

# Unit 01: Las identidades personales y públicas

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **FY**  
Status: **Published**

## Standards Alignment

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### New Jersey Student Learning Standards

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WL.7.1.IH.A	Interpretive Mode
WL.7.1.IH.A.1	Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.
WL.7.1.IH.A.2	Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.
WL.7.1.IH.A.3	Compare and contrast the use of verbal and non - verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture
WL.7.1.IH.A.4	Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
WL.7.1.IH.A.5	Synthesize information from oral and written discourse dealing with a variety of topics.
WL.7.1.IH.A.7	Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
WL.7.1.IH.A.8	Analyze structures of the target language and comparable linguistic structures in English.
WL.7.1.IH.A.L	Linguistic
WL.7.1.IH.A.L.1	The Intermediate - High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently to:
WL.7.1.IH.A.L.1.a	Analyze written and oral text.
WL.7.1.IH.A.L.1.b	Synthesize written and oral text.
WL.7.1.IH.A.L.1.c	Identify most supporting details in written and oral text.
WL.7.1.IH.A.L.1.d	Infer meaning of unfamiliar words in new contexts.
WL.7.1.IH.A.L.1.e	Infer and interpret author's intent.
WL.7.1.IH.A.L.1.f	Identify some cultural perspectives.
WL.7.1.IH.A.L.1.g	Identify the organizing principle in written and oral text.
WL.7.1.IH.B	Interpersonal Mode
WL.7.1.IH.B.1	Use digital tools to participate in extended conversations using a variety of timeframes to exchange information
WL.7.1.IH.B.2	Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.
WL.7.1.IH.B.3	Interact in a variety of familiar situations using culturally appropriate verbal and non -

	verbal communication strategies.
WL.7.1.IH.B.4	Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.
WL.7.1.IH.B.5	Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.
WL.7.1.IH.B.6	Use language in a variety of settings to further personal and/or academic goals.
WL.7.1.IH.B.L	Linguistic
WL.7.1.IH.B.L.1	The Intermediate - High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently to:
WL.7.1.IH.B.L.1.a	Infer meaning of unfamiliar words in new contexts.
WL.7.1.IH.B.L.1.b	Identify some cultural perspectives.
WL.7.1.IH.B.L.1.c	Narrate and describe across a wide - range of topics.
WL.7.1.IH.B.L.1.d	Compare and contrast.
WL.7.1.IH.B.L.1.e	Offer and support opinions.
WL.7.1.IH.B.L.1.f	Persuade someone to change a point of view.
WL.7.1.IH.B.L.1.g	Make and change plans.
WL.7.1.IH.B.L.1.h	Offer advice.
WL.7.1.IH.B.L.1.i	Handle a situation with a complication.
WL.7.1.IH.C	Presentational Mode
WL.7.1.IH.C.1	Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture(s) and in one's own culture, through a multimedia - rich presentation to be shared virtually with a target language audience.
WL.7.1.IH.C.2	Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s).
WL.7.1.IH.C.3	Use language creatively in writing for a variety of purposes.
WL.7.1.IH.C.4	Explain the structural elements and/or cultural perspectives found in culturally authentic materials.
WL.7.1.IH.C.5	Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one's own culture.
WL.7.1.IH.C.6	Explain/demonstrate cross - cultural skills needed for a variety of professions and careers within the global workforce.
WL.7.1.IH.C.L	Linguistic
WL.7.1.IH.C.L.1	The Intermediate - High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently to:
WL.7.1.IH.C.L.1.a	Synthesize written and oral text.
WL.7.1.IH.C.L.1.b	Identify some cultural perspectives.
WL.7.1.IH.C.L.1.c	Narrate and describe across a wide - range of topics.
WL.7.1.IH.C.L.1.d	Compare and contrast.
WL.7.1.IH.C.L.1.e	Offer and support opinions.
WL.7.1.IH.C.L.1.f	Persuade someone to change a point of view.
WL.7.1.IH.C.L.1.g	Offer advice.

## **Integration of Career Readiness, Life Literacies and Key Skills**

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CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

## **Technology / Integration of Computer Science and Design Thinking**

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TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.12.C.1	Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

## **Interdisciplinary Connections: NJSLs for ELA, Social Studies, Science and/or Math Section**

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LA.RL.11-12	Reading Literature Key Ideas and Details
LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.K-12.NJLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LA.K-12.NJLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize

	the key supporting details and ideas.
LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.K-12.NJSLSA.W	Writing
LA.RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
	Production and Distribution of Writing
LA.K-12.NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.K-12.NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.K-12.NJSLSA.L	Language
LA.K-12.NJSLSA.L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.K-12.NJSLSA.L6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
LA.L.7.1.C	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
LA.L.6.1.C	Recognize and correct inappropriate shifts in pronoun number and person.
LA.L.8.1.D	Recognize and correct inappropriate shifts in verb voice and mood.
LA.L.6.1.D	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
LA.L.6.1.E	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
LA.L.11-12.2.B	Spell correctly.
LA.L.7.3.A	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
LA.L.5.1.D	Recognize and correct inappropriate shifts in verb tense.
LA.L.6.3.B	Maintain consistency in style and tone.
LA.L.3.1.F	Ensure subject-verb and pronoun-antecedent agreement.
LA.L.4.1.F	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
LA.L.4.1.G	Correctly use frequently confused words (e.g., to, too, two; there, their).
LA.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LA.L.4.3.B	Choose punctuation for effect.

**Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy**  
**New Section**

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see Crosswalks

**21st Century Life and Careers**

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- CAEP.9.2.12.C.2                      Modify Personalized Student Learning Plans to support declared career goals.
- CAEP.9.2.12.C.3                      Identify transferable career skills and design alternate career plans.
- CAEP.9.2.12.C.4                      Analyze how economic conditions and societal changes influence employment trends and future education.
- CAEP.9.2.12.C.5                      Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

**Stage I: Desired Results**

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**Transfer/Overview/Rationale**

Transfer / Overview / Rationale
<p>Unit Rationale</p> <p>The purpose of this unit...</p> <p>To identify how language and culture influence ones identity and why immigration and exposure to other cultures creates diversity and a better understanding of others.</p>

**Meaning**

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**Essential Questions**

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Essential Questions

1.

How are aspects of identity expressed in various situations?

2.

How do language and culture influence identity?

3.

How does one's identity develop over time?

## **Enduring Understanding/Indicators of Understanding**

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Enduring Understanding/Indicators of Understanding

Our culture and identity are not the only valid ones and that others in the world look at things differently based on the influences in their own society.

Personal Beliefs, Personal Interests, Self-Image, National and Ethnic Identities Alienation and Assimilation all contribute to culture and identity.

Language is a facet of culture which shapes our identity.

## **Acquisition (Student Learning Objectives)**

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### **Knowledge**

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Knowledge

Students will know...

- Grammar- present indicative and gerunds

present subjunctive

preterite v imperfect

continuing a conversation

speaking- talk 2-3 minute about self in Spanish- refer to core questions

## **Skills**

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Skills

Student will be skilled at ...

- Express distinct aspects of identity
- How does language and culture influence the identity of a person
- Apply vocabulary in speaking and writing
- Interpret readings and appropriately respond to emails
- Speak about selves and identity

## **Stage 3: Learning Plan**

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## **Resource and Mentor Texts**

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Resources and Mentor Texts

Triangulo Aprobado-chapter 4

Movie- bajo la misma luna

mottaspanish.weebly.com

Temas AP Language and culture Text,Work book, Short films and Audio- Chapter 6

Spanish Three Years Work book

Spanishlistening.org

newsela

zambombazo

slow news in spanish

<https://www.laits.utexas.edu/spe/>

<http://www.bowdoin.edu/hispanic-studies/tools/newgr/ats/>

## **Formative Assessment Strategies**

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Formative Assessment Strategies

presentation of ancestor/ immigration project

debate on immigration

creation of street art or mural with written assignment

## **Learning Activities/Unit of Study**

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Learning Activities/Unit of Study

speaking about past daily warm up activity

read articles on ancestry and immigration on newsela

listen to slow news and then speak about opinion on topic related to unit

watch movie on immigration- bajo la misma luna

read esperanza and la vida y la muerte en la marasalvatrucha

reading comprehension related work

learn about street art and murals around the spanish speaking world

## **Modifications and/or Accommodations**

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## **Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)**

### **English Language Learners**

**Native language support:** The teacher provides auditory or written content to students in their native language.

**Adjusted Speech:** The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

**Visuals:** The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

**Front-Loading Vocabulary:** The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

### **Special Education Students**

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

**Oral Reading:** The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

**Timers:** The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

### **Students with 504 Plans**

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## **Gifted & Talented Strategies**

**Extensions/Enrichments:** Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

**Modify/Change Activities:** Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

## **Students at Risk of School Failure**

**Directions or Instructions:** Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

**Peer Support:** Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

**Alternate or Modified Assignments:** Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a

child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.