

Ocean Academy Charter High School
Curriculum Guide
Grade 9-12



Original Adoption:	August 2025
Created by:	Stephen Nichol & Amy LaBarca

Ocean Academy Charter High School Curriculum	
Content Area: World Language	
Course Title: Spanish II	
Grade Level: 9-12	
Unit Title	Pacing Guide in Days
Unit Plan 1: Para empezar LGBTQ and Disabilities Law Amistad Law: N.J.S.A Holocaust Law: N.J.S.A. Diversity and Inclusion	15 days
Unit Plan 2: Cap 1A/ B LGBTQ and Disabilities Law Amistad Law: N.J.S.A Holocaust Law: N.J.S.A. Diversity and Inclusion	15 days
Unit Plan 3: Cap 2A/B LGBTQ and Disabilities Law Amistad Law: N.J.S.A Holocaust Law: N.J.S.A. Diversity and Inclusion	15 days
Unit Plan 4: Cap 3A/ B LGBTQ and Disabilities Law Amistad Law: N.J.S.A Holocaust Law: N.J.S.A.	15 days

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Diversity and Inclusion	
<u>Unit Plan 5: Cap 4A/B</u> LGBTQ and Disabilities Law Amistad Law: N.J.S.A Holocaust Law: N.J.S.A. Diversity and Inclusion	15 days
<u>Unit Plan 6: 5A/B</u> 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 (Spanish) Spanish 2	
Unit 1 Title: <u>Spanish II Unit 1: Para Empezar</u>	Duration: 15 days
Target Course/Grade Level: 9 - 12	
Introduction: In Unit 1 of Spanish 2, students will focus on developing foundational conversational skills, including asking and responding about personal characteristics, origins, and daily activities. They will learn to describe themselves and others using adjectives, with an emphasis on proper adjective agreement. A key part of this unit will be reviewing the difference between the verbs <i>ser</i> and <i>estar</i>, as well as reinforcing verb conjugations, including <i>yo-go</i> verbs, stem-changing verbs, and irregular verbs. Students will also deepen their understanding of how to ask and answer questions related to frequency and actions, while practicing how to talk about their routines. Additionally, the unit will reinforce essential Spanish I concepts such as telling time, using numbers up to 1,000, and stating the date. Interrogative words and the proper question-answer format will be reviewed, ensuring that students are comfortable forming and responding to questions in Spanish. A significant cultural component of this unit will include reviewing the countries and capitals of the Spanish-speaking world. Students will learn to ask and answer questions about where they and others are from, as well as identify nationalities. By the end of Unit 1, students will have gained confidence in holding basic conversations about their identity, background, and daily routines, while reinforcing key grammar concepts from Spanish I.	

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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.

LGBT 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).

Twenty-first century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).

"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 and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

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Practices

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 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.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed. LGBTQ and Disabilities Law Amistad Law: N.J.S.A Holocaust Law: N.J.S.A. Diversity and Inclusion • 7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes. 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.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses. • 7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message. Diversity and Inclusion • 7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities. • 7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics. • 7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts. • 7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
Intercultural Statement	Topic
<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>	Read and interpret information about the first day of class in Spanish-speaking countries. Listen to, read and interpret information that describes people. Read information about the population in the United States. Read and interpret a reading about singer Enrique Iglesias.
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</i>	• 7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in

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<i>meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</i>	other content areas, and some unfamiliar topics and situations. • 7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions. • 7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions. • 7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations. Diversity and Inclusion • 7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences. Diversity and Inclusion • 7.1.IM.IPERS 6: Exchange information from a variety of resources with classmates about global issues, including climate change. 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 and learn about Spanish speaking countries
<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 and learn about Spanish speaking countries
Presentational Mode Of Communication:	

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Intermediate Mid learners speak and write using sentences and strings of sentences when expressing preferences, feelings, opinions, and basic advice on familiar topics. They can create original sentences that allow them to usually say what they want to say about self and their everyday lives.	
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. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</i>	• 7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences. Diversity and Inclusion • 7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences. • 7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations. • 7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences. Diversity and Inclusion • 7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims. • 7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.
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>	Present Spanish speaking countries

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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>	The effects on immigration in the target language regions of the world and in the students' own region of the world, awareness of the effects of climate change in the target language areas of the world and in the students' own region of the world, population trends in the target culture(s) and in the students' own region of the world, reflection of a society in its fine and practical arts, role of literature in conveying cultural norms and attitudes.
Unit 1 New Jersey Student Learning Standards: Interdisciplinary Connections - New Jersey Student Learning Standards-Mathematics New Jersey Student Learning Standards-ELA	
• NJSLS.ELA-LITERACY.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. • NJSLS.ELA-LITERACY.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	
Unit 1 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills	
Disciplinary Concepts and Core Ideas	Performance Expectations (Identified with Standard Number and statement in numerical order)
<i>Creativity and 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., 1.1.12 prof.CR3a).
Career Awareness and Planning:	
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).
<i>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>Digital communities influence many aspects of society, especially the workforce. The increased connectivity</i>	9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and

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<i>between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.</i>	responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a)
Unit 1 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)
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.
Individuals select digital tools and design automated processes to collect, transform, generalize, simplify, and present large data sets in different ways to influence how other people interpret and understand the underlying information.	8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.
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: <u>Climate Change Mandate</u>	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
	N/A

Unit 1 Knowledge and Skills

Unit Learning Targets (Objectives)

Students will be able to...

Interpersonal

- Discuss places of origin and nationalities of themselves and others
- Talk about common activities and how often people engage in them

Interpretive

- Read and interpret texts about the first day of school in Spanish-speaking countries
- Listen to and interpret descriptions of people
- Read informational texts about U.S. population demographics
- Listen to and interpret discussions about activities and frequency
- Read and analyze an article about the singer Enrique Iglesias

Presentational

- Describe themselves and others in spoken or written form
- Summarize key points about the immigrant population in the U.S.
- Present detailed information about daily or leisure activities and their frequency
- Write a diamond-shaped (diamante) poem to describe themselves creatively

Cultural Topics

- Explore and describe traditions surrounding the first day of school in Spanish-speaking countries

Unit Enduring Understandings

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Students will know how to...

- Identify and express their country of origin
- Describe themselves and others using personality and physical traits
- Talk about personal preferences and hobbies
- Discuss what their friends and family like to do
- Describe their friends and family using appropriate vocabulary

Unit Essential Questions

- ¿De dónde eres?
- ¿Cómo eres?
- ¿Qué te gusta hacer?
- ¿Qué les gusta hacer a tus amigos?
- ¿Cómo son tus amigos y tu familia?

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,**

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

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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 • For this chapter, students can create a digital presentation about themselves and their friends/family using the target language	• 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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Unit 1 Evidence of Student Learning

Formative:

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- Observation
- Homework
- Class Participation
- Whiteboards/communicators
- Think-Pair-Share
- Do-Now
- Notebook Checks
- Writing Prompts
- Exit Tickets
- Classroom Games
- Self-assessment

Summative:

- Chapter/Unit Test
- Quizzes
- Presentations
- Unit Projects

Benchmark:

- Quarterly Benchmark Assessment

Alternative:

- Portfolio Project
- Modified assignments

Performance Task:

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

Unit 1 Supplemental Resources

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

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
- 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

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- 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
- 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

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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 social change.

Noteworthy Latinx LGBTQ+ Icons to consider incorporating into the course. This list is not limited to following people, but these figures should be noted for their contributions.

- Ricky Martin
- Frida Kahlo
- Orlando Cruz
- Juan Gabriel

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Unit 2 Overview

Content Area: World Language (Spanish)

Spanish 2

Unit 2 Title: Spanish II Unit 2: Cap 1 El dia escolar

Target Course/Grade Level: 9 - 12

Introduction:

Chapter 1A:

In this chapter, students will focus on expanding their vocabulary by learning to describe classroom objects and activities. They will gain the ability to talk about the various items found in a classroom and the activities typically done in school. Additionally, students will explore classroom and school rules, learning how to discuss guidelines and expectations in a school environment. As part of their cultural exploration, students will compare and contrast the school rules and customs in Spanish-speaking countries with those of their own school, gaining a deeper understanding of educational practices around the world.

Students will also review stem-changing verbs, building on their previous knowledge and introducing new verbs that follow the same conjugation patterns. They will also explore affirmative and negative constructions in Spanish, learning how to use them effectively in both speaking and writing. Additionally, students will be introduced to the phrases "hay que" (one must) and "se prohíbe" (it is prohibited), which are commonly used to express rules and obligations in various contexts. Through these grammar concepts, students will strengthen their ability to construct sentences that reflect everyday situations and societal norms.

Chapter 1B

In this chapter, students will expand their vocabulary by learning how to talk about extracurricular activities, a key aspect of everyday life. They will practice comparing people and things, using appropriate language to describe similarities and differences. Students will also focus on expressing what people know or what they know how to do, as well as describing who or what they are familiar with. To deepen their conversational skills, they will learn how to ask and tell how long something has been happening. Additionally, students will gain an understanding of cultural perspectives on extracurricular activities, exploring how these activities are viewed and participated in across different Spanish-speaking countries. This will help students make connections between language use and cultural practices.

In addition, students will focus on key grammar objectives to strengthen their understanding of Spanish. They will explore the difference between *saber* and *conocer*, learning when to use each verb in various contexts. The unit will also introduce comparatives, enabling students to compare people, things, and ideas effectively. Additionally, students will practice using *hacer* combined with time expressions to describe actions and events in the past. To reinforce their previous knowledge, the unit will review and strengthen their understanding of stem-changing verbs, ensuring they are able to recognize and conjugate these verbs correctly in different tenses and forms. By mastering these grammar concepts, students will be able to communicate more fluently and accurately in a variety of contexts.

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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.

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Diversity and Inclusion

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 - (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:

Practice	Description
Communicate	Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
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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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Core Idea	Performance Expectations (Identified with Standard number and statement)
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	• 7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. 7.1.IM.IPRET.9: Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.
Intercultural Statement	Topic
<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>	Read and interpret information about the first day of class in Spanish-speaking countries. Listen to, read and interpret information that describes people. Read information about the population in the United States. Read and interpret a reading about singer Enrique Iglesias.
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. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</i>	• 7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations. • 7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions. • 7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions. • 7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations. Diversity and Inclusion • 7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language

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	expressions and sentences. Diversity and Inclusion • 7.1.IM.IPERS 6: Exchange information from a variety of resources with classmates about global issues, including climate change. 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>	Talk: about places, activities, and pastimes; about making comparisons and how long people have been doing things; using the verbs <i>saber</i> and <i>conocer</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>	
Presentational Mode Of Communication: Intermediate Mid learners speak and write using sentences and strings of sentences when expressing preferences, feelings, opinions, and basic advice on familiar topics. They can create original sentences that allow them to usually say what they want to say about self and their everyday lives.	
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. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</i>	• 7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences. • 7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.

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	• 7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations. • 7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences. Diversity and Inclusion • 7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims. • 7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences. • 7.1.IM.PRSNT.7: Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.
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>	• Read and interpret information about: Antonio Berni and Celia Cruz; sports and a sports club; school in Mexico, Spain, U.S.; San Miguel de Allende • Read, watch, listen to, and compare information about activities and pastimes • Read and listen using <i>saber</i> and <i>conocer</i> • Read and interpret information about salsa, ballet, and a dance school
<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>	
Intercultural Statement	Topic
<i>Core Idea</i> <i>Performance Expectations</i> <i>(Identified with Standard number and statement)</i>	• 7.1.IM.IPRET.1: <i>Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.</i> • 7.1.IM.IPRET.2: <i>With the help of graphic organizers, compare information (i.e., main</i>

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<i>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</i> <i>Intercultural Statement</i> <i>Topic</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> <i>Read and interpret information about the first day of class in Spanish-speaking countries.</i> <i>Listen to, read and interpret information that describes people.</i> <i>Read information about the population in the United States.</i> <i>Read and interpret a reading about singer Enrique Iglesias.</i>	<i>ideas, main characters, settings) in culturally authentic materials related to targeted themes.</i> • <i>7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.</i> • <i>7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.</i> • <i>7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.</i> • <i>7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.</i> • <i>7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.</i> • <i>7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</i> <i>7.1.IM.IPRET.9: Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.</i>
Unit 2 New Jersey Student Learning Standards: Interdisciplinary Connections - New Jersey Student Learning Standards-ELA	
• NJSLS.ELA-LITERACY.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. • NJSLS.ELA-LITERACY.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	
Unit 2 New Jersey Student Learning Standards: <u>Career Readiness, Life Literacies, and Key Skills</u>	

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Disciplinary Concepts and Core Ideas	Performance Expectations (Identified with Standard Number and statement in numerical order)
<i>Creativity and Innovation</i> <i>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., 1.1.12 prof.CR3a).
Career Awareness and Planning:	
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).
<i>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>Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.</i>	9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
Unit 2 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)
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.
Individuals select digital tools and design automated processes to collect, transform, generalize, simplify, and present large data sets in different ways to influence how other people interpret and understand the underlying information.	8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.
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 2 Knowledge and Skills
Unit Learning Targets (Objectives) Students will be able to...
Chapter 1A Interpersonal • Discuss school-related activities and classroom experiences using the verb <i>conocer</i> • Answer questions and compare class experiences and subject preferences with others Interpretive • Read, listen to, and interpret information related to school subjects, classroom rules, and materials • Analyze a picture-based story and reflect on quotes about education • Interpret short texts and sayings that reinforce pronunciation, use of affirmative and negative expressions, and information about the Mexican school and grading system • Understand descriptions of effective study habits and school topics Presentational • Present information about school subjects, class activities, and rules

- Write about a favorite class, a story based on images, the Mexican grading system, and a letter describing school experiences
- Practice using stem-changing verbs through sentence completion and games

Cultural Topics

- Compare and describe the grading system in Mexico
-

Chapter 1B

Interpersonal

- Discuss favorite places, hobbies, and after-school activities
- Make comparisons between people, places, and activities
- Describe how long someone has been doing something using *saber* and *conocer*

Interpretive

- Read and interpret texts about sports and extracurricular clubs
- Watch, listen to, and analyze information about leisure activities
- Read and listen to passages using the verbs *saber* and *conocer* in context
- Interpret texts about salsa, ballet, and dance traditions

Presentational

- Share information about personal interests, activities, and places they go
- Write comparisons of others' hobbies and describe how long they've participated in those activities

Cultural Topics

- Discuss the cultural importance of soccer in Spanish-speaking countries

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- Talk or write about favorite sports and dances
- Compare educational systems in Mexico, Spain, and the United States

Unit Enduring Understandings

Students will know how to...

- Describe school experiences, including courses, teachers, and class comparisons
- Identify and express classroom rules using affirmative and negative terms
- Describe after-school activities and personal interests
- Compare people, places, or things using comparative expressions such as *más...que*, *menos...que*, and *tan...como*

Unit Essential Questions

- ¿Qué hacen tú y tus amigos en la escuela?
- ¿Qué reglas tienen?
- ¿Qué hacen después de las clases?
- ¿Qué piensas de ____ y ____? (*Use comparative phrases*)

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

Resources/ Texts

Instructional Materials

- Realidades 2 Textbook - Fondo Cultural: Readings within the chapter that pertain to cultural topics, important figures in the LGBTQ+

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• 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 • Research a typical day in the life of a Latinx student. Should include what kids do before, during & after school. After: make comparisons. 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 • 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,
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	Amistad Law: N.J.S.A, Holocaust Law: N.J.S.A. , Diversity and Inclusion • Quizizz/Conjugue mos/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. ,
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	Diversity and Inclusion Intervention Materials • Flexible grouping • Think, pair, share • Games • Multi-level questions • Choice Boards
Unit 2 Evidence of Student Learning	
Formative: • Observation • Homework • Class Participation • Whiteboards/communicators • Think-Pair-Share • Do-Now • Notebook Checks • Writing Prompts • Exit Tickets • Classroom Games • Self-assessment Summative: • Chapter/Unit Test • Quizzes • Presentations • Unit Projects Benchmark: • Quarterly Benchmark Assessment Alternative: • Portfolio Project • Modified assignments Performance Task: • Speaking task	

- Writing task
- Reading comprehension
- Listening comprehension

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

- 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

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- 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

Students can talk about their daily school schedule, compare famous people, classes etc.

**Ocean Academy Charter High School
Unit 3 Overview**

Content Area: World Language (Spanish)
Spanish 2

Unit 3 Title: Spanish II Unit 3: Cap 2A/B: Mi Rutina diaria

Target Course/Grade Level: 9 - 12

Introduction:

Chapter 2A

In this unit, students will focus on expanding their vocabulary by reviewing key terms related to parts of the body, allowing them to describe physical attributes and health. They will learn how to discuss daily routines and describe the process of getting ready for a special event, emphasizing time-specific actions and the vocabulary surrounding them. Additionally, students will practice describing people and things in detail, and will gain the ability to express possession in Spanish. The unit also incorporates an exploration of cultural

perspectives on clothing, helping students understand how fashion and attire can vary across different Spanish-speaking regions.

For grammar, students will dive into reflexive verbs, studying regular, irregular, and stem-changing verbs, and learning how to use them in various contexts to describe personal routines and actions. They will also explore possessive adjectives, ensuring they can accurately express ownership and relationships between people and objects. Finally, the unit will cover the distinction between *ser* and *estar*, two crucial verbs that students will learn to use appropriately based on context, whether describing identity, characteristics, or temporary states. These grammar objectives will help students refine their language skills for more precise and confident communication.

Chapter 2B

In this unit, students will expand their vocabulary by learning to describe clothing and fashion, including the use of specific terms related to apparel and style. They will practice talking about going shopping, discussing what they buy, how they shop, and interacting with others in a retail environment. Students will also learn to describe events in the past, utilizing appropriate vocabulary to narrate past activities or experiences. They will develop the ability to point out specific objects and avoid repetition when comparing similar items, helping them express themselves more clearly and efficiently. Additionally, students will explore cultural perspectives on parties, gaining insight into how celebrations and social gatherings differ across Spanish-speaking countries.

For grammar, students will focus on mastering the preterite tense of regular verbs, enabling them to express completed actions and events that occurred in the past. They will learn how to use demonstrative adjectives to indicate specific objects, further enhancing their ability to communicate with precision. Lastly, students will study how to use adjectives as nouns, allowing them to describe people, things, or situations in a more complex and nuanced way. These grammar objectives will strengthen their understanding of how to use verbs and adjectives to construct meaningful and detailed sentences 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
 - (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.”

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>	series of connected sentences within texts that are spoken, written, or signed. LGBTQ and Disabilities Law Amistad Law: N.J.S.A Holocaust Law: N.J.S.A. Diversity and Inclusion • 7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally

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	authentic materials related to targeted themes. LGBTQ and Disabilities Law Amistad Law: N.J.S.A Holocaust Law: N.J.S.A. Diversity and Inclusion • 7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses. • 7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message. Diversity and Inclusion • 7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities. • 7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics. • 7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts. • 7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. 7.1.IM.IPRET.9: Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.
Intercultural Statement	Topic
<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>	Read and interpret information about the first day of class in Spanish-speaking countries. Listen to, read and interpret information that describes people. Read information about the population in the United States. Read and interpret a reading about singer Enrique Iglesias.
Interpersonal Mode Of Communication	
Core Idea	Performance Expectations

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	(Identified with Standard number and statement)
<i>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.</i>	• 7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations. • 7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions. • 7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions. • 7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations. Diversity and Inclusion • 7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences. 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>	• Listen to and interpret daily routines and choices; identify body parts • Read and interpret possessive adjectives, sound changing consonants, verbs that use the infinitive, and ser and estar • Read: about getting ready for an event, preferences in attire, special events and families • Listen to and watch a video about getting ready for an event
<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>	Read: about royal marriage arrangements; a picture based story; about preferences and plans; about preterites of regular verbs and about demonstrative adjectives; about native American textiles and leather and about the history of jeans; about origins of words from

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	Arabic; about bilingual employees; about a Latin- American designer; about family parties;
Presentational Mode Of Communication: Intermediate Mid learners speak and write using sentences and strings of sentences when expressing preferences, feelings, opinions, and basic advice on familiar topics. They can create original sentences that allow them to usually say what they want to say about self and their everyday lives.	
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. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</i>	• 7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences. Diversity and Inclusion • 7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences. • 7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations. • 7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences. Diversity and Inclusion • 7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims. • 7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences. • 7.1.IM.PRSNT.7: Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.
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>	• Listen to and interpret daily routines and choices; identify body parts • Read and interpret possessive adjectives, sound changing consonants, verbs that use the infinitive, and ser and estar • Read: about getting ready for an event, preferences in attire, special events and families • Listen to and watch a video about getting ready for an event
<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>	• Listen to and interpret daily routines and choices; identify body parts • Read and interpret possessive adjectives, sound changing consonants, verbs that use the infinitive, and ser and estar • Read: about getting ready for an event, preferences in attire, special events and families • Listen to and watch a video about getting ready for an event
Unit 3 New Jersey Student Learning Standards: Interdisciplinary Connections - New Jersey Student Learning Standards-ELA	
• NJSLS.ELA-LITERACY.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. • NJSLS.ELA-LITERACY.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	
Unit 3 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 and statement in numerical order)
<i>Creativity and 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., 1.1.12 prof.CR3a).
Career Awareness and Planning:	

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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).
<i>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>Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.</i>	9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).

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)
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.
Individuals select digital tools and design automated processes to collect, transform, generalize, simplify, and present large data sets in different ways to influence how other people interpret and understand the underlying information.	8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.
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)
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N/A

Unit 3 Knowledge and Skills

Unit Learning Targets (Objectives)

Students will be able to...

Chapter 2A

Interpersonal

- Discuss clothing choices for various occasions, weekend plans, and personal daily routines
- Use *ser* and *estar* to describe people, feelings, and situations

Interpretive

- Listen to and interpret spoken descriptions of daily routines and body parts
- Read and understand texts about preparing for events, clothing preferences, family traditions, and cultural attire
- Watch and interpret a video about getting ready for a special occasion

Presentational

- Share information about clothing for different events and routines involved in preparing for them
- Describe their own daily routine through written or spoken formats
- Present a personal experience from a special event
- Write about a shopping experience or a clothing purchase

Cultural Topics

- Explore cultural perspectives on teenage fashion and traditional dress
- Discuss and write about family life and celebrations in Spanish-speaking cultures

Chapter 2B

Interpersonal

- Engage in conversations about shopping, fashion, and clothing using the preterite tense
- State the dates of significant events
- Ask for help or clarification in shopping situations

Interpretive

- Read about royal marriage customs and a picture-based story involving personal preferences and plans using the preterite tense
- Watch, listen to, and read texts about fashion, shopping experiences, and clothing

Presentational

- Share information about fashion trends, fashion shows, shopping habits, clothing, and money
- Present details on the cultural history of jeans and their impact on fashion

Cultural Topics

- Discuss the use and value of currency in Spanish-speaking countries
- Explain the cultural importance of parties and special celebrations

Unit Essential Questions

- ¿Cómo te preparas? (How do you get ready?)
- ¿Cómo es tu rutina diaria? (What is your daily routine like?)
- ¿Qué ropa compraste? (What clothes did you buy?)
- ¿Qué llevaste? (What did you wear?)

Unit 3 Instructional Plan

Unit 3 Instructional Plan	
Suggested Activities	Resources/ Texts Instructional Materials
• Stations • Task cards	

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• 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 • Within Chapter 2A, we have the students create a book about their daily routine. They have to include 20 sentences, at least 10 of which are reflexive verbs. Each page must have a picture or illustration and then present the projects to the class. With the honors students, we will focus more on reflexive verbs with infinitives and pronoun placement. Their project will be expected to reflect that grammar and they will have to present the project to the class in the target language. • Students will be given a series of pictures that they will be asked to verbally illustrate using reflexive verbs and vocabulary from Ch. 2A. • Students will also present a skit, where one student will play the role of a salesperson in a store and the other will play the role of the client. They will be expected to create a conversation in the target language with given criteria. • Within Chapter 2B, we do a small mini-lesson about the Euro, and then take the students to the computer lab to first have them use the internet to convert American Dollars to Euro.	• 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/C onjuguemos • 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
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After finding the amount of Euro they have to work with, they are directed to a Spanish-language shopping website where they have specific items to purchase. At the end, with whatever money they have left, they can “buy” something for themselves. After going to the computer lab, they use the preterite tense to share their shopping experience. Diversity and Inclusion • This chapter’s artist focus will be Diego Rivera and Diego Velazquez.	• 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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- Notebook Checks
- Writing Prompts
- Exit Tickets
- Classroom Games
- Self-assessment

Summative:

- Chapter/Unit Test
- Quizzes
- Presentations
- Unit Projects

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
- 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

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- 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
- 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 3 Supplemental Resources

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

Unit 3 Teacher Comments

Students can talk about their daily school schedule, compare famous people, classes etc

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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 social change.

Noteworthy Latinx LGBTQ+ Icons to consider incorporating into the course. This list is not limited to following people, but these figures should be noted for their contributions.

- Ricky Martin
- Frida Kahlo
- Orlando Cruz
- Juan Gabriel

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Unit 4 Overview

Content Area: World Language (Spanish)

Spanish 2

Unit 4 Title: Spanish II Unit 4: Cap 3A/B Tú y tu comunidad

Target Course/Grade Level: 9 - 12

Introduction:

Chapter 3A

In this unit, students will engage with vocabulary related to past experiences, focusing on activities such as where people went, what they did, and what gifts they received. They will practice both speaking and writing about whether they fulfilled certain obligations, discussing what they bought or did in the past. Students will also exchange information with their peers about the things they had to do, reinforcing the use of past-tense vocabulary while sharing personal experiences and details about their lives.

On the grammar side, students will focus on using irregular verbs in the preterite tense, specifically the verbs *ir*, *ser*, *dar*, and *ver*. They will learn how these verbs function in past-tense constructions, as they have unique conjugation patterns compared to regular verbs. By mastering the preterite forms of these common irregular verbs, students will be able to describe past actions more fluently and accurately, improving their overall ability to narrate past events in Spanish.

Chapter 3B:

In this unit, students will focus on vocabulary related to driving and giving directions. They will listen to and read advice on driving, enabling them to engage in conversations about driving, the rules of the road, and how to navigate through various locations. Students will also practice talking and writing about giving and receiving directions, as well as exchanging information about how to get to places around their school, enhancing their ability to communicate effectively in everyday situations involving travel and navigation.

In terms of grammar, students will deepen their understanding of the preterite tense, particularly focusing on irregular verbs. They will learn how to conjugate and use verbs such as *hacer*, *poder*, *tener*, *estar*, *querer*, and *saber* in the preterite tense, as well as how to conjugate stem-changing verbs that end in -IR. Additionally, they will explore preterite tense verbs that require the letter "Y" in the third person (such as *leer* and *caer*). Mastering these irregularities will allow students to discuss past events and actions more accurately and fluently 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
 - (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.”

Unit 4 Knowledge and Skills

Unit Learning Targets (Objectives)

Students will be able to...

Chapter 3A

Interpersonal:

- Talk about schedules, doing errands, telling time, community stores and services and famous people from the past
- Give information and request information
- Describe the past using ir, ser, dar and ver in the preterite tense

Interpretive:

- Read, listen to and watch videos about running errands
- Read, listen to and interpret schedules about running errands and information on buying things

Presentational:

- Write about times, schedules, running errands, buying things and interesting places in the community
- Present information about preparing for trips, what people did and where they went and when

Unit Learning Targets (Objectives)

Students will be able to...

Chapter 3A

Interpersonal:

- Discuss daily schedules, errands, time, community services and stores, and notable historical figures
- Share and request information about errands and schedules
- Describe past events using the preterite forms of ir, ser, dar, and ver

Interpretive:

- Read, listen to, and view videos about running errands and community tasks
- Interpret schedules and informational texts related to shopping and completing errands

Presentation:

- Write about time, daily schedules, shopping, running errands, and local community spots
- Present information on preparing for trips, where people went, what they did, and when it happened

Cultural Topics:

- Discuss and write about open-air markets and their cultural significance

Chapter 3B

Interpersonal:

- Talk about transportation, prepositions of place, navigating using maps and traffic signs, and making phone calls
- Give and follow directions, and discuss common activities and how often they're done

Interpretive:

- Read about local events, driving safety, and obtaining a driver's license
- Watch and interpret content related to directions, traffic rules, and community locations

Presentation:

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- Present information about directions, public transportation, how often people complete tasks, and descriptions of local places and travel advice

Cultural Topics:

- Explore safe driving practices, the Mexico City metro system, and driver's license procedures in Spanish-speaking countries

Unit Enduring Understandings

Students will understand...

- How to ask and respond about past actions
- How to identify and express when an event or action took place

Unit Essential Questions

- ¿Qué hiciste? (*What did you do?*)
- ¿Adónde fuiste? (*Where did you go?*)
- ¿Qué compraste? (*What did you buy?*)

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.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed. LGBTQ and Disabilities Law Amistad Law: N.J.S.A. Holocaust Law: N.J.S.A. Diversity and Inclusion • 7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main

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	ideas, main characters, settings) in culturally authentic materials related to targeted themes. LGBTQ and Disabilities Law Amistad Law: N.J.S.A. Holocaust Law: N.J.S.A. Diversity and Inclusion • 7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses. • 7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message. Diversity and Inclusion • 7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities. • 7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics. • 7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts. • 7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. 7.1.IM.IPRET.9: Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.
Intercultural Statement	Topic
<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>	• Talk about things you did and where you did them • Explain why you couldn't do certain things • Describe things you bought and where you bought them • Understand cultural perspectives on shopping
Interpersonal Mode Of Communication	
Core Idea	Performance Expectations

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	(Identified with Standard number and statement)
<i>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.</i>	• 7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations. • 7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions. • 7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions. • 7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations. Diversity and Inclusion • 7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences. 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>	• Preterite Tense Irregular verbs: Hacer, Poder, Tener, Estar, Querer, Saber, as well as preterite tense stem-changing verbs, ending in -IR as well as verbs in the preterite tense that require the letter "Y" in the 3rd person.
<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>	• Explain: communicating with gestures;
Presentational Mode Of Communication:	

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Intermediate Mid learners speak and write using sentences and strings of sentences when expressing preferences, feelings, opinions, and basic advice on familiar topics. They can create original sentences that allow them to usually say what they want to say about self and their everyday lives.	
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. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</i>	• 7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences Diversity and Inclusion • 7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences. • 7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations. • 7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences. Diversity and Inclusion • 7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims. • 7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.
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>	• Describe cultural characteristics of <i>barrios</i> • Write and describe open-air markets • Write or talk about painter Julio Alpuy, El Palacio de Correos, services <i>farmacias</i> provide, poet Pablo Neruda, <i>barrios</i> in Spain and Latin America, <i>los sellos</i> in Spain and the benefits of a brand of toothpaste

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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>	• Write or talk about Pablo Neruda, Sister Cities International, errands, and time schedules; • Talk about Buenos Aires and Guanajuato
Unit 4 New Jersey Student Learning Standards: Interdisciplinary Connections - New Jersey Student Learning Standards-ELA	
• NJSLS.ELA-LITERACY.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. • NJSLS.ELA-LITERACY.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	
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 and statement in numerical order)
<i>Creativity and 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., 1.1.12 prof.CR3a).
Career Awareness and Planning:	
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).
<i>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>Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.</i>	9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
Unit 4 New Jersey Student Learning Standards: Computer Science and Design Thinking	

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Disciplinary Concepts and Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
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.
Individuals select digital tools and design automated processes to collect, transform, generalize, simplify, and present large data sets in different ways to influence how other people interpret and understand the underlying information.	8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.
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 4 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	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

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• 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	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
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	Intervention Materials • Flexible grouping • Think, pair, share • Games • Multi-level questions • Choice Boards
Unit 4 Evidence of Student Learning	
Formative: • Observation • Homework • Class Participation • Whiteboards/communicators • Think-Pair-Share • Do-Now • Notebook Checks • Writing Prompts • Exit Tickets • Classroom Games • Self-assessment Summative: • Chapter/Unit Test • Quizzes • Presentations • Unit Projects Benchmark: • Quarterly Benchmark Assessment Alternative: • Portfolio Project • Modified assignments Performance Task: • Speaking task • Writing task • Reading comprehension • Listening comprehension	

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

- 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

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- 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
- 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

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Unit 4 Supplemental Resources

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

Unit 4 Teacher Comments

Due to the imperative tense in Chapter 3a/b the vocabulary in this chapter is covered in level 3. ONLY complete the Preterite verbs

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 social change.

Noteworthy Latinx LGBTQ+ Icons to consider incorporating into the course. This list is not limited to following people, but these figures should be noted for their contributions.

- Ricky Martin
- Frida Kahlo
- Orlando Cruz
- Juan Gabriel

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Unit 5 Overview

Content Area: World Language (Spanish)

Spanish 2

Unit 5 Title: Spanish II Unit 5: Cap 4A/B Recuerdos del pasado

Duration: 15 days

Target Course/Grade Level: 9 - 12

Introduction:

Chapter 4A

In this chapter, students will focus on a variety of interpersonal skills related to childhood experiences and celebrations. They will engage in conversations about celebrations, plans for parties, and discuss childhood activities, particularly focusing on toys, play, and pets. Students will have the opportunity to listen to and interpret information about these topics while reflecting on their own childhood experiences. Additionally, they will read a picture-based story and a fable from Mexico, gaining cultural insight and practicing their reading comprehension. To further enhance their understanding, students will watch a video about childhood, providing a visual context for the topics discussed. They will also read different types of texts, such as advertisements, descriptions of a person from the past, and information about Isaac Newton, analyzing the content and responding to questions. Students will compare the information they encounter with their own personal experiences, helping to develop a deeper connection with the material.

As part of this unit, students will also engage with a video titled *Cuerdas* through Edpuzzle, which explores themes related to childhood and personal connections. This video will be used to further reflect on their understanding of the topics, offering a modern cultural context for the interpersonal discussions they are having. Through these activities, students will develop their ability to express themselves in Spanish while making connections between the material and their own lives.

Chapter 4B

In this unit, students will explore various aspects of family, social occasions, and celebrations within Spanish-speaking cultures. They will learn to discuss greetings, farewells, family members, and childhood experiences. They will read about various festivals and holidays, such as Independence Day observances, el Día de la Raza, Semana Santa, el Día de los Muertos, el carnaval, la Tamborrada, las Fallas de Valencia, and el Día de los Reyes Magos. Students will also explore the customs of a Basque village and enjoy a picture-based story to further immerse themselves in cultural practices. To deepen their understanding, they will read and listen to information about etiquette in Spanish-speaking cultures and watch a video about a traditional fiesta.

In the presentational component of the unit, students will have the opportunity to write about family gatherings, social celebrations, and childhood memories. Students will also practice presenting information about good manners, allowing them to share their understanding of cultural expectations with their classmates. Through these activities, students will not only expand their vocabulary but also gain a deeper appreciation for the cultural diversity and rich traditions of the Spanish-speaking world.

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 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."

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Practices

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 5 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.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed. LGBTQ and Disabilities Law Amistad Law: N.J.S.A Holocaust Law: N.J.S.A. Diversity and Inclusion • 7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes. LGBTQ and Disabilities Law Amistad Law: N.J.S.A Holocaust Law: N.J.S.A. Diversity and Inclusion • 7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to

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	some unfamiliar situations through oral and/or physical responses. • 7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message. Diversity and Inclusion • 7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities. • 7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics. • 7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts. • 7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. 7.1.IM.IPRET.9: Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.
Intercultural Statement	Topic
<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>	Describe the role of pets • Tell about Pablo Picasso and his art; about nursery schools and <i>juguetes mayas</i>; about <i>el mercado de Hidalgo</i> in Guanajuato • Describe fables, nursery rhymes, and songs • Tell about: Pablo Picasso and his work; Spanishspeaking countries; the life of Isaac Newton
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. Speakers and writers gain</i>	• 7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

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<i>confidence and competence as they progress along the proficiency continuum.</i>	• 7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions. • 7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions. • 7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations Diversity and Inclusion • 7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences. Diversity and Inclusion • 7.1.IM.IPERS 6: Exchange information from a variety of resources with classmates about global issues, including climate change. 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>	Describe the role of pets • Tell about Pablo Picasso and his art; about nursery schools and <i>juguetes mayas</i>; about <i>el mercado de Hidalgo</i> in Guanajuato • Describe fables, nursery rhymes, and songs • Tell about: Pablo Picasso and his work; Spanishspeaking countries; the life of Isaac Newton
<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>	• Read: about festivals, ornaments, holidays; Independence Day observances; el Día de la Raza; Semana Santa; el Día de los Muertos; el carnaval; la Tamborrada; las Fallas de Valencia; el Día de los Reyes Magos; about customs of a Basque village; a picture-based story • Read and listen to information about etiquette • Listen to and watch a video about a fiesta
Presentational Mode Of Communication:	

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Intermediate Mid learners speak and write using sentences and strings of sentences when expressing preferences, feelings, opinions, and basic advice on familiar topics. They can create original sentences that allow them to usually say what they want to say about self and their everyday lives.	
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. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</i>	• 7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences. Diversity and Inclusion • 7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences. • 7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations. • 7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences. Diversity and Inclusion • 7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims. • 7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.
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>	Presentational: • Write: family and social gatherings, celebrations; about childhood events, memories; a letter to los Reyes Magos • Present information about good manners

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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>	
Unit 5 New Jersey Student Learning Standards: Interdisciplinary Connections - New Jersey Student Learning Standards-ELA	
• NJSLS.ELA-LITERACY.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. • NJSLS.ELA-LITERACY.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	
Unit 5 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 and statement in numerical order)
<i>Creativity and 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., 1.1.12 prof.CR3a).
Career Awareness and Planning:	
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).
<i>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>Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.</i>	9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
Unit 5 New Jersey Student Learning Standards: <u>Computer Science and Design Thinking</u>	

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Disciplinary Concepts and Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
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.
Individuals select digital tools and design automated processes to collect, transform, generalize, simplify, and present large data sets in different ways to influence how other people interpret and understand the underlying information.	8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.
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) Students will be able to... • Interpret audio and written texts about favorite childhood toys and elementary school experiences • Describe and write about their personality and experiences during childhood • Engage in conversations to share and inquire about childhood memories

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- Comprehend nursery rhymes and songs from Spanish-speaking cultures
- Compare the significance and role of pets in Spanish-speaking countries and the United States
- Interpret audio and written texts related to family celebrations
- Describe and write about family holiday traditions
- Exchange information about how, where, and with whom they celebrated holidays during childhood

Unit Enduring Understandings

Students will understand...

- How to describe their childhood experiences, toys, and collections
- How to express and explain family customs and holiday traditions
- How to narrate past habitual actions from their early years

Unit Essential Questions

- ¿Con qué jugabas? (*What did you play with?*)
- ¿Cómo eras? (*What were you like?*)
- ¿Qué hacías de pequeño(a)? (*What did you used to do as a child?*)
- ¿Tenías colecciones? (*Did you have any collections?*)
- ¿Cómo celebrabas los días festivos? (*How did you celebrate holidays?*)

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

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:**

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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	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/Booklet • 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
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	• Games • Multi-level questions • Choice Boards
Unit 5 Evidence of Student Learning	
Formative: • Observation • Homework • Class Participation • Whiteboards/communicators • Think-Pair-Share • Do-Now • Notebook Checks • Writing Prompts • Exit Tickets • Classroom Games • Self-assessment Summative: • Chapter/Unit Test • Quizzes • Presentations • Unit Projects 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
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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
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- Tiered Activities
- Manipulatives
- Modified Assignments
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- 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
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- 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

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

Unit 5 Teacher Comments

Childhood projects: Talking about your childhood using the imperfect tense.
Listening to authentic childhood songs from Spanish Speaking countries

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.
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Ocean Academy Charter High School Unit 6 Overview	
Content Area: World Language (Spanish) Spanish 2	
Unit 6 Title: Spanish II Unit 6: Cap 5A/B Las Noticias	Duration: 15 days
Target Course/Grade Level: 9 - 12	
Introduction: <u>Chapter 5A</u> In this unit, students will focus on vocabulary related to emergencies, crises, rescues, and heroic acts, expanding their ability to describe past situations and settings. They will also learn to describe various weather conditions and gain an understanding of cultural perspectives on natural disasters and legends. By engaging with these topics, students will improve their ability to express complex ideas and connect cultural narratives to real-world events. The grammar objectives of this unit build upon students' previous knowledge of the imperfect and preterite tenses, further exploring their usage in different contexts. Emphasis will be placed on irregular verbs in the preterite tense, particularly those that undergo changes in the third person, helping students refine their understanding of verb conjugation and improve their overall fluency in expressing past events. Through these grammar practices, students will gain a deeper command of the language and its nuances, particularly in storytelling and narrative contexts. <u>Chapter 5B</u> In this unit, students will learn vocabulary related to describing accident scenes, discussing injuries, and explaining treatments. They will practice talking about what they were doing when an accident occurred and how to express these events in a detailed and accurate manner. Additionally, students will explore cultural perspectives on health, gaining insights into how different cultures approach and understand medical situations and well-being. For grammar, students will review the present progressive tense, reinforcing their ability to describe actions happening in the moment. They will also be introduced to the past progressive tense to discuss ongoing actions that were happening at a specific point in the past. Furthermore, students will continue to work with irregular preterite verbs such as <i>venir</i>, <i>decir</i>, <i>poner</i>, and <i>traer</i>, enhancing their ability to narrate past events with more complexity and accuracy. These grammar lessons will help students express actions in various time frames while using a variety of verb forms. 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.

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Unit Learning Targets (Objectives)

Students will be able to...

Chapter 5A

Interpersonal Communication:

- Discuss emotional and physical states, building fires, natural disasters, emergency response personnel, and sequences of past events.

Interpretive Communication:

- Read and listen to authentic and adapted texts about weather emergencies, acts of heroism, disaster response, and preparedness.
- Interpret visual texts, including a picture-based story, evacuation signage, and newspaper headlines.
- Watch and understand video content related to fire emergencies.

Presentational Communication:

- Write descriptive and narrative texts about physical/emotional states, fires, emergency responders, and natural disasters.
- Present personal viewpoints based on journalistic interviews and recount past events using appropriate sequencing.

Cultural Topics:

- Explore and discuss practices related to emergency preparedness in Spanish-speaking countries.

Chapter 5B

Interpersonal Communication:

- Discuss past medical emergencies including emergency room visits, injuries, treatments, accidents, and ambulance services.
- Talk about sports-related injuries and traffic incidents using appropriate vocabulary and past tense verbs.

Interpretive Communication:

- Read and listen to texts related to accidents, body parts, medical treatment, and public health services.
- Interpret articles on international health organizations and medical translators.
- Understand video content about emergency room scenarios and children's songs related to health topics.

Presentational Communication:

- Present summaries or retellings of stories related to medical emergencies and accidents.
- Discuss public health care access and write about healthcare experiences, services, and related advertisements.
- Perform or present a children's song relevant to the topic.

Cultural Topics

- Examine medical practices in early 20th-century Mexico
- Describe ambulance services in Spain
- Explore public healthcare systems and social security programs in Spanish-speaking countries

Unit Essential Questions

- ¿Qué ocurrió?
- ¿Qué detalles puedes dar sobre el accidente?
- ¿Cómo te lesionaste?
- ¿Qué le dijiste al médico?

Unit Enduring Understandings

- I can describe what happened during an accident using specific details.
- I can explain how I injured myself (e.g., *Me lastimé el/la ____ al ____*).
- I can report what I told the doctor during a medical visit.

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Practices

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 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.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed. LGBTQ and Disabilities Law Amistad Law: N.J.S.A Holocaust Law: N.J.S.A. Diversity and Inclusion • 7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes. 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.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses. • 7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message. Diversity and Inclusion • 7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities. Diversity and Inclusion • 7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics. Diversity and Inclusion • 7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts. • 7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
Intercultural Statement	Topic
<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>	Interpretive: • Read and listen to information about weather, heroism, building fires, journalism, volcanoes, the Popayán quake of 1983, the Valdivia quakes and tidal wave of 1960, volcano legends, hurricanes, disasters and preparedness
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. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</i>	• 7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations. • 7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.

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	• 7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions. • 7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations. Diversity and Inclusion • 7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences. Diversity and Inclusion • 7.1.IM.IPERS 6: Exchange information from a variety of resources with classmates about global issues, including 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>	• Read: a picture-based story with a fire evacuation sign; newspaper headlines; about antonyms; Queen Sofia's relief mission to Nicaragua • Listen to and watch a video about a fire
<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: about states of being, a building fire, emergency service personnel, volunteer firefighters of Chile, natural disasters, sequences of events, disaster preparedness, heroes, past events, a "disaster movie," the home, rooms, and furnishings; a legend about a local natural feature • Present: opinions on a journalistic interview; information about states of being; past events
Presentational Mode Of Communication: Intermediate Mid learners speak and write using sentences and strings of sentences when expressing preferences, feelings, opinions, and basic advice on familiar topics. They can create original sentences that allow them to usually say what they want to say about self and their everyday lives.	

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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. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</i>	• 7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences. Diversity and Inclusion • 7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences. • 7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations. • 7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences. Diversity and Inclusion • 7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims. • 7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.
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>	• Talk about: an emergency room visit; injuries; past events; medical treatment; accidents; an ambulance service; events of a party; sports injuries; a traffic accident
<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>	• Read and listen to information about: Diego Rivera, accidents, parts of the body, healthcare, an emergency room visit, <i>la Ambulancia Azul</i>, a television program, an ambulance service ad, medical translators, <i>la Patrulla Aérea</i>

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	<i>Colombiana</i>, sports injuries, word families, Luiz Nazario da Lima • Read about: jai alai, public information campaigns; international health organizations; social security programs and public medical care • Listen to and watch a video about an accident • Listen to a children's song
Unit 1 New Jersey Student Learning Standards: Interdisciplinary Connections - New Jersey Student Learning Standards-ELA	
• NJSLS.ELA-LITERACY.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. • NJSLS.ELA-LITERACY.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	
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 and statement in numerical order)
<i>Creativity and Innovation</i> <i>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., 1.1.12 prof.CR3a).
Career Awareness and Planning:	
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).
<i>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>Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and</i>	9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).

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<i>different career fields have changed the nature, content, and responsibilities of many careers.</i>	
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)
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.
Individuals select digital tools and design automated processes to collect, transform, generalize, simplify, and present large data sets in different ways to influence how other people interpret and understand the underlying information.	8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.
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 6 Instructional Plan	
Suggested Activities • Stations • Task cards • Vocabulary flash cards • Online activities	Resources/ Texts Instructional Materials • Realidades 2 Textbook - Fondo Cultural: Readings within the chapter that pertain to cultural topics, important figures in

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• 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	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 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
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	• Flexible grouping • Think, pair, share • Games • Multi-level questions • Choice Boards
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Unit 6 Evidence of Student Learning

Formative:

- Observation
- Homework
- Class Participation
- Whiteboards/communicators
- Think-Pair-Share
- Do-Now
- Notebook Checks
- Writing Prompts
- Exit Tickets
- Classroom Games
- Self-assessment

Summative:

- Chapter/Unit Test
- Quizzes
- Presentations
- Unit Projects

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)

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

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- Peer Buddies
- Graphic Organizers
- Chunking Information
- Scaffolded Questioning
- Tiered Activities
- Manipulatives
- Modified Assignments
- Preferential Seating
- Visual Cues/Modeling
- Technology Integration
- Assistive Technology

Unit 6 Supplemental Resources

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

Unit 6 Teacher Comments

Students can talk about natural disasters that have occurred in our town, like Sandy

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 social change.

Noteworthy Latinx LGBTQ+ Icons to consider incorporating into the course. This list is not limited to following people, but these figures should be noted for their contributions.

- Ricky Martin
- Frida Kahlo

- Orlando Cruz
- Juan Gabriel

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
- Demonstrate an 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>

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