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Addendum Description

This addendum depicts interdisciplinary connections as listed by standard and suggested example for each unit. These connections are listed for the 6-12 World Language department's course offerings and are arranged by grade level/course. Each table denotes the course name as well as the units that are written in the previously approved curricula documents. Any current curriculum document that lists this information by unit within its written template is included via link.

Department/Content		
Spanish 1A Grade 6		
Unit	Connected Standard	Example
Public and Personal Identities	1.1.8.A.3 (Visual and Performing Arts: Dance). Examine how dance compositions are influenced by various social themes and arts media (e.g., dance for camera, interactive, telematics).	Research the history of different dance styles from Spanish-speaking countries and learn to demonstrate those dances.
Families and Communities	2.4.6.A.1 (Comprehensive Health and Physical Education). Compare and contrast how families may change over time.	Research the dynamic and composition of Spanish-speaking families and compare with the student's own.
Beauty and Aesthetics	1.2.8.A.3 (Visual and Performing Arts: History of the Arts and Culture). Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.	Look up art created by Spanish-speaking artists and make a list of the cultural elements presented therein (clothing, nature, customs, etc.). Discuss similarities and differences between that culture and the student's own.
Spanish 1B Grade 7		
Unit	Connected Standard	Example
Science and Technologies	MS-ESS3-2. (Science: Earth and Human Activity). Students will examine how some natural hazards, such as volcanic	Research a recent hurricane that badly affected a Spanish-speaking country or region. Make a list, identifying ways that humans can

	eruptions and severe weather, are preceded by phenomena that allow for reliable predictions, and the technology used to monitor and predict them.	predict those natural events with technology.
Global Challenges	2.1.8.A.4 (Comprehensive Health and Physical Education). Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.	Look at packaging for different products like shampoo, soaps, shower gels, razors. Make a spreadsheet of these products, recognizing if they are marketed to a specific gender, their colors, wording, and pricing for each. Talk about the differences in gendered products.
Contemporary Life	2.1.8.B.3 (Comprehensive Health and Physical Education). Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.	Make a list of the most popular foods in different Spanish-speaking countries/regions and compare it with popular foods here in the U.S. Create a healthier and feasible weekly nutritional plan for youth in both cultures.
Spanish 1C Grade 8		
Unit	Connected Standard	Example
Public and Personal Identities	6.1.8.D.1.b (Social Studies: History, Culture, and Perspectives). Students will explain how interactions among African, European, and Native American groups began a cultural transformation.	Look up family television shows throughout the history of television. How has the picture of the American family changed? Write a letter to a television producer from the 1970's and explain what today's tv shows are like and why.
Families and Communities	2.4.8.B.5 (Comprehensive Health and Physical Education). Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping	Create a list of different types of families today. Make a Venn diagram of how those families are similar and different.
Beauty and Aesthetics	2.5.8.C.3 (Comprehensive Health and Physical Education). Analyze the impact of different world cultures on present-day games, sports, and dance.	Choose a sport or dance participated in both a Spanish-speaking country/region and here in the U.S. Make a two-sided sketch of someone performing that activity, illustrating the differences.

Spanish I		
Unit	Connected Standard	Example
Public and Personal Identities	2.2.12.B.2 (Comprehensive Health and Physical Education: Decision-Making and Goal Setting). Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers.	Create a collage of images that illustrates how you take care of yourself emotionally and psychologically. Present this to the class.
Families and Communities	2.4.12.A.1 (Comprehensive Health and Physical Education: Relationships). Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.	Identify 3 different types of families today. Make a 3-part Venn diagram showing similarities and differences of those with reference to values, rituals, and traditions.
Beauty and Aesthetics	1.2.12.A.1 (Visual and Performing Arts: History of Arts and Culture). Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.	Conduct a March Madness competition with Spanish-language songs. For each winning song, make a list of factual information with song theme, and artist and country information.
Spanish I/II		
Please see the following link: https://tinyurl.com/y5nrtmcj		
Spanish II		
Unit	Connected Standard	Example
Contemporary Life	1.2.12.A.2. (Visual and Performing Arts: History of Arts and Culture). Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship. Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and	Discuss the different ways we appreciate and share art today (through apps, concerts, etc.). Create a poster homage to your favorite type of art, showing how you appreciate it and what it means to you. Present it to the class.

	habits of mind in various historical eras.	
Global Challenges	HS-LS2-7. (HS-LS2 Ecosystems: Interactions, Energy, and Dynamics). Design, evaluate, and refine a solution for reducing the impacts of human activities (such as urbanization, building dams, and dissemination of invasive species) on the environment and biodiversity.	Discuss the effects of human activities on the environment. Write an essay to a company whose factories impact the environment negatively, offering suggestions to convince them to change their practices.
Science and Technology	2.1.12.A.2 (Comprehensive Health and Physical Education). Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.	Discuss the different illnesses and disorders that affect people. Research and present to the class one disease or disorder and what piece of science or technology could combat this.
Spanish III		
Unit	Connected Standard	Example
Families and Communities	2.1.12.A.1 (Comprehensive Health and Physical Education). Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.	Read the first chapter of “La Casa en Mango Street” and discuss Esperanza’s typical Mexican-American family. Write a comparison of Esperanza’s family and your own.
Public and Personal Identities	6.1.12.D.14.f (Social Studies: History, Culture, and Perspectives). Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.	Discuss cultural celebrations in the U.S. today. Examine one holiday whose origin is rooted in another culture. Explain how this came about, why it is celebrated, and your opinions on it.
Beauty and Aesthetics	1.1.12.D.1 (Visual and Performing Arts). Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.	Research art by famous Spanish-speaking artists. Identify unique elements of art by Dalí, Kahlo, and Rivera. Using one of their styles, create an original piece of art that reflects your own culture.

Spanish IV		
Unit	Connected Standard	Example
Global Challenges	6.1.12.D.3.b (Social Studies). Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.	Read and translate the list of Human Rights. Apply this accepted list of inalienable rights to current events in the U.S. today. Explain how these occurrences contribute to this country's national identity or lack thereof.
Science and Technology	<p>HS-ESS3-1. (Earth and Human Activity). Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.</p> <p>8.2.12.D.4 (Technology: Abilities for a Technical World). Assess the impacts of emerging technologies on developing countries.</p>	Watch a news report about how technology is affecting today's youth in México. Participate in a Socratic Seminar about the pros and cons of technology today.
Contemporary Life	1.3.12.C.1 (Visual and Performing Arts: Theater). Create plays that include well-structured plots and subplots, clear thematic intent, original characters, and technical theatrical elements appropriate to a variety of theatrical genres.	Rewrite the ending of the play "El novio robado," and act it out in a video to be shown in class.
Spanish Cinema		
Please see the following link: https://tinyurl.com/y6htukt6		
French I		
Please see the following link: https://tinyurl.com/y2otoska		
French II		

Unit	Connected Standard	Example
Contemporary Life	2.1.12.E.4 (Comprehensive Health and Physical Education: Social and Emotional Health). Develop a personal stress management plan to improve/maintain wellness.	Write out a weekly schedule including times you perform daily personal habits and recreational activities.
Global Challenges	HS-ESS3-6. (Science: Earth and Human Activity). Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.	Examine how human activity affects flora and fauna in our environment. Create a Public Service Announcement convincing humans why they should and how they could be more environmentally friendly.
Science and Technology	1.1.12.B.1 (Visual and Performing Arts: Music). Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.	Explore the history of French music and its composers. Listen to a piece of classical instrumental music and write lyrics to go along with it.

French III

Unit	Connected Standard	Example
Public and Personal Identities	2.2.12.B.2 (Comprehensive Health and Physical Education: Decision-Making and Goal Setting). Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers.	Write a letter to your 10-year old self offering suggestions about things they should do to help them cultivate happiness for themselves and their family.
Families and Communities	2.4.12.A.1 (Comprehensive Health and Physical Education: Relationships). Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.	In groups, on a large sheet of paper, and without speaking, write down questions, answers, and comments on what constitutes a family, why they are important, and what yours means to you.
Beauty and Aesthetics	1.1.12.D.1 (Visual and Performing Arts: Visual Art).	Research French artists (Monet, Renoir, etc.) and identify the

	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.	artistic aspects that are unique to their works. Using one of their styles, create an original piece of art that reflects your own culture.
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French IV

Unit	Connected Standard	Example
Contemporary Life	8.2.12.C.2 (Technology: Design). Analyze a product and how it has changed or might change over time to meet human needs and wants.	Identify products that are highly in use in French everyday life. Create a product profile/infograph for this product, citing its origin, its use, why it's useful, how it has changed over time, and how you think it might evolve.
Global Challenges	HS-ESS3-5. (Science: Earth and Human Activity). Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems	Research The Paris Agreement (the agreement within the United Nations Framework Convention on Climate Change, UNFCCC). Write a letter to a country that is not in compliance with the Agreement (as a member), explaining what it promotes and why it is important.
Science and Technology	8.2.12.D.6 (Technology: Abilities for a Technical World). Synthesize data, analyze trends and draw conclusions regarding the effect of a technology on the individual, society, or the environment and publish conclusions.	Identify famous Francophone inventors. Participate in a Socratic Seminar arguing for which famous French inventor is most important.

Chinese I

Unit	Connected Standard	Example
Public and Personal Identities	2.2.12.A.1 (Comprehensive Health and Physical Education: Interpersonal Communication). Employ skills for communicating with family, peers, and people from other backgrounds and	Write and act out various conversations that may take place while visiting a Chinese-speaking country or region.

	cultures that may impact the health of oneself and others.	
Families and Communities	6.1.12.D.14.f (Social Studies: Contemporary United States (1970-Today): History, Culture, and Perspectives). Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.	Research the usage of the spice MSG (monosodium glutamate) in traditional Chinese foods. Write an article for a food magazine about how and why this spice came to be viewed negatively and the politics at play behind it.
Beauty and Aesthetics	1.1.12.D.1 (Visual and Performing Arts: Visual Arts). Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.	Research the origin of the Chinese language (logograms). Make a list of how it has been used over time in different ways and in different cultures.
Chinese II		
Unit	Connected Standard	Example
Contemporary Life	6.1.12.D.16.a (Social Studies: History, Culture, and Perspectives). Analyze the impact of American culture on other world cultures from multiple perspectives.	Watch a video about life in Beijing at the turn of the 20th century and modern-day Beijing. Identify American influences and participate in a Socratic Seminar discussing the differences due to American influence.
Global Challenges	HS-ESS3-3. (Science: Earth and Human Activity). Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.	Examine how human activity affects flora and fauna in our environment. Create a Public Service Announcement convincing humans why they should and how they could be more environmentally friendly.
Science and Technology	8.2.12.C.2 (Technology: Design). Analyze a product and how it has changed or might change over time to meet human needs and wants.	Identify products that are highly in use in everyday life in China. Create a product profile/infograph for this product, citing its origin, its use, why it's useful, how it has changed over time, and how you think it might evolve.

Chinese III		
Unit	Connected Standard	Example
Public and Personal Identities	6.1.12.B.14.a (Social Studies: Geography, People, and the Environment). Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.	Research immigration trends of people from China emigrating to the U.S. and what those immigration results look like. Imagine that the U.S. is constructing a memorial to Chinese culture. Write a commemorative homage to accompany the memorial, including the positive impact of the Chinese culture on America.
Families and Communities	6.2.12.C.4.a (Social Studies: Economics, Innovation, and Technology). Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.	Define and discuss Communism in China. What role has had on Chinese-American families throughout the past century? Write a letter to an imaginary friend in China asking questions about their life, then exchange letters with a partner and answer their questions based on research.
Beauty and Aesthetics	1.1.12.D.1 (Visual and Performing Arts: Visual Arts). Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.	Research prominent Chinese artists of various mediums. How have these art forms influenced the artistic aesthetic of the U.S. (include fashion, music, decor, etc.). Choose one form and present to the class.
Chinese IV		
Unit	Connected Standard	Example
Contemporary Life	6.2.12.A.5.e (Social Studies: Civics, Government, and Human Rights). Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.	Discuss family life in China. Consider their newly loosened rule of the number of children families may have. Compare this law and other political issues with the Declaration of Human Rights in a Socratic Seminar.

Global Challenges	6.2.12.C.5.e (Social Studies: Economics, Innovation, and Technology). Assess the reasons for and consequences of the growth of communism and shift toward a market economy in China.	Research the political history of China. Participate in a Socratic Seminar about the growth of communism and the shift toward a market economy in China.
Science and Technology	8.2.12.D.6 (Technology: Assess the impact of products and systems). Synthesize data, analyze trends and draw conclusions regarding the effect of a technology on the individual, society, or the environment and publish conclusions.	Research data about how China has changed due to technology and the presence of companies like Apple. Create a commercial either for an environmental company in favor of relegating the effects of technology in China or for a technology corporation as an invitation to make its homebase there.
Italian I		
Please see the following link: https://tinyurl.com/yymrfof		
Italian II		
Unit	Connected Standard	Example
Contemporary Life	2.1.12.E.2 (Comprehensive Health and Physical Education: Social and Emotional Health). Analyze how new technologies(i.e. social media)may positively or negatively impact the incidence of conflict or crisis.	Participate in a debate about the positive and negative effects of social media.
Science and Technology	8.2.12.D.6 (Technology: Abilities for a Technological World). Synthesize data, analyze trends and draw conclusions regarding the effect of a technology on the individual, society, or the environment and publish conclusions.	Identify famous Italian inventors. Participate in a Socratic Seminar arguing for which famous Italian inventor is most important to modern society.
Global Challenges	6.1.12.B.2.a (Social Studies: Geography, People, and the Environment). Analyze how the United States has attempted to account for regional differences	Identify communities in the U.S. with strong Italian influences. How have these communities influenced the culture in which they established themselves?

	while also striving to create an American identity.	Create an infographic showcasing the cultural contributions of the Italian culture in the U.S.
Italian III		
Unit	Connected Standard	Example
Public and Personal Identities	2.4.12.A.6 (Comprehensive Health and Physical Education: Relationships). Analyze how various technologies impact the development and maintenance of local and global interpersonal relationships.	Participate in a debate about the positive and negative effects of social media.
Families and Communities	6.1.12.D.14.f (Social Studies: History, Culture, and Perspectives). Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.	Identify movies that portray elements of Italian culture (food, music, literature, etc.). Discuss what American culture looked like before these contributions and the benefits that they brought.
Beauty and Aesthetics	1.1.12.D.1 (Visual and Performing Arts: Visual Art). Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.	Research art by famous Italian artists. Identify cultural elements unique to their artistry. Using one of their styles, create an original piece of art that reflects your own culture.
Italian IV		
Unit	Connected Standard	Example
Contemporary Life	2.1.12.E.4 (Comprehensive Health and Physical Education: Social and Emotional Health). Develop a personal stress management plan to improve/maintain wellness.	Research the aspects of wellness (physical, emotional, social, psychological, intellectual). Write an inspirational management plan for your life addressing each need for wellness.
Science and Technology	6.1.12.C.16.a (Social Studies: Economics, Innovation, and Technology). Evaluate the economic, political, and social	Discuss the latest technologies in our society today. Choose one and research its origin, economic, political, and social impacts on

	impact of new and emerging technologies on individuals and nations.	individuals and our nation. Present it to the class.
Global Challenges	2.2.12.D.1 (Comprehensive Health and Physical Education: Advocacy and Service). Plan and implement an advocacy strategy to stimulate action on a state, national, or global health issue, including but not limited to, organ/tissue donation.	Research the most harmful global health issues that affect our world today. Create a Public Service Announcement bringing awareness to this issue and educating the public about ways to help counter its effects.