

Ocean Academy Charter High School
Curriculum Guide
Grade 9-12



Original Adoption:	August 2024
Created by:	Stephen Nichol & Amy LaBarca

Ocean Academy Charter High School World Language Curriculum	
Content Area: World Language	
Course Title: Spanish for Native Speakers	
Grade Level: Grades 9-12	
Unit Title	Pacing Guide in Days
<u>Unit Plan 1: Spanish Alphabet and Geography/Numbers and Calendar</u>	30 Days
<u>Unit Plan 2: Schools Supplies and Classes</u>	15 Days
<u>Unit Plan 3: Family and Adjectives</u>	15 Days
<u>Unit Plan 4: Parts of the House and Chores</u>	15 Days
<u>Unit Plan 5: Spanish Holidays, Food and Culture</u>	15 Days

Ocean Academy Charter High School Unit 1 Overview	
Content Area: World Language	
Unit 1 Title: Spanish Alphabet and Geography/Numbers and Calendar	Duration: 30 Days
Target Course/Grade Level: Spanish for Native Speakers - Grades 9-12	
Introduction: In this unit, students will begin by mastering the Spanish alphabet, focusing on pronunciation, fluency, and the subtle differences that exist between the Spanish and English alphabets. They will examine the pronunciation of specific letters in Spanish, comparing how they differ or	

resemble English sounds, and practice spelling words accurately in Spanish. This will help refine their understanding of the unique phonetic structure of the Spanish language.

To enhance cultural awareness, students will learn about Spanish-speaking countries, their capitals, and practice identifying them on a map. This will give students a deeper appreciation of the global reach of the Spanish language, highlighting the diversity of cultures and traditions in Spanish-speaking regions. The unit will also cover weather vocabulary, allowing students to describe various weather conditions and compare climate differences between the Northern and Southern Hemispheres. This knowledge will help them discuss the weather patterns in Spanish-speaking countries with ease.

Students will also work with numbers to count objects and tell time in Spanish, reinforcing their understanding of how these concepts are expressed in their native language. They'll expand their knowledge of the calendar by learning how to talk about months, days of the week, important holidays, and dates in Spanish. To deepen their cultural connection, students will explore the Aztec calendar, learning about its significance and how it reflects the Aztec view of time and cycles. By the end of the unit, students will have strengthened their language skills while also gaining new insights into the cultural and historical context of the Spanish language.

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:
2.
 - (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 1 Focus Standards (Major Standards) [2020 World Language Standards](#)

Disciplinary Concepts

Interpretive Mode Of Communication

Core Idea	Performance Expectations (Identified with Standard number and statement)
<i>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</i>	7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and

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	other resources related to targeted themes. LGBTQ and Disabilities Law Amistad Law: N.J.S.A Holocaust Law: N.J.S.A. Diversity and Inclusion • 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. • 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions. • 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. Diversity and Inclusion • 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change. Diversity and Inclusion
Intercultural Statement	Topic
<i>Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</i>	• The Spanish-speaking world • Climate and weather in the Northern VS Southern Hemispheres • Birthdays and special birthday celebrations in the Spanish-speaking world
<i>Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.</i>	• The Spanish-speaking world • Climate and weather in the Northern VS Southern Hemispheres • Birthdays and special birthday celebrations in the Spanish-speaking world
Interpersonal Mode Of Communication	
Core Idea	Performance Expectations (Identified with Standard number and statement)

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<i>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</i> <i>Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</i>	• 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. • 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals. • 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. Diversity and Inclusion • 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. Diversity and Inclusion
Intercultural Statement	Topic
<i>Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</i>	• The Spanish-speaking world • Climate and weather in the Northern VS Southern Hemispheres • Birthdays and special birthday celebrations in the Spanish-speaking world
<i>Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.</i>	• The Spanish-speaking world • Climate and weather in the Northern VS Southern Hemispheres

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	Birthdays and special birthday celebrations in the Spanish-speaking world
Presentational Mode Of Communication	
Core Idea	Performance Expectations (Identified with Standard number and statement)
<i>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</i> <i>Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</i>	7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. Diversity and Inclusion 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. Diversity and Inclusion 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing. LGBTQ and Disabilities Law Amistad Law: N.J.S.A Holocaust Law: N.J.S.A. Diversity and Inclusion
Intercultural Statement	Topic
<i>Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</i>	- The Spanish-speaking world - Climate and weather in the Northern VS Southern Hemispheres - Birthdays and special birthday celebrations in the Spanish-speaking world
<i>Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the</i>	- The Spanish-speaking world - Climate and weather in the Northern VS Southern Hemispheres

<i>perspectives of the target culture(s) and their societies.</i>	• Birthdays and special birthday celebrations in the Spanish-speaking world
Unit 1 New Jersey Student Learning Standards: Interdisciplinary Connections	
Reading <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. RL.CR.11-12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain. <i>Interactions Among Text Elements</i> 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. RI.IT.11-12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop. Speaking and Listening <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 each source. SL.II.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. Writing <i>Writing Research</i> 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. W.WR.11-12.5. 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.

W.RW.11-12.7. 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.

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).

L.VL.11-12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 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., conceive, conception, conceivable).
- C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
- 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, its etymology, or its standard usage.
- 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).

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

New Jersey Student Learning Standards: Climate Change Mandate	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Presentational communication involves presenting information, concepts and	7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate

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ideas to an audience of listeners or readers on a variety of topics. • Speakers and writers gain confidence and competence as they progress along the proficiency continuum.	change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States. • 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. • 7.1.IM.PRSNT.7: Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture. • 7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture. • 7.1.AL.PRSNT.6: Analyze how cultural perspectives about climate change over time and compare with changing perspectives in one's own culture.
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Unit 1 Knowledge and Skills

Unit Learning Targets (Objectives)
Students will be able to...

Interpersonal Communication

- Ask and answer questions about spelling using the Spanish alphabet.
- Identify Spanish-speaking countries and locate them on a map.
- Ask for and provide the capitals of Spanish-speaking countries.
- Discuss weather conditions in both the Northern and Southern Hemispheres.

Interpretive Communication

- Read and listen to information related to:

- The Spanish alphabet
- Weather patterns and seasons

Presentational Communication

➤ Share information about:

- The Spanish alphabet
- Seasonal weather patterns
- Spanish-speaking countries and their capitals

Unit Enduring Understandings

Students will understand that...

- Letters in Spanish have distinct names and pronunciations.
- Spelling in Spanish uses the Spanish alphabet.
- Countries have specific geographic locations and capitals.
- Spanish-speaking countries can be identified and described.
- Quantities can be expressed using numbers in Spanish.
- Personal information such as phone numbers and time can be communicated.
- The time, date, and day of the week are commonly expressed in Spanish.

Unit Essential Questions

- ¿Qué letra es? (*What letter is it?*)
- ¿Cómo se pronuncia...? (*How do you pronounce...?*)
- ¿Cómo se escribe...? (*How do you spell...?*)
- ¿Dónde está...? (*Where is it located?*)

- ¿Cuál es la capital de...? (What is the capital of...?)
- ¿Cuál es este país? (Which country is this?)
- ¿Cuántos ____ hay? (How many ____ are there?)
- ¿Cuál es tu número de teléfono? (What is your phone number?)
- ¿Cuándo es...? (When is...?)
- ¿Cuál es la fecha de hoy? (What is today's date?)
- ¿Qué hora es? (What time is it?)
- ¿Qué día es hoy? (What day is today?)

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**
- Country Project: Students will research specific facts of a Spanish speaking country and create its flag with key information. They could also create a tourist brochure, describing the

Resources/ Texts

Instructional Materials

- Savvas - *Autentico* 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**
- Autentico student workbook and guided practice workbook
- Realidades DVD/CD program
- Realidades online activities
- Quizizz/Quizlet/Kahoot/Conjuguemos
- Teacher created notes/assignments
- Teacher created projects

weather and why people should travel there.

Diversity and Inclusion

- Alphabet Project: Students will search for common words to correspond to each letter of the Spanish alphabet and then create a “book” on Google Slides to share with class.

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
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Law: N.J.S.A. , Diversity
and Inclusion**
- Quizizz/ Conjuguemos/ Bloo
ket
- 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
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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 • Writing Prompts • Exit Tickets • Classroom Games • Self-assessment • Journals • Thumbs up/down • Role play/skits • Question/answer • Temperature gauges • Pair/group activities • Sign language/gestures • Draw in response/pic prompt • Graphic organizer • Facilitation grid • Teacher observation • Class participation • DO NOW's • Homework • Exit cards • Individual conferences • Peer evaluation Summative: • Chapter/Unit Test • Quizzes • Presentations • Unit Projects • Notebook assessments • Open ended writing assessments	

- Listening comprehension
- Online quizzes & feedback assessment

Benchmark:

- Quarterly Benchmark Assessment

Alternative:

- Portfolio Project
- Modified assignments

Performance Task:

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

Unit 1 Suggested Options for Differentiation

Modifications (MLs, Special Education, 504, Students at risk of failure, Gifted and Talented)

Multilingual Learners:

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

Special Education:

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

Students with 504 Plans:

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

Gifted and Talented:

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

Students at Risk of School Failure:

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

Unit 1 Supplemental Resources

- LGBTQ+ Resources
- Individuals with disabilities Resources
- School databases
- Multimedia Resources

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- 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

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Unit 2 Overview

Content Area: World Language

Unit 2 Title: Schools Supplies and Classes

Duration: 15
Days

Target Course/Grade Level: Spanish for Native Speakers - Grades 9-12

Introduction:

In this unit, students will explore vocabulary related to school subjects and schedules, while gaining a deeper understanding of their daily routines. They will discuss the activities they engage in throughout the school day, and how to describe their schedules in Spanish. This will allow them to express what they do during different parts of the school day, whether it's attending math class, science lessons, or participating in physical education.

Students will also learn how to identify and talk about the materials they need for each subject. From notebooks and pens to calculators and art supplies, students will expand their vocabulary to describe the essential tools that help them succeed in school. They will practice using these terms in everyday situations, like organizing their backpacks or preparing for different classes, further enhancing their ability to talk about their school life in Spanish.

As they engage in conversations, students will gain confidence in discussing school schedules, subjects, and supplies, strengthening their skills in both the interpretive and interpersonal modes of communication. By the end of the unit, they will have a stronger grasp on vocabulary related to school and be able to describe their school day, the materials they use, and how they manage their time at school, completely in Spanish.

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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.

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Diversity and Inclusion

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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 2 Focus Standards (Major Standards) [2020 World Language Standards](#)

Disciplinary Concepts

Interpretive Mode Of Communication

Core Idea	Performance Expectations (Identified with Standard number and statement)
<i>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</i>	• 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. LGBTQ and Disabilities Law Amistad Law: N.J.S.A Holocaust Law: N.J.S.A. Diversity and Inclusion • 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. • 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions. • 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. Diversity and Inclusion

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	• 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change. Diversity and Inclusion
Intercultural Statement	Topic
<i>Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</i>	• A typical school day in the Spanish-speaking world • Scheduling / class selections for students in the Spanish-speaking world • The education system in the Spanish-speaking world
<i>Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.</i>	• A typical school day in the Spanish-speaking world • Scheduling / class selections for students in the Spanish-speaking world • The education system in the Spanish-speaking world
Interpersonal Mode Of Communication	
Core Idea	Performance Expectations (Identified with Standard number and statement)
<i>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</i> <i>Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</i>	• 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. • 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and Visuals. Diversity and Inclusion

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	• 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. Diversity and Inclusion • 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. Diversity and Inclusion • 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences. LGBTQ and Disabilities Law Amistad Law: N.J.S.A Holocaust Law: N.J.S.A. Diversity and Inclusion
Intercultural Statement	Topic
<i>Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</i>	• A typical school day in the Spanish-speaking world • Scheduling / class selections for students in the Spanish-speaking world • The education system in the Spanish-speaking world
<i>Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.</i>	• A typical school day in the Spanish-speaking world • Scheduling / class selections for students in the Spanish-speaking world • The education system in the Spanish-speaking world
Presentational Mode Of Communication	
Core Idea	Performance Expectations (Identified with Standard number and statement)
<i>Presentational communication involves presenting information, concepts, and ideas</i>	• 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using

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<i>to an audience of listeners or readers on a variety of topics.</i> <i>Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</i>	memorized words, phrases, and a few simple sentences on targeted themes. • 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. • 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. • 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing. • 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.
Intercultural Statement	Topic
<i>Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</i>	• A typical school day in the Spanish-speaking world • Scheduling / class selections for students in the Spanish-speaking world • The education system in the Spanish-speaking world
<i>Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.</i>	• A typical school day in the Spanish-speaking world • Scheduling / class selections for students in the Spanish-speaking world • The education system in the Spanish-speaking world
Unit 2 New Jersey Student Learning Standards: Interdisciplinary Connections	
Reading <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.	

RL.CR.11-12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

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.

RI.IT.11-12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

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.

SL.II.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

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.

W.WR.11-12.5. 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.

W.RW.11-12.7. 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.

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).

L.VL.11-12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 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., conceive, conception, conceivable).
- C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
- 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, its etymology, or its standard usage.
- 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 and Core Ideas	Performance Expectations (Identified with Standard Number and statement in numerical order)
<i>Creativity & Innovation: With a growth mindset, failure is an important part of success.</i>	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
<i>Creativity & Innovation: Innovative ideas or innovation can lead to career opportunities.</i>	9.4.12.CI.3: Investigate new challenges and opportunities for personal growth,

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	advancement, and transition (e.g., 2.1.12.PGD.1).
<i>Critical Thinking & Problem Solving: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</i>	9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
Unit 2 New Jersey Student Learning Standards: <u>Computer Science and Design Thinking</u>	
Disciplinary Concepts and Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
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.

Unit 2 Knowledge and Skills
Unit Learning Targets (Objectives) Students will be able to... Interpersonal Communication • Express preferences regarding school subjects and activities. • Discuss people and daily schedules at school. • Identify and describe classroom objects and furniture. • Describe the location of classroom items and people in a photo using appropriate spatial expressions. Interpretive Communication

- Read and listen to information related to school subjects, classroom supplies, and school-related activities.
- View and respond to videos about school schedules, identifying key details.
- Compare and contrast a typical school day in their culture with that of a Spanish-speaking country.
- Read and interpret texts such as school cheers and cultural references to school life.

Presentational Communication

- Present information about their daily school schedule and the materials needed for each class.
- Create and perform a dialogue expressing their opinions about classes.
- Write an email or short message describing their school day and classes.

Unit Enduring Understandings

Students will understand that...

- “Tengo la clase de ____ en la ____ hora.” (*I have ____ class in ____ period.*)
- “La clase es...” (*The class is...*)
- “Me gusta / No me gusta la clase de...” (*I like / I don’t like ____ class.*)
- “El objeto está...” (*The object is located...*)
- “Hay ____ en el salón de clase.” (*There are ____ in the classroom.*)
- “Necesito ____ para la clase de ____.” (*I need ____ for ____ class.*)

Unit Essential Questions (Preguntas Esenciales de la Unidad)

- ¿Cuál clase tienes en la ____ hora?
(*Which class do you have in the ____ period?*)
- ¿Cómo describirías la clase de ____?
(*How would you describe ____ class?*)

- ¿Te gusta o no te gusta la clase de ____? ¿Por qué?
(Do you like or dislike ____ class? Why?)
- ¿Dónde se encuentra ____?
(Where is ____ located?)
- ¿Qué objetos hay en el salón de clases?
(What items are in the classroom?)
- ¿Tienes la clase de ____ en tu horario?
(Do you have ____ class in your schedule?)
- ¿Qué materiales necesitas para la clase de ____?
(What supplies do you need for ____ class?)

Unit 2 Instructional Plan

Suggested Activities

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

Resources/ Texts

Instructional Materials

- Realidades 1 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**

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supplies that are for sale, trying to convince others they need the supplies for their classes. Next, students will write basic sentences stating how many they have, how much they cost, and what class the students will need them for. -School Schedule Project: Create a Prezi/Google Slides Presentation about their school schedule and what classes they attend and their descriptions Diversity and Inclusion	• Quizizz/Conjuguemos/Blooket • Kahoot • YouTube (videos pertaining to cultural topics, holidays and traditions) Diversity and Inclusion • Nearpod • Musica Miercoles (Music Wednesday) - Weekly spotlights of artists and songs from the Spanish-speaking world. Songs and artists will incorporate important figures within the LGBTQ+ community and songs will be chosen that pertain to social justice and civil rights LGBTQ and Disabilities Law, Amistad Law: N.J.S.A, Holocaust Law: N.J.S.A. , Diversity and Inclusion Intervention Materials • Flexible grouping • Think, pair, share • Games • Multi-level questions • Choice Boards
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Unit 2 Evidence of Student Learning

Formative:

- Observation
- Homework
- Class Participation
- Whiteboards/communicators
- Think-Pair-Share
- Do-Now
- Writing Prompts
- Exit Tickets
- Classroom Games
- Self-assessment
- Journals
- Thumbs up/down
- Role play/skits
- Question/answer
- Temperature gauges

- Pair/group activities
- Sign language/gestures
- Draw in response/pic prompt
- Graphic organizer
- Facilitation grid
- Teacher observation
- Class participation
- DO NOW's
- Homework
- Exit cards
- Individual conferences
- Peer evaluation

Summative:

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

Benchmark:

- Quarterly Benchmark Assessment

Alternative:

- Portfolio Project
- Modified assignments

Performance Task:

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

Unit 2 Suggested Options for Differentiation

Modifications (MLs, Special Education, 504, Students at risk of failure, Gifted and Talented)
Multilingual Learner:

- 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

Unit 2 Supplemental Resources

- LGBTQ+ Resources
- Individuals with disabilities Resources
- School databases
- Multimedia Resources
- Interactive Projector
- Printers and Computers
- Online Resources and videos
- Rubrics

Unit 2 Teacher Comments

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

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

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

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

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

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Unit 3 Overview

Content Area: World Language

Unit 3 Title: Family and Adjectives

Duration: 15
Days

Target Course/Grade Level: Spanish for Native Speakers - Grades 9-12

Introduction:

In this unit, students will focus on describing personality traits using adjectives, both for themselves and their family members. They will explore how to express various personality characteristics in Spanish, learning to use a wide range of adjectives to convey emotions, moods, and behaviors. Students will deepen their understanding of grammatical structure by identifying the differences between masculine and feminine forms of adjectives, gaining proficiency in adjusting adjectives based on gender and number.

A key component of the unit will be understanding the correct placement of adjectives in sentences. Students will practice placing adjectives in the appropriate position, whether before or after the noun, depending on the context and the meaning they wish to convey. This will help students not only strengthen their linguistic accuracy but also gain a deeper appreciation for the subtle nuances of sentence structure in Spanish.

Additionally, students will learn how to discuss their family members and relationships. They will explore vocabulary related to family, understanding the different terms used to describe various relatives, and how these relationships are expressed in Spanish. By the end of this unit, students will be able to comfortably describe their own personalities, as well as the personalities and relationships of their family members, using appropriate adjectives and sentence structures. This unit will help students strengthen both their grammar and vocabulary while allowing them to express more complex ideas in Spanish.

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

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and 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.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual,

and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion

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

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

Asian Americans and Pacific Islanders (AAPI)

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

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

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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.

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

Disciplinary Concepts

Interpretive Mode Of Communication

Core Idea	Performance Expectations (Identified with Standard number and statement)
<i>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</i>	• 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. LGBTQ and Disabilities Law Amistad Law: N.J.S.A Holocaust Law: N.J.S.A. Diversity and Inclusion • 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. • 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions. • 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in

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	predictable culturally authentic materials. Diversity and Inclusion
Intercultural Statement	Topic
<i>Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</i>	• Discuss the family structure in the Spanish-speaking world. • Discuss the Royal Family in Spain. • Discuss the meaning behind the Quinceanera celebration.
<i>Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.</i>	• Discuss the family structure in the Spanish-speaking world. • Discuss the Royal Family in Spain. • Discuss the meaning behind the Quinceanera celebration.
Interpersonal Mode Of Communication	
Core Idea	Performance Expectations (Identified with Standard number and statement)
<i>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</i> <i>Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</i>	• 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. • 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals. • 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. Diversity and Inclusion

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	• 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. Diversity and Inclusion • 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
Intercultural Statement	Topic
<i>Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</i>	• Discuss the family structure in the Spanish-speaking world. • Discuss the Royal Family in Spain. • Discuss the meaning behind the Quinceanera celebration.
<i>Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.</i>	• Discuss the family structure in the Spanish-speaking world. • Discuss the Royal Family in Spain. • Discuss the meaning behind the Quinceanera celebration.
Presentational Mode Of Communication	
Core Idea	Performance Expectations (Identified with Standard number and statement)
<i>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</i> <i>Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</i>	• 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. • 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. Diversity and Inclusion

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	• 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. Diversity and Inclusion • 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing. LGBTQ and Disabilities Law Amistad Law: N.J.S.A Holocaust Law: N.J.S.A. Diversity and Inclusion
Intercultural Statement	Topic
<i>Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</i>	• Discuss the family structure in the Spanish-speaking world. • Discuss the Royal Family in Spain. • Discuss the meaning behind the Quinceanera celebration.
<i>Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.</i>	• Discuss the family structure in the Spanish-speaking world. • Discuss the Royal Family in Spain. • Discuss the meaning behind the Quinceanera celebration.
Unit 3 New Jersey Student Learning Standards: Interdisciplinary Connections	
Reading <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. RL.CR.11-12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain. <i>Interactions Among Text Elements</i> 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. RI.IT.11-12.3. Analyze the impact of an author's choices as they develop ideas throughout the	

text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

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.

SL.II.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

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.

W.WR.11-12.5. 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.

W.RW.11-12.7. 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.

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).

L.VL.11-12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 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., conceive, conception, conceivable).
- C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
- 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, its etymology, or its standard usage.
- 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 and Core Ideas	Performance Expectations (Identified with Standard Number and statement in numerical order)
<i>Creativity & Innovation: With a growth mindset, failure is an important part of success.</i>	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
<i>Creativity & Innovation: Innovative ideas or innovation can lead to career opportunities.</i>	9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
<i>Critical Thinking & Problem Solving: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</i>	9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

Unit 3 New Jersey Student Learning Standards: Computer Science and Design Thinking

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

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

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
• Presentational communication involves presenting information, concepts and ideas to an audience of listeners or readers on a variety of topics. • Speakers and writers gain confidence and competence as they progress along the proficiency continuum.	• 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States. • 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. • 7.1.IM.PRSNT.7: Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture. • 7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture. • 7.1.AL.PRSNT.6: Analyze how cultural perspectives about climate change over time and compare with changing perspectives in one's own culture.

Unit 3 Knowledge and Skills

Unit Learning Targets (Objectives)

Students will be able to...

Interpersonal

- Describe personality traits to talk about themselves and their family members
- Share information about the Spanish royal family
- Identify the number of family members they have
- State the names of family members
- Discuss nuclear and extended family structures in Spanish-speaking cultures
- Explain family celebration traditions such as the piñata and papel picado
- Describe Hispanic naming customs and their cultural significance

Interpretive

Students will read and listen to content about:

- Family celebrations and personal descriptions
- The quinceañera (15th birthday celebration)
- Personality traits
- A color-based personality quiz

Presentational

Students will present information about:

- Personality traits of themselves and others
- Family structures and traditions
- Relationships between family members

Unit Enduring Understandings

Students will know...

- How to describe themselves and others using personality traits
- How to say how many siblings or family members they have
- How to name and describe family members using appropriate vocabulary
- Key aspects of family celebrations and naming customs in Hispanic cultures

Sample Phrases Students Will Use:

- Soy _____. / Él/Ella es _____.
- Tengo ____ hermanos/as.
- Mi [familiar] se llama _____.
- Mi [familiar] es _____.

Unit Essential Questions

- ¿Cómo eres tú? (What are you like?)
- ¿Cómo es ____? (What is ____ like?)
- ¿Tienes hermanos? (Do you have siblings?)
- ¿Cómo se llama ____? (What is ____'s name?)
- ¿Cómo es tu ____? (What is your ____ like?)

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

Resources/ Texts

Instructional Materials

- Realidades 1 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

• 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 • Family Member Projects: Students can create a book, poster, QuienGoogle Slides or PowerPoint presentation about 8 different members of their family, including names, ages, personality traits, likes/dislikes, utilizing proper agreement and pictures of each. • Yo soy ____ Project: Students could create a personal profile poster or digital presentation to tell about their character, personality traits along with their likes and dislikes. They will create at least 20 sentences about themselves, including a picture for each.	• 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
- Writing Prompts
- Exit Tickets
- Classroom Games
- Self-assessment
- Journals
- Thumbs up/down
- Role play/skits
- Question/answer
- Temperature gauges
- Pair/group activities
- Sign language/gestures
- Draw in response/pic prompt
- Graphic organizer
- Facilitation grid
- Teacher observation
- Class participation
- DO NOW's
- Homework
- Exit cards
- Individual conferences
- Peer evaluation

Summative:

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

Benchmark:

- Quarterly Benchmark Assessment

Alternative:

- Portfolio Project
- Modified assignments

Performance Task:

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

Unit 3 Suggested Options for Differentiation

Modifications (MLs, Special Education, 504, Students at risk of failure, Gifted and Talented)

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

Unit 3 Supplemental Resources

- LGBTQ+ Resources
- Individuals with disabilities 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.

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- 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.

www.commonlit.org

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

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

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Unit 4 Overview

Content Area: World Language

Unit 4 Title: Parts of the Home and Chores

Duration: 30 Days

Target Course/Grade Level: Spanish for Native Speakers - Grades 9-12

Introduction:

In this unit, students will learn to talk about the various rooms in a house and the different items found within them. They will explore vocabulary related to household spaces, such as the living room, kitchen, bathroom, and bedroom, and practice describing the functions and features of each room. Students will also learn how to discuss the items typically found in these spaces, using colors and other descriptive adjectives to express themselves more vividly. For example, they will describe the color and appearance of furniture, decorations, and other objects in their rooms.

In addition to expanding their vocabulary related to home life, students will focus on household chores and the division of responsibilities within the family. They will practice discussing daily tasks, such as cleaning, cooking, and organizing, while identifying which family members are responsible for each chore. Students will be encouraged to use action verbs and appropriate vocabulary to explain these activities, fostering a deeper understanding of how tasks are managed in a typical household. By the end of the unit, students will be able to describe their homes and the activities that take place within them, using a combination of household vocabulary, colors, and sentence structures. This will enhance their ability to communicate in everyday situations while strengthening their grasp of both grammar and vocabulary in Spanish.

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

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and 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.

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

Diversity and Inclusion

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

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

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

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

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kindergarten through Grade 12 (P.L.2021, c.416).

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)
<i>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</i>	• 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. LGBTQ and Disabilities Law Amistad Law: N.J.S.A Holocaust Law: N.J.S.A. Diversity and Inclusion • 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. • 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions. • 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. Diversity and Inclusion • 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short

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	culturally authentic materials on global issues, including climate change. Diversity and Inclusion
Intercultural Statement	Topic
<i>Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</i>	• Discuss house styles in the Spanish-speaking world • Discuss chores / how the chores are broken up • Describe how architecture design promotes privacy in Spanish speaking countries • Discuss the importance of the siesta
<i>Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.</i>	• Discuss house styles in the Spanish-speaking world • Discuss chores / how the chores are broken up • Describe how architecture design promotes privacy in Spanish speaking countries • Discuss the importance of the siesta
Interpersonal Mode Of Communication	
Core Idea	Performance Expectations (Identified with Standard number and statement)
<i>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</i> <i>Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</i>	• 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. • 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals. • 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. Diversity and Inclusion • 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when

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	greeting others, during leave-takings, and in daily interactions. Diversity and Inclusion • 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
Intercultural Statement	Topic
<i>Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</i>	• Discuss house styles in the Spanish-speaking world • Discuss chores / how the chores are broken up • Describe how architecture design promotes privacy in Spanish speaking countries • Discuss the importance of the siesta
<i>Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.</i>	• Discuss house styles in the Spanish-speaking world • Discuss chores / how the chores are broken up • Describe how architecture design promotes privacy in Spanish speaking countries • Discuss the importance of the siesta
Presentational Mode Of Communication	
Core Idea	Performance Expectations (Identified with Standard number and statement)
<i>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</i> <i>Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</i>	• 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. • 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. Diversity and Inclusion • 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. Diversity and Inclusion

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	• 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing. • 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world. LGBTQ and Disabilities Law Amistad Law: N.J.S.A Holocaust Law: N.J.S.A. Diversity and Inclusion
Intercultural Statement	Topic
<i>Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</i>	• Discuss house styles in the Spanish-speaking world • Discuss chores / how the chores are broken up • Describe how architecture design promotes privacy in Spanish speaking countries • Discuss the importance of the siesta
<i>Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.</i>	• Discuss house styles in the Spanish-speaking world • Discuss chores / how the chores are broken up • Describe how architecture design promotes privacy in Spanish speaking countries • Discuss the importance of the siesta
Unit 4 New Jersey Student Learning Standards: Interdisciplinary Connections	
Reading <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. RL.CR.11-12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain. <i>Interactions Among Text Elements</i> 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.

RI.IT.11-12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

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.

SL.II.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

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.

W.WR.11-12.5. 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.

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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.

W.RW.11-12.7. 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.

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).

L.VL.11-12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 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., conceive, conception, conceivable).
- C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
- 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, its etymology, or its standard usage.
- 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 4 New Jersey Student Learning Standards: [Career Readiness, Life Literacies, and Key Skills](#)

Disciplinary Concepts and Core Ideas	Performance Expectations (Identified with Standard Number and statement in numerical order)
<i>Creativity & Innovation: With a growth mindset, failure is an important part of success.</i>	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
<i>Creativity & Innovation: Innovative ideas or innovation can lead to career opportunities.</i>	9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
<i>Critical Thinking & Problem Solving: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</i>	9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
Unit 4 New Jersey Student Learning Standards: Computer Science and Design Thinking	

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

New Jersey Student Learning Standards: Climate Change Mandate	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
• Presentational communication involves presenting information, concepts and ideas to an audience of listeners or readers on a variety of topics. • Speakers and writers gain confidence and competence as they progress along the proficiency continuum.	• 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States. • 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. • 7.1.IM.PRSNT.7: Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture. • 7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture. • 7.1.AL.PRSNT.6: Analyze how cultural perspectives about climate change over time and compare with changing perspectives in one's own culture.

Unit 4 Knowledge and Skills

Unit Learning Targets (Objectives)

Students will be able to...

Interpersonal

- Describe their bedroom, rooms in a house, and their entertainment and lifestyle preferences
- Talk about colors, color associations, and flag symbolism
- Identify the locations of rooms and furniture within a house
- Discuss household chores and which family members are responsible for each
- Explain the purpose and cultural significance of home features like patios in Spain and Latin America
- Describe how architectural design in Spanish-speaking countries supports family privacy
- Discuss the cultural importance and practice of the siesta

Interpretive

Students will read and listen to information about:

- Rooms of a house, household chores, a picture-based story, and a furniture advertisement
- Real estate listings written in the target language

Presentational

Students will present information about:

- Their entertainment preferences and items commonly found in a home
- A description of their bedroom, supported by illustrations
- Household chores and their relationship to specific rooms in a home

Unit Enduring Understandings

Students will know...

- How to describe the contents of their bedroom
- How to identify and express the color of objects in their home
- How to describe the features of their home
- How to explain which chores they do at home
- How to describe which family members are responsible for specific household tasks

Unit Essential Questions

- ¿Qué hay en tu dormitorio?
- ¿De qué color es ____?
- ¿Cómo es tu casa?
- ¿Cómo colaboras en casa?
- ¿Quién hace ____ en tu casa?

Unit 4 Instructional Plan

Suggested Activities

- Stations
- Task cards
- Vocabulary flash cards
- Online activities
- Workbook and textbook activities:
LGBTQ and Disabilities Law,
Amistad Law: N.J.S.A, Holocaust

Resources/ Texts

Instructional Materials

- Realidades 1 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

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 • -Los Quehaceres/Chores Project: Students could create a photo montage with a scrapbook, online album, poster with photos and labels, or slideshow presentation to show themselves doing 10 chores. Then, students will create a sentence for each, stating what they do, utilizing the present tense conjugations of the verbs. • -La Casa de Nuestros Sueños/Dream Home Project-In pairs, students could create a presentation about their dream home and chores. They will label five rooms in the home, the furniture in the room, and also an appropriate chore that would be done in that room. • -Students can use the Better Homes & Gardens Create-a-Room website to create a room of their choice and label the parts of the room using the target language. Students could then identify specific chores that are done in the room that they created.	• 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
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Unit 4 Evidence of Student Learning

Formative:

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

Summative:

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

Benchmark:

- Quarterly Benchmark Assessment

Alternative:

- Portfolio Project
- Modified assignments

Performance Task:

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

Unit 4 Suggested Options for Differentiation

Modifications (MLs, Special Education, 504, Students at risk of failure, Gifted and Talented)

Multilingual Learners:

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

Special Education:

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

Students with 504 Plans:

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

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

Gifted and Talented:

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

Students at Risk of School Failure:

- Extended Time
- Flexible Grouping
- Small Group Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information
- Scaffolded Questioning

- Tiered Activities
- Manipulatives
- Modified Assignments
- Preferential Seating
- Visual Cues/Modeling
- Technology Integration
- Assistive Technology

Unit 4 Supplemental Resources

- LGBTQ+ Resources
- Individuals with disabilities 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.

www.commonlit.org

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

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

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Unit 5 Overview

Content Area: World Language

Unit 5 Title: Spanish Food, Holidays and Culture

Duration: 15 Days

Target Course/Grade Level: Spanish for Native Speakers - Grades 9-12

Introduction:

In this unit, students will explore two significant Hispanic holidays that occur each month, learning about their cultural importance and the unique traditions associated with each celebration. They will gain an understanding of the rich history behind these holidays and how they are celebrated across different Spanish-speaking countries.

Students will delve into the cultural perspectives surrounding these holidays, understanding how the traditions vary across regions but still maintain a shared cultural essence. This will involve discussing regional customs, festivals, and rituals that are unique to specific countries or communities, enhancing students' appreciation of the diversity within the Spanish-speaking

world. Additionally, students will learn about the popular foods and dishes traditionally enjoyed during these holidays.

By the end of the unit, students will have a broader understanding of the holidays' significance, the varying cultural practices that accompany them, and the importance of food in bringing families and communities together. This exploration will deepen their connection to Hispanic culture while improving their ability to discuss traditions in Spanish.

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

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and 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.

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

Diversity and Inclusion

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

The instruction shall:

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

Asian Americans and Pacific Islanders (AAPI)

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

21st Century Themes and Skills

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

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

Practices

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

Unit 5 Focus Standards (Major Standards) 2020 World Language Standards

Disciplinary Concepts

Interpretive Mode Of Communication

Core Idea	Performance Expectations (Identified with Standard number and statement)
<i>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</i>	• 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. LGBTQ and Disabilities Law Amistad Law: N.J.S.A Holocaust Law: N.J.S.A. Diversity and Inclusion • 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. • 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.

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	• 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. Diversity and Inclusion • 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change. Diversity and Inclusion
Intercultural Statement	Topic
<i>Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</i>	• Discuss holidays celebrated in the Spanish-speaking world • Discuss popular regional dishes and their significance
<i>Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.</i>	• Discuss holidays celebrated in the Spanish-speaking world • Discuss popular regional dishes and their significance
Interpersonal Mode Of Communication	
Core Idea	Performance Expectations (Identified with Standard number and statement)
<i>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</i> <i>Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</i>	• 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. • 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals. • 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. Diversity and Inclusion

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	• 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. Diversity and Inclusion • 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
Intercultural Statement	Topic
<i>Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</i>	• Discuss holidays celebrated in the Spanish-speaking world • Discuss popular regional dishes and their significance
<i>Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.</i>	• Discuss holidays celebrated in the Spanish-speaking world • Discuss popular regional dishes and their significance
Presentational Mode Of Communication	
Core Idea	Performance Expectations (Identified with Standard number and statement)
<i>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</i> <i>Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</i>	• 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. • 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. Diversity and Inclusion • 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. Diversity and Inclusion

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	• 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing. • 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world. LGBTQ and Disabilities Law Amistad Law: N.J.S.A Holocaust Law: N.J.S.A. Diversity and Inclusion
Intercultural Statement	Topic
<i>Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</i>	• Discuss holidays celebrated in the Spanish-speaking world • Discuss popular regional dishes and their significance
<i>Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.</i>	• Discuss holidays celebrated in the Spanish-speaking world • Discuss popular regional dishes and their significance
Unit 5 New Jersey Student Learning Standards: Interdisciplinary Connections	
Reading <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. RL.CR.11-12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain. <i>Interactions Among Text Elements</i> 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.

RI.IT.11-12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

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.

SL.II.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

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.

W.WR.11-12.5. 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.

W.RW.11-12.7. 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.

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).

L.VL.11-12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 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., conceive, conception, conceivable).
- C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
- 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, its etymology, or its standard usage.
- 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 and Core Ideas	Performance Expectations (Identified with Standard Number and statement in numerical order)
<i>Creativity & Innovation: With a growth mindset, failure is an important part of success.</i>	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
<i>Creativity & Innovation: Innovative ideas or innovation can lead to career opportunities.</i>	9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
<i>Critical Thinking & Problem Solving: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</i>	9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
Unit 5 New Jersey Student Learning Standards: Computer Science and Design Thinking	

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Disciplinary Concepts and Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
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: <u>Climate Change Mandate</u>	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.	6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods and ideas.

Unit 5 Knowledge and Skills
Unit Learning Targets (Objectives) Students will be able to... Interpersonal Discuss two culturally significant holidays celebrated each month in the Spanish-speaking world

- Share key facts and explain the importance of each holiday

Interpretive

- Read and listen to information about two major holidays from Spanish-speaking countries that occur each month

Presentation

- Present information about a holiday from the Spanish-speaking world that was not covered in class
 - Expand on a holiday previously discussed in class by providing additional cultural or historical context
-

Unit Enduring Understandings

Students will know...

- The date on which a holiday is celebrated
 - Typical traditions and activities associated with the holiday
 - The cultural or historical significance of the holiday
 - How to express food preferences and describe traditional holiday foods
 - Common ingredients used in holiday dishes
-

Unit Essential Questions

- ¿Cuándo se celebra ____?
- ¿Qué hacen durante este día festivo?
- ¿Por qué es importante esta celebración?
- ¿Cuál es tu comida favorita?
- ¿Qué comida se come durante ____?
- ¿Cuáles son los ingredientes principales de ____?

Unit 5 Instructional Plan

Suggested Activities	Resources/ Texts
• 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 • Holiday Project: Students could create a Slideshow presentation about their favorite holiday that we discussed in class, expanding upon it greater in depth. Or, students could choose a holiday from the Spanish-speaking countries that we did not discuss in class to give key information to classmates. Students should try to make comparisons between holidays celebrated in the United States, with holidays celebrated in the Spanish-speaking world. Diversity and Inclusion • Students can choose their favorite recipe and translate the ingredients	Instructional Materials • Realidades 1 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

into the target language. Diversity and Inclusion Students can also complete a webquest to learn about unique dishes from the Spanish-speaking world. Diversity and Inclusion	Disabilities Law, Amistad Law: N.J.S.A., Holocaust Law: N.J.S.A. , Diversity and Inclusion Intervention Materials - Flexible grouping - Think, pair, share - Games - Multi-level questions - Choice Boards
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Unit 5 Evidence of Student Learning

Formative:

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

Summative:

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

Benchmark:

- Quarterly Benchmark Assessment

Alternative:

- Portfolio Project
- Modified assignments

Performance Task:

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

Unit 5 Suggested Options for Differentiation

Modifications (MLs, Special Education, 504, Students at risk of failure, Gifted and Talented)
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

Unit 5 Supplemental Resources

- LGBTQ+ Resources
- Individuals with disabilities 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.

www.commonlit.org

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

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

Social and Emotional Learning New Jersey SEL

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

Self-Awareness

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

Self-Management

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

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate 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/se>