

ROBBINSVILLE PUBLIC SCHOOLS

OFFICE OF CURRICULUM AND INSTRUCTION

World language Department

SPANISH III

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Course Philosophy

Every individual develops intellectually at their own pace and to their own level. For high school aged students, it is important to relate material back to students' lives so that it feels relevant. Students enrolled in World Language courses should be provided an array of opportunities to understand and to be understood in the target language. The material should be authentic and cover cultural identities and issues in countries that speak the target language, as well as their comparison to the student's own cultural identity and issues, presented in the target language. The end goal is to have students develop a proficiency level in understanding and communicating on personal and global topics by hearing and using the target language frequently.

To achieve this, the Spanish III course will receive and participate in communicative instruction. Through the use of authentic reading, listening, and visual materials that address real world issues, students will learn how to participate in Spanish-speaking communities and settings. Content is designed to provoke emotion; focus on problems; enhance communication through discussion; provide cathartic release of emotions; facilitate relaxation; decrease anxiety; encourage reflection on new perspectives; foster creativity; improve relationships by providing a topic of conversation; and inspire strength through identification.

The thematic approaches included in this curriculum are based on three of the six themes from the revised Advanced Placement Test (Personal and Public Identity, Families and Communities, and Beauty and Aesthetics) for several languages, including Spanish, Italian, and French. These same themes are the focus in Spanish I, so their recurrence here allows students to delve deeper into the same issues, become more proficient in these topics, and engage in higher order thinking. Appropriate-level grammar and vocabulary will be taught in each subject to facilitate clearer communication, and various forms of technology will be employed to provide variety and to help students succeed as 21st Century learners.

Differentiation is possible within each theme and each communicative mode: interpretive, interpersonal, and presentational. All three modes are present in each thematic unit.

Course Description

Spanish III students will engage in the study of the AP Themes: Beauty and Aesthetics, Families and Communities, and Personal and Public Identities. The design for instruction of each theme is founded upon the National Foreign Language Standards (the Five C's) coupled with proficiency guidelines created by the American Council on the Teaching of Foreign Languages. Each theme will provide students with the opportunity to practice the three

modes of communication (presentational, interpersonal, and interpretive), draw comparisons between their native culture and a foreign target culture, and make connections between the theme studies and other subjects studied in order to develop a measurable and observable level of proficiency (listening, speaking, reading, writing).

Students will acquire the skills and proficiencies necessary for effective communication in Spanish enabling them to express themselves through individual interlanguage systems. Effective communication, cultural understanding, and global awareness are the focus of this interdisciplinary course of study. Students in Spanish III will work towards becoming Novice High/Intermediate Low speakers by the end of the course.

Students taking this course should already function at a level of Novice High. According to the ACTFL Proficiency Guidelines of 2012, “Novice High speakers are able to express personal meaning by relying heavily on learned phrases or recombinations of these and what they hear from their interlocutor. Their language consists primarily of short and sometimes incomplete sentences in the present, and may be hesitant or inaccurate.” By the end of this course, students should be close to Intermediate Low which is indicated by being able “to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target-language culture” (ACTFL,2012).

This means that students are, at least, able to use simple sentences to discuss familiar topics. Their speech is mostly reactive but they should be able to ask simple questions, and generally be understood by sympathetic Spanish-speakers.

Core and Supplemental Instructional Materials

Core Materials	Supplemental Materials
<ul style="list-style-type: none">● No textbook or materials are for the entire course; materials are chosen or designed for each unit	<ul style="list-style-type: none">● Teacher-created vocabulary and activities● Articles and videos found online● Hispanic artist biographies● En mi familia by Carmen Lomas Garza● La Llorona by Joe Hayes● El año que llovieron tortillas● Borreguita y el coyote● El diablo de NJ

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| | <ul style="list-style-type: none">● El delantal blanco by Sergio Vodanovic● Song lyrics● <i>¿Qué tal?</i> - Mary Glasgow Magazines● <i>Ahora</i> - Mary Glasgow Magazines |
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Social Emotional Learning Connections

Below are the five core SEL Competencies as outlined by CASEL, and examples of how each may be addressed within this curriculum

Self-awareness: The ability to accurately recognize one’s emotions and thoughts and their influence on behavior. This includes accurately assessing one’s strengths and limitations and possessing a well-grounded sense of confidence and optimism.

Example 1: Emotional Vocabulary Lists. Students brainstorm different emotions associated with the idea of “Beauty” and create a personalized list of new words to help them express themselves. (AP Theme: Beauty and Aesthetics)

Example 2: Reflective Writing. Students reflect and create a mindmap on how they see themselves and how others see them. Then they use those ideas to write an essay elaborating on those ideas with examples from their lives. (AP Theme: Public and Personal Identities)

Self-management: The ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

Example 1: Self-Management Activities. Students reflect and participate in a restorative circle to discuss appropriate classroom conduct and engage their own ideas about what a successful classroom looks like.

Example 2: SMART (Specific, Measurable, Agreed upon, Reasonable, Time-Bound) Goals. Students create a personalized goal for their learning such as, “By the end of this chapter, I will be able to use this new vocabulary and the subjunctive tense to have a two-minute conversation with a classmate about Frida Kahlo’s life and artwork.” (AP Theme: Beauty and Aesthetics)

Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

Example 1: Listening Circles. Students gather in small groups and take turns to discuss art, in general, and their opinions on a specific Spanish-speaking artist’s works. Then, the class comes together and individual students tell what other members of their group said. (AP Theme: Beauty and Aesthetics)

Example 2: Diversity Story Time. Students listen to a TPRS story about *Día de los muertos*, learning about the speaker’s culture and customs. Then students discuss the differences between their own culture, and talk about how enriching it is to learn about diverse cultures. (AP Theme: Families and Communities)

Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

Example 1: Peer Editing. Students will collaborate in a respectful environment to peer edit presentational writing tasks. Through clear communication, students will convey ways to improve each other's writing and provide constructive criticism. (All units)

Example 2: Interpretive reading tasks. As students read fairy tales and legends, they will read aloud in small groups, interpreting and comprehending the texts. They will develop healthy relationships with group members by annotating texts together and negotiating for the meaning. (AP Theme: Families and Communities)

Responsible decision-making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

Example 1: Socratic Seminars. Students gather in small groups to discuss Hispanic heroes and their impact on society. During the conversation, they must convince their group members that one Hispanic hero's impact is greater than the others. During this debate, students must respect the norms of the seminar, wait their turn to speak, and make choices to respect the members in their group. (AP Theme: Public and Personal Identities)

Example 2: Family Customs. Students learn about traditions and customs in Hispanic families. As they compare and contrast family life in the US to Hispanic countries, they must consider social norms and appropriate social interactions. (AP Theme: Families and Communities)

Integration of 21st Century Themes and Skills

Educational Technology

Standards:(8.1.12.A.1, 8.1.12.B.2, 8.1.12.D.4)

Please review the standards from this link (<http://www.state.nj.us/education/cccs/2014/tech/81.pdf>) and **include a minimum of 3** relevant ones (with an example) in this box. See the model below:

- **Technology Operations and Concepts:** (8.1.12.A.1) Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. Example: Online platforms like Google have the ability to create virtual portfolios where students can layout a variety of information.

Example: Students use Google ePortfolio, showing their interests and achievements, to express how they see themselves and how others see them. (AP Theme: Public and Personal Identities)

- **Creativity and Innovation:** (8.1.12.B.2) Students can apply previous content knowledge by creating and piloting a digital learning game or tutorial as the final piece to studying about the Spanish-speaking artists. Example: An online application can be used to quiz peers on information learned about different artists. (AP Theme: Beauty and Aesthetics)

Example: Students utilize online quizzing and vocabulary applications like Jeopardy templates, Quizlet Live, or Kahoot to enhance their own and their peers' learning about the lives and works of Spanish-speaking artists like Picasso, Rivera, Kahlo, Botero, and Dalí.

- **Digital Citizenship:** (8.1.12.D.4) Research and understand the positive and negative impact of one's digital footprint. Example: Students can examine how they use the internet and how they present themselves online in an effort to understand outcomes and consequences of an online presence.

Example: Students create an infographic of the reasons they use the internet and the different applications they employ. Beneath each category, they list sample student-created content (i.e., posts) and possible reactions and consequences to that in an effort to determine how they are perceived by the virtual world in which they participate. (AP Theme: Public and Personal Identities)

Career Ready Practices

Standards: (CRP4, CRP7, CRP12)

CRP4. Communicate clearly and effectively and with reason. Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

Example: Students will communicate clearly and effectively during small and large group discussions, as they take on roles of active listeners and presenters of information during Socratic Seminars in all units. They will also develop their presentational writing skills as they write their own fairy tale conveying tone, character development, and theme. (Families & Communities)

CRP7. Employ valid and reliable research strategies. Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use a reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

Example: Students will conduct research about a hero from the Spanish-speaking world. They will utilize various reliable sources, compile the information, evaluate the reliability, and present the information in the form of a Socratic Seminar to their peers. (Public & Personal Identities)

CRP12. Work productively in teams while using cultural global competence. Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Example: Students work in small groups to discuss stereotypes (Public & Personal Identities). As they encourage all team members to participate in the discussion, they discuss the harmful effects of stereotypes and how they can avoid the damaging stereotypes in our society. (Public & Personal Identities)

Robbinsville Ready 21st Century Skill Integration

The following skills will be embedded throughout the curriculum and instruction of this course.

Collaborative Team Member: Robbinsville students will learn more by working together than in isolation. As educational theorist Lev Vygotsky advocated, learning is a social process. Many workplaces today encourage employees to work in teams to solicit diverse perspectives, brainstorm new ideas and/or products, and solve problems. Further, collaboration fosters interpersonal relationships, self-management skills, cooperation, and a sense of collective responsibility. Collaborative team members are able to work with diverse groups of people who hold a variety of perspectives.

Effective Communicator: Robbinsville students must be able to clearly articulate their ideas orally, in writing, and across various media in order to successfully connect to the world around them. As the world becomes increasingly globalized, communication is more than just sharing one's ideas. Effective communicators are able to communicate their convictions, actively listen and analyze others' work to identify perspective and/or potential bias.

Emotionally Intelligent Learner: Robbinsville students who are emotionally intelligent learn to be empathetic, demonstrate integrity and ethical behavior, are kind, are self-aware, willing to change, and practice self-care. They are better able to cope with the demands of the 21st century digital society and workplace because they are reliable, responsible, form stable and healthy relationships, and seek to grow personally and professionally. Emotionally intelligent people are able to manage their emotions, work effectively on teams and are leaders who can grow and help to develop others.

Informed and Involved Citizen: Robbinsville students need to be digital citizens who are civically and globally aware. The concept of what it means to be "literate" has evolved along with 21st century technological and cultural shifts. Our progressive vision of literacy entails having our students explore real world problems in the classroom. Informed and involved citizens are able to safely and accurately communicate with people all around the world and are financially, environmentally and informationally literate.

Innovative Thinker: Robbinsville students must encompass innovative thinking skills in order to be successful lifelong learners in the 21st century world. As stated by Karl Fisch and Scott McLeod in the short film Shift Happens, "We are currently preparing students for jobs that don't yet exist . . . using technologies that haven't been invented . . . in order to solve problems we don't even know are problems yet." Innovative thinkers are able to think analytically, solve problems critically, creatively engage in curiosity and tinkering, and demonstrate originality.

Resilient and Self-Directed Learner: Robbinsville students need to take risks and ultimately make independent and informed decisions in an ever-changing world. Author of *Life, the Truth, and Being Free*, Steve Maraboli stated, “Life doesn’t get easier or more forgiving, we get stronger and more resilient.” Self-directed scholars of the 21st century are able to set goals, initiate resolutions by seeking creative approaches, and adjust their thinking in light of difficult situations. Resilient students are able to take risks without fear of failure and overcome setbacks by utilizing experiences to confront new challenges. Resilient and self directed scholars will consistently embrace opportunities to initiate solutions and overcome obstacles.

Robbinsville Public Schools
Scope, Sequence, Pacing and Assessment

Spanish 3

Unit Title	Unit Understandings and Goals	Recommended Duration/ Pacing	Assessments			
			Formative	Summative	Common Benchmark Assessments (mid-course and end of course <u>only</u>)	Alternative Assessments (projects, etc. when appropriate)
Families and Communities	<ul style="list-style-type: none"> What was commonly known as the nuclear family has been rapidly changing over the years The definition of “family” has evolved in today's reality to be more inclusive Cultural values and environment play a major role in families' lifestyles It is important to understand that family roles differ according to the cultural environment that the family occupies It is important to understand that all types of families have always existed throughout history, yet are more present today 	Sept-Nov (30 days A/B)	Quizzes Homework Presentational Writing Tasks Intercultural Comparison Recordings Interpretive Reading Character Analysis Describing images from introductory lesson Gallery walks Do Now/Exit Slip	Integrated Performance Assessment (IPA) Socratic Seminar Presentational speaking assessment Interpersonal speaking assessment Small group discussions End of Unit Test Vocabulary Tests	Final Exam/Project	Current Event Presentations Grammar Games Participation Self-Reflection ACTFL can-do statements Research projects

			TPRS	Grammar quizzes		
Public and Personal Identities	<ul style="list-style-type: none"> Personal identity is shaped by many factors including race, ethnicity, gender, social class, age, culture, sexual orientation, spoken language, interests, etc. An individual's public identity may differ from their personal identity It is important to understand that while an individual forms their identity from these things, he/she is not defined by them It is important to learn self-acceptance and self-appreciation so that we may start accepting others and their differences and coexist peacefully 	Dec- Feb (30 days A/B)	Quizzes Homework Presentational Writing Tasks Intercultural Comparison Recordings Interpretive Reading Character Analysis Describing images from introductory lesson Gallery walks Do Now/Exit Slip TPRS Breakout Box	Integrated Performance Assessment (IPA) Socratic Seminar Presentational speaking assessment Interpersonal speaking assessment Small group discussions End of Unit Test Vocabulary Tests Grammar quizzes	Final Exam/Project	Current Event Presentations Grammar Games Participation Self-Reflection ACTFL can-do statements
Beauty and Aesthetics	<ul style="list-style-type: none"> Every group of people possesses their own culture and way of life that affects their perception of others and the world This perception includes ideals of "beauty" and what is considered to be "beautiful" These perceptions are depicted by authors through their arts (visual and performing) 	March-June (30 days A/B)	Quizzes Homework Presentational Writing Tasks	Integrated Performance Assessment (IPA) Socratic Seminar	Final Exam/Project	Current Event Presentations Grammar Games Participation

	<ul style="list-style-type: none"> ● It is important to understand that there is no correct definition of "beauty", rather variations based on learned culture ● Spanish-speaking artists have helped to shape culture and history through their contributions to various styles of art. ● To understand different cultures and peoples, it is helpful to learn about artists' works and lives. 		<p>Intercultural Comparison Recordings</p> <p>Interpretive Reading</p> <p>Character Analysis</p> <p>Describing images from introductory lesson</p> <p>Gallery walks</p> <p>Do Now/Exit Slip</p> <p>TPRS</p> <p>Breakout Box</p>	<p>Presentational speaking assessment</p> <p>Interpersonal speaking assessment</p> <p>Small group discussions</p> <p>End of Unit Test</p> <p>Vocabulary Tests</p> <p>Grammar quizzes</p>		<p>Self-Reflection</p> <p>ACTFL can-do statements</p>
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Robbinsville Public Schools

Unit #1: Families and Communities

Enduring Understandings: <ul style="list-style-type: none"> What was commonly known as the nuclear family has been rapidly changing over the years The definition of “family” has evolved in today's reality to be more inclusive Cultural values and environment play a major role in families' lifestyles It is important to understand that family roles differ according to the cultural environment that the family occupies It is important to understand that all types of families have always existed throughout history, yet are more present today 	Essential Questions: <ul style="list-style-type: none"> What constitutes a family in different societies? How do individuals contribute to the well-being of communities? How do the roles that families and communities assume differ in societies around the world? How does my culture define "family" and is my culture accepting of all variations of the definition?
<p style="text-align: center;">Interdisciplinary Connections</p> <p>1.5.12acc.Pr6a: Make, explain and justify connections between artists or artwork and social, cultural and political history.</p> <ul style="list-style-type: none"> Example: Students will analyze works of art by Carmen Lomas Garza that demonstrate family life in Hispanic culture. They will explain how these works of art connect to cultural aspects of Hispanic families and their traditions. <p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).</p> <ul style="list-style-type: none"> Example: Students will write their own fairy tale using characters, theme, moral, problem, and solution. Through various writing stages, students will reflect on their writing, make revisions, and design a creative final product. 	
<p style="text-align: center;">Career/Real World Connections</p> <p>Example: In this unit, students will write their own fairy tale story. To do this effectively, students must exhibit a proficiency in the two past tenses (preterit and imperfect). The ability to identify the need for each and to fluidly use both, together, in language is key to everyday communication in any language (from telling what your childhood was like to running down a list of errands you ran earlier today). By creating an original story, modeled by the learned content, students can improve the ways they communicate in Spanish.</p>	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
(Interpretive) 7.1.N H.A.1	What is your family like? Who are the people that make up your family?	Partner/class discussion to share about families and the people that make up students' families	Provide authentic images and descriptions of Hispanic family life Give students time to reflect on their own family life in comparison to the	Cuadros de familia by Carmen Lomas Garza En mi familia by Carmen Lomas Garza	Intercultural comparisons and descriptions of authentic images - audio recordings

7.1.N H.A.2 7.1.N H.A.3 7.1.N H.A.4 7.1.N H.A.5 7.1.N H.A.7 7.1.II. A.8 (Interp ersonal) 7.1.N H.B.1 7.1.NH .B.2 7.1.N H.B.3 7.1.N H.B.4 (Prese ntation al) 7.1.N H.C.2 7.1.N H.C.3 7.1.N H.C.4 7.1.N H.C.5	<p>What are traditional family roles and are they the same or different today?</p> <p>What is considered a “traditional” family? What are today's family like?</p> <p>How are family roles around the world similar or different to mine in America?</p> <p>What importance do Spanish/Hispanic cultures place on family?</p> <p>What family values are important to me and why? Are these values affected by my heritage/my ancestors?</p> <p>Are they similar/different to the American family values? How has the Latin American/Hispanic community grown in the United States over the years?</p> <p>How does the large addition of this population affect the cultural "melting pot" of the United States?</p> <p>How do family values affect the way cultural celebrations take place?</p> <p>What does childhood look like for me, children in my society, and in other societies in Spanish-speaking families?</p>	<p>Utilize descriptive vocabulary words to describe family members physical characteristics and personality traits</p> <p>Describe "traditional" and "modern" family; Use comparative language to discuss roles in a "traditional" family vs. a “modern” one</p> <p>Understand the importance of family in Spanish/Hispanic culture and households; Identify and describe the values that are important</p> <p>Group/class discussion to share about values that are important to each individual student</p> <p>Utilize past tenses (preterit and imperfect) to discuss how their ancestors values' and heritage have influenced what they regard as important</p> <p>Utilize the past tenses (preterit and imperfect) to read, discuss, and compare childhood stories/fairy tales from students’ culture and Spanish-speaking cultures</p> <p>Utilize the past progressive and preterit tenses in conjunction to tell stories that show interrupting events</p> <p>Utilize comparative language to discuss the similarities and differences between American family values and their families' values</p> <p>Understand immigration patterns of Latin American/Hispanic families</p> <p>Research immigration from Latin American countries</p> <p>Read and analyze texts regarding immigration patterns and reasons of Latin American/Hispanic immigrants</p>	<p>images and descriptions from instructional materials</p> <p>Survey the class to see how many students have knowledge of preterit tense from last year</p> <p>Begin with regular past tense before introducing the irregulars</p> <p>Introduce imperfect tense by itself before combining preterit and imperfect</p> <p>Model imperfect tense by creating stories with the class</p> <p>Provide images for students to use as they retell the stories and legends</p> <p>Pre-reading strategies: vocabulary (TPR, Taboo, drawing, etc.)</p> <p>Use a graphic organizer for students to take notes of the main characters, plot points, morals, etc. of the stories</p> <p>Keep the use of English to a minimum, with most instructions, directions and explanations given in the target language.</p>	<p>5 Behaviors of Colombian Families</p> <p>Family traditions vocabulary</p> <p>Preterit Tense Stations & games</p> <p>Childhood vocabulary</p> <p>La Llorona by Joe Hayes</p> <p>El año que llovieron tortillas</p> <p>Borreguita y el coyote</p> <p>El diablo de NJ</p>	<p>Family vocabulary quiz</p> <p>Preterit tense quiz</p> <p>Imperfect/preterit tense quiz</p> <p>When I was a child presentational speaking assessment</p> <p>Wanted Poster Character Analysis project</p> <p>Legends/Fairy Tale Comprehension Quiz</p> <p>Write Your Own Fairy Tale Project</p> <p>Writing Workshop/Peer Editing</p> <p>Integrated Performance Assessment (IPA)</p> <p>Do Now/Exit Slips</p>
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	What are stories that shape our childhood? How do these stories vary from culture to culture?	Compare and contrast the ways in which various cultures celebrate different milestones/events (birthdays, weddings, funerals, etc.)			
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Robbinsville Public Schools

Unit #2: Public and Personal Identity

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> Personal identity is shaped by many factors including race, ethnicity, gender, social class, age, culture, sexual orientation, spoken language, interests, etc. An individual's public identity may differ from their personal identity It is important to understand that while an individual forms their identity from these things, he/she is not defined by them It is important to learn self-acceptance and self-appreciation so that we may start accepting others and their differences and coexist peacefully 	<p>Essential Questions:</p> <ul style="list-style-type: none"> How are aspects of identity expressed in various situations? How do language and culture influence identity? What is the role of heritage and culture in shaping one's identity? How can an individual shape his/her community through their personal identity? How does one's identity develop over time? Does living in a society with more cultures and identities make its people more or less open minded?
<p style="text-align: center;">Interdisciplinary Connections</p> <p>6.2.12.CivicsHR.6.a: Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.</p> <ul style="list-style-type: none"> Example: Students will evaluate the Argentinean government response to political unrest and tensions resulting from political differences during the Dirty War in the 1970s. <p>9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a)</p> <ul style="list-style-type: none"> Example: Students will discuss cultural differences and stereotypes associated with these differences. Through sensitive and respectful vocabulary, students will identify stereotypes and how to break the stereotypical way of thinking. <p>2.1.12.SSH.1: Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.</p> <ul style="list-style-type: none"> Example: Students will reflect on their own identity and how their surroundings, including peers, family, media, and culture shape their personality and identity. 	
<p style="text-align: center;">Career/Real World Connections</p> <p>Example: In this unit, students will study the Dirty War that took place in Argentina in the 1970s and 1980s, the social and political conditions that led to conflict, what happened to the people/country as a result, and the movements to bring peace back to Argentina. By studying the political background of the country, and reflecting on what an ideal society looks like for them, students will form opinions on current global happenings and be better able to identify causes for strife in their own country.</p>	

Guiding / Topical Questions with Specific Standards	Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
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(Interpretive) 7.1.N H.A.1 7.1.N H.A.2 7.1.N H.A.3 7.1.N H.A.4 7.1.N H.A.5 7.1.N H.A.7 7.1.II. A.8	What is identity? What are the factors that come together in shaping an individual's identity?	Partner/Group discussion to create a definition for identity	Have students reflect on their own identity and personality with the new vocabulary	Identity Map	Create Your Own Personality Quiz
	How would you describe your identity? Who or what influences your identity?	Group/class discussion to identify and list the factors that influence the formation of identity	Creative writing about identity - use a brainstorming process that encourages students to rely on their five senses to identify the best version of themselves	Personality Quizzes	Vocabulary Quiz
	Does your identity differ depending on your environment? How is your personal identity different from your public identity? Is it okay that these are different? What shapes those differences?	Utilize reflexive verbs to describe themselves	Use gallery walks and small group conversations with question prompts for stereotypes	Identity Vocabulary List	Interpersonal Speaking Conversations about Stereotypes
		Utilize appropriate vocabulary and structures to discuss influences on identity including people, events, childhood	Provide sentence starters for conversations	Stereotype Vocabulary List	El delantal blanco interpretive tasks
		Utilize structures that express opinion to discuss the importance of identity formation and establishment; discuss permanent and non-permanent identity-shaping factors	Use a variety of images to reflect different stereotypes	El delantal blanco by Sergio Vodanovic	El delantal blanco vocabulary quiz
		Create definition for personality; Create a list of vocabulary words to support discussion/writing	Use images and questioning techniques to input vocabulary for El delantal blanco	El delantal blanco vocabulary list	El delantal blanco reading comprehension quiz
	Why is it important for an individual to establish their own identity?	Understand the difference between identity and personality through comparisons	Act out the story; stress the importance of tone	Song Lyrics and Music Video: Supermujer by Georgina	Grammar quiz - Direct Object Pronouns
	Of all the factors that come together to shape identity, which are the ones that are permanent and which are the ones we have the power to change?	Group/class discussion regarding public and personal identities and which are the most true	Use graphic organizers for students to identify inner and outer personality traits	Grammar worksheets and guides	Hispanic Hero Socratic Seminar
	What is the difference between identity and personality? Can your identity affect your personality?	Group/class discussion regarding why people have various identities that are reserved for particular situations	For Direct Object Pronouns, have students practice speaking spontaneously and quickly	Websites about Hispanic heroes	Guerra Sucia audio recordings (retell the history and images)
	Do celebrities have multiple identities? One for society and one that defines who they really are?	Create definition for hero; Create a list of vocabulary words to support discussion/writing	Introduce La Guerra Sucia with TPRS and student response	Guerra Sucia - authentic images and videos	Breakout Box
(Personal)		Reflect on the qualities and characteristics that make someone a hero; Research heroes from Spanish-speaking countries and discuss their importance, accomplishments; Compare them to familiar "heroes" in our own society	Keep the use of English to a minimum, with most instructions, directions and explanations given in the target language.		IPA
(Presentation)	How does one's culture affect/shape their identity?	Discuss American culture and society and how accepting it is of varying identities			

7.1.N H.C.5	<p>Are people their true selves in public or do they mostly hide behind a mask?</p> <p>What is a hero?</p> <p>What are the qualities/characteristics that make someone a hero?</p> <p>Who are prominent current and historical “heroes” from Spanish-speaking countries? Why are their contributions important in today’s world?</p> <p>What happens in a society when people identify themselves by their political beliefs?</p> <p>What is the Dirty War and why is it significant that “Las abuelas” identified themselves as “grandmothers”?</p> <p>Are we a more or less accepting society because of the various cultures and identities present?</p> <p>How can we prevent negativity towards individuals possessing identity problems (race, gender, sex, etc.)</p>	<p>Research and learn about The Dirty War (La Guerra Sucia) in Argentina, including the reasons behind it, the events that led to it, how the country dealt with it, and the movements to combat tyranny and crime on the part of women who identified themselves as “grandmothers”</p> <p>Utilize conditional tense to offer suggestions and solutions on how to make society more accepting (My ideal society would have/be/etc.)</p>			
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Robbinsville Public Schools

Unit #3: Beauty and Aesthetics

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Every group of people possesses their own culture and way of life that affects their perception of others and the world • This perception includes ideals of "beauty" and what is considered to be "beautiful" • These perceptions are depicted by authors through their arts (visual and performing) • It is important to understand that there is no correct definition of "beauty", rather variations based on learned culture • Spanish-speaking artists have helped to shape culture and history through their contributions to various styles of art. • To understand different cultures and peoples, it is helpful to learn about artists' works and lives. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How are perceptions of beauty and creativity established? • How do ideals of beauty and aesthetics influence daily life? • How do the arts both challenge and reflect cultural perspectives? • What is my culture's definition of beauty and how does it differ from other cultures'?
<p style="text-align: center;">Interdisciplinary Connections</p> <p>1.5.12acc.Pr6a: Make, explain and justify connections between artists or artwork and social, cultural and political history.</p> <ul style="list-style-type: none"> • Example: Students will compare and contrast artwork of different Hispanic artists. They will be able to compare historical events and cultural aspects that influenced each artists' works. <p>1.5.12prof.Re8a: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.</p> <ul style="list-style-type: none"> • Example: Students will be able to infer the artist of a painting based on the style. By providing evidence from other artworks that they study, they will support their opinion. 	
<p style="text-align: center;">Career/Real World Connections</p> <p>Example: In this unit, students will learn how to express their views on art using the subjunctive tense. Proficiency in these conjugations is key to expressing opinions, wishes/desires, doubts, recommendations, and preferences in an authentic way, as the subjunctive tense is extremely common in everyday conversation (i.e., I hope that..., I doubt that..., It's great that..., I don't like that..., etc.)</p>	

Guiding / Topical Questions with Specific Standards	Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
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<p>(Interpretive)</p> <p>7.1.N H.A.1 7.1.N H.A.2 7.1.N H.A.3 7.1.N H.A.4 7.1.N H.A.5 7.1.N H.A.7 7.1.II. A.8</p> <p>(Interpersonal)</p> <p>7.1.N H.B.1 7.1.NH .B.2 7.1.N H.B.3 7.1.N H.B.4</p> <p>(Presentation)</p> <p>7.1.N H.C.2 7.1.N H.C.3 7.1.N H.C.4</p>	<p>How do we define beauty?</p> <p>What is considered beautiful in American culture?</p> <p>How do other cultures define beauty?</p> <p>What does "beautiful" look like in other cultures in comparison to mine? In Hispanic cultures?</p> <p>What happens when people do not feel beautiful? What can we do to promote positive self-esteem in youth in our society?</p> <p>Who are some famous Spanish/Latinx artists and what style/type of art are they known for?</p> <p>What are the different elements that are considered when creating art (visual, performance, and music)?</p> <p>What can we tell about daily life in the time of each artist by looking at their works? How do artists' personal life affect their art?</p> <p>From where do artists draw their inspiration? How did/do artists' culture affect their art?</p>	<p>Discuss in pairs/groups what it means to be "beautiful" today</p> <p>Create definition of beautiful (without being shown the true definition) to observe that this generation regards as beautiful</p> <p>Discuss in groups/class discussion the beauty standards in American culture and what makes someone "beautiful" by our own standards</p> <p>Review images of people from around the world to discuss what is considered "beautiful" in other countries</p> <p>Utilize comparative language to discuss beauty ideals at home and around the globe</p> <p>Reflect and share on the ways in which American beauty ideals are shown in daily life</p> <p>Identify various Spanish/Latinx artists and research various genres/eras of art</p> <p>Research an artist/genre and present information</p> <p>Use vocabulary related to art: colors, lines, shapes, sizes to describe paintings</p> <p>Use vocabulary related to song and dance to describe performance art and music</p> <p>Use appropriate verb forms, including the subjunctive tense, and vocabulary to discuss likes/dislikes in the art and how it makes them feel (me gusta(n)/creo que, pienso que, me siento que, es interesante que...)</p> <p>Make and explain connections between history and art by looking at paintings and reflecting on the times</p>	<p>Begin with concept map of "beauty"</p> <p>Model definition of beauty with sample projects</p> <p>Show students images of what is considered "beautiful" around the world. Have them compare/contrast</p> <p>After introducing art vocabulary, have students reference the vocabulary sheet during all 5 artist studies</p> <p>Post images of artwork around the room, as a gallery walk for students to practice answering questions using the new vocabulary</p> <p>Introduce subjunctive with emotion clauses, relating to art unit</p> <p>Laminate artwork (especially murals) so students can use dry erase markers to circle and highlight important aspects</p> <p>Encourage students to emulate the style of each artist in their projects</p> <p>For the Art test and Socratic Seminar, use paintings you did not use in class so that students must decide which artist painted it and defend their opinion</p> <p>Keep the use of English to a minimum, with most instructions, directions and explanations given in the target language.</p>	<p>Art vocabulary</p> <p>Beauty around the world</p> <p>Subjunctive Tense Grammar Worksheet Hispanic Artist Biographies (Picasso, Rivera, Kahlo, Botero, Dalí)</p> <p>Videos from Mundo Zamba on Youtube of Kahlo, Rivera, and Botero</p> <p>Descriptions of the paintings from museum or artist websites</p> <p>Famous paintings by each of the 5 artists (printed or digitally on Chromebooks)</p>	<p>Interpersonal Speaking: What is beautiful to you?</p> <p>Subjunctive Quiz</p> <p>Art vocabulary quiz Guernica/Picasso project</p> <p>Rivera group mural project</p> <p>Frida Kahlo self portrait/selfie project</p> <p>Botero haiku poems</p> <p>Interpersonal descriptions of Dali paintings</p> <p>Breakout Box</p> <p>Art Test</p> <p>Art Socratic Seminar</p> <p>IPA</p>
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7.1.N H.C.5	What can we learn about history by looking at art (performance and visual)?				
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General Differentiated Instruction Strategies	
<ul style="list-style-type: none"> • Leveled texts • Chunking texts • Choice board • Socratic Seminar • Tiered Instruction • Small group instruction • Guided Reading • Sentence starters/frames • Writing scaffolds • Tangible items/pictures • Adjust length of assignment 	<ul style="list-style-type: none"> • Repeat, reword directions • Brain breaks and movement breaks • Brief and concrete directions • Checklists for tasks • Graphic organizers • Assistive technology (spell check, voice to type) • Study guides • Tiered learning stations • Tiered questioning • Data-driven student partnerships • Extra time

Possible Additional Strategies for Special Education Students, 504 Students, At-Risk Students, and English Language Learners (ELLs)			
Time/General	Processing	Comprehension	Recall
<ul style="list-style-type: none"> • Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for reports and projects • Communication system between home and school • Provide lecture notes/outline 	<ul style="list-style-type: none"> • Extra Response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners 	<ul style="list-style-type: none"> • Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning 	<ul style="list-style-type: none"> • Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers

Assistive Technology	Assessments and Grading	Behavior/Attention	Organization
<ul style="list-style-type: none"> ● Computer/whiteboard ● Tape recorder ● Spell-checker ● Audio-taped books 	<ul style="list-style-type: none"> ● Extended time ● Study guides ● Shortened tests ● Read directions aloud 	<ul style="list-style-type: none"> ● Consistent daily structured routine ● Simple and clear classroom rules ● Frequent feedback 	<ul style="list-style-type: none"> ● Individual daily planner ● Display a written agenda ● Note-taking assistance ● Color code materials

Enrichment

The goal of Enrichment is to provide learners with the opportunity to participate in extension activities that are differentiated and enhance the curriculum. All enrichment decisions will be based upon individual student needs.

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center
- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the ‘regular’ curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).

- Using supplementary materials in addition to the normal range of resources.

English Language Learner (ELL) Resources

- Learning style quiz for students- <http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>
- “Word clouds” from text that you provide-<http://www.wordle.net/>
- Bilingual website for students, parents and educators: <http://www.colorincolorado.org/>
- Learn a language for FREE-www.Duolingo.com
- Time on task for students-<http://www.online-stopwatch.com/>
- Differentiation activities for students based on their Lexile-www.Mobymax.com
- WIDA-<http://www.wida.us/>
- Everything ESL - <http://www.everythingESL.net>
- ELL Tool Box Suggestion Site <http://www.wallwisher.com/wall/elltoolbox>
- Hope4Education - <http://www.hope4education.com>
- Learning the Language <http://blogs.edweek.org/edweek/learning-the-language/>
- FLENJ (Foreign Language Educators of NJ) 'E-Verse' wiki: <http://www.flenj.org/Publications/?page=135>
- OELA - <http://www.ed.gov/offices/OBEMLA>
- New Jersey Department of Education- Bilingual Education information <http://www.state.nj.us/education/bilingual/>

Special Education Resources

- Animoto -Animoto provides tools for making videos by using animation to pull together a series of images and combining with audio. Animoto videos or presentations are easy to publish and share. <https://animoto.com>
- Bookbuilder -Use this site to create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills. <http://bookbuilder.cast.org/>
- CAST -CAST is a non-profit research and development organization dedicated to Universal Design for Learning (UDL). UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences. <http://www.cast.org>
- CoSketch -CoSketch is a multi-user online whiteboard designed to give you the ability to quickly visualize and share your ideas as images. <http://www.cosketch.com/>
- Crayon -The Crayon.net site offers an electronic template for students to create their own newspapers. The site allows you to bring multiple

sources together, thus creating an individualized and customized newspaper. <http://crayon.net/> Education Oasis -Education Oasis offers a collection of graphic organizers to help students organize and retain knowledge – cause and effect, character and story, compare and contrast, and more! <http://www.educationoasis.com/printables/graphic-organizers/>

- Edutopia -A comprehensive website and online community that increases knowledge, sharing, and adoption of what works in K-12 education. We emphasize core strategies: project-based learning, comprehensive assessment, integrated studies, social and emotional learning, educational leadership and teacher development, and technology integration. <http://www.edutopia.org/>
- Glogster -Glogster allows you to create "interactive posters" to communicate ideas. Students can embed media links, sound, and video, and then share their posters with friends. <http://edu.glogster.com/?ref=personal>
- Interactives – Elements of a Story -This interactive breaks down the important elements of a story. Students go through the series of steps for constructing a story including: Setting, Characters, Sequence, Exposition, Conflict, Climax, and Resolution. <http://www.learner.org/interactives/story/index.html>
- National Writing Project (NWP) -Unique in breadth and scale, the NWP is a network of sites anchored at colleges and universities and serving teachers across disciplines and at all levels, early childhood through university. We provide professional development, develop resources, generate research, and act on knowledge to improve the teaching of writing and learning in schools and communities. <http://www.nwp.org>
- Pacecar -Vocab Ahead offers videos that give an active demonstration of vocabulary with audio repeating the pronunciation, definition, various uses, and synonyms. Students can also go through flash cards which give a written definition and visual representation of the word. <http://pacecar.missingmethod.com/>