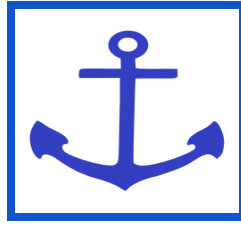


Ocean Academy Charter High School  
Curriculum Guide  
Grade 9



<b>Original Adoption:</b>	August 2024
<b>Created by:</b>	Stephen Nichol & Amy LaBarca

Ocean Academy Charter High School World Language Curriculum	
Content Area: World Language	
Course Title: Spanish I	
Grade Level: 9th	
Unit Title	Pacing Guide in Days
<u>Unit Plan 1: Para Empezar</u> <b>LGBTQ and Disabilities Law</b> <b>Amistad Law: N.J.S.A</b> <b>Holocaust Law: N.J.S.A.</b> <b>Diversity and Inclusion</b>	18
<u>Unit Plan 2: ¿Qué te gusta hacer?</u> <u>Y tú, ¿Cómo eres?</u> <b>LGBTQ and Disabilities Law</b> <b>Amistad Law: N.J.S.A</b> <b>Holocaust Law: N.J.S.A.</b> <b>Diversity and Inclusion</b>	18
<u>Unit Plan 3: Tu día en la escuela</u> <u>Tu sala de clases</u> <b>LGBTQ and Disabilities Law</b> <b>Amistad Law: N.J.S.A</b> <b>Holocaust Law: N.J.S.A.</b> <b>Diversity and Inclusion</b>	18
<u>Unit Plan 4: ¿Desayuno o almuerzo?</u> <u>Para mantener la salud</u> <b>LGBTQ and Disabilities Law</b> <b>Amistad Law: N.J.S.A</b>	18

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<b>Holocaust Law: N.J.S.A. Diversity and Inclusion</b>	
<u>Unit Plan 5: ¿Adónde vas? ¿Quieres ir conmigo?</u> <b>LGBTQ and Disabilities Law</b> <b>Amistad Law: N.J.S.A.</b> <b>Holocaust Law: N.J.S.A.</b> <b>Diversity and Inclusion</b>	18

<b>Ocean Academy Charter High School</b> <b>Unit 1 Overview</b>	
Content Area: World Language	
Unit 1 Title: Para Empezar	Duration: 18 days
Target Course/Grade Level: Spanish I - 9th Grade	
<b>Introduction:</b>	
<p>In this unit, students will begin their journey into the Spanish language by learning foundational vocabulary and expressions. They will explore key concepts such as greetings, farewells, and basic commands, along with learning the Spanish alphabet. Additionally, students will expand their language skills by studying numbers, the calendar, weather terms, classroom objects, and body parts.</p> <p>Through a variety of activities, students will not only become familiar with essential vocabulary but also develop practical communication skills. They will practice using the language in interpersonal, interpretive, and presentational modes, engaging in both one-on-one conversations and group interactions.</p> <p>By the end of the unit, students will have a solid grasp of basic Spanish phrases and vocabulary, enabling them to understand and respond to simple exchanges in real-world situations. This unit lays the groundwork for more complex language acquisition and sets the stage for future learning.</p> <p><b>Amistad Law: N.J.S.A.</b> 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.</p> <p><b>Holocaust Law: N.J.S.A.</b> 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and</p>	

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 (NJSL) 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.”

### **World Language Practices**

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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.

**Disciplinary Concepts**

**Interpretive Mode Of Communication**

Core Idea	Performance Expectations (Identified with Standard number and statement)
<p><i>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</i></p>	<ul style="list-style-type: none"> <li>• 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s). <b>LGBTQ and Disabilities Law</b> <b>Amistad Law: N.J.S.A</b> <b>Holocaust Law: N.J.S.A.</b> <b>Diversity and Inclusion</b></li> <li>• 7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.</li> <li>• 7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture. <b>Diversity and Inclusion</b></li> <li>• 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.</li> <li>• 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.</li> </ul>

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Intercultural Statement	Topic
<i>Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</i>	School, class objects, weather, alphabet, numbers (0-100), greetings, alphabet, body parts
<i>Learners recognize and identify a few typical practices of the target culture.</i>	School, class objects, weather, alphabet, numbers (0-100), greetings, alphabet, body parts
Interpersonal Mode Of Communication	
Core Idea	Performance Expectations (Identified with Standard number and statement)
<i>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</i>	<ul style="list-style-type: none"> <li>• 7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.</li> <li>• 7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.</li> <li>• 7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities. <b>Diversity and Inclusion</b></li> <li>• 7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations. <b>Diversity and Inclusion</b></li> </ul>
<i>Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</i>	
Intercultural Statement	Topic

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<i>Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</i>	School, class objects, weather, alphabet, numbers (0-100), greetings, alphabet, body parts
<i>Learners recognize and identify a few typical practices of the target culture.</i>	School, class objects, weather, alphabet, numbers (0-100), greetings, alphabet, body parts
<b>Presentational Mode Of Communication</b>	
<b>Core Idea</b>	<b>Performance Expectations (Identified with Standard number and statement)</b>
<i>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</i>	<ul style="list-style-type: none"> <li>• 7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.</li> <li>• 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.</li> <li>• 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.</li> </ul>
<i>Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</i>	
<b>Intercultural Statement</b>	<b>Topic</b>
<i>Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</i>	School, class objects, weather, alphabet, numbers (0-100), greetings, alphabet, body parts
<i>Learners recognize and identify a few typical practices of the target culture.</i>	School, class objects, weather, alphabet, numbers (0-100), greetings, alphabet, body parts

## Unit 1 New Jersey Student Learning Standards: Interdisciplinary Connections

### Reading

#### *Close Reading of Text*

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

#### *Central Ideas and Themes of Texts*

RL.CI.9-10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

#### *Interactions Among Text Elements*

RI.IT.9-10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

### Speaking and Listening

#### *Integrate Information*

SL.II.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

### Writing

#### *Writing Research*

W.WR.9-10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

#### *Range of Writing*

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

### Language

#### *Vocabulary Acquisition, Use and Literal Meaning*

L.VL.9-10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**Unit 1 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills**

<b>Disciplinary Concepts and Core Ideas</b>	<b>Performance Expectations (Identified with Standard Number and statement in numerical order)</b>
<i>Creativity &amp; Innovation: With a growth mindset, failure is an important part of success.</i>	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
<i>Creativity &amp; Innovation: Innovative ideas or innovation can lead to career opportunities.</i>	9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
<i>Critical Thinking &amp; Problem Solving: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</i>	9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

**Unit 1 New Jersey Student Learning Standards: Computer Science and Design Thinking**

<b>Disciplinary Concepts and Core Ideas</b>	<b>Performance Expectations (Identified with Standard Number and Statement)</b>
Computing Systems: Successful troubleshooting of complex problems involves multiple approaches including research, analysis, reflection, interaction with peers, and drawing on past experiences.	8.1.12.CS.4: Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors.
Data & Analysis: Large data sets can be transformed,	8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and

generalized, simplified, and presented in different ways to influence how individuals interpret and understand the underlying information.

support different interpretations of real-world phenomena.

### Unit 1 Knowledge and Skills

#### Unit Learning Targets (Objectives)

*Students will be able to...*

Identify familiar words and phrases in written text

Respond to and ask simple questions

Read and listen to information on familiar topics

Engage in simple conversations; Provide and obtain information

Respond appropriately to simple commands

Present information in written and oral form on familiar topics

Identify cultural similarities and differences through informational text and various multimedia resources

#### Unit Enduring Understandings

*Students will know...*

Language and culture are interconnected. Through the study of a world language, students can develop an understanding and an appreciation of other cultures as well as one's own culture.

How to use appropriate greetings and leave takings from the target language.

How to tell time and talk about the calendar.

How to spell words in the target language

How to talk about the weather.

How to talk about body parts.

How to talk about things in the classroom.

The difference between tú and usted.

That nouns are either masculine or feminine.

The differences and similarities of various celebrations and festivals in the Spanish speaking world.

#### Unit Essential Questions

How do I greet people?

How do people in Spanish speaking countries greet each other?

How do I count and use numbers?

How do I spell using the Spanish alphabet?

How do I tell time?

How do I describe the weather?

How do I state the date?

How do I talk about things in the classroom?  
How are holidays and customs/traditions celebrated in the Spanish speaking world?

### Unit 1 Instructional Plan

#### Suggested Activities

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

#### Resources/ Texts

##### Instructional Materials

- Realidades I 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/Conjugemos
- 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/Conjugemos/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
- 

**Unit 1 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 1 Suggested Options for Differentiation**

**Modifications (MLs, 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

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- Encourage parents to help children maintain their native language at home, while the school helps the child attain proficiency in English.
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who may need more time engaged
- Display a word wall with current academic vocabulary in each subject
- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Unit 1 Supplemental Resources

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

Unit 1 Teacher Comments

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

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

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

Ocean Academy Charter High School  
Unit 2 Overview

**Content Area: World Language**

**Unit 2 Title:** ¿Qué te gusta hacer?, Y tú, ¿Cómo eres?

**Duration:** 18 days

**Target Course/Grade Level:** Spanish I / 9th Grade

**Introduction:**

In this unit, students will explore vocabulary and expressions related to personal preferences, focusing on how to talk about activities they enjoy or dislike. They will also learn adjectives and phrases to describe someone's personality, enhancing their ability to communicate about themselves and others.

Through a combination of engaging activities, students will deepen their understanding of these concepts and strengthen their skills in the three modes of communication: interpersonal, interpretive, and presentational. They will practice engaging in conversations about likes and dislikes, interpreting descriptions of others, and presenting their own ideas clearly and confidently.

By the end of the unit, students will be able to express their preferences and describe personalities with more fluency and accuracy. They will gain a solid foundation in how to use language in real-life situations, improving their communication skills both in and outside the classroom.

**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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**Diversity and Inclusion**

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

1. The instruction shall:

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

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

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### Practices

Practice	Description
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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.

<b>Unit 2 Focus Standards (Major Standards) <u>2020 World Language Standards</u></b>	
<b>Disciplinary Concepts</b>	
<b>Interpretive Mode Of Communication</b>	
<b>Core Idea</b>	<b>Performance Expectations (Identified with Standard number and statement)</b>
<p><i>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</i></p>	<ul style="list-style-type: none"> <li>• 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s). <b>LGBTQ and Disabilities Law</b> <b>Amistad Law: N.J.S.A</b> <b>Holocaust Law: N.J.S.A.</b> <b>Diversity and Inclusion</b></li> <li>• 7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.</li> <li>• 7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture. <b>Diversity and Inclusion</b></li> <li>• 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.</li> <li>7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.</li> </ul>
<b>Intercultural Statement</b>	<b>Topic</b>
<p><i>Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners’ own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</i></p>	<p>Activities, personality traits, expressing likes and dislikes, infinitives, negatives, expressing agreement or disagreement, adjectives, definite and indefinite articles, and word order.</p>
<p><i>Learners recognize and identify a few typical practices of the target culture.</i></p>	

<b>Interpersonal Mode Of Communication</b>	
<b>Core Idea</b>	<b>Performance Expectations (Identified with Standard number and statement)</b>
<i>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</i>	<ul style="list-style-type: none"> <li>• 7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.</li> <li>• 7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.</li> <li>• 7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities. <b>Diversity and Inclusion</b></li> <li>• 7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations. <b>Diversity and Inclusion</b></li> <li>• 7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</li> </ul>
<i>Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</i>	
<b>Intercultural Statement</b>	<b>Topic</b>
<i>Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</i>	Activities, personality traits, expressing likes and dislikes, infinitives, negatives, expressing agreement or disagreement, adjectives, definite and indefinite articles, and word order.
<i>Learners recognize and identify a few typical practices of the target culture.</i>	

<b>Presentational Mode Of Communication</b>	
<b>Core Idea</b>	<b>Performance Expectations (Identified with Standard number and statement)</b>
<i>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</i>	<ul style="list-style-type: none"> <li>• 7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.</li> <li>• 7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.</li> <li>• 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.</li> <li>• 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.</li> </ul>
<i>Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</i>	
<b>Intercultural Statement</b>	<b>Topic</b>
<i>Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</i>	Activities, personality traits, expressing likes and dislikes, infinitives, negatives, expressing agreement or disagreement, adjectives, definite and indefinite articles, and word order.
<i>Learners recognize and identify a few typical practices of the target culture.</i>	
<b>Unit 2 New Jersey Student Learning Standards: Interdisciplinary Connections</b>	
<p><b>Reading</b> <i>Close Reading of Text</i> RL.CR.9-10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.</p>	

*Central Ideas and Themes of Texts*

RL.CI.9-10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.CI.9-10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

*Text Structure*

RL.TS.9-10.4. Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

RI.TS.9-10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

**Speaking and Listening**

*Integrate Information*

SL.II.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

**Writing**

*Writing Research*

W.WR.9-10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

*Range of Writing*

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

**Language**

*Vocabulary Acquisition, Use and Literal Meaning*

L.VL.9-10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate,

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advocacy).

C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

**Disciplinary Concepts-Examples**

Core Ideas	Performance Expectations (Identified with Standard Number and statement)
<i>Creativity &amp; Innovation: With a growth mindset, failure is an important part of success.</i>	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
<i>Creativity &amp; Innovation: Innovative ideas or innovation can lead to career opportunities.</i>	9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
<i>Critical Thinking &amp; Problem Solving: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</i>	9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

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

**Disciplinary Concepts**

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Computing Systems: Successful troubleshooting of complex problems involves multiple approaches including research, analysis, reflection, interaction with peers, and drawing on past experiences.	8.1.12.CS.4: Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors.

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<p>Data &amp; Analysis: Large data sets can be transformed, generalized, simplified, and presented in different ways to influence how individuals interpret and understand the underlying information.</p>	<p>8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.</p>
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**New Jersey Student Learning Standards: [Climate Change Mandate](#)**

<b>Core Ideas</b>	<b>Performance Expectations (Identified with Standard Number and Statement)</b>
<ul style="list-style-type: none"> <li>● Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</li> <li>● Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</li> </ul>	<ul style="list-style-type: none"> <li>● 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues and exchange information with classmates and others about global issues, including climate change.</li> <li>● 7.1.IL.IPERS.6: Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.</li> <li>● 7.1.IM.IPERS.6: Exchange information from a variety of resources with classmates about global issues, including climate change.</li> <li>● 7.1.IH.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.</li> <li>● 7.1.AL.IPERS.6: Converse with members of the target culture with understanding about contemporary global issues, including climate change.</li> </ul>

**Unit 2 Knowledge and Skills**

### **Unit Learning Targets (Objectives)**

*Students will be able to...*

Identify familiar words and phrases in written text

Respond to and ask simple questions

Read and listen to information on familiar topics

Engage in simple conversations; Provide and obtain information

Respond appropriately to simple commands

Comprehend main messages of simple oral and audio presentations

Present information in written and oral form on familiar topics

Identify cultural similarities and differences through informational text and various multimedia resources

### **Unit Enduring Understandings**

*Students will know...*

Language and culture are interconnected. Through the study of a world language, students can develop an understanding and an appreciation of other cultures.

Cultural practices can vary greatly.

How kids spend their free time in Spanish speaking countries.

How to tell others what they do in their free time.

How to ask and answer questions about hobbies/pastimes.

How to describe themselves to others.

How to ask others what they are like.

How to describe others.

Typical dances and music from the Spanish speaking world.

How friendships “look like” in the Spanish speaking world.

### **Unit Essential Questions**

What are typical pastimes in Latin America and Spain? How are they similar/different from those in the US?

How do I spend my free time?

How do I describe what I like to do?

How do I ask others what they like to do?

How do I talk about and describe my personality traits to others?

How do I ask others what they are like?

What are some typical dances and music of different Spanish speaking countries? How do they compare dances and music you know?

How is music in the Caribbean influenced by the musical styles from around the world?

What are friendships like in Spanish speaking countries?

Suggested Activities	Resources/ Texts
<ul style="list-style-type: none"> <li>● Stations</li> <li>● Task cards</li> <li>● Vocabulary flash cards</li> <li>● Online activities</li> <li>● Workbook and textbook activities:  <b>LGBTQ and Disabilities Law, Amistad Law: N.J.S.A, Holocaust Law: N.J.S.A. , Diversity and Inclusion</b></li> <li>● Whiteboard activities</li> <li>● Peer to peer interviews</li> <li>● Conversational practice</li> <li>● Daily Q &amp; A in target language</li> <li>● Musica Miercoles (Music Wednesday)  <b>LGBTQ and Disabilities Law, Amistad Law: N.J.S.A, Holocaust Law: N.J.S.A. , Diversity and Inclusion</b></li> <li>● Games and puzzles</li> <li>● Educational videos to compare and contrast culture <b>LGBTQ and Disabilities Law, Amistad Law: N.J.S.A, Holocaust Law: N.J.S.A. , Diversity and Inclusion</b></li> </ul>	<p><b>Instructional Materials</b></p> <ul style="list-style-type: none"> <li>● Realidades I Textbook - Fondo Cultural: Readings within the chapter that pertain to cultural topics, important figures in the LGBTQ+ community, social justice and civil rights <b>LGBTQ and Disabilities Law, Amistad Law: N.J.S.A, Holocaust Law: N.J.S.A. , Diversity and Inclusion</b></li> <li>● Realidades writing, audio &amp; video workbook</li> <li>● Realidades student workbook and guided practice workbook</li> <li>● Realidades DVD/CD program</li> <li>● Realidades online activities</li> <li>● Quizizz/Quizlet/Kahoot/Conjuguemos</li> <li>● Teacher created notes/assignments</li> <li>● Teacher created projects</li> </ul> <p><b>Supplemental Materials</b></p> <ul style="list-style-type: none"> <li>● Edpuzzle videos/assignments - Pertaining to cultural topics within the chapter, important figures within the LGBTQ+ community, social justice and civil rights <b>LGBTQ and Disabilities Law, Amistad Law: N.J.S.A, Holocaust Law: N.J.S.A. , Diversity and Inclusion</b></li> <li>● Quizizz/Conjuguemos/Blooket</li> <li>● Kahoot</li> <li>● YouTube (videos pertaining to cultural topics, holidays and traditions)  <b>Diversity and Inclusion</b></li> <li>● Nearpod</li> <li>● 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 <b>LGBTQ</b></li> </ul>

and Disabilities Law, Amistad Law:  
N.J.S.A, Holocaust Law: N.J.S.A. ,  
Diversity and Inclusion

**Intervention Materials**

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

**Unit 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
- 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

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

**Unit 2 Teacher Comments**

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

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

- 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.**

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**Unit 3 Overview**

**Content Area: World Language**

**Unit 3 Title: Tu día en la escuela y Tu sala de clases**

**Duration: 18 days**

**Target Course/Grade Level: Spanish I/9th Grade**

**Introduction:**

In this unit, students will focus on expanding their Spanish vocabulary related to school life. They will learn terms for various school subjects, daily schedules, school supplies, and common classroom activities. This vocabulary will help them better navigate conversations about school and interact in academic environments.

As students delve into these topics, they will also work on improving their language proficiency in the three modes of communication: interpersonal, interpretive, and presentational. Through structured activities, they will practice engaging in conversations about their class schedules, favorite subjects, and school-related tasks. Students will also interpret written and spoken

material related to school settings and present their ideas clearly in both written and oral formats.

By the end of this unit, students will have developed a deeper understanding of school-related vocabulary and be able to confidently discuss their academic lives in Spanish. This knowledge will serve as a foundation for more complex conversations and help students engage with the language in a variety of contexts.

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

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

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

### **Diversity and Inclusion**

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

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,

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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.
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 3 Focus Standards (Major Standards) [2020 World Language Standards](#)**

**Disciplinary Concepts**

**Interpretive Mode Of Communication**

Core Idea	Performance Expectations (Identified with Standard number and statement)
<p><i>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</i></p>	<ul style="list-style-type: none"> <li>• 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s). <b>LGBTQ and Disabilities Law</b> <b>Amistad Law: N.J.S.A</b> <b>Holocaust Law: N.J.S.A.</b> <b>Diversity and Inclusion</b></li> <li>• 7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.</li> </ul>

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	<ul style="list-style-type: none"> <li>• 7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture. <b>Diversity and Inclusion</b></li> <li>• 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.</li> <li>• 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.</li> </ul>
<b>Intercultural Statement</b>	<b>Topic</b>
<p><i>Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners’ own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</i></p>	<p>School subjects and schedules, school supplies, class descriptions, subject pronouns, present tense of -ar verbs. Classroom items and furniture, computers, words to describe location, the verb ESTAR, plurals of nouns and articles. Cultural perspectives on school.</p>
<p><i>Learners recognize and identify a few typical practices of the target culture.</i></p>	
<b>Interpersonal Mode Of Communication</b>	
<b>Core Idea</b>	<b>Performance Expectations (Identified with Standard number and statement)</b>
<p><i>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</i></p>	<ul style="list-style-type: none"> <li>• 7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.</li> <li>• 7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.</li> <li>• 7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities. <b>Diversity and Inclusion</b></li> </ul>

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	<ul style="list-style-type: none"> <li>• 7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations. <b>Diversity and Inclusion</b></li> <li>• 7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</li> </ul>
<i>Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</i>	
<b>Intercultural Statement</b>	<b>Topic</b>
<i>Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</i>	<p>School subjects and schedules, school supplies, class descriptions, subject pronouns, present tense of -ar verbs.</p> <p>Classroom items and furniture, computers, words to describe location, the verb ESTAR, plurals of nouns and articles.</p> <p>Cultural perspectives on school.</p>
<i>Learners recognize and identify a few typical practices of the target culture.</i>	
<b>Presentational Mode Of Communication</b>	
<b>Core Idea</b>	<b>Performance Expectations (Identified with Standard number and statement)</b>
<i>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</i>	<ul style="list-style-type: none"> <li>• 7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.</li> <li>• 7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.</li> <li>• 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.</li> <li>• 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.</li> </ul>

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<i>Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</i>	
<b>Intercultural Statement</b>	<b>Topic</b>
<i>Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</i>	School subjects and schedules, school supplies, class descriptions, subject pronouns, present tense of -ar verbs. Classroom items and furniture, computers, words to describe location, the verb ESTAR, plurals of nouns and articles. Cultural perspectives on school.
<i>Learners recognize and identify a few typical practices of the target culture.</i>	
<b>Unit 3 New Jersey Student Learning Standards: Interdisciplinary Connections</b>	
<p><b>Reading</b></p> <p><i>Close Reading of Text</i> RL.CR.9-10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.</p> <p><i>Central Ideas and Themes of Texts</i> RL.CI.9-10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text. RI.CI.9-10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p> <p><i>Text Structure</i> RL.TS.9-10.4. Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise). RI.TS.9-10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p><b>Speaking and Listening</b></p> <p><i>Integrate Information</i> SL.II.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of</p>	

each source.

## Writing

### *Writing Research*

W.WR.9-10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

### *Range of Writing*

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

## Language

### *Vocabulary Acquisition, Use and Literal Meaning*

L.VL.9-10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

**Disciplinary Concepts-Examples**

**Core Ideas**

**Performance Expectations (Identified with Standard Number and statement)**

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<i>Creativity &amp; 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).
<i>Creativity &amp; Innovation: Innovative ideas or innovation can lead to career opportunities.</i>	9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
<i>Critical Thinking &amp; Problem Solving: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</i>	9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12.prof.CR3.a).

**Unit 3 New Jersey Student Learning Standards: [Computer Science and Design Thinking](#)**

**Disciplinary Concepts**

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

**New Jersey Student Learning Standards: [Climate Change Mandate](#)**

<b>Core Ideas</b>	<b>Performance Expectations (Identified with Standard Number and Statement)</b>
<ul style="list-style-type: none"> <li>● Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</li> <li>● Speakers and writers gain confidence and competence as they progress along the proficiency</li> </ul>	<ul style="list-style-type: none"> <li>● 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues and exchange information with classmates and others about global issues, including climate change.</li> <li>● 7.1.IL.IPERS.6: Exchange information with classmates and with native speakers of</li> </ul>

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<p>continuum.</p>	<p>the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.</p> <ul style="list-style-type: none"> <li>● 7.1.IM.IPERS 6: Exchange information from a variety of resources with classmates about global issues, including climate change.</li> <li>● 7.1.IH.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.</li> <li>● 7.1.AL.IPERS.6: Converse with members of the target culture with understanding about contemporary global issues, including climate change.</li> </ul>
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**Unit 3 Knowledge and Skills**

**Unit Learning Targets (Objectives)**  
*Students will be able to...*  
 Identify familiar words and phrases in written text  
 Respond to and ask simple questions  
 Read and listen to information on familiar topics  
 Engage in simple conversations; Provide and obtain information  
 Respond appropriately to simple commands  
 Comprehend main messages of simple oral and audio presentations  
 Present information in written and oral form on familiar topics  
 Identify cultural similarities and differences through informational text and various multimedia resources

**Unit Enduring Understandings**  
*Students will know...*  
 Language and culture are interconnected. Through the study of a world language, students can develop an understanding and an appreciation of other cultures.  
 Cultural practices can vary greatly.  
 How to talk and write about classes (subjects & schedules), classrooms and where things are located.  
 How to talk and write about school activities and likes and dislikes.  
 The differences/similarities between their school/ school day and those of schools in the Spanish-speaking world.

### Unit Essential Questions

How would you Inquire about preferences related to school/classes?  
 What are your preferences related to school/classes?  
 What are the differences/similarities between your school life and that of the target culture?  
 How do I describe my school schedule and classroom to someone?  
 What are some cultural perspectives associated with schools in the Spanish speaking world and how do they compare to schools in the US?

### Unit 3 Instructional Plan

#### Suggested Activities

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

#### Resources/ Texts

##### Instructional Materials

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

##### Supplemental Materials

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

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

**Intervention Materials**

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

**Unit 3 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 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
- 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

#### 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

Ocean Academy Charter High School  
Unit 4 Overview

Content Area: World Language

Unit 4 Title: ¿ Desayuno o almuerzo? Y Para mantener la salud

Duration: 18 days

Target Course/Grade Level: Spanish I/9th Grade

**Introduction:**

In this unit, students will focus on expanding their Spanish vocabulary related to food and health. They will explore a variety of food items, meal-related vocabulary, and terms associated with healthy living and wellness. Students will gain a deeper understanding of how to talk about nutrition, exercise, and overall well-being in Spanish.

As they engage with these topics, students will develop their skills in the three modes of communication: interpersonal, interpretive, and presentational. They will practice having conversations about eating habits, and discussing food preferences.. Through listening and reading exercises, students will also interpret information about health and food, enhancing their comprehension skills. Additionally, students will have opportunities to present their ideas on healthy eating and lifestyle choices in both spoken and written Spanish.

By the end of this unit, students will be able to confidently discuss various aspects of food and health in Spanish, using new vocabulary and phrases to express opinions. This knowledge will not only improve their language skills but also allow them to participate in meaningful discussions about health and nutrition.

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

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

**Diversity and Inclusion**

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

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

**Asian Americans and Pacific Islanders (AAPI)**

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

**21st Century Themes and Skills**

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

**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 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)
<p><i>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</i></p>	<ul style="list-style-type: none"> <li>• 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s). <b>LGBTQ and Disabilities Law</b> <b>Amistad Law: N.J.S.A</b> <b>Holocaust Law: N.J.S.A.</b> <b>Diversity and Inclusion</b></li> <li>• 7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.</li> <li>• 7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture. <b>Diversity and Inclusion</b></li> <li>• 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.</li> <li>• 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.</li> </ul>
Intercultural Statement	Topic
<p><i>Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners’ own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</i></p>	<p>Foods and beverages, food groups, healthy activities, ways to describe food, expressions of frequency, present tense of -er and -ir verbs, me gustan/me encantan, plural of adjectives, and the verb SER.</p>
<p><i>Learners recognize and identify a few typical practices of the target culture.</i></p>	
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.</i>	<ul style="list-style-type: none"> <li>• 7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.</li> <li>• 7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.</li> <li>• 7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities. <b>Diversity and Inclusion</b></li> <li>• 7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations. <b>Diversity and Inclusion</b></li> <li>• 7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</li> </ul>
<i>Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</i>	
Intercultural Statement	Topic
<i>Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</i>	Foods and beverages, food groups, healthy activities, ways to describe food, expressions of frequency, present tense of -er and -ir verbs, me gustan/me encantan, plural of adjectives, and the verb SER.
<i>Learners recognize and identify a few typical practices of the target culture.</i>	
Presentational Mode Of Communication	
Core Idea	Performance Expectations

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	<b>(Identified with Standard number and statement)</b>
<i>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</i>	<ul style="list-style-type: none"> <li>• 7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.</li> <li>• 7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.</li> <li>• 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.</li> <li>• 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.</li> <li>• 7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.</li> </ul>
<i>Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</i>	
<b>Intercultural Statement</b>	<b>Topic</b>
<i>Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</i>	Foods and beverages, food groups, healthy activities, ways to describe food, expressions of frequency, present tense of -er and -ir verbs, me gustan/me encantan, plural of adjectives, and the verb SER.
<i>Learners recognize and identify a few typical practices of the target culture.</i>	
<b>Unit 4 New Jersey Student Learning Standards: Interdisciplinary Connections</b>	
<b>Reading</b> <i>Close Reading of Text</i> RL.CR.9-10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.	

*Central Ideas and Themes of Texts*

RL.CI.9-10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.CI.9-10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

*Text Structure*

RL.TS.9-10.4. Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

RI.TS.9-10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

**Speaking and Listening**

*Integrate Information*

SL.II.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

**Writing**

*Writing Research*

W.WR.9-10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

*Range of Writing*

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

**Language**

*Vocabulary Acquisition, Use and Literal Meaning*

L.VL.9-10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate,

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<p>advocacy).</p> <p>C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
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**Unit 4 New Jersey Student Learning Standards: [Career Readiness, Life Literacies, and Key Skills](#)**

**Disciplinary Concepts-Examples**

<b>Core Ideas</b>	<b>Performance Expectations (Identified with Standard Number and statement)</b>
<i>Creativity &amp; Innovation: With a growth mindset, failure is an important part of success.</i>	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
<i>Creativity &amp; Innovation: Innovative ideas or innovation can lead to career opportunities.</i>	9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
<i>Critical Thinking &amp; Problem Solving: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</i>	9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

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

**Disciplinary Concepts**

<b>Core Ideas</b>	<b>Performance Expectations (Identified with Standard Number and Statement)</b>
Computing Systems: Successful troubleshooting of complex problems involves multiple approaches including research, analysis, reflection, interaction with peers, and drawing on past experiences.	8.1.12.CS.4: Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors.

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<p>Data &amp; Analysis: Large data sets can be transformed, generalized, simplified, and presented in different ways to influence how individuals interpret and understand the underlying information.</p>	<p>8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.</p>
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**New Jersey Student Learning Standards: [Climate Change Mandate](#)**

<b>Core Ideas</b>	<b>Performance Expectations (Identified with Standard Number and Statement)</b>
<ul style="list-style-type: none"> <li>● Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</li> <li>● Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</li> </ul>	<ul style="list-style-type: none"> <li>● 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues and exchange information with classmates and others about global issues, including climate change.</li> <li>● 7.1.IL.IPERS.6: Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.</li> <li>● 7.1.IM.IPERS 6: Exchange information from a variety of resources with classmates about global issues, including climate change.</li> <li>● 7.1.IH.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.</li> <li>● 7.1.AL.IPERS.6: Converse with members of the target culture with understanding about contemporary global issues, including climate change.</li> </ul>

**Unit 4 Knowledge and Skills**

**Unit Learning Targets (Objectives)**

*Students will be able to...*

Identify familiar words and phrases in written text  
Respond to and ask simple questions  
Read and listen to information on familiar topics  
Engage in simple conversations; Provide and obtain information  
Respond appropriately to simple commands  
Comprehend main messages of simple oral and audio presentations  
Present information in written and oral form on familiar topics  
Identify cultural similarities and differences through informational text and various multimedia resources

### **Unit Enduring Understandings**

*Students will know...*

Language and culture are interconnected. Through the study of a world language, students can develop an understanding and an appreciation of other cultures.  
Cultural practices can vary greatly.  
How to talk about foods and beverages they like and dislike.  
How to ask others about their food preferences.  
How to describe what one does to stay healthy and ask others what they do.  
How to prepare a snack from a Spanish speaking country.  
How to compare foods and menus in the Spanish speaking world to those in the US.  
Cultural perspectives associated with traditional foods, markets and festivals in the Spanish speaking world vs those in the US.

### **Unit Essential Questions**

How do I exchange information about food preferences?  
How would you Inquire about preferences related to foods?  
What are your preferences related to foods?  
What are the differences/similarities between foods you eat/like and that of the target culture?  
How do I prepare a snack from a Spanish speaking country?  
What do I do to stay healthy?  
What do others do to stay healthy?  
What are some unhealthy habits?  
What are some cultural perspectives associated with foods and menus in the Spanish speaking world and how do they compare to foods and menus in the US?  
What are some cultural perspectives associated with traditional foods, markets and festivals in the Spanish speaking world and how do they compare to those in the US?

Suggested Activities	Resources/ Texts
<ul style="list-style-type: none"><li>• Stations</li><li>• Task cards</li><li>• Vocabulary flash cards</li><li>• Online activities</li><li>• Workbook and textbook activities: <b>LGBTQ and Disabilities Law, Amistad Law: N.J.S.A, Holocaust Law: N.J.S.A. , Diversity and Inclusion</b></li><li>• Whiteboard activities</li><li>• Peer to peer interviews</li><li>• Conversational practice</li><li>• Daily Q &amp; A in target language</li><li>• Musica Miercoles (Music Wednesday) <b>LGBTQ and Disabilities Law, Amistad Law: N.J.S.A, Holocaust Law: N.J.S.A. , Diversity and Inclusion</b></li><li>• Games and puzzles</li><li>• Educational videos to compare and contrast culture <b>LGBTQ and Disabilities Law, Amistad Law: N.J.S.A, Holocaust Law: N.J.S.A. , Diversity and Inclusion</b></li></ul>	<p><b>Instructional Materials</b></p> <ul style="list-style-type: none"><li>• Realidades I Textbook - Fondo Cultural: Readings within the chapter that pertain to cultural topics, important figures in the LGBTQ+ community, social justice and civil rights <b>LGBTQ and Disabilities Law, Amistad Law: N.J.S.A, Holocaust Law: N.J.S.A. , Diversity and Inclusion</b></li><li>• Realidades writing, audio &amp; video workbook</li><li>• Realidades student workbook and guided practice workbook</li><li>• Realidades DVD/CD program</li><li>• Realidades online activities</li><li>• Quizizz/Quizlet/Kahoot/Conjuguemos</li><li>• Teacher created notes/assignments</li><li>• Teacher created projects</li></ul> <p><b>Supplemental Materials</b></p> <ul style="list-style-type: none"><li>• Edpuzzle videos/assignments - Pertaining to cultural topics within the chapter, important figures within the LGBTQ+ community, social justice and civil rights <b>LGBTQ and Disabilities Law, Amistad Law: N.J.S.A, Holocaust Law: N.J.S.A. , Diversity and Inclusion</b></li><li>• Quizizz/Conjuguemos/Blooket</li><li>• Kahoot</li><li>• YouTube (videos pertaining to cultural topics, holidays and traditions) <b>Diversity and Inclusion</b></li><li>• Nearpod</li><li>• 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 <b>LGBTQ</b></li></ul>

and Disabilities Law, Amistad Law:  
N.J.S.A, Holocaust Law: N.J.S.A. ,  
Diversity and Inclusion

**Intervention Materials**

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

**Unit 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
- Technology Integration
- Student Choice Activities
- Student Driven Activities
- Group Projects
- Tiered Activities

**Students at Risk of School Failure:**

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

**Diversity and Inclusion:**

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

### Unit 4 Supplemental Resources

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

### Unit 4 Teacher Comments

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

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

- 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.**

### Ocean Academy Charter High School Unit 5 Overview

**Content Area: World Language**

**Unit 5 Title:** ¿Adónde vas? Y ¿Quieres ir conmigo?

**Duration:** 30 Days

**Target Course/Grade Level:** Spanish I Honors / 8th grade

#### Introduction:

In this unit, students will explore vocabulary related to leisure activities and extracurricular pursuits in Spanish. They will learn terms for hobbies, sports, and other recreational activities, as well as how to talk about their interests and free time. The unit will also introduce phrases for discussing plans, preferences, and experiences related to various activities.

As students engage with these topics, they will develop their communication skills in three key areas: interpersonal, interpretive, and presentational. They will practice having conversations

about what they do in their free time, discuss their favorite activities, and ask and answer questions about the hobbies and interests of others. Through listening and reading exercises, students will deepen their understanding of how leisure activities are discussed in Spanish-speaking cultures, enhancing their ability to interpret conversations and written texts.

By the end of the unit, students will have the confidence to express themselves in Spanish about a variety of leisure activities and extracurricular pursuits. This unit aims to foster not only language proficiency but also a deeper connection to cultural aspects of leisure and recreation in 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 genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

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

### **Diversity and Inclusion**

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

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

### **Asian Americans and Pacific Islanders (AAPI)**

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

### **21st Century Themes and Skills**

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

### 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)
<p><i>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</i></p>	<ul style="list-style-type: none"> <li>• 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s). <b>LGBTQ and Disabilities Law</b> <b>Amistad Law: N.J.S.A</b> <b>Holocaust Law: N.J.S.A.</b> <b>Diversity and Inclusion</b></li> <li>• 7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.</li> </ul>

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	<ul style="list-style-type: none"> <li>• 7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.</li> </ul> <p><b>Diversity and Inclusion</b></p> <ul style="list-style-type: none"> <li>• 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.</li> <li>• 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.</li> </ul>
<b>Intercultural Statement</b>	<b>Topic</b>
<i>Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners’ own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</i>	Leisure activities and sports, places in the community, telling time, when things are done, extending, accepting, and declining invitations, the verb -ir, asking questions, ir+a+inf, the verb jugar.
<i>Learners recognize and identify a few typical practices of the target culture.</i>	
<b>Interpersonal Mode Of Communication</b>	
<b>Core Idea</b>	<b>Performance Expectations (Identified with Standard number and statement)</b>
<i>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</i>	<ul style="list-style-type: none"> <li>• 7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.</li> <li>• 7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.</li> <li>• 7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities. <b>Diversity and Inclusion</b></li> <li>• 7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of</li> </ul>

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	<p>the target culture(s)/language in familiar situations. <b>Diversity and Inclusion</b></p> <ul style="list-style-type: none"> <li>• 7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</li> </ul>
<i>Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</i>	
<b>Intercultural Statement</b>	<b>Topic</b>
<i>Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</i>	Leisure activities and sports, places in the community, telling time, when things are done, extending, accepting, and declining invitations, the verb -ir, asking questions, ir+a+inf, the verb jugar.
<i>Learners recognize and identify a few typical practices of the target culture.</i>	
<b>Presentational Mode Of Communication</b>	
<b>Core Idea</b>	<b>Performance Expectations (Identified with Standard number and statement)</b>
<i>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</i>	<ul style="list-style-type: none"> <li>• 7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.</li> <li>• 7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.</li> <li>• 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.</li> <li>• 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.</li> </ul>

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<i>Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</i>	
<b>Intercultural Statement</b>	<b>Topic</b>
<i>Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</i>	Leisure activities and sports, places in the community, telling time, when things are done, extending, accepting, and declining invitations, the verb -ir, asking questions, ir+a+inf, the verb jugar.
<i>Learners recognize and identify a few typical practices of the target culture.</i>	

**Unit 5 New Jersey Student Learning Standards: Interdisciplinary Connections**

**Reading**

*Close Reading of Text*

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

*Central Ideas and Themes of Texts*

RL.CI.9-10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.CI.9-10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

*Text Structure*

RL.TS.9-10.4. Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

RI.TS.9-10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

**Speaking and Listening**

*Integrate Information*

SL.II.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

**Writing**

*Writing Research*

W.WR.9-10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

*Range of Writing*

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

**Language**

*Vocabulary Acquisition, Use and Literal Meaning*

L.VL.9-10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

**Disciplinary Concepts-Examples**

**Core Ideas**

**Performance Expectations (Identified with Standard Number and statement)**

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<i>Creativity &amp; Innovation: With a growth mindset, failure is an important part of success.</i>	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
<i>Creativity &amp; Innovation: Innovative ideas or innovation can lead to career opportunities.</i>	9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
<i>Critical Thinking &amp; Problem Solving: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</i>	9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

**Unit 5 New Jersey Student Learning Standards: [Computer Science and Design Thinking](#)**

**Disciplinary Concepts**

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

**New Jersey Student Learning Standards: [Climate Change Mandate](#)**

<b>Core Ideas</b>	<b>Performance Expectations (Identified with Standard Number and Statement)</b>
<ul style="list-style-type: none"> <li>Interpersonal communication between and among people is the exchange of information and the</li> </ul>	<ul style="list-style-type: none"> <li>7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues and exchange information with</li> </ul>

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<p>negotiation of meaning.</p> <ul style="list-style-type: none"> <li>• Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</li> </ul>	<p>classmates and others about global issues, including climate change.</p> <ul style="list-style-type: none"> <li>• 7.1.IL.IPERS.6: Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.</li> <li>• 7.1.IM.IPERS 6: Exchange information from a variety of resources with classmates about global issues, including climate change.</li> <li>• 7.1.IH.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.</li> <li>• 7.1.AL.IPERS.6: Converse with members of the target culture with understanding about contemporary global issues, including climate change.</li> </ul>
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**Unit 5 Knowledge and Skills**

**Unit Learning Targets (Objectives)**

*Students will be able to...*

Identify familiar words and phrases in written text

Respond to and ask simple questions

Read and listen to information on familiar topics

Engage in simple conversations; Provide and obtain information

Respond appropriately to simple commands

Comprehend main messages of simple oral and audio presentations

Present information in written and oral form on familiar topics

Identify cultural similarities and differences through informational text and various multimedia resources

**Unit Enduring Understandings**

*Students will know...*

Language and culture are interconnected. Through the study of a world language, students can develop an understanding and an appreciation of other cultures.

Cultural practices can vary greatly.

How to talk about weekend plans.  
How to discuss and write an invitation and an activity plan.  
How to exchange information while responding to an invitation.  
Cultural differences regarding extracurricular activities.

**Unit Essential Questions**

How do I exchange information about weekend plans?  
How do I exchange information while responding to an invitation?  
How do I describe where I go and the activities I do in my free time?  
How do I ask others where they go and the activities they do in their free time?  
How do I invite someone to do something with me?  
How do leisure time activities compare between the Spanish speaking world and the US?

**Unit 5 Instructional Plan**

**Suggested Activities**

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

**Resources/ Texts**

**Instructional Materials**

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

**Supplemental Materials**

- Edpuzzle videos/assignments - Pertaining to cultural topics within the chapter, important figures within the LGBTQ+ community, social justice and civil rights **LGBTQ and Disabilities**

	<p><b>Law, Amistad Law: N.J.S.A, Holocaust Law: N.J.S.A. , Diversity and Inclusion</b></p> <ul style="list-style-type: none"><li>• Quizizz/Conjuguemos/Blooket</li><li>• Kahoot</li><li>• YouTube (videos pertaining to cultural topics, holidays and traditions)</li></ul> <p><b>Diversity and Inclusion</b></p> <ul style="list-style-type: none"><li>• Nearpod</li><li>• 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</li></ul> <p><b>LGBTQ and Disabilities Law, Amistad Law: N.J.S.A, Holocaust Law: N.J.S.A. , Diversity and Inclusion</b></p> <p><b>Intervention Materials</b></p> <ul style="list-style-type: none"><li>• Flexible grouping</li><li>• Think, pair, share</li><li>• Games</li><li>• Multi-level questions</li><li>• Choice Boards</li></ul>
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**Unit 5 Evidence of Student Learning**

<p><b>Formative:</b></p> <ul style="list-style-type: none"><li>• Observation</li><li>• Homework</li><li>• Class Participation</li><li>• Whiteboards/communicators</li><li>• Think-Pair-Share</li><li>• Do-Now</li><li>• Notebook Checks</li><li>• Writing Prompts</li><li>• Exit Tickets</li><li>• Classroom Games</li><li>• Self-assessment</li></ul> <p><b>Summative:</b></p>
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- 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
- Simplify written and verbal instructions

**Gifted and Talented:**

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

**Students at Risk of School Failure:**

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

**Diversity and Inclusion:**

- Involve families in student learning
- Respect cultural traditions

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

#### Unit 5 Supplemental Resources

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

#### Unit 5 Teacher Comments

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

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

- 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.**

**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 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>