

Black Horse Pike Regional School District

Where inspiring excellence is our standard and student achievement is the result.

Spanish II Course Syllabus

Updated: June 2024

Course Overview

This course will serve as a continuation of the study of the Spanish language and culture throughout the Spanish-speaking world. Class time includes a blending of both teacher-guided instruction and student-centered activities, facilitated discussion and collaboration, supplemental website-based learning activities, problem solving and critical thinking, reading/writing/speaking/listening activities, development of interpretive/presentational/interpersonal skills, and building of proficiency abilities.

Students will work towards Intermediate Low Interpretive (listening & reading), Interpersonal (speaking & writing) and Presentational (speaking & writing) skills. Students will interact with and produce developed texts and conversations in the target language and expand the depth of their vocabulary and work in tenses beyond the present. The primary focus of a Level Two World Language course is to expand thoughts with greater detail and ask questions, with an introduction to global perspectives.

We live in one of the most diverse states in the nation. Thus, the New Jersey Department of Education focuses on equipping students with necessary knowledge, skills, and attitudes to participate successfully in the 21st century, and embracing the state's multiculturalism and diversity, including the acquisition of diverse languages and cultures. Our Spanish classes will strive to meet the New Jersey Student Learning Standards mission of providing learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global, culturally diverse society and world. This will be conducted through the lens of the "5 C's" from ACTFL: communication, cultures, connections, comparisons, and communities.

The course content below follows the [New Jersey Student Learning Standards for World Languages](#).

Course Content and Outline:

	<u>Learning Objectives</u>	<u>NJSLS</u>
Unit 1: Estar de Moda Proficiency target: Novice-mid	<ol style="list-style-type: none">1.) Clothing, Accessories and Style2.) Big Numbers3.) Review of all verb conjugations from level 14.) Review of noun-adjective syntax and agreement5.) Review of definite/indefinite articles and possessive adjectives6.) Introduction of stem-change verbs7.) Yo "Go" verbs	<ol style="list-style-type: none">1.) 7.1.NM.IPRET.12.) 7.1.NM.IPRET.33.) 7.1.NM.IPRET.44.) 7.1.NM.IPERS.15.) 7.1.NM.IPERS.26.) 7.1.NM.IPERS.37.) 7.1.NM.PRSNT.18.) 7.1.NM.PRSNT.29.) 7.1.NM.PRSNT.410.) 7.1.NM.PRSNT.5

	8.) Review of expressing opinions and preferences 9.) Describe their own/another's outfit	
Unit 2: La vida saludable y la rutina diaria Proficiency target: Novice-mid	1.) Describing self (physical and emotional well being) 2.) Describe one's daily routine 3.) Describe healthy/unhealthy lifestyles 4.) Reflexive Verbs and Pronouns 5.) Review Stem Changing Verbs 6.) Ser vs Estar 7.) Present Progressive	1.) 7.1.NM.IPRET.1 2.) 7.1.NM.IPRET.3 3.) 7.1.NM.IPRET.4 4.) 7.1.NM.IPERS.1 5.) 7.1.NM.IPERS.2 6.) 7.1.NM.IPERS.3 7.) 7.1.NM.PRSNT.1 8.) 7.1.NM.PRSNT.2 9.) 7.1.NM.PRSNT.4 10.) 7.1.NM.PRSNT.5
Unit 3: Los viajes Proficiency target: Novice-mid to Novice-high	1.) Planning/Preparing for a trip 2.) Describe activities and attractions at various destinations 3.) Regular -ar/-er/-ir preterite verbs 4.) Irregular yo-form preterite verbs 5.) Ser and ir in the preterite tense	1.) 7.1.NM.IPRET.1 2.) 7.1.NM.IPRET.3 3.) 7.1.NM.IPRET.4 4.) 7.1.NM.IPERS.1 5.) 7.1.NM.IPERS.2 6.) 7.1.NM.IPERS.3 7.) 7.1.NM.PRSNT.1 8.) 7.1.NM.PRSNT.2 9.) 7.1.NM.PRSNT.4 10.) 7.1.NM.PRSNT.5
Unit 4: El tiempo libre Proficiency target: Novice-high	1.) Talk/Discuss/Describe what they and others do during their free or leisure time. 2.) Continue Regular Preterite Verbs, Yo form changes and Ser & Ir 3.) Irregular Preterite Verbs	1.) 7.1.NH.IPRET.1 2.) 7.1.NH.IPRET.3 3.) 7.1.NH.IPRET.4 4.) 7.1.NH.IPRET.5 5.) 7.1.NH.IPRET.6 6.) 7.1.NH.IPRET.7 7.) 7.1.NH.IPRET.8 8.) 7.1.NH.IPERS.1 9.) 7.1.NH.IPERS.2 10.) 7.1.NH.IPERS.3 11.) 7.1.NH.IPERS.5 12.) 7.1.NH.PRSNT.1 13.) 7.1.NH.PRSNT.2 14.) 7.1.NH.PRSNT.3 15.) 7.1.NH.PRSNT.5

Course Expectations and Skills

- 1.) Apply target-language vocabulary and grammar to reading, writing, speaking, & listening comprehension activities.
- 2.) Demonstrate levels of proficiency through interpretive, interpersonal, and presentational activities and assessments in the present tense in the target-language (for example: develop and perform dialogues, oral presentations, infographic interpretations, etc.).

- 3.) Demonstrate a growth to Novice-High proficiency level according to the 2012 Standards established by the American Council on the Teaching of Foreign Languages (ACTFL).
- 4.) Develop a cross-cultural awareness through exposure to cultural practices and open discussion of various social justice themes.

Materials Needed

- Chromebook
- Notebook and/or three-ring binder with lined paper (as needed)
- Daily planner/Student organizer
- Pen or pencil

Resources

Supplemental Materials = online resources, teacher-made resources, & Shared Google Drive Folder

Grading Scale

Students' grades are based-upon the following categories:

Classwork/Participation =	30%
Minor Assessments =	35%
Major Assessments =	35%

Black Horse Pike Regional School District

Spanish II

Unit 1 - Estar de moda

Summer 2024

Unit Overview

Estimated Duration: First marking period

Theme(s) or topic(s):

The first unit of the year will prepare students to go shopping for clothing and accessories in Spanish-speaking countries. Students will learn about clothing and accessories, different clothing styles and materials, some speciality stores, and European sizing. They will be able to describe their own/another's outfit, express their clothing/accessory preferences, pay for it in local currencies, and then describe what they bought in detail. They will learn about popular clothing stores, major department stores, specialized boutiques, indigenous markets, and when sales happen in Spanish-speaking countries.

The introduction of these common topics will be conducted in the novice-mid proficiency level. Students will be employing all three modes of communication: the interpretive, interpersonal and presentational activities to increase their Spanish proficiency level. The lessons and assessments in this unit expose students to authentic Spanish Speaking real life experiences which facilitates students overall fluency and increase in interpersonal, presentational and interpretive proficiencies.

Essential Questions

Thematic Questions to guide the unit of study:

- Where do people here in the United States and in Spanish-speaking countries go clothing shopping?
- How do I express/describe my fashion preferences?
- How do fashion trends here in the United States compare/contrast to those in Spanish-speaking countries?

Enduring Understandings

Learning Objectives for the unit of study:

- Students will be able to express their fashion preferences, where they shop for clothing, etc.
- Fashion styles in Spanish-speaking countries may be different than in the US.
- Shopping in boutiques/markets in Spanish-speaking countries is different from shopping at a mall/department store in the US.
- Pricing can be very different in Spanish-speaking countries.
- Where a person lives influences their fashion preferences and choices.
- There are many famous Hispanic/Latinx fashion designers and icons.
- What you wear reflects your style and taste.

Learning Targets & Standards

Proficiency target: Novice-mid**Learning Targets** - Students will use Spanish to:

- Ask for various clothing items and accessories.
- Ask what size a clothing item is.
- Ask/Tell if something is on sale.
- Ask or state preferences for what colors/sizes/materials/patterns a clothing or accessory item is.
- Ask/State how much something costs.
- Critique: give compliments/negative comments about a clothing item/accessory or outfit.
- Describe how a clothing item/accessory fits.
- State what clothes I normally wear during the different seasons of the year.
- Say what clothes I normally wear for certain activities.
- State why I like a particular clothing item or outfit.
- Ask a friend their opinion about a clothing item/accessory/outfit.
- State where I like to go shopping.
- Bargain over the cost of an item.

NJSLS Standards:

- 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.
- 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.
- 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.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.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.

Instructional Strategies & Unit Resources:**Vocabulary:**

- [Quizlet: Unit 1 La Moda, La Ropa, Adjetivos](#)
- [Quizlet: Los números grandes 1-1,000,000](#)
- [Quizlet: Los Verbos Regulares y Pronombres](#)
- [Quizlet: Regular Stem Changing Verbs](#)
- [Quizlet: Yo "GO" verbs](#)

Grammar:

- Review present tense (regular -ar,-er, -ir verbs, super 7, 2 form verbs, gustar/quedar)

- Intro stem-change verbs
- Yo “GO” Verbs
- Intro present progressive (*if applicable/in context)

Technology Programs Used:

- Quizlet
- EdPuzzle
- Blooket
- Gimkit
- Google Applications
- Quizizz
- Kahoot
- This is School
- Peardeck
- Conjuguemos
- Boom Cards
- [Spanishlistening.org](https://spanishlistening.org)

Activities and Assignments:

- Students will respond to the texts in activities that encompass the interpersonal, presentational and interpretive modes at the Novice-mid Level
- Students will make connections to the content by comparing the information with their own experiences, and sharing with peers.
- Students will consider multiple perspectives as they engage with critical thinking questions in regards to the text.
- Routines for learning include warm up, think-pair-share style activities, small group activities, leveled group activities, 1:1 conferencing with the instructor, student-led exploratory assignments, among other learning strategies.

Social Justice Topic Suggestions:

Open class discussion regarding “fast fashion”. Students are invited to share their personal perspective (in a respectful manner) on fashion worldwide, how it affects the environment, local economies, and job opportunities/fair wages.

Student Feedback:

Students will receive feedback on proficiency through the use of the Novice-mid Proficiency guidelines rubric.

Accommodations & Modifications

Outline strategies for accommodating needs and modifying per varied levels of learners, including tiered instructional options & assessments for Special Education, MLL, Gifted and Talented:

- [Spanish Special Education / Gifted and Talented](#)
- [504 Students](#)
- [At Risk Students](#)
- [MLL](#)

Assessments

Assessment Options:

- Read an article/interpret an infographic about fashion in Spanish-speaking countries and answer questions.
- Listen to/Watch a video of a native Spanish-speaker describing an outfit they bought, why they bought it, where they bought it, etc. and answer questions.
- In conversations with their teachers and/or classmates, students will ask and answer questions about their clothing style and preferences, items they recently purchased and from where, how much they cost, why they bought them, etc.
- Create a multi-media rich digital portfolio of outfits (first day of school, a formal event, a past event, etc.) and describe what you bought, where, how much it cost, and why.
- Read a short text where a student describes a fashion-related topic.
- Watch videos on EdPuzzle and answer questions.
- Watch authentic Spanish film clips and answer questions related to fashion.
- Use Extempore/Flip describing an outfit.
- Write a description about their own/another's outfit.
- Simulated conversations in pairs and groups about your personal style, what you like to wear to different events, where you go shopping, how much money you spend, etc.
- Info gap describing what people are wearing.
- Role play with a partner, where one plays a shopkeeper/store employee/vendor and the other person a customer looking for an item of clothing or accessory.
- Interview a fellow classmate about an outfit: where they went shopping, what they bought, how much they spent, why they bought it, etc.
- "Text" a friend about what you wore to an event yesterday/last night/this past weekend, etc.
- Create an advertisement for a clothing store.
- Describe and compare the outfits of two celebrities.
- Write to a friend who is visiting you about what they should pack for their stay with you.

Learning Targets & Standards

Interdisciplinary Connections & 21st Century Themes & Skills

English Language Arts:

- L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- RI.CR.1.1 Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts.
- W.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
- SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL.AS.1.6. Produce complete sentences when appropriate to task and situation.
- L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

Mathematics:

- K.CC.A. Know number names and the count sequence.
- K.CC.B. Count to tell the number of objects.
- 1.NBT.A Extend the counting sequence.
- K.M.B Work with money.
- 1.M.C Work with money.
- 1.M.B. Tell and write time.

Science:

- ESS3.B: Natural Hazards A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts. (3-ESS3-1) (Note: This Disciplinary Core Idea is also addressed by 4-ESS3-2.)
- ESS3.C: Human Impacts on Earth Systems Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things. (secondary to KESS2-2)
- 4-ESS3-2 Generate and compare multiple solutions to reduce the impacts of natural Earth processes and climate change have on humans.

Social Studies:

- 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
- 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.
- 6.1.2.EconGE.1: Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically
- 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.

Comprehensive Health & Physical Education:

- 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
- 2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.
- 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.
- 2.2.2.N.2: Explain why some foods are healthier to eat than others.
- 2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.
- 2.3.2.HCDM.1: Explain the consequences on a person's health if he or she does not have adequate food and a clean environment.
- 2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.
- 2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).
- 2.1.2.PGD.3: Explain what being "well" means and identify self-care practices that support wellness.
- 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.
- 2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).
- 2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle

food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).

- 2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.

Visual & Performing Art:

- 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
- 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.

Technology and 21st Century Themes & Skills:

- 6.1.2.EconEM.3: Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).
- 6.1.2.EconGE.1: Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

Computer Science & Design Thinking:

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

Black Horse Pike Regional School District

Spanish II

Unit 2 - La vida saludable y la rutina diaria

Summer 2024

Unit Overview

Estimated Duration: Second marking period

Theme(s) or topic(s):

This unit will expand-upon the students' ability to communicate about themselves and their self-identity through the lens of their physical/emotional well-being and their daily routine. Students will describe people's personalities, conditions, and emotions, explain minor illnesses, and talk about a visit to the doctor's office. Students will also identify parts of the body and basic toiletries as they talk about their daily routine. By the end of the unit, students will be able to compare and contrast one's daily routine. They'll be able to interpret a person's daily routine. They'll be able to interpret various health-related infographics. They will be able to discuss their health and wellness.

Essential Questions

Thematic Questions to guide the unit of study:

- How do I describe my physical and emotional well-being?
- How do I describe my daily routine and compare it to another's?
- What does a healthy/unhealthy lifestyle consist of?
- How can I compare daily routines in the US versus Spanish-Speaking countries?

Enduring Understandings

Learning Objectives for the unit of study:

- Self-expression should include but not be limited to: introductions, likes/dislikes, and basic feelings/conditions.
- There are different ways to discuss people's personalities and behaviors, emotions and feelings.
- Students will be able to describe their health/well-being.
- Students will be able to describe their daily routine.
- There are different ways to describe some minor health problems.
- Identification of more parts of the body in the target language.
- People have daily routines, especially in the morning and at night.
- It is important to be in touch with your physical and emotional well-being.
- Health practices differ across countries and cultures.
- There are things I can do every day to improve my overall health and well-being.

Learning Targets & Standards

Proficiency target: [Novice-mid](#)

Learning Targets - Students will use Spanish to:

- Understand and explain the main idea and key information about how to stay healthy in infographics, short articles, political cartoons and opinion blogs.
- List the body parts that hurt.
- Express how I am feeling physically.
- Discuss what I do to stay healthy.
- Ask others what they do to stay healthy and why.
- Explain what wellness means to me.
- Give advice to others about how to stay healthy and be well.
- Point out activities that are not good for your well-being and explain why.
- Tell others what not to do in order to stay healthy.
- List what I need to complete my daily routine.
- Explain to someone my daily routine.

NJSLS Standards:

- 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.
- 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.
- 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.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.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.

Instructional Strategies & Unit Resources:

Vocabulary:

- [Quizlet: La Rutina Diaria](#)
- [Quizlet: Verbos Reflexivos](#)
- [Quizlet: ALL VOCAB - healthy living, body parts, daily routine](#)

Grammar:

- Stem-changing verbs
- Reflexive verbs and pronouns
- Ser vs Estar
- Present Progressive

Technology Programs Used:

- Quizlet

- EdPuzzle
- Blooket
- Gimkit
- Google Applications
- Quizizz
- Kahoot
- This is School
- Peardeck
- Conjuguemos
- Boom Cards
- [Spanishlistening.org](https://spanishlistening.org)

Activities and Assignments:

- Students will respond to the texts in activities that encompass the interpersonal, presentational and interpretive modes at the Novice-mid Level.
- Students will make connections to the content by comparing the information with their own experiences, and sharing with peers.
- Students will consider multiple perspectives as they engage with critical thinking questions in regards to the text.
- Routines for learning include warm up, think-pair-share style activities, small group activities, leveled group activities, 1:1 conferencing with the instructor, student-led exploratory assignments, among other learning strategies.

Social Justice Topic Suggestions:

- Open class discussion about substance abuse here in the United States versus Spanish-speaking countries.
- Open class discussion about what a healthy lifestyle encompasses here in the United States versus Spanish-speaking countries.
- Open class discussion about how our typical daily routine here in the United States compares to that of Spanish-speaking countries.

Student Feedback:

Students will receive feedback on proficiency through the use of the Novice-mid Proficiency guidelines rubric.

Accommodations & Modifications

Outline strategies for accommodating needs and modifying per varied levels of learners, including tiered instructional options & assessments for Special Education, MLL, Gifted and Talented:

- [Spanish Special Education / Gifted and Talented](#)
- [504 Students](#)
- [At Risk Students](#)
- [MLL](#)

Assessments

Assessment Options:

- Listen to a native Spanish-speaker introduce him/herself, say how they are feeling and answer questions about the content.
- Compare and contrast an authentic daily routine from a Spanish-speaking country.
- Read a letter where a student describes their daily routine and answer accompanying questions.
- Interpret an infographic regarding daily routines and/or healthy activities.
- Read an infographic about healthy activities and answer questions.
- Take a test about what your level of activity is.
- Read an article with advice about how to be more active.
- Read articles about how often you should go to the doctor and answer accompanying questions.
- Take an online quiz about whether or not you have the flu or a cold.
- Listen and answer questions about a dialogue at a doctor's office.
- Read an article about healthy resolutions and find key vocabulary words.
- Complete a graphic organizer comparing health practices of Spanish-speaking countries and Americans.
- Summarize articles on various health topics: sleeping habits, eating well, anxiety/stress.
- Listen to a video/dialogue and complete an accompanying info gap activity.
- Watch videos on EdPuzzle and answer questions.
- Watch authentic Spanish videos and answer questions related to daily routines or health-related topics.
- Simulated conversations in pairs and groups about personal information, daily routines, or doctor visits.
- Find Someone Who Activity.
- Role play asking a partner what hurts, and give advice to feel better.
- Inside/Outside Circle or Line questioning activities.
- Round table discussions.
- Answer questions about your daily routine.
- Create a video showing what objects you use in your daily routine.
- Write a letter to your Spanish-speaking penpal describing your daily routine.
- Complete Venn Diagram comparing American doctors' offices and pharmacies with those from Spanish-speaking countries.
- Present a dialogue to the class role-playing a doctor's visit.
- Write a paragraph describing what you do to stay well.
- Describe a recent visit to the doctor's office.
- Create a FlipGrid video describing your favorite sport and how often you do it.
- Create a small presentation about the health benefits of a certain activity.
- Write a list of the top 10 ways to stay healthy.
- Write a list of things you need to complete their daily routine.
- Keep a journal describing what you do each day to stay healthy.

Learning Targets & Standards**Interdisciplinary Connections & 21st Century Themes & Skills****English Language Arts:**

- L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- RI.CR.1.1 Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts.

- W.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
- SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL.AS.1.6. Produce complete sentences when appropriate to task and situation.
- L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

Mathematics:

- K.CC.A. Know number names and the count sequence.
- K.CC.B. Count to tell the number of objects.
- 1.NBT.A Extend the counting sequence.
- K.M.B Work with money.
- 1.M.C Work with money.
- 1.M.B. Tell and write time.

Science:

- ESS3.B: Natural Hazards A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts. (3-ESS3-1) (Note: This Disciplinary Core Idea is also addressed by 4-ESS3-2.)
- ESS3.C: Human Impacts on Earth Systems Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things. (secondary to KESS2-2)
- 4-ESS3-2 Generate and compare multiple solutions to reduce the impacts of natural Earth processes and climate change have on humans.

Social Studies:

- 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
- 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.
- 6.1.2.EconGE.1: Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically
- 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.

Comprehensive Health & Physical Education:

- 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
- 2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.
- 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.
- 2.2.2.N.2: Explain why some foods are healthier to eat than others.
- 2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.
- 2.3.2.HCDM.1: Explain the consequences on a person's health if he or she does not have adequate food and a clean environment.
- 2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.

- 2.1.2.PGD.2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).
- 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.
- 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.
- 2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).
- 2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).
- 2.1.5.EH.1: Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors.

Visual & Performing Art:

- 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
- 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.
- 1.1 A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.

Technology and 21st Century Themes & Skills:

- 6.1.2.EconEM.3: Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).
- 6.1.2.EconGE.1: Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6).

Computer Science & Design Thinking:

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

Black Horse Pike Regional School District

Spanish II

Unit 3 - Los viajes

Summer 2024

Unit Overview

Estimated Duration: Third marking period

Theme(s) or topic(s):

In this unit students will be able to talk about preparing for a trip and traveling by various means of transportation (ie. car, taxi, airplane, train, etc.). Students will also discuss basic destinations and weather conditions, hotel vocabulary, and activities and cultural attractions one can visit in Spanish-speaking countries.

Essential Questions

Thematic Questions to guide the unit of study:

- What do I need to do to prepare for a trip?
- How am I traveling? What types of transportation am I taking?
- What can I do when I reach my destination?

Enduring Understandings

Learning Objectives for the unit of study:

- Students will be able to describe how they prepare for a trip, what they will pack, how they will travel, where they will stay, and what they will do at their destination.
- Public transportation in other countries and cities is more accessible and often more reliable than in the US.
- Taking a trip requires significant planning and preparation.
- An area's climate can affect the activities they enjoy.
- Traveling to another country is an excellent way to learn about and experience other cultures.
- Comparing traveling habits between the United States and Spanish-speaking countries.

Learning Targets & Standards

Proficiency target: [Novice-mid to Novice-high](#)

Learning Targets - Students will use Spanish to:

- Explain the process to prepare for a trip.
- Follow a simple conversation when individuals talk about their vacations.
- Understand when someone talks about activities they enjoy during a vacation.
- Find and use tourist information from city guides.
- Understand information I find on an internet travel site.
- Create an itinerary for a trip.
- Explain modes of transportation used during a trip.
- Describe what to do and see in various Spanish-speaking countries.

- Describe what I do/see/buy/eat/visit for an upcoming trip.

NJSLS Standards:

- 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.
- 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.
- 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.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.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.

Instructional Strategies & Unit Resources:

Vocabulary:

- [Quizlet: Los viajes, things to do](#)
- [Quizlet: Preparing for a trip](#)
- [Quizlet: vacaciones del invierno y el verano, pretérito](#)
- [Quizlet: preterite regular verbs, yo form changes and ser/ir](#)

Grammar:

- Preterite Tense - regular -ar, -er, -ir verbs
- Preterite Tense - irregular "yo" form and ser and ir
- Irregular Preterite Verbs in context
- "Hacía" in context

Technology Programs Used:

- Quizlet
- EdPuzzle
- Blooket
- Gimkit
- Google Applications
- Quizizz
- Kahoot
- This is School
- Peardeck
- Conjuguemos

- Boom Cards
- Spanishlistening.org

Activities and Assignments:

- Students will respond to the texts in activities that encompass the interpersonal, presentational and interpretive modes at the Novice-mid to Novice-high Level.
- Students will make connections to the content by comparing the information with their own experiences, and sharing with peers.
- Students will consider multiple perspectives as they engage with critical thinking questions in regards to the text.
- Routines for learning include warm up, think-pair-share style activities, small group activities, leveled group activities, 1:1 conferencing with the instructor, student-led exploratory assignments, among other learning strategies.

Social Justice Topic Suggestions:

- Open class discussion about the environmental impact of travel (transportation, footprint, etc.).
- Open class discussion regarding ecotourism.
- Open class discussion regarding WHO is able to travel (access, finances, etc.).
- Open class discussion in regards to stereotypes associated with cultures/customs of tourists and travel destinations.

Student Feedback:

Students will receive feedback on proficiency through the use of the Novice-mid to Novice-high Proficiency guidelines rubric.

Accommodations & Modifications

Outline strategies for accommodating needs and modifying per varied levels of learners, including tiered instructional options & assessments for Special Education, MLL, Gifted and Talented:

- [Spanish Special Education / Gifted and Talented](#)
- [504 Students](#)
- [At Risk Students](#)
- [MLL](#)

Assessments

Assessment Options:

- Explore tourism websites for Spanish-speaking countries and answer questions based on their content.
- Watch videos about traveling to various Spanish-Speaking countries and answer questions.
- Listen to native speakers talk about transportation in their regions, preferences on transportation.
- Listen to native speakers talk about famous attractions in their regions, and their cultural relevance.
- Listen to native speakers talk about their restaurant or cuisine preferences in their regions.
- Compare and contrast activities one does on vacation, what people pack for vacations.
- Look at a map, identify and or answer questions about attractions in various Spanish-speaking countries.
- Listen to a Spanish-speaker describe where they go and what they do on vacation and answer questions.
- Listen to someone describe what they did for a trip and put the events in order.

- Listen to a video/dialogue and complete info gap activity.
- Simulated conversations in pairs and groups about where you want to go, what you want to do, what you will wear, and how you will get there.
- Design your ideal vacation then describe it to a partner.
- Interview classmates about their favorite trips and why.
- Interview classmates about what modes of transportation they frequently utilize.
- Role play working at a travel agency and ask and answer questions about what people like to do on their travels.
- Talk about what you are going to do on a trip: how you will prepare, how you will travel to your destination, where you will be staying, what you did there, etc.
- Create a multi-media rich digital presentation about preparing for a trip, what you have packed, and what you did on vacation.
- Create a brochure about a Spanish-speaking country, or particular attraction.
- Write your friend a postcard describing what you did on your trip.
- Write a short e-mail to a friend giving them all of your travel information for a trip to a Spanish-speaking country.
- Create a storyboard describing a trip.

Learning Targets & Standards

Interdisciplinary Connections & 21st Century Themes & Skills

English Language Arts:

- L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- RI.CR.1.1 Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts.
- W.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
- SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL.AS.1.6. Produce complete sentences when appropriate to task and situation.
- L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

Mathematics:

- K.CC.A. Know number names and the count sequence.
- K.CC.B. Count to tell the number of objects.
- 1.NBT.A Extend the counting sequence.
- K.M.B Work with money.
- 1.M.C Work with money.
- 1.M.B. Tell and write time.

Science:

- ESS3.B: Natural Hazards A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts. (3-ESS3-1) (Note: This Disciplinary Core Idea is also addressed by 4-ESS3-2.)
- ESS3.C: Human Impacts on Earth Systems Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things. (secondary to KESS2-2)
- 4-ESS3-2 Generate and compare multiple solutions to reduce the impacts of natural Earth processes and climate change have on humans.

Social Studies:

- 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
- 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.
- 6.1.2.EconGE.1: Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically
- 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.

Comprehensive Health & Physical Education:

- 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
- 2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.
- 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.
- 2.2.2.N.2: Explain why some foods are healthier to eat than others.
- 2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.
- 2.3.2.HCDM.1: Explain the consequences on a person's health if he or she does not have adequate food and a clean environment.
- 2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.
- 2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).
- 2.1.2.PGD.3: Explain what being "well" means and identify self-care practices that support wellness.
- 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.
- 2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).
- 2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).
- 2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.

Visual & Performing Art:

- 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.

- 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.
- 1.1 A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.

Technology and 21st Century Themes & Skills:

- 6.1.2.EconEM.3: Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).
- 6.1.2.EconGE.1: Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

Computer Science & Design Thinking:

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

Black Horse Pike Regional School District

Spanish II

Unit 4 - El tiempo libre

Summer 2024

Unit Overview

Estimated Duration: Fourth marking period

Theme(s) or topic(s):

This unit expands-upon the importance of self-identity and focuses on what the students like to do in their free or leisure time. Students will talk about their own and their friends' preferences for how they spend their time, what they usually do. They will then move on to learning and talking about what people in Spanish-speaking countries do in order to compare and contrast hobbies, sports, other interests, etc. with those in the United States. Students will learn to talk about what leisure time activities they did in the preterite tense.

Essential Questions

Thematic questions to guide the unit of study:

- What activities do you like to do in your free time?
- What hobbies or interests do you have?
- How do I compare and contrast freetime activities throughout the United States, and in Spanish-Speaking countries?

Enduring Understandings

Learning Objectives for the unit of study:

- Students will be able to describe what they did during their freetime (yesterday/last night/last weekend, etc.), and their leisure activity preferences.
- People in Spanish-speaking countries spend their free/leisure time in similar / different ways to Americans.
- People reflect their cultural perspective in their choice of leisure activities.
- People's personalities and physical abilities influence and are reflected in their choices of leisure activities.

Learning Targets & Standards

Proficiency target: Novice-high

Learning Targets - Students will use Spanish to:

- Say things that I did.
- Ask and answer the question "What did you do (yesterday/last night/this past weekend, etc.)?"
- State preferences for leisure time activities.
- Ask and answer the question "With whom did you do this activity?"
- Ask and answer the question "When did you do this activity?"

- Say how often I did these things.
- Say why I like to do certain activities.
- Ask and answer the question “What did he/she do?”
- Say 10 things that you did.
- Draw a picture to summarize a reading that depicted what someone did.
- State what someone did based on what I read or heard about it.
- Describe what I did during my free time.
- Present information about my leisure activities.
- Compare and contrast how teenagers from Spanish-speaking countries and American teenagers spend their free time.

NJSLS Standards:

- 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.
- 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
- 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.
- 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).
- 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
- 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
- 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
- 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.
- 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.
- 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.
- 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.
- 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.
- 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.

Instructional Strategies & Unit Resources:

Vocabulary:

- [Quizlet: After School & leisure time activities](#)
- [Quizlet: Irregular Preterite Verbs](#)

Grammar:

- Continue Regular Preterite Verbs, Yo form changes and Ser & Ir

- Irregular Preterite Verbs

Technology Programs Used:

- Quizlet
- EdPuzzle
- Blooket
- Gimkit
- Google Applications
- Quizizz
- Kahoot
- This is School
- Peardeck
- Conjuguemos
- Boom Cards
- [Spanishlistening.org](https://spanishlistening.org)

Activities and Assignments:

- Students will respond to the texts in activities that encompass the interpersonal, presentational and interpretive modes at the Novice-high Level
- Students will make connections to the content by comparing the information with their own experiences, and sharing with peers.
- Students will consider multiple perspectives as they engage with critical thinking questions in regards to the text.
- Routines for learning include warm up, think-pair-share style activities, small group activities, leveled group activities, 1:1 conferencing with the instructor, student-led exploratory assignments, among other learning strategies.

Social Justice Topic Suggestions:

- Open class discussion about how young people choose to spend their freetime in today's society (free, unstructured imaginative or active-based activities vs. technology-dependent activities).
- Open class discussion about how technology-based interactions are affecting in-person, face-to-face interactions and how to navigate typical societal interactions.
- Open class discussion regarding WHO has freetime (access, finances, etc.).
- Open class discussion in regards to stereotypes associated with certain freetime activities.
- Open class discussion about the effects of social media, and the importance of representation.
- Open class discussion about utilizing freetime as an impetus for social change (activism, empowering marginalized groups, etc.).

Student Feedback:

Students will receive feedback on proficiency through the use of the Novice-high Proficiency guidelines rubric.

Accommodations & Modifications

Outline strategies for accommodating needs and modifying per varied levels of learners, including tiered instructional options & assessments for Special Education, MLL, Gifted and Talented:

- [Spanish Special Education / Gifted and Talented](#)
- [504 Students](#)
- [At Risk Students](#)
- [MLL](#)

Assessments

Assessment Options:

- Listen to a Spanish speaker describe their favorite activities, where they went, when they did them, and with whom, and answer accompanying questions.
- Compare and contrast an reading/listening/infographic related to how Spanish-speaking people spend their time.
- Read a letter where a student describes their free time activities and answer accompanying questions.
- Listen to a video/dialogue and complete info gap activity.
- Watch videos on EdPuzzle and answer questions.
- Simulated conversations in pairs and groups about what students did (yesterday/last night/last weekend, etc.).
- Find Someone Who Activity/ Human Bingo.
- Poll the class about how often you do activities/who did what yesterday/last night/last weekend, etc.
- Create a “text message” conversation to a friend discussing what you did yesterday/last night/last weekend, etc.
- Interview a classmate asking them what they did yesterday/last night/last weekend, etc.
- Use FlipGrid/Adobe Spark/Screencastify saying what your favorite activities are, when you did them, where you did them, with whom did you do them, etc.
- Write a short email to a penpal discussing how you spent your free time yesterday/last night/last weekend, etc.
- Write about a famous Hispanic/Latin athlete/artist/musician/author/actor.

Learning Targets & Standards

Interdisciplinary Connections & 21st Century Themes & Skills

English Language Arts:

- L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- RI.CR.1.1 Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts.
- W.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
- SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

- L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

Mathematics:

- K.CC.A. Know number names and the count sequence.
- K.CC.B. Count to tell the number of objects.
- 1.NBT.A Extend the counting sequence.
- K.M.B Work with money.
- 1.M.C Work with money.
- 1.M.B. Tell and write time.

Science:

- ESS3.B: Natural Hazards A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts. (3-ESS3-1) (Note: This Disciplinary Core Idea is also addressed by 4-ESS3-2.)
- ESS3.C: Human Impacts on Earth Systems Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things. (secondary to KESS2-2)
- 4-ESS3-2 Generate and compare multiple solutions to reduce the impacts of natural Earth processes and climate change have on humans.

Social Studies:

- 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
- 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.
- 6.1.2.EconGE.1: Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically
- 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.

Comprehensive Health & Physical Education:

- 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
- 2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.
- 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.
- 2.2.2.N.2: Explain why some foods are healthier to eat than others.
- 2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.
- 2.3.2.HCDM.1: Explain the consequences on a person's health if he or she does not have adequate food and a clean environment.
- 2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.
- 2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).
- 2.1.2.PGD.3: Explain what being "well" means and identify self-care practices that support wellness.
- 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.

- 2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).
- 2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).
- 2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.

Visual & Performing Art:

- 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
- 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.
- 1.1 A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.

Technology and 21st Century Themes & Skills:

- 6.1.2.EconEM.3: Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).
- 6.1.2.EconGE.1: Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

Computer Science & Design Thinking:

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