectations

(Identified with Standard Number & statement in numerical order)

Creativity & Innovation: With a growth mindset, failure is an important part of success.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Creativity & Innovation: Innovative ideas or innovation can lead to career opportunities.

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Critical Thinking & Problem Solving: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

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Unit 3 New Jersey Student Learning Standards: Computer Science and Design Thinking	
Disciplinary Concepts and Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Computing Systems: Successful troubleshooting of complex problems involves multiple approaches including research, analysis, reflection, interaction with peers, and drawing on past experiences.	8.1.12.CS.4: Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors.
Data & Analysis: Large data sets can be transformed, generalized, simplified, and presented in different ways to influence how individuals interpret and understand the underlying information.	8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.

New Jersey Student Learning Standards: Climate Change Mandate	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
	N/A

Unit 3 Knowledge and Skills
Unit Learning Targets (Objectives) <i>Students will be able to...</i> • Discuss a variety of foods, meals, ingredients, and cooking practices using appropriate Spanish vocabulary. • Explain how to prepare a traditional dish by sequencing and describing the steps involved in a recipe. • Interpret recipes, advertisements, signs, stories, and other authentic Spanish-language materials related to food and dining. • Identify and describe traditional foods and dishes from different Spanish-speaking cultures, including paella, arepas, plátanos, papas fritas, and Mexican cuisine. • Compare food traditions, cooking methods, and dining practices across Spanish-speaking cultures and the United States. • Give and respond to instructions about cooking, classroom or school expectations, safety, and everyday activities using appropriate formal commands. • Apply regular and irregular formal commands in both affirmative and negative situations. • Correctly incorporate direct object and reflexive pronouns when forming and using formal commands.

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- Use the impersonal “se” construction to describe actions and practices that are generally performed or commonly observed.
- Communicate about outdoor activities such as camping, hiking, cookouts, parties, and other recreational experiences.
- Describe weather conditions and explain how weather can influence plans and outdoor activities.
- Apply the preposition “por” appropriately to express ideas such as duration, reason, exchange, movement, and other relationships.
- Interpret spoken and written information about parks, forests, outdoor recreation, and vacation activities in Spanish-speaking regions.
- Explore cultural examples such as la parrillada mixta, senderismo, El Yunque in Puerto Rico, and parks in Spanish-speaking countries.
- Examine regional foods and cooking traditions, including the role of spicy foods and regional specialties in Mexican culture.
- Analyze visual and artistic representations of food, family life, nature, and cultural experiences through the works of artists Carmen Lomas Garza and Elena Climent.
- Investigate cultural and natural topics such as el coquí and its significance within Puerto Rican culture and the environment.
- Interpret videos, picture-based stories, and other multimedia resources dealing with cooking, outdoor activities, food, and cultural traditions.
- Write descriptions and explanations about food, nutrition, cooking procedures, kitchen expectations, outdoor activities, and personal preferences.
- Discuss nutritional choices and explain preferences related to different foods and meals.
- Create a restaurant advertisement that communicates information about a dining experience in Spanish.
- Develop and present a cooking demonstration that clearly explains how to prepare a selected dish.
- Collaborate with classmates to create a cooking-show skit that demonstrates appropriate vocabulary, grammar, sequencing, and cultural knowledge.
- Present information about traditional foods, restaurants, outdoor activities, celebrations, weather, and personal preferences using comprehensible and appropriately structured Spanish.

Unit Enduring Understandings

Students will know...

- Food preferences are an important part of expressing personal interests and sharing information with others.
- Recipes provide a structured way to explain how ingredients are combined and how a dish is prepared.
- Cooking instructions can be communicated by giving clear directions and using appropriate command forms.
- The steps involved in preparing a meal can be organized and explained in a logical sequence.
- People may have different preferences for eating and preparing food, including whether they enjoy dining or cooking outdoors.

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- Food traditions and preparation methods reflect the culture, history, and regional characteristics of Spanish-speaking communities.
- Spanish language skills can be used to describe ingredients, explain cooking procedures, express preferences, and discuss meals and food-related experiences.
- Clear communication is essential when explaining how to prepare a dish or giving directions to others.

Unit Essential Questions

- What food do you enjoy most, and what makes it your favorite?
- What ingredients and directions are needed to prepare a particular dish?
- How can you clearly describe the process of making a recipe from beginning to end?
- What directions should you follow to prepare food safely and successfully?
- Do you enjoy eating or cooking outdoors? What influences your preference?
- How do recipes and cooking traditions reveal important aspects of a culture?
- How can you use Spanish to give instructions and explain what someone should or should not do while preparing food?

Unit 3 Instructional Plan

Suggested Activities

- Stations
- Task cards
- Vocabulary flash cards
- Online activities
- Workbook and textbook activities:
LGBTQ and Disabilities Law, Amistad Law: N.J.S.A, Holocaust Law: N.J.S.A. , Diversity and Inclusion
- Whiteboard activities
- Peer to peer interviews
- Conversational practice
- Daily Q & A in target language
- Musica Miercoles (Music Wednesday)
LGBTQ and Disabilities Law, Amistad Law: N.J.S.A, Holocaust Law: N.J.S.A. , Diversity and Inclusion
- Games and puzzles
- Educational videos to compare and contrast culture **LGBTQ and Disabilities Law, Amistad Law: N.J.S.A, Holocaust Law: N.J.S.A. , Diversity and Inclusion**

Resources/ Texts

Instructional Materials

- Realidades 2 Textbook - Fondo Cultural: Readings within the chapter that pertain to cultural topics, important figures in the LGBTQ+ community, social justice and civil rights **LGBTQ and Disabilities Law, Amistad Law: N.J.S.A, Holocaust Law: N.J.S.A. , Diversity and Inclusion**
- Realidades writing, audio & video workbook
- Realidades student workbook and guided practice workbook
- Realidades DVD/CD program
- Realidades online activities
- Quizizz/Quizlet/Kahoot/Conjuguemos
- Teacher created notes/assignments
- Teacher created projects

Supplemental Materials

- Edpuzzle videos/assignments - Pertaining to cultural topics within the chapter, important figures within the LGBTQ+

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• We will also read from authentic reading sources, such as Hola.com Magazine & BBC Mundo. Diversity and Inclusion LGBTQ and Disabilities Law, Amistad Law: N.J.S.A, Holocaust Law: N.J.S.A. , • Using the websites and publications listed above, students should be exposed to authentic reading material that supports the chapter objectives. Diversity and Inclusion LGBTQ and Disabilities Law, Amistad Law: N.J.S.A, Holocaust Law: N.J.S.A. , • A project idea is to have the students choose a recipe from the Spanish-speaking world and translate that recipe using formal commands and have the students present their recipe in a cooking show format. This project can be done individually or in groups. This would be done using Youtube in order to publish their videos. Students will make these videos private. Diversity and Inclusion • Another idea is to have the students create a menu for a new Hispanic food restaurant. Within the menu, they will have to describe the dishes that are served, as well as write a small advertisement for their restaurant. Diversity and Inclusion	community, social justice and civil rights LGBTQ and Disabilities Law, Amistad Law: N.J.S.A, Holocaust Law: N.J.S.A. , Diversity and Inclusion • Quizizz/Conjuguemos/Blooket • Kahoot • YouTube (videos pertaining to cultural topics, holidays and traditions) Diversity and Inclusion • Nearpod • Musica Miercoles (Music Wednesday) - Weekly spotlights of artists and songs from the Spanish-speaking world. Songs and artists will incorporate important figures within the LGBTQ+ community and songs will be chosen that pertain to social justice and civil rights LGBTQ and Disabilities Law, Amistad Law: N.J.S.A, Holocaust Law: N.J.S.A. , Diversity and Inclusion Intervention Materials • Flexible grouping • Think, pair, share • Games • Multi-level questions • Choice Boards
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Unit 3 Evidence of Student Learning

Formative:

- Observation
- Homework
- Class Participation
- Whiteboards/communicators
- Think-Pair-Share
- Do-Now

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- Writing Prompts
- Exit Tickets
- Classroom Games
- Self-assessment
- Journals
- Thumbs up/down
- Role play/skits
- Question/answer
- Temperature gauges
- Pair/group activities
- Sign language/gestures
- Draw in response/pic prompt
- Graphic organizer
- Facilitation grid
- Teacher observation
- Class participation
- DO NOW's
- Homework
- Exit cards
- Individual conferences
- Peer evaluation

Summative:

- Chapter/Unit Test
- Quizzes
- Presentations
- Unit Projects
- Notebook assessments
- Open ended writing assessments
- Listening comprehension
- Online quizzes & feedback assessment

Benchmark:

- Quarterly Benchmark Assessment

Alternative:

- Portfolio Project
- Modified assignments

Performance Task:

- Speaking task

- Writing task
- Reading comprehension
- Listening comprehension

Unit 3 Suggested Options for Differentiation

Modifications (MLs, Special Education, 504, Students at Risk of Failure, Gifted and Talented, Diversity and Inclusion)

Multilingual Learners:

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words

Special Education

- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions

Students with 504 Plans:

- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions

Gifted and Talented:

- Extension activities

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- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Student Choice Activities
- Student Driven Activities
- Group Projects
- Tiered Activities

Students at Risk of School Failure:

- Extended Time
- Flexible Grouping
- Small Group Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information
- Scaffolded Questioning
- Tiered Activities
- Manipulatives
- Modified Assignments
- Preferential Seating
- Visual Cues/Modeling
- Technology Integration
- Assistive Technology

Diversity and Inclusion:

- Involve families in student learning
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school helps the child attain proficiency in English.
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who may need more time engaged
- Display a word wall with current academic vocabulary in each subject

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- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Unit 3 Supplemental Resources

- Multimedia Resources
- Interactive Projector
- Printers and Computers
- Online Resources and videos
- Rubrics

Unit 3 Teacher Comments

New Jersey Legislation [C.18A:35-4.35](#)

- **LGBTQ+ and Individuals with Disabilities** resources and critical thinking exercises to incorporate where appropriate.
- Noteworthy Latinx LGBTQ+ Icons to consider incorporating into the course.

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Unit 4 Overview

Content Area: World Language

Unit 4 Title: Exploring the Spanish-Speaking World

Duration: 15 Days

Target Course/Grade Level: Spanish 3 - Grades 10-12

Introduction:

In this unit, students will develop their Spanish communication skills through the exploration of travel, tourism, and cultural experiences in Spanish-speaking countries. Students will learn how to plan a trip, navigate an airport and hotel, explore destinations, and make recommendations for activities and sightseeing. They will examine travel practices, customs, and perspectives from different Spanish-speaking communities while comparing them with their own experiences and expectations. Students will also consider important aspects of responsible and safe travel, including appropriate behavior when visiting unfamiliar places. As they communicate about travel situations, students will be introduced to the subjunctive mood and begin applying it to express influence, recommendations, suggestions, and expectations. The unit will expand students' understanding of the subjunctive through impersonal expressions such as "it is important that" and "it is necessary that." Through interpersonal conversations, interpretive activities, and presentational tasks,

students will use Spanish to plan travel experiences, offer advice, describe destinations, and explain what makes someone a respectful and responsible traveler

Amistad Law: N.J.S.A. 18A:52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBTQ and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

1. The instruction shall:
 - (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
 - (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
 - (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

"Twenty-first century themes and skills" means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and

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innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Practice	Description
Communicate	Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
Cultures	Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
Connections	Learners use the language to investigate, explain, and reflect on the nature of the language through comparisons of the language studied and their own. Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
Comparisons	Develop insight into the nature of language and culture in order to interact with cultural competence.
Communities	Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Learners set goals and reflect on their progress in using languages for enjoyment, and advancement.

Unit 4 Focus Standards (Major Standards) [2020 World Language Standards](#)

Disciplinary Concepts

Interpretive Mode Of Communication

Core Idea	Performance Expectations (Identified with Standard number and statement)
<i>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</i>	• 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics. LGBTQ and Disabilities Law Amistad Law: N.J.S.A Holocaust Law: N.J.S.A. Diversity and Inclusion • 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.

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	• 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture. • 7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics. LGBTQ and Disabilities Law Amistad Law: N.J.S.A Holocaust Law: N.J.S.A. Diversity and Inclusion • 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts. • 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose). • 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures. LGBTQ and Disabilities Law Amistad Law: N.J.S.A Holocaust Law: N.J.S.A. Diversity and Inclusion 7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change. -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 Statement	Topic
<i>Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</i>	• Research a Spanish-speaking world and discuss all aspects of culture from that country: weather and climate, important political and entertainment figures, holidays, music, food, etc. • Travel procedures: how to obtain a passport, what is Customs when traveling internationally, airport procedures, etc.

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<i>Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.</i>	• Research a Spanish-speaking world and discuss all aspects of culture from that country: weather and climate, important political and entertainment figures, holidays, music, food, etc. • Travel procedures: how to obtain a passport, what is Customs when traveling internationally, airport procedures, etc.
Interpersonal Mode Of Communication	
Core Idea	Performance Expectations (Identified with Standard number and statement)

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<i>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</i> <i>Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</i>	• 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames. Diversity and Inclusion • 7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames. • 7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames. • 7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.) Diversity and Inclusion • 7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature. • 7.1.IH.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those 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 Statement	Topic
<i>Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture.</i>	• Research a Spanish-speaking world and discuss all aspects of culture from that country: weather and climate, important political and entertainment figures, holidays, music, food, etc.

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<i>They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</i>	• Travel procedures: how to obtain a passport, what is Customs when traveling internationally, airport procedures, etc.
<i>Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.</i>	• Research a Spanish-speaking world and discuss all aspects of culture from that country: weather and climate, important political and entertainment figures, holidays, music, food, etc. • Travel procedures: how to obtain a passport, what is Customs when traveling internationally, airport procedures, etc.
Presentational Mode Of Communication	
Core Idea	Performance Expectations (Identified with Standard number and statement)
<i>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</i> <i>Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</i>	• 7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames. LGBTQ and Disabilities Law Amistad Law: N.J.S.A. Holocaust Law: N.J.S.A. Diversity and Inclusion • 7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames. • 7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations. Diversity and Inclusion • 7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes. Diversity and Inclusion • 7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs. Diversity and Inclusion
Intercultural Statement	Topic

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<i>Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society</i>	• Research a Spanish-speaking world and discuss all aspects of culture from that country: weather and climate, important political and entertainment figures, holidays, music, food, etc. • Travel procedures: how to obtain a passport, what is Customs when traveling internationally, airport procedures, etc.
<i>Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.</i>	• Research a Spanish-speaking world and discuss all aspects of culture from that country: weather and climate, important political and entertainment figures, holidays, music, food, etc. • Travel procedures: how to obtain a passport, what is Customs when traveling internationally, airport procedures, etc.

Unit 4 New Jersey Student Learning Standards: Interdisciplinary Connections

- RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
- RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
- RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
- W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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- W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
- W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Unit 4 New Jersey Student Learning Standards: [Career Readiness, Life Literacies, and Key Skills](#)

Disciplinary Concepts and Core Ideas

Performance Expectations

(Identified with Standard Number & statement in numerical order)

Creativity & Innovation: With a growth mindset, failure is an important part of success.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Creativity & Innovation: Innovative ideas or innovation can lead to career opportunities.

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Critical Thinking & Problem Solving: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

Unit 4 New Jersey Student Learning Standards: [Computer Science and Design Thinking](#)

Disciplinary Concepts and Core Ideas

Performance Expectations

(Identified with Standard Number and Statement)

Computing Systems: Successful troubleshooting of complex problems involves multiple approaches including research, analysis, reflection, interaction with peers, and drawing on past experiences.

8.1.12.CS.4: Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors.

Data & Analysis: Large data sets can be transformed, generalized, simplified, and presented in different ways to influence how individuals interpret and understand the underlying information.

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

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New Jersey Student Learning Standards: Climate Change Mandate	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
	N/A

Unit 4 Knowledge and Skills
Unit Learning Targets <i>Students will be able to...</i> • Explore and evaluate travel destinations throughout Spanish-speaking countries. • Explain how travel customs and experiences may differ across cultures and communities. • Plan and organize a trip to an international destination, including transportation, lodging, activities, and sightseeing. • Navigate common airport situations and communicate appropriately during different stages of air travel. • Identify and apply vocabulary related to airports, hotels, transportation, tourism, and visiting unfamiliar places. • Describe ways travelers can make responsible decisions and remain safe while traveling. • Develop recommendations and suggestions for appropriate activities, sightseeing, and travel experiences. • Explain the qualities and behaviors that contribute to being a respectful, responsible, and culturally aware tourist. • Construct an organized plan or outline for an extended travel experience in a Spanish-speaking country. • Communicate about traveling within a foreign city and respond appropriately to common situations tourists may encounter. • Create and discuss a hotel itinerary, including making plans and describing accommodations and services. • Compare perspectives, traditions, and expectations related to tourism in Spanish-speaking cultures with those of their own community. • Form the present subjunctive correctly and recognize its common patterns and uses. • Distinguish between situations that require the indicative and those that call for the subjunctive mood. • Use the subjunctive with expressions and verbs that communicate influence, advice, requests, recommendations, or attempts to affect another person's actions. • Apply the subjunctive to impersonal expressions that communicate opinions, judgments, necessity, importance, or recommendations. • Use expressions such as “It is important that...,” “It is necessary that...,” and “It is good/bad that...” to express reactions and recommendations in Spanish. • Incorporate travel vocabulary and the subjunctive mood in interpersonal conversations, written activities, and presentational tasks. • Interpret authentic or adapted Spanish-language materials related to travel, tourism, destinations, and cultural practices.

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- Present information and recommendations about a Spanish-speaking destination using appropriate vocabulary, grammatical structures, and cultural knowledge.

Unit Enduring Understandings

Students will know...

- Successful international travel requires preparation, planning, and an understanding of necessary documents and requirements.
- Travelers can use Spanish to communicate needs, ask questions, and navigate common situations in airports, hotels, and other travel settings.
- Responsible tourists make thoughtful choices, follow local expectations, and demonstrate respect for the people, places, and cultures they encounter.
- Travel recommendations can help individuals prepare for unfamiliar situations and make informed decisions while visiting another country.
- Reservations, schedules, and advance planning are important components of organizing a successful trip.
- Different travelers may have different habits, preferences, and approaches to experiencing new places.
- Cultural awareness and appropriate behavior can influence how visitors are perceived and how successfully they interact with local communities.
- The subjunctive mood allows speakers to express recommendations, influence, importance, necessity, opinions, and expectations when discussing travel and other real-world situations.

Unit Essential Questions

- What qualities and behaviors make someone a responsible and respectful tourist?
- How can you prepare for and successfully navigate an international airport?
- What should you plan or arrange before traveling to another country?
- How can you offer advice and recommendations to someone preparing for an international trip?
- What type of traveler are you, and what influences the way you travel?
- Why is advance planning, including making reservations, important when traveling?
- What documents, supplies, and other requirements may be necessary for international travel?

Unit 4 Instructional Plan

Suggested Activities

- Stations
- Task cards
- Vocabulary flash cards
- Online activities
- Workbook and textbook activities:
LGBTQ and Disabilities Law, Amistad

Resources/ Texts

Instructional Materials

- Realidades 2 Textbook - Fondo Cultural: Readings within the chapter that pertain to cultural topics, important figures in the LGBTQ+ community, social justice and civil rights **LGBTQ and Disabilities Law, Amistad**

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Law: N.J.S.A, Holocaust Law:

N.J.S.A. , Diversity and Inclusion

- Whiteboard activities
- Peer to peer interviews
- Conversational practice
- Daily Q & A in target language
- Musica Miercoles (Music Wednesday)

LGBTQ and Disabilities Law, Amistad

Law: N.J.S.A, Holocaust Law:

N.J.S.A. , Diversity and Inclusion

- Games and puzzles
- Educational videos to compare and contrast culture **LGBTQ and Disabilities Law, Amistad Law: N.J.S.A, Holocaust Law: N.J.S.A. , Diversity and Inclusion**
- Students will also begin their journal assignment this chapter. They will be given a series of topics in the beginning of the semester and, weekly, will be asked to write 60-100 words in the target language about the topic of their choice.
- We will also read from authentic reading sources, such as Hola.com Magazine & BBC Mundo. **Diversity and Inclusion LGBTQ and Disabilities Law, Amistad Law: N.J.S.A, Holocaust Law: N.J.S.A. ,**
- Using the websites and publications listed above, students should be exposed to authentic reading material that supports the chapter objectives. **Diversity and Inclusion LGBTQ and Disabilities Law, Amistad Law: N.J.S.A, Holocaust Law: N.J.S.A. ,**
- For this chapter, a project idea is to have each student choose one country in the Spanish speaking world. They then will have to create this

Law: N.J.S.A, Holocaust Law: N.J.S.A. ,

Diversity and Inclusion

- Realidades writing, audio & video workbook
- Realidades student workbook and guided practice workbook
- Realidades DVD/CD program
- Realidades online activities
- Quizizz/Quizlet/Kahoot/Conjuguemos
- Teacher created notes/assignments
- Teacher created projects

Supplemental Materials

- Edpuzzle videos/assignments - Pertaining to cultural topics within the chapter, important figures within the LGBTQ+ community, social justice and civil rights **LGBTQ and Disabilities Law, Amistad Law: N.J.S.A, Holocaust Law: N.J.S.A. , Diversity and Inclusion**
- Quizizz/Conjuguemos/Blooket
- Kahoot
- YouTube (videos pertaining to cultural topics, holidays and traditions) **Diversity and Inclusion**
- Nearpod
- Musica Miercoles (Music Wednesday) - Weekly spotlights of artists and songs from the Spanish-speaking world. Songs and artists will incorporate important figures within the LGBTQ+ community and songs will be chosen that pertain to social justice and civil rights **LGBTQ and Disabilities Law, Amistad Law: N.J.S.A, Holocaust Law: N.J.S.A. , Diversity and Inclusion**

Intervention Materials

- Flexible grouping
- Think, pair, share
- Games
- Multi-level questions

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presentation by using Google Slides, creating a travel advertisement for their country. Students will have to include good travel habits within each respective country. They will also add a piece of advice in order to make the trip more pleasant. Diversity and Inclusion • An idea for speaking is to have one student role play a travel agent, the other role play a traveler wanting to make reservations for accommodations for a vacation. Encourage students to use grammar (subjunctive) and vocabulary from the chapter. Diversity and Inclusion	• Choice Boards
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Unit 4 Evidence of Student Learning

Formative:

- Observation
- Homework
- Class Participation
- Whiteboards/communicators
- Think-Pair-Share
- Do-Now
- Writing Prompts
- Exit Tickets
- Classroom Games
- Self-assessment
- Journals
- Thumbs up/down
- Role play/skits
- Question/answer
- Temperature gauges
- Pair/group activities
- Sign language/gestures
- Draw in response/pic prompt
- Graphic organizer
- Facilitation grid
- Teacher observation

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- Class participation
- DO NOW's
- Homework
- Exit cards
- Individual conferences
- Peer evaluation

Summative:

- Chapter/Unit Test
- Quizzes
- Presentations
- Unit Projects
- Notebook assessments
- Open ended writing assessments
- Listening comprehension
- Online quizzes & feedback assessment

Benchmark:

- Quarterly Benchmark Assessment

Alternative:

- Portfolio Project
- Modified assignments

Unit 4 Suggested Options for Differentiation

Modifications (MLs, Special Education, 504, Students at Risk of Failure, Gifted and Talented, Diversity and Inclusion)

Multilingual Learners:

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words

Special Education

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- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions

Students with 504 Plans:

- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions

Gifted and Talented:

- Extension activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Student Choice Activities
- Student Driven Activities
- Group Projects
- Tiered Activities

Students at Risk of School Failure:

- Extended Time
- Flexible Grouping
- Small Group Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information
- Scaffolded Questioning
- Tiered Activities
- Manipulatives
- Modified Assignments
- Preferential Seating
- Visual Cues/Modeling

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- Technology Integration
- Assistive Technology

Diversity and Inclusion:

- Involve families in student learning
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school helps the child attain proficiency in English.
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who may need more time engaged
- Display a word wall with current academic vocabulary in each subject
- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Unit 4 Supplemental Resources

- Multimedia Resources
- Interactive Projector
- Printers and Computers
- Online Resources and videos
- Rubrics

Unit 4 Teacher Comments

New Jersey Legislation [C.18A:35-4.35](#)

- **LGBTQ+ and Individuals with Disabilities** resources and critical thinking exercises to incorporate where appropriate.
- Noteworthy Latinx LGBTQ+ Icons to consider incorporating into the course.

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Unit 5 Overview	
Content Area: World Language	
Unit 5 Title: Preparing for Tomorrow: Careers, Predictions, and the Environment	Duration: 15 Days
Target Course/Grade Level: Spanish 3 - Grades 10-12	
Introduction: In this unit, students will use Spanish to discuss their goals, aspirations, and ideas about the future while exploring careers, future plans, and environmental challenges. Students will examine different professions, consider the skills and personal qualities associated with various careers, and develop plans for their own futures. They will learn to make predictions, describe future events, and discuss possibilities using the future tense, including both regular and irregular verb forms. The unit will also expand students' understanding of environmental issues by examining ecological concerns, their impact on communities, and potential strategies for addressing them. Students will compare environmental perspectives and solutions across Spanish-speaking cultures and consider how individuals and communities can contribute to a more sustainable future. As they communicate about possibilities, uncertainty, and environmental solutions, students will further develop their use of the subjunctive with expressions and verbs of doubt. Through interpersonal, interpretive, and presentational activities, students will apply new vocabulary and grammatical structures to communicate their ideas about careers, future goals, predictions, and the world around them. Amistad Law: N.J.S.A. 18A:52-16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students. Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens. LGBTQ and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.	
Diversity and Inclusion C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion. - The instruction shall: - highlight and promote diversity, including economic diversity, equity, inclusion, tolerance,	

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and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;

(2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and

(3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Practices	Description
Communicate	Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
Cultures	Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
Connections	Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
Comparisons	Develop insight into the nature of language and culture in order to interact with cultural competence.
Communities	Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

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Unit 5 Focus Standards (Major Standards) <u>2020 World Language Standards</u>	
Disciplinary Concepts	
Interpretive Mode Of Communication	
Core Idea	Performance Expectations (Identified with Standard number and statement)
<i>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</i>	• 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics. LGBTQ and Disabilities Law Amistad Law: N.J.S.A Holocaust Law: N.J.S.A. Diversity and Inclusion • 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses. • 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture. • 7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics. LGBTQ and Disabilities Law Amistad Law: N.J.S.A Holocaust Law: N.J.S.A. Diversity and Inclusion • 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts. • 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose). • 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures. LGBTQ and Disabilities Law Amistad Law: N.J.S.A Holocaust Law: N.J.S.A. Diversity and Inclusion

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	7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including
Intercultural Statement	Topic
<i>Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</i>	• Research a Spanish-speaking world and discuss all aspects of culture from that country: weather and climate, important political and entertainment figures, holidays, music, food, etc. • Travel procedures: how to obtain a passport, what is Customs when traveling internationally, airport procedures, etc.
<i>Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.</i>	• Research a Spanish-speaking world and discuss all aspects of culture from that country: weather and climate, important political and entertainment figures, holidays, music, food, etc. • Travel procedures: how to obtain a passport, what is Customs when traveling internationally, airport procedures, etc.
Interpersonal Mode Of Communication	
Core Idea	Performance Expectations (Identified with Standard number and statement)
<i>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</i> <i>Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</i>	• 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames. Diversity and Inclusion • 7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames. • 7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames. • 7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences

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	that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.) Diversity and Inclusion • 7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature. • 7.1.IH.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.
Intercultural Statement	Topic
<i>Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</i>	• Research a Spanish-speaking world and discuss all aspects of culture from that country: weather and climate, important political and entertainment figures, holidays, music, food, etc. • Travel procedures: how to obtain a passport, what is Customs when traveling internationally, airport procedures, etc.
<i>Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.</i>	• Research a Spanish-speaking world and discuss all aspects of culture from that country: weather and climate, important political and entertainment figures, holidays, music, food, etc. • Travel procedures: how to obtain a passport, what is Customs when traveling internationally, airport procedures, etc.
Presentational Mode Of Communication	
Core Idea	Performance Expectations (Identified with Standard number and statement)
<i>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</i> <i>Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</i>	• 7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames. LGBTQ and Disabilities Law Amistad Law: N.J.S.A Holocaust Law: N.J.S.A. Diversity and Inclusion

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	• 7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames. • 7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations. Diversity and Inclusion • 7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes. Diversity and Inclusion • 7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs. Diversity and Inclusion
Intercultural Statement	Topic
<i>Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</i>	• Research a Spanish-speaking world and discuss all aspects of culture from that country: weather and climate, important political and entertainment figures, holidays, music, food, etc. • Travel procedures: how to obtain a passport, what is Customs when traveling internationally, airport procedures, etc.
<i>Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies..</i>	• Research a Spanish-speaking world and discuss all aspects of culture from that country: weather and climate, important political and entertainment figures, holidays, music, food, etc. • Travel procedures: how to obtain a passport, what is Customs when traveling internationally, airport procedures, etc.
Unit 5 New Jersey Student Learning Standards: Interdisciplinary Connections	

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- RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
- RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
- RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
- W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
- W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Unit 5 New Jersey Student Learning Standards: [Career Readiness, Life Literacies, and Key Skills](#)

Disciplinary Concepts and Core Ideas

Performance Expectations

(Identified with Standard Number & statement in numerical order)

Creativity & Innovation: With a growth mindset, failure is an important part of success.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

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<i>Creativity & Innovation: Innovative ideas or innovation can lead to career opportunities.</i>	9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
<i>Critical Thinking & Problem Solving: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</i>	9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
Unit 5 New Jersey Student Learning Standards: <u>Computer Science and Design Thinking</u>	
Disciplinary Concepts and Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Computing Systems: Successful troubleshooting of complex problems involves multiple approaches including research, analysis, reflection, interaction with peers, and drawing on past experiences.	8.1.12.CS.4: Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors.
Data & Analysis: Large data sets can be transformed, generalized, simplified, and presented in different ways to influence how individuals interpret and understand the underlying information.	8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.

New Jersey Student Learning Standards: Climate Change Mandate	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
	N/A

Unit 5 Knowledge and Skills	
Unit Learning Targets (Objectives) <i>Students will be able to...</i> • Discuss personal career interests, future goals, educational plans, and potential professions. • Investigate a variety of careers and explain the responsibilities, characteristics, and skills associated with different occupations. • Interpret information from career-related texts, presentations, videos, aptitude assessments, and career resources.	

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- Develop and present a plan for future education, employment, or career opportunities.
- Communicate about school subjects, homework, work experiences, and preparation for future careers.
- Describe the role of educational systems and career preparation programs in Spanish-speaking countries.
- Explore educational opportunities, including advanced degrees and career pathways available in Latin America and Spain.
- Examine the experiences of young workers through programs such as el Programa del muchacho trabajador in Ecuador.
- Use Spanish to discuss plants, animals, habitats, parks, gardens, and other aspects of the natural world.
- Explain major environmental concerns, including pollution, endangered species, habitat loss, energy use, and conservation.
- Investigate renewable energy sources and evaluate ways individuals and communities can reduce their environmental impact.
- Discuss recycling, conservation, community clean-up efforts, and other practices that promote environmental responsibility.
- Examine environmental organizations and initiatives that work to protect ecosystems and endangered species.
- Explore conservation efforts involving penguins, wildlife protection in Mexico, Antarctica, and other vulnerable environments.
- Investigate ecotourism and examine how tourism can support environmental awareness and conservation.
- Interpret authentic or adapted Spanish-language materials related to environmental issues, careers, education, and future plans.
- Analyze visual and multimedia resources, including picture stories, videos, artwork, advertisements, and informational presentations.
- Compare environmental challenges and conservation practices in Spanish-speaking countries with those in the United States.
- Examine how artists from Spanish-speaking cultures use folk art and other artistic forms to represent people, places, nature, and cultural experiences.
- Explore the work and artistic perspectives of David Alfaro Siqueiros, Celina Hinojosa, Alfredo Arreguín, Joaquín Torres-García, and José Antonio Velásquez.
- Create and present a project focused on an environmental issue or ecological cause.
- Design a “going green” campaign or poster that promotes awareness of an environmental concern.
- Write practical career-related texts, such as help-wanted advertisements and employment announcements.
- Develop and perform a dialogue in which students use Spanish to discuss predictions, future possibilities, and personal expectations.
- Participate in a mock career exposition by presenting information about occupations, education, skills, and future opportunities.
- Use the future tense with regular and irregular verbs to describe plans, events, possibilities, and predictions.
- Apply expressions and verbs of doubt with the subjunctive mood when discussing uncertain future events or possibilities.

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- Use appropriate vocabulary and grammatical structures to communicate effectively in interpersonal, interpretive, and presentational situations.

Unit Enduring Understandings

Students will know...

- The future can be discussed by expressing plans, goals, expectations, and possibilities.
- Career choices are influenced by individual interests, abilities, goals, and personal strengths.
- People can use Spanish to communicate their hopes and expectations for their education, careers, and future lives.
- Predictions about the future may involve both possibilities and uncertainty.
- Environmental conditions and human choices can shape the future of communities and the planet.
- Protecting natural resources requires individuals and communities to make responsible choices about recycling, conservation, and energy use.
- Expressing doubt or uncertainty in Spanish requires specific grammatical structures, including the subjunctive mood.
- Different cultures may have unique perspectives on careers, education, environmental responsibility, and expectations for the future.

Unit Essential Questions

- What might your life look like several years from now?
- What career or profession would you like to pursue, and why?
- What changes might we see in the world as we look toward the future?
- How can people make choices today that will positively influence the future?
- What environmental challenges could affect future generations?
- How certain are you about what will happen in the future?
- How can we express uncertainty, doubt, and predictions when discussing future events?

Unit 5 Instructional Plan

Suggested Activities

- Stations
- Task cards
- Vocabulary flash cards
- Online activities
- Workbook and textbook activities:
LGBTQ and Disabilities Law, Amistad Law: N.J.S.A, Holocaust Law: N.J.S.A. , Diversity and Inclusion
- Whiteboard activities
- Peer to peer interviews
- Conversational practice
- Daily Q & A in target language

Resources/ Texts

Instructional Materials

- Realidades 2 Textbook - Fondo Cultural: Readings within the chapter that pertain to cultural topics, important figures in the LGBTQ+ community, social justice and civil rights **LGBTQ and Disabilities Law, Amistad Law: N.J.S.A, Holocaust Law: N.J.S.A. , Diversity and Inclusion**
- Realidades writing, audio & video workbook
- Realidades student workbook and guided practice workbook
- Realidades DVD/CD program

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- Musica Miercoles (Music Wednesday) **LGBTQ and Disabilities Law, Amistad Law: N.J.S.A, Holocaust Law: N.J.S.A. , Diversity and Inclusion**
- Games and puzzles
- Educational videos to compare and contrast culture **LGBTQ and Disabilities Law, Amistad Law: N.J.S.A, Holocaust Law: N.J.S.A. , Diversity and Inclusion**
- We will also read from authentic reading sources, such as Hola.com Magazine & BBC Mundo. **Diversity and Inclusion LGBTQ and Disabilities Law, Amistad Law: N.J.S.A, Holocaust Law: N.J.S.A. ,**
- Using the websites and publications listed above, students should be exposed to authentic reading material that supports the chapter objectives. **Diversity and Inclusion LGBTQ and Disabilities Law, Amistad Law: N.J.S.A, Holocaust Law: N.J.S.A. ,**
- For this presentation you will work in groups of two and turn in one script packet per group. Together you will write a dialogue in which two people discuss the future. Your scene should have a good beginning, middle and end and be well developed. The first step is to create well-developed identities for yourselves by deciding who is talking and where. To make presentation day more fun, please DO NOT discuss your scenes with anyone outside your group. Challenge yourselves to NOT go for the obvious, think creativity and originality!
- Presentation topic: For this presentation you will work individually.

- Realidades online activities
- Quizizz/Quizlet/Kahoot/Conjuguemos
- Teacher created notes/assignments
- Teacher created projects

Supplemental Materials

- Edpuzzle videos/assignments - Pertaining to cultural topics within the chapter, important figures within the LGBTQ+ community, social justice and civil rights **LGBTQ and Disabilities Law, Amistad Law: N.J.S.A, Holocaust Law: N.J.S.A. , Diversity and Inclusion**
- Quizizz/Conjuguemos/Blooket
- Kahoot
- YouTube (videos pertaining to cultural topics, holidays and traditions) **Diversity and Inclusion**
- Nearpod
- Musica Miercoles (Music Wednesday) - Weekly spotlights of artists and songs from the Spanish-speaking world. Songs and artists will incorporate important figures within the LGBTQ+ community and songs will be chosen that pertain to social justice and civil rights **LGBTQ and Disabilities Law, Amistad Law: N.J.S.A, Holocaust Law: N.J.S.A. , Diversity and Inclusion**

Intervention Materials

- Flexible grouping
- Think, pair, share
- Games
- Multi-level questions
- Choice Boards

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You will give an in depth report about the future of 3 students in the class using the future tense. Challenge yourselves to NOT go for the obvious, think creativity and originality! Your script should be delivered in a news broadcast style with you as the anchor person and should include a slide show with illustrative pictures.

Unit 5 Evidence of Student Learning

Formative:

- Observation
- Homework
- Class Participation
- Whiteboards/communicators
- Think-Pair-Share
- Do-Now
- Writing Prompts
- Exit Tickets
- Classroom Games
- Self-assessment
- Journals
- Thumbs up/down
- Role play/skits
- Question/answer
- Temperature gauges
- Pair/group activities
- Sign language/gestures
- Draw in response/pic prompt
- Graphic organizer
- Facilitation grid
- Teacher observation
- Class participation
- DO NOW's
- Homework
- Exit cards
- Individual conferences
- Peer evaluation

Summative:

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- Chapter/Unit Test
- Quizzes
- Presentations
- Unit Projects
- Notebook assessments
- Open ended writing assessments
- Listening comprehension
- Online quizzes & feedback assessment

Benchmark:

- Quarterly Benchmark Assessment

Alternative:

- Portfolio Project
- Modified assignments

Performance Task:

- Speaking task
- Writing task
- Reading comprehension
- Listening comprehension

Unit 5 Suggested Options for Differentiation

Modifications (MLs, Special Education, 504, Students at Risk of Failure, Gifted and Talented, Diversity and Inclusion)

Multilingual Learners:

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words

Special Education

- Utilize graphic organizers to help provide a purpose for reading and increase comprehension

- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions

Students with 504 Plans:

- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions

Gifted and Talented:

- Extension activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Student Choice Activities
- Student Driven Activities
- Group Projects
- Tiered Activities

Students at Risk of School Failure:

- Extended Time
- Flexible Grouping
- Small Group Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information
- Scaffolded Questioning
- Tiered Activities
- Manipulatives
- Modified Assignments
- Preferential Seating
- Visual Cues/Modeling
- Technology Integration
- Assistive Technology

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Diversity and Inclusion:

- Involve families in student learning
- Respect cultural traditions
- Provide students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school helps the child attain proficiency in English.
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who may need more time engaged
- Display a word wall with current academic vocabulary in each subject
- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Unit 5 Supplemental Resources

- Multimedia Resources
- Interactive Projector
- Printers and Computers
- Online Resources and videos
- Rubrics

Unit 5 Teacher Comments

New Jersey Legislation [C.18A:35-4.35](#)

- **LGBTQ+ and Individuals with Disabilities** resources and critical thinking exercises to incorporate where appropriate.
- Noteworthy Latinx LGBTQ+ Icons to consider incorporating into the course.

OCEAN ACADEMY CHARTER HIGH SCHOOL

Unit 6 Overview

Content Area: World Language

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Unit 6 Title: El Arte de Expresarse: Art, Culture, and Personal Expression

Duration: 15 Days

Target Course/Grade Level: Spanish 3 Honors - Grades 10-12

Introduction:

In this unit, students will explore the many ways individuals communicate ideas, emotions, experiences, and perspectives through the arts. Students will examine a variety of artistic and performing arts traditions from the Spanish-speaking world, analyze and respond to works of art, and consider how artistic expression connects to their own lives and experiences. Through the study of influential Hispanic artists and cultural movements, students will gain a deeper appreciation for the relationship between art, history, identity, and culture. Students will also strengthen their ability to describe and recount events from the past by reviewing the differences between the preterite and imperfect tenses. In addition, students will practice using *ser* and *estar* and examine how certain verbs, including *saber*, *conocer*, *querer*, and *poder*, can change meaning depending on their use in the past. Students will apply these language skills through discussions, interpretations, critiques, and creative activities that allow them to communicate their own ideas and perspectives in Spanish.

Amistad Law: N.J.S.A. 18A:52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBTQ and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

1. The instruction shall:
 - (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
 - (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and

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(3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Practice	Description
Communicate	Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
Cultures	Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
Connections	Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
Comparisons	Develop insight into the nature of language and culture in order to interact with cultural competence.
Communities	Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Unit 6 Focus Standards (Major Standards) [2020 World Language Standards](#)

Disciplinary Concepts

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Interpretive Mode Of Communication	
Core Idea	Performance Expectations (Identified with Standard number and statement)
<i>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</i>	• 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics. LGBTQ and Disabilities Law Amistad Law: N.J.S.A Holocaust Law: N.J.S.A. Diversity and Inclusion • 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses. • 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture. • 7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics. LGBTQ and Disabilities Law Amistad Law: N.J.S.A Holocaust Law: N.J.S.A. Diversity and Inclusion • 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts. • 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose). • 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures. LGBTQ and Disabilities Law Amistad Law: N.J.S.A Holocaust Law: N.J.S.A. Diversity and Inclusion
Intercultural Statement	Topic

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Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	• Discuss art and artists from the Spanish speaking world. • Discuss artistic movements throughout history • Discuss the influence Spanish-speaking artists have had on music / dance
Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.	• Discuss art and artists from the Spanish speaking world. • Discuss artistic movements throughout history • Discuss the influence Spanish-speaking artists have had on music/dance
Interpersonal Mode Of Communication	
Core Idea	Performance Expectations (Identified with Standard number and statement)
Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.	• 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames. Diversity and Inclusion • 7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames. • 7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames. • 7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.) Diversity and Inclusion

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	• 7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.
Intercultural Statement	Topic
<i>Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</i>	• Discuss art and artists from the Spanish speaking world. • Discuss artistic movements throughout history • Discuss the influence spanish-speaking artists have had on music / dance
<i>Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.</i>	• Discuss art and artists from the Spanish speaking world. • Discuss artistic movements throughout history • Discuss the influence Spanish-speaking artists have had on music/dance
Presentational Mode Of Communication	
Core Idea	Performance Expectations (Identified with Standard number and statement)
<i>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</i> <i>Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</i>	• 7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames. LGBTQ and Disabilities Law Amistad Law: N.J.S.A Holocaust Law: N.J.S.A. Diversity and Inclusion • 7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames. • 7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations. Diversity and Inclusion

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	• 7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes. Diversity and Inclusion • 7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs. Diversity and Inclusion
Intercultural Statement	Topic
<i>Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</i>	• Discuss art and artists from the Spanish speaking world. • Discuss artistic movements throughout history • Discuss the influence Spanish-speaking artists have had on music/dance
<i>Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.</i>	• Discuss art and artists from the Spanish speaking world. • Discuss artistic movements throughout history • Discuss the influence Spanish-speaking artists have had on music/dance
Unit 6 New Jersey Student Learning Standards: Interdisciplinary Connections	
• RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. • RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text. • RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). • RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text. • RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	

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- RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
- W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
- W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Unit 6 New Jersey Student Learning Standards: [Career Readiness, Life Literacies, and Key Skills](#)

Disciplinary Concepts and Core Ideas

Performance Expectations

(Identified with Standard Number & statement in numerical order)

Creativity & Innovation: With a growth mindset, failure is an important part of success.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Creativity & Innovation: Innovative ideas or innovation can lead to career opportunities.

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Critical Thinking & Problem Solving: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

Unit 6 New Jersey Student Learning Standards: [Computer Science and Design Thinking](#)

Disciplinary Concepts and Core Ideas

Performance Expectations

(Identified with Standard Number and Statement)

Computing Systems: Successful troubleshooting of complex problems involves multiple approaches including research, analysis, reflection, interaction with peers, and drawing on past experiences.

8.1.12.CS.4: Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors.

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Data & Analysis: Large data sets can be transformed, generalized, simplified, and presented in different ways to influence how individuals interpret and understand the underlying information.	8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.
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New Jersey Student Learning Standards: Climate Change Mandate	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
	N/A

Unit 6 Knowledge and Skills
Unit Learning Targets (Objectives) <i>Students will be able to...</i> • Examine and discuss different forms of artistic expression found throughout the Spanish-speaking world. • Describe the characteristics, techniques, materials, and media associated with visual, literary, and performing arts. • Explore the work and influence of notable artists from Spanish-speaking cultures. • Interpret authentic and adapted texts, recordings, reviews, and other media related to art and entertainment. • Analyze and respond to art reviews and evaluations of creative and performing works. • Read and discuss information about museums, exhibitions, artists, and cultural events. • Investigate how artists use their work to communicate emotions, ideas, experiences, and cultural perspectives. • Discuss personal reactions to works of art and make connections between artistic expression and their own experiences. • Examine the use of the suffix “-ismo” and recognize its connection to artistic and cultural movements. • Interpret descriptions and narratives involving family celebrations and past experiences. • Read and respond to poetry and other literary works by Spanish-speaking artists and writers. • Discuss significant events and experiences that occurred in the past. • Apply the preterite and imperfect appropriately when recounting and describing past events. • Use ser and estar accurately when describing people, places, characteristics, and conditions.

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- Analyze how verbs such as saber, conocer, querer, no querer, and poder can communicate different meanings when used in past-tense contexts.
- Construct organized narratives that describe, sequence, and explain events from the past.
- Write descriptions and critiques of visual, literary, and performing works of art.
- Develop written and oral presentations about influential artists and their contributions.
- Compare artistic traditions and forms of expression from Spanish-speaking cultures with personal and American experiences.
- Present information about a selected artist, artistic movement, or cultural work using appropriate vocabulary and grammatical structures.
- Create and deliver an “Artist of the Millennium” presentation highlighting an artist's significance and impact.
- Use interpersonal, interpretive, and presentational communication skills to express ideas and opinions about art, culture, entertainment, and past experiences.

Unit Enduring Understandings

Students will know...

- Art provides individuals with a meaningful way to communicate thoughts, emotions, experiences, and perspectives.
- Artistic works reflect the culture, history, values, and experiences of the people who create them.
- Different forms of visual, literary, and performing art use unique techniques, materials, and styles to convey meaning.
- People can have different interpretations and reactions to the same artistic or performing work based on their own experiences and perspectives.
- Personal opinions about art can be communicated by describing a work and explaining the reasons for a particular response.
- Artists from Spanish-speaking cultures have made significant contributions to the global world of art and cultural expression.
- Art museums and cultural institutions provide opportunities to experience, preserve, and learn about artistic traditions and creative works.
- Events and experiences from the past can be described and interpreted through appropriate language structures and verb forms.
- The use of the preterite and imperfect allows speakers to distinguish between completed actions and background details when recounting past experiences.
- Spanish language structures help speakers communicate descriptions, opinions, interpretations, and narratives about art, entertainment, and personal experiences.
- Artistic expression can create connections between cultures while also providing opportunities to reflect on one's own identity and experiences.

Unit Essential Questions

- How can art communicate ideas, emotions, and personal experiences?

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- What techniques, materials, and artistic elements contribute to the creation of a work of art?
- How can we describe and interpret what we see in an artistic work?
- In what ways can artwork represent a culture, perspective, or experience?
- How does an artist's style influence the way we respond to a work?
- Why might people have different reactions or interpretations of the same piece of art?
- How can we express and support our personal opinions about a work of art?
- How can we describe and evaluate a performance or artistic event we have experienced?

Unit 6 Instructional Plan

Suggested Activities

- Stations
- Task cards
- Vocabulary flash cards
- Online activities
- Workbook and textbook activities:
LGBTQ and Disabilities Law, Amistad Law: N.J.S.A, Holocaust Law: N.J.S.A. , Diversity and Inclusion
- Whiteboard activities
- Peer to peer interviews
- Conversational practice
- Daily Q & A in target language
- Musica Miercoles (Music Wednesday)
LGBTQ and Disabilities Law, Amistad Law: N.J.S.A, Holocaust Law: N.J.S.A. , Diversity and Inclusion
- Games and puzzles
- Educational videos to compare and contrast culture **LGBTQ and Disabilities Law, Amistad Law: N.J.S.A, Holocaust Law: N.J.S.A. , Diversity and Inclusion**
- We will also read from authentic reading sources, such as Hola.com Magazine & BBC Mundo. **Diversity and Inclusion LGBTQ and Disabilities Law, Amistad Law: N.J.S.A, Holocaust Law: N.J.S.A. ,**
- Using the websites and publications listed above, students should be

Resources/ Texts

Instructional Materials

- Realidades 2 Textbook - Fondo Cultural: Readings within the chapter that pertain to cultural topics, important figures in the LGBTQ+ community, social justice and civil rights **LGBTQ and Disabilities Law, Amistad Law: N.J.S.A, Holocaust Law: N.J.S.A. , Diversity and Inclusion**
- Realidades writing, audio & video workbook
- Realidades student workbook and guided practice workbook
- Realidades DVD/CD program
- Realidades online activities
- Quizizz/Quizlet/Kahoot/Conjuguemos
- Teacher created notes/assignments
- Teacher created projects

Supplemental Materials

- Edpuzzle videos/assignments - Pertaining to cultural topics within the chapter, important figures within the LGBTQ+ community, social justice and civil rights **LGBTQ and Disabilities Law, Amistad Law: N.J.S.A, Holocaust Law: N.J.S.A. , Diversity and Inclusion**
- Quizizz/Conjuguemos/Blooket
- Kahoot

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exposed to authentic reading material that supports the chapter objectives.

Diversity and Inclusion LGBTQ and Disabilities Law, Amistad Law:

N.J.S.A, Holocaust Law: N.J.S.A. ,

- For chapter 2A, creating and ‘visiting’ an art museum has produced many activities in all levels of assessment; from simple vocabulary use in specific pieces to research and analyzing of Spanish artists. Students see works from different artists, are assigned to answer questions on a specific piece, and then choose to answer questions on a second piece. After their “visit” to the art gallery, students are asked to write a 100-word essay about their experience and the paintings they critiqued. **Diversity and Inclusion LGBTQ and Disabilities Law,**
- Another project idea is to have the students research 10 artists from the Spanish speaking world. For each of the 10 artists, they will be asked to write a mini-biography about each artist in the target language. After being exposed to the 10 artists, students are asked to choose 1 artist to do further research on and create a collage of that artists’ work as well as write a 1-page biographical paper in the target language about that artist. **Diversity and Inclusion LGBTQ and Disabilities Law,**

- YouTube (videos pertaining to cultural topics, holidays and traditions) **Diversity and Inclusion**
- Nearpod
- Musica Miercoles (Music Wednesday) - Weekly spotlights of artists and songs from the Spanish-speaking world. Songs and artists will incorporate important figures within the LGBTQ+ community and songs will be chosen that pertain to social justice and civil rights **LGBTQ and Disabilities Law, Amistad Law: N.J.S.A, Holocaust Law: N.J.S.A. , Diversity and Inclusion**

Intervention Materials

- Flexible grouping
- Think, pair, share
- Games
- Multi-level questions
- Choice Boards

Unit 6 Evidence of Student Learning

Formative:

- Observation
- Homework
- Class Participation

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- Whiteboards/communicators
- Think-Pair-Share
- Do-Now
- Writing Prompts
- Exit Tickets
- Classroom Games
- Self-assessment
- Journals
- Thumbs up/down
- Role play/skits
- Question/answer
- Temperature gauges
- Pair/group activities
- Sign language/gestures
- Draw in response/pic prompt
- Graphic organizer
- Facilitation grid
- Teacher observation
- Class participation
- DO NOW's
- Homework
- Exit cards
- Individual conferences
- Peer evaluation

Summative:

- Chapter/Unit Test
- Quizzes
- Presentations
- Unit Projects
- Notebook assessments
- Open ended writing assessments
- Listening comprehension
- Online quizzes & feedback assessment

Benchmark:

- Quarterly Benchmark Assessment

Alternative:

- Portfolio Project
- Modified assignments

Unit 6 Suggested Options for Differentiation

Modifications (MLs, Special Education, 504, Students at Risk of Failure, Gifted and Talented, Diversity and Inclusion)

Multilingual Learners:

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words

Special Education

- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions

Students with 504 Plans:

- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions

Gifted and Talented:

- Extension activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration

- Student Choice Activities
- Student Driven Activities
- Group Projects
- Tiered Activities

Students at Risk of School Failure:

- Extended Time
- Flexible Grouping
- Small Group Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information
- Scaffolded Questioning
- Tiered Activities
- Manipulatives
- Modified Assignments
- Preferential Seating
- Visual Cues/Modeling
- Technology Integration
- Assistive Technology

Diversity and Inclusion:

- Involve families in student learning
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school helps the child attain proficiency in English.
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who may need more time engaged
- Display a word wall with current academic vocabulary in each subject
- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Unit 6 Supplemental Resources

- Multimedia Resources
- Interactive Projector
- Printers and Computers
- Online Resources and videos
- Rubrics

Unit 6 Teacher Comments

New Jersey Legislation [C.18A:35-4.35](#)

- **LGBTQ+ and Individuals with Disabilities** resources and critical thinking exercises to incorporate where appropriate.
- Noteworthy Latinx LGBTQ+ Icons to consider incorporating into the course.

Social and Emotional Learning New Jersey SEL

Competencies and Sub-Competencies Social and emotional learning (SEL) involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The purpose of the SEL competencies is to provide schools with guidelines for integrating SEL across grades and subject areas.

Self-Awareness

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

Self-Management

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

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others

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- Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

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

Relationship Skills

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

NJDOE Website on Social and Emotional Learning

<http://www.nj.gov/education/students/safety/sandp/sel>