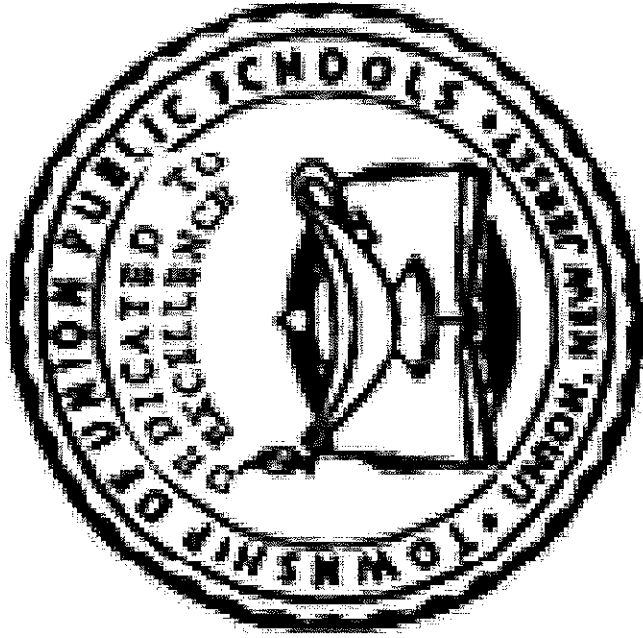


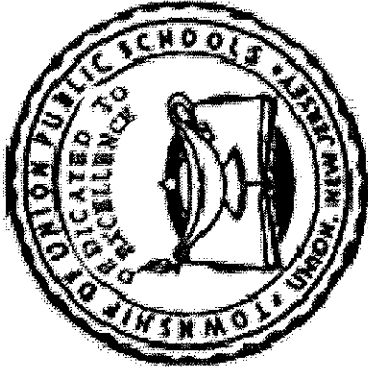
TOWNSHIP OF UNION PUBLIC SCHOOLS



Spanish III

Curriculum Guide

Curriculum Guide Approved June 2016



Board Members

Vito Nufrio, President

David Arminio, Vice President

Steven Le

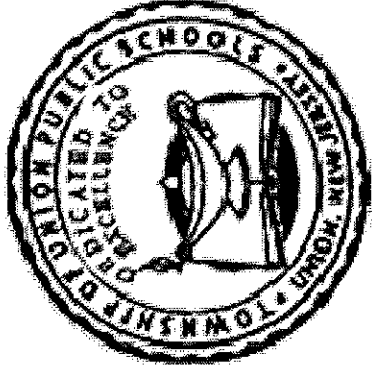
Guy Francis

Ronald McDowell

Jeff Monge

Angel Salcedo

Nancy Zuena



TOWNSHIP OF UNION PUBLIC SCHOOLS

Administration

SuperintendentMr. Gregory Tatum

Assistant SuperintendentDr. Noreen Lishak

Assistant Superintendent.....Ms. Ann Moses

Director of Student Information/TechnologyMs. Ann M. Hart

Director of Athletics, Health, Physical Education and Nurses.....Ms. Linda Ionta

DEPARTMENT SUPERVISORS

All Academic Areas K-2	Ms. Maureen Corbett
Language Arts/Social Studies 3-5	Mr. Robert Ghiretti
Mathematics/Science 3-5	Ms. Theresa Matthews
Guidance K-12/SAC	Ms. Nicole Ahern
Language Arts.....	Ms. Randi Moran
Math 8-12.....	Mr. Jeremy Cohen
Science 6-12.....	Ms. Maureen Guilfoyle
Social Studies/Business.....	Ms. Libby Galante
Gifted & Talented / Computer Technology K-8.....	Ms. Ann Hart
World Language/ESL/Career Education.....	Ms. Yvonne Lorenzo
Art/Music	Mr. Ronald Rago

Spanish III

**Linda Maria Castañeda
and
Nicole Marie Placca**

Table of Contents

Title Page	
Board Members	
Administration	
Department Supervisors	
Curriculum Committee	
Table of Content	
District Mission/Philosophy Statement	
District Goals	
Course Description	
Recommended Texts	
Course Proficiencies	
Curriculum Units	
Appendix: New Jersey Core Curriculum Content Standards/Rubrics	

Mission Statement

The Township of Union Board of Education believes that every child is entitled to an education designed to meet his or her individual needs in an environment that is conducive to learning. State standards, federal and state mandates, and local goals and objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or when necessary, removed in order for the district to maintain the appropriate educational setting.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principles.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.

Course Description

This is the third course in the study of the Spanish language. It is a full year course designed to improve the language level and make the students familiar with the culture and people of the Spanish speaking world. It will provide the students with an enhanced vocabulary and a solid grammar base in the language. The goals of this course are to expand language development of understanding, speaking, reading and writing of Spanish at or above Novice-Mid proficiency level of the NJCCCS.

Recommended Textbook: ¡Aventura! EMC Español 3

Author Alejandro Vargas Bonilla

And by Rolando Castellanos

Paul J. Hoff

Charise Litteken

Course Proficiencies

Students will be able to...

- **Converse about many topics in the present tense**
- **Ask for information (Use of Interrogatives)**
- **Describe friends and family in terms of personality**
- **Express negation or disagreement**
- **Discuss activities in progress (Present Progressive tense)**
- **Make generalizations/impersonal statements (Use of se)**
- **Discuss daily routines with reflexive actions**
- **Describe emotions and relationships**
- **Command/ tell others what to do in a friendly manner**
- **React or comment on news, media events and internet**
- **Talk about how long something has been going on (Use of hace que)**
- **Recall events in the past and discuss what happened (Preterit and Imperfect tenses)**
- **Talk about personal relationships and make apologies**
- **Discuss what will or would happen (Future and Conditional tenses)**

Curriculum Units

Unit 1: ¡Bienvenidos! /Welcome! Getting Re-acquainted Unit 2: En familia/Family Interaction

Unit 3: ¿Qué pasa en el mundo? /Current Events Unit 4: Entre amigos/Friendship

Unit 5: Ciudad y campo/Cities and Towns Unit 6: De viaje/Travel

Pacing Guide- Course

<u>Content</u>	<u>Number of Days</u>
<u>Unit 1:</u> ¡Bienvenidos! /Welcome! Getting Re-acquainted	25-40/ 8 wks
<u>Unit 2:</u> En familia /Family Interaction	25-40/ 8 wks
<u>Unit 3:</u> ¿Qué pasa en el mundo? /Current Events	25-30/ 6 wks
<u>Unit 4:</u> Entre amigos /Friendship	15-20/ 4 wks
<u>Unit 5:</u> Ciudad y campo /Cities and Towns (Part A)	15-20/ 3 wks
<u>Unit 6:</u> De viaje /Travel (Part A: Future Tense/Part B: Conditional Tense)	15-20/ 3 wks

Unit 1: ¡Bienvenidos! /Welcome! Getting Re-acquainted

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>4 key questions at beginning and end of unit 1 p1 and p46</p> <p>¿Me reconoces? / Do you recognize me?</p> <p>¿Qué haces...? / What are you doing?</p> <p>¿Qué asignatura tienes y a qué hora? / Y Cuándo? What classes do you have and at what time? When?</p>	<p>-To greet friends at school -Cultural context1: Colombia</p> <p>-El presente indicativo p6 -Talk about after school activities</p> <p>-Verbos que terminan en cer, cir p8</p> <p>-Usos del presente p11 - Talk about school classes and schedules</p> <p>-Cultural context 2: Bogotá</p> <p>Número y género de los adjetivos p18</p> <p>-Usos de ser y estar con adjetivos p19 -Describe others in terms of personality</p> <p>-Talk about after-school jobs And after school activities -Describe occupations Cultural Context1: Venezolanos/Venezuela</p>	<p>Video El Cuarto Misterioso Episodios 1-5 Opt review Part A Voc I pp2-3, #1&2 Diálogo I p4, #3-5 Cultura Viva p5, #6 p7, #7&8/ P13, #18 pp8-10, #9-14 pp11-13, #15-18 Voc II, p14-15, #19-21 Diálogo II p16, #22-24 Cultura Viva p17, #25 p18, #26</p> <p>pp20-21, #27-30 Cultural Reading p22 Auto-evaluación p23Internet Part B Voc I p24 p25, #1&2 Diálogo I p26, #3-5 Cultura Viva p27, #6</p>	<ul style="list-style-type: none"> • Oral/written responses to text /wkb • Daily Participation • Oral presentations/ Projects • Teacher Observation & Student feedback • Map Activities Colombia/S Amer. • Group work/station activities • Games/Team competition • Songs in Spanish or circumlocution to describe vocab Sch/Classes • Aventura Quiz/Test

<p><u>Unit 1 continued</u></p> <p>¿Qué es? o ¿Cuál es...?/ What or which is it?</p>	<p>-Ask for information Interrogativos: ¿Qué es? o ¿Cuál es? p28 Ser para describir ocupaciones/profesiones p30</p>	<p>p28 pp28&29, #7-10 pp30-31, #11-14</p>	<ul style="list-style-type: none"> • Oral/written responses to text /wkb • Daily Participation
<p>¿Qué vemos esta noche? What are we seeing/should we see tonight?</p>	<p>-Describe movies and programs Cultural context 2: Venezuela y la industria de la telenovela</p>	<p>Voc II pp32-33, #15&16 Diálogo II p34, #17-19 Cultura Viva II: p35, #20</p>	<ul style="list-style-type: none"> • Songs in Spanish or circumlocution to describe vocab • Media • Map Activities • VenezuelaSAmer
<p>¿Qué película te/le fascina/gusta? Which movie do you like?</p> <p>¿Qué te encanta/interesa/importa/molesta? ¿Qué opinas? (Open-ended)</p>	<p>-Talk about likes/dislikes -To express taste/preference -Gustos/el verbo gustar p36 -Verbos para expresar opinión p38</p>	<p>p37, #21-23 pp38&39, #24-26 -Review: Lectura personal p40, #27&28 Autoevaluación p41 Internet w/add'l voc&expressions</p>	<ul style="list-style-type: none"> • Group work/station activities • Games/Team competition
<p>4 key questions at beginning and end of unit 1 p1 and p46</p>	<p>Hispanic Heritage add'l projects p45 Internet REPASO Obj & Culture p46 p47 Voc. for review Video El Cuarto Misterioso Episodio 1 of this level</p>	<p>Oral presentations/ Projects Hispanic Heritage Teacher Observation & Student feedback Aventura Quiz/Test</p>	<ul style="list-style-type: none"> • Oral presentations/ Projects Hispanic Heritage • Teacher Observation & Student feedback • Aventura Quiz/Test

Unit 2: La familia/ The Family

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>4 key questions at beginning and end of unit 2, p p48&96</p> <p>¿Qué/Cómo son? / What are they and what are they like?</p>	<p>-Describe family members</p> <p>-Cultural context1: USA/ Estados Unidos/Spanglish</p> <p>Palabras afirmativas y negativas p54</p> <p>Expresiones afirmativas y negativas p55</p> <p>-To name different areas of house/household items</p> <p>-Culture context 2: <i>La Fiesta de San Antonio</i></p> <p>-Repaso: Los Complementos p62</p>	<p>Video El Cuarto Misterioso Episodios 6-10/Opt Review</p> <p>Part A Voc. I pp50-51, #1&2 Diálogo I, p52, #3-5 pp49& Cultura Viva p53, #6; pp55&57, #11 p54, #7 p56-57, #8-10</p> <p>Voc. II p58-59, #12&13 Diálogo II p60, #14-16 Cultura Viva II p61, #17 p62, #18</p>	<ul style="list-style-type: none"> • Oral/written responses to text /wkb • Daily Participation • Songs in Spanish or circumlocution to describe vocab extended family • Map skills Spanish-speak'g US states • Group work/station activities • Games/Team competition
<p>¿Qué está/s/n haciendo? / What are you doing?</p> <p>¿Se permite...?</p>	<p>-El presente progresivo p63-Talk about activities in progress</p> <p>-Se en expresiones impersonales p66</p> <p>-Make generalized statements</p>	<p>pp64&65, #19-24 pp66&67, #25-28 Cultural Reading p68 Autoevaluación p69, Internet w/add'l voc&expressions</p>	<ul style="list-style-type: none"> • Oral presentations/ Projects • Teacher Observation & Student feedback

Unit 2: continued

¿Qué haces cuando te levantas? /
What do you do when you get up?

¿Porqué se pelean? /
Why are they fighting/do they fight?

¿Qué hago? Haz...
What do I do / Do...

¿Dónde están? /
Where are they/you pl?

4 key questions at beginning and end of unit
2,p p48&96

- Talk about daily routine
- Cultural Context1:Anuncios
- Construcciones/Verbos reflexivos p74
- Otros usos de construcciones reflexivas p76
- Describe emotions and relationships
- Acciones reciprocas p78
- Talk about household chores
- Cultura Context2: Museo del barrio
- Los mandatos informales afirmativos p84
- Tell others what to do
- Las preposiciones de lugar p87

Part B Voc I p70 p71, #1&2
Diálogo I p72, #3-5
Cultura Viva p73, #6 pp74&75, #7-10
pp76, 11
p77&78, #12-14
pp78-79, #15-18
Voc.II p80-81, #19-21
Diálogo II p82, #22-24
Cultura Viva II p83, #25
La gran manzana
pp84-86, #26-31
p87, #32
-Review: Lectura personal p88, #33&34
Autoevaluación p89 Internet w/add'l voc&expressions
Family Tree and add'l projects p95 Internet
Rev96
El Cuarto Misterioso 6-10
Episodio 2 this level

- Aventura Quiz/Test
- Oral/written responses to text /wkb
- Daily Participation
- Songs in Spanish or circumlocution to **daily routine** voc
- Map skills **Spanish-speak'g US states**
- Group work/station activities
- Games/Team competition
- Oral presentations/Projects
- Teacher Observation & Student feedback
- Aventura Quiz/Test

Unit 3: ¿Qué pasa en el mundo? /Current Events

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>¿Qué pasó? / What happened?</p> <p>¿Te gustó la película? Did you like the film?</p> <p>¿Cuánto tiempo hace que...? How long has it been...?</p> <p>¿Qué pasaba entonces...? What happened/was happening then...?</p>	<p>-Classify news in corresponding sections Cultural context I: España</p> <p>-Rev: el pretérito reg y cambios para yo p104</p> <p>-Verbos Irregulares en el pretérito p105</p> <p>-Verbos Irregulares en el pretérito II p107</p> <p>-Talk about activities of the media p110</p> <p>-Cultural context2: <i>El Festival Internacional de Cine de San Sebastián</i></p> <p>-Expresiones de tiempo con hace p114</p> <p>-Talk about how long something has been going on</p> <p>-El imperfecto p115</p> <p>Cultural Context 2: Los jóvenes españoles y la lectura</p>	<p>Video El Cuarto Misterioso Episodios 11-20</p> <p>Part A Voc I pp100-#1&2 Diálogo I p102, #3-5 Cultura Viva p103, #6 P104-5, #7&8</p> <p>Pp106-107#9-11</p> <p>pp108-109, #12-16</p> <p>Voc II, p110-11, #17&18 Diálogo II p112, #19-21 Cultura Viva p113, #22</p> <p>p114, #23&24</p> <p>pp116&117, #25-30 Cultural Reading p118, #31-2 Autoevaluación p119Internet Add'l voc&expressions</p>	<ul style="list-style-type: none"> • Oral/written responses to text /wkb • Daily Participation • Songs in Spanish or circumlocution to voc on media • Map skills Spain • Group work/station activities • Games/Team competition • Oral presentations/ Projects • Teacher Observation & Student feedback • Aventura Quiz/Test

<p>Unit 3: continued</p> <p>¿Qué anunciaron en las noticias? What did they announce on the news?</p> <p>¿Quién lo sabía/supo? / Who knew it/ found out?</p> <p>¿Dime cuál, este o ese o aquel? Tell me which... this one, that one or the one over there?</p> <p>Quién escribió Don Quijote de la Mancha? Who wrote <i>Man of La Mancha</i>?</p> <p>4 key questions at beginning and end of unit 3 p98 and p1</p>	<p>-Comment on news and events in the media p120 Cultural context 1: Almería</p> <p>-Usos del pretérito y del imperfecto p124</p> <p>-Recall and talk about events in the past</p> <p>-Cambio del significado en el pretérito y el imperfecto p127</p> <p>-React to news events</p> <p>Cultural context2: Sevilla</p> <p>-Los pronombres relativos p136</p> <p>*Reading excerpt of Don Quijote/ AP prep p143 for use of prior knowledge</p>	<p>Part B Voc I p120-121, #1&2 Diálogo I p122, #3-5 Cultura Viva p123, #6</p> <p>pp124-127, #7-12</p> <p>pp127-129, #13-16</p> <p>Voc II pp130-131, #17&18 Diálogo II p132, #19-21 Cultura Viva II p133, #22 P135-136, #23-25</p> <p>pp38&39, #24-26 p137, #26-28</p> <p>-Review: Lectura personal Toledo p138, #29&30 Autoevaluación p139 Internet w/add'l voc&expressions De la segunda salida de Don Quijote pp141-3 #A&B</p> <p>Creating atmosphere p144 and add'l projects p145 Inter REPASO Obj & Culture p146 P147 Voc. for review Video El Cuarto Misterioso Episodios 21-24 for 3 lev 3</p>	<ul style="list-style-type: none"> • Oral/written responses to text/wb • Daily Participation • Songs in Spanish or circumlocution to voc on media • Map skills Spain • Group work/station activities • Games/Team competition • Reading/Dramatization of <i>Don Quijote</i> excerpts • Oral presentations/Projects • Teacher Observation & Student feedback • Aventura Quiz/Test
--	--	---	--

Unit 4: Entre amigos / Between Friends (Friendship)

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
4 key questions at beginning and end of unit2 p148 and p190 ¿Porqué eres/son tan...?	Describe your personality and that of your friends p150-151 Cultural context1Puerto Rico	Video El Cuarto Misterioso Episodios 25-28 Part A Voc I pp150-151,#1&2 Diálogo I p152, #3-5 Cultura Viva p153, #6 P154, #7 Pp156-157, #8-11	<ul style="list-style-type: none"> • Oral/written responses to text /wkb • Daily Participation • Songs in Spanish or circumlocution to voc descriptions
¿Estás escribiéndome? ¿Quién se los va a dar? ¿Me disculpas?	Más sobre verbos y pronombres p154 Los complementos directos e indirectos en una misma oración p155 -Talk about personal relationships and apologies -Cultural context2: Los jóvenes y la salsa	Voc II, p158-159, #12&13 Diálogo II p160, #14-16 Cultura Viva p161, #17	<ul style="list-style-type: none"> • Map skills Puerto Rico • Group work/station activities • Games/Team competition
¿Qué pasó/ pasaba? ¿Era un/una gran...?	(Review preterit and introduce Imperfect) -Express events in the past -La posición del adjetivo y su significado p164 Cultural context3 (Song) En mi Viejo San Juan	pp162&163, #18-21 p 164&165, #22-24 Cultural Reading p166,#25&26 Autoevaluación p167Inter-net;add'l voc&expressions	<ul style="list-style-type: none"> • Oral presentations/ Projects • Teacher Observation & Student feedback • Aventura Quiz/Test

<p>Unit 4: continued</p> <p>¿Cómo te llevas con tu...? How do you get along with your...?</p>	<p>-Talk about family relationships p168</p> <p>-Cultural context 1: <i>Juan Luis Guerra, un canto de esperanza</i></p> <p>-Los mandatos negativos informales p172</p> <p>-Give recommendations and advice p172</p> <p>-Los usos de la preposición "a" p176</p> <p>-Receive and place phone calls</p> <p>Cultural context2: <i>Los Dominicanos de hoy</i></p> <p>-El imperfecto progresivo p182</p> <p>-Talk about actions that lasted for an extended time</p>	<p>Part B Voc I p168; practica p169 #1&2</p> <p>Diálogo I p170, #3-5</p> <p>Cultura Viva I p171, #6 pp173-175, #7-13</p> <p>pp176-177, #14-16</p> <p>Voc II pp178-179, #17&18</p> <p>Diálogo II p180, #19-21</p> <p>Cultura Viva II: p181, #22</p> <p>P183, #23-25</p> <p>-Review: Lectura personal P184, #26&27</p> <p>Autoevaluación p185Internet w/add'l voc&expressions</p> <p>Obj & Cul p190; Voc. p191</p> <p>Video El Cuarto Misterioso Episodios 28-35</p>	<ul style="list-style-type: none"> • Oral/written responses to text/wk • Daily Participation • Songs in Spanish or circumlocution to voc relationships • Map skills Dominican Rep. • Group work/station activities • Games/Team competition • Oral presentations/ Projects • Teacher Observation & Student feedback <p>Aventura Quiz/Test</p>
<p>¡No lo hagas! /Don't do it!</p>			
<p>¿Llamaste a Miguel? Did you call ...?</p>			
<p>¿Estaba caminando tu amigo tanto tiempo? Was your friend walking that long?</p>			
<p>4 key questions at beginning and end of unit2 p148 and</p>			

Unit 5: Ciudad y campo/ City and Country (Town)

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPI/s)	Activities	Assessments
<p>4 key questions at beginning and end of unit5 p192 and p239</p> <p>¿Sabes conducir un coche? Do you know how to drive a car?</p> <p>¿Qué hacemos? Hagan... What do we do? Do...</p> <p>¿Cómo se llega a ...? How does one get to..?</p> <p>¿Les preguntas si van a pedir dinero? Are you asking if they are going to ask for money?</p> <p>Bailas el tango? Do you dance the Tango? What are its origins?</p>	<p>-Give advice about driving in the city p194&195</p> <p>-Cultural context: El transporte en Buenos Aires</p> <p>-Los mandatos formales y plurales p198</p> <p>-Tell others what to do</p> <p>-Los mandatos con nosotros p200</p> <p>-Ask for and give directions</p> <p>Cultural context 2: <i>Mafalda</i></p> <p>-Preguntar y pedir p206</p> <p>Cultural context: El tango Origenes</p>	<p>Video El Cuarto Misterioso Episodios 37-43</p> <p>Part A Voc I pp1194&195, #1&2 Diálogo I p196, #3-5 Cultura Viva I p197, #6</p> <p>pp199&200, #7-10 p201, #11-13</p> <p>Voc II, p202&203, #14&15 Diálogo II p204, #16-18 Cultura Viva II p205, #17-19 P206, #20</p> <p>Pp208&209, #21-25</p> <p>Cultural Reading p210, #26&27 Autoevaluación p211 Inter-net; add'l voc & expressions</p>	<ul style="list-style-type: none"> • Oral/written responses to text/wk • Daily Participation • Songs in Spanish or circumlocution to voc geographic location/transportation • Map skills/Buenos Aires, Argentina Groupwork/station activities • Games/Team competition • Oral presentations/Projects • Teacher Observation & Student feedback <p>Aventura Quiz/Test</p>

Unit 6: De viaje / Travel

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>4 key questions at beginning and end of unit6 p240 and p285</p> <p>¿Cuánto durará el viaje?/ How long will the trip take?</p> <p>¿Qué tiempo hará? / What will the weather be?</p> <p>¿Qué pasará? / What will happen?</p>	<p>-Make travel plans</p> <p>Cultural context 1: Panamá</p> <p>-Make weather predictions</p> <p>-Cultural context 2: San Blas</p> <p>-El future p254 Cultural context 2: El Canal</p>	<p>Video El Cuarto Misterioso Episodios 44-49</p> <p>Part A Voc. I pp242-&243 #1&2</p> <p>Diálogo I p244, #3-5</p> <p>Cultura Viva I p245, #6</p> <p>Voc II, p250&251#13&14</p> <p>Diálogo II p252, #15-17</p> <p>Cultura Viva II p253, #18 (optional)</p> <p>p254-256, #19-23</p> <p>Cultural Reading p260, #30&31</p> <p>Autoevaluación p261opt ; add'l voc & expressions</p> <p>Part B Voc I pp262&263, #1&2</p> <p>Diálogo I p264, #3-5</p> <p>Cultura Viva I: p265, #6(Opt)</p> <p>P266-269, #7-12</p> <p>Autoevaluación p279Internet w/add'l voc&expressions</p> <p>Video El Cuarto Misterioso Episodios 44-49</p>	<ul style="list-style-type: none"> • Oral/written responses to text /wkb • Daily Participation • Songs in Spanish or circumlocution to voc on travel • Map skills Panamá Central Amer. • Group work/station activities • Games/Team competition • Oral presentations/ Projects The Dating Game • Teacher Observation & Student feedback Aventura Quiz/Test
<p>¿Dónde nos quedaríamos? / Where will we stay?</p> <p>¿Qué harías? What would you do?</p> <p>4 key questions at beginning and end of unit6 p240 and p285</p>	<p>-Make lodging arrangements (Optional)</p> <p>-Cultural context 1: El volcán</p> <p>-El condicional p266</p> <p>-State wishes and preferences</p>	<p>Part B Voc I pp262&263, #1&2</p> <p>Diálogo I p264, #3-5</p> <p>Cultura Viva I: p265, #6(Opt)</p> <p>P266-269, #7-12</p> <p>Autoevaluación p279Internet w/add'l voc&expressions</p> <p>Video El Cuarto Misterioso Episodios 44-49</p>	<ul style="list-style-type: none"> • Oral presentations/ Projects The Dating Game • Teacher Observation & Student feedback Aventura Quiz/Test

New Jersey Core Curriculum Content Standards

World Languages 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

<http://www.state.nj.us/education/cccs/standards/7/index>

7.1 World Languages

- A. Interpretive Mode
- B. Interpersonal Mode
- C. Presentational Mode
- Proficiency Levels - All Strands
 - Novice-Mid
 - Novice-High
 - Intermediate-Low
 - Intermediate-Mid
 - Intermediate-High
 - Advanced-Low

New Jersey Scoring Rubrics

• Various samples of rubrics that apply to World Languages ranging from novice-mid to intermediate high can be found at the site: <http://flenj.org/CAPS/?page=147>

• Haciendo un Mapa : Mapa de (name of country)

Nombre del estudiante

Nombre del maestro/a: Sr. De Tal

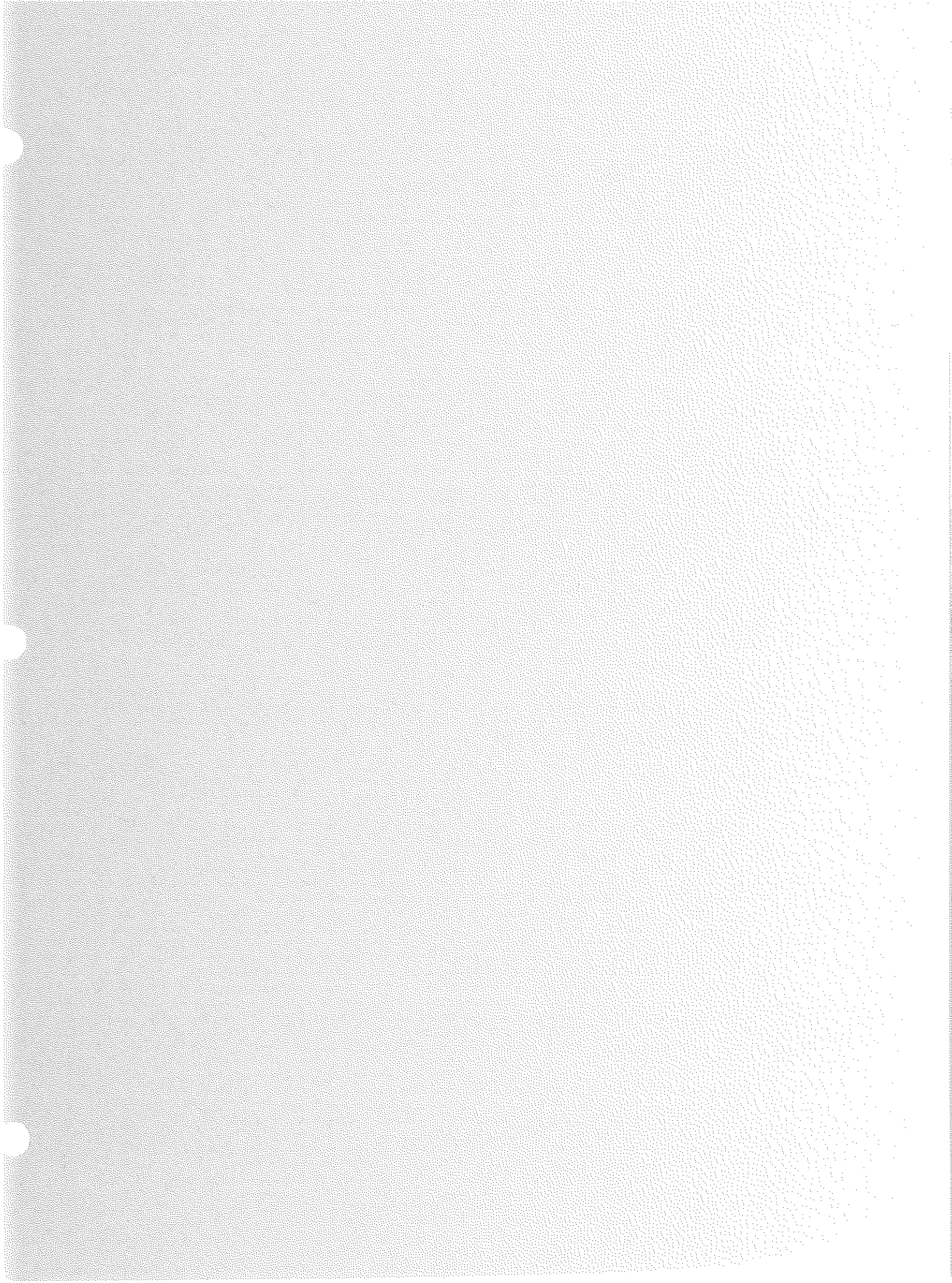
CATEGORY	4	3	2	1
Conocimiento Ganado	Cuando se le muestra un mapa en blanco, el estudiante puede rápidamente y con precisión marcar por lo menos 10 características.	Cuando se le muestra un mapa en blanco, el estudiante puede rápidamente y con precisión marcar de 8-9 características.	Cuando se le muestra un mapa en blanco, el estudiante puede rápidamente y con precisión marcar de 6-7 características.	Cuando se le muestra un mapa en blanco, el estudiante puede rápidamente y con precisión marcar menos de 6 características.
Ortografía/Puntuación	95-100% de las palabras en el mapa están correctamente deletreadas.	94-85% de las palabras en el mapa están correctamente deletreadas.	84-75% de las palabras en el mapa están correctamente deletreadas.	Menos del 75% de las palabras en el mapa están correctamente deletreadas.
Nitidez del Color y las Líneas	Todas las líneas están dibujadas con una regla y los errores han sido ingeniosamente corregidos y las características específicas están coloreadas completamente.	Todas las líneas están dibujadas con una regla y la mayoría de los errores han sido ingeniosamente corregidos y la mayoría de las características específicas están coloreadas completamente.	La mayoría de las líneas derechas están dibujadas con una regla, la mayoría de los errores han sido ingeniosamente corregidos y la mayoría de las características específicas están coloreadas correctamente.	Muchas líneas, errores de corrección, y/o las características específicas no están ingeniosamente hechas.
Escala	Todas las características en el mapa están dibujadas a escala y la escala usada está claramente indicada en el mapa.	La mayoría de las características en el mapa están dibujadas a escala y la escala usada está claramente indicada en el mapa.	Muchas características del mapa no están dibujadas a escala y/o no hay un indicador de escala en el mapa.	Muchas características del mapa no están dibujadas a escala y/o no hay un indicador de escala en el mapa.

New Jersey Scoring Rubrics:

Generic Rubric for Oral Presentations--Cultural Role Play				
	4	3	2	1
Pronunciation	accurate throughout, near native	understandable, with very few errors	some errors, but still understandable	poor pronunciation very anglicized
Fluency	smooth delivery	fairly smooth	unnatural pauses	halting; hesitant; long gaps
Comprehensibility	easily understood	understood	difficult to understand	incomprehensible
Vocabulary	extensive use of targeted vocabulary	some use of targeted vocabulary	minimal use of targeted vocabulary	fails to use targeted vocabulary
Credibility (shows knowledge of culture)	credible role play; reflects the culture	credible role play; somewhat reflects the culture	limited credibility; little connection to target culture	not credible; no connection to target culture visible
Performance	lively, enthusiastic; good eye contact	general enthusiasm; some eye contact	little enthusiasm; limited eye contact	reads from cards; monotonous; no eye contact

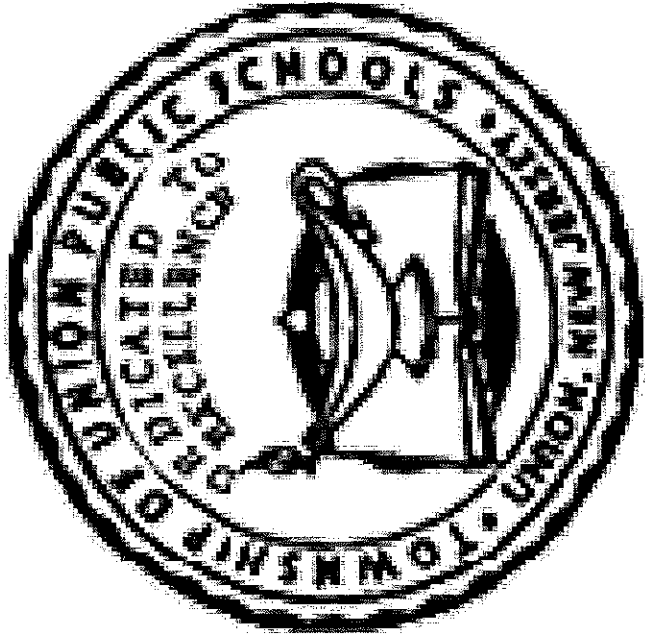
Generic Rubric for Written Materials—Creative Writing (3rd- or 4th-year students)

	Outstanding 3	Satisfactory 2	Poor 1
Spelling/Pronunciation	spelling and punctuation almost always correct	some errors throughout	careless; numerous errors
Grammar	at current level of study or above with very few errors	some errors—subjects and verbs don't always match, wrong tenses are sometimes used; does not always represent current level of study	writing is a 1st- or 2nd-year level; many grammatical errors—frequent mismatched subjects and verbs; writing is mostly in present tense
Effort	more than required	meets requirement	some items missing; work appears hastily assembled
Creativity	creative, original descriptions; realistic characters; well illustrated; neat	some creativity; simple descriptions; mostly neat	shows no creativity or planning; incomplete descriptions; unrealistic characters; haphazard illustrations or no illustrations



100

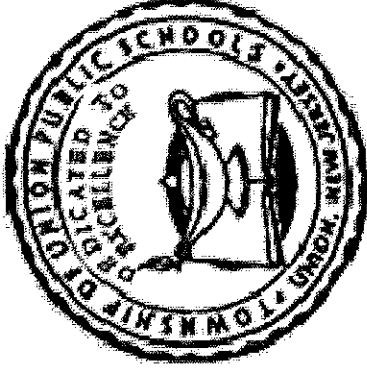
TOWNSHIP OF UNION PUBLIC SCHOOLS



Honors Spanish III

Curriculum Guide

Curriculum Guide Approved June 2016



Board Members

Vito Nufrio, President

David Arminio, Vice President

Steven Le

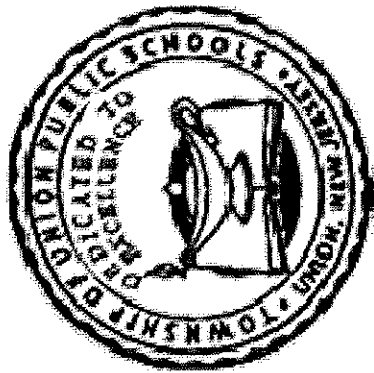
Guy Francis

Ronald McDowell

Jeff Monge

Angel Salcedo

Nancy Zuena



TOWNSHIP OF UNION PUBLIC SCHOOLS

Administration

SuperintendentMr. Gregory Tatum

Assistant SuperintendentDr. Noreen Lishak

Assistant Superintendent.....Ms. Ann Moses

Director of Student Information/TechnologyMs. Ann M. Hart

Director of Athletics, Health, Physical Education and Nurses.....Ms. Linda Ionta

DEPARTMENT SUPERVISORS

All Academic Areas K-2	Ms. Maureen Corbett
Language Arts/Social Studies 3-5	Mr. Robert Ghiretti
Mathematics/Science 3-5	Ms. Theresa Matthews
Guidance K-12/SAC	Ms. Nicole Ahern
Language Arts.....	Ms. Randi Moran
Math 8-12.....	Mr. Jeremy Cohen
Science 6-12.....	Ms. Maureen Guilfoyle
Social Studies/Business.....	Ms. Libby Galante
Gifted & Talented / Computer Technology K-8.....	Ms. Ann Hart
World Language/ESL/Career Education.....	Ms. Yvonne Lorenzo
Art/Music	Mr. Ronald Rago

Honors Spanish III

**Linda Maria Castañeda
and
Nicole Marie Placca**

Table of Contents

Title Page	
Board Members	
Administration	
Department Supervisors	
Curriculum Committee	
Table of Content	
District Mission/Philosophy Statement	
District Goals	
Course Description	
Recommended Texts	
Course Proficiencies	
Curriculum Units	
Appendix: New Jersey Core Curriculum Content Standards/Rubrics	

Mission Statement

The Township of Union Board of Education believes that every child is entitled to an education designed to meet his or her individual needs in an environment that is conducive to learning. State standards, federal and state mandates, and local goals and objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or when necessary, removed in order for the district to maintain the appropriate educational setting.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principles.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.

Course Description

This is the honors level of the third course in the study of the Spanish language. It is a full academic year course designed to enhance the third year language level and challenge the language student, while familiarizing the student with the culture, including literary excerpts, of the Spanish-speaking world. It will provide the students with a rich vocabulary and amplified grammatical foundation for more in-depth communication. The goals of this course are to expand language development of understanding, speaking, reading and writing of Spanish above the Novice - mid proficiency strand of the NJCCCS.

Recommended Textbook: ¡Aventura! EMC Español 3

Author Alejandro Vargas Bonilla

And by Rolando Castellanos

Paul J. Hoff

Charise Litteken

Course Proficiencies

Students will be able to...

- Converse about many topics in the present tense
- Ask for information (Use of Interrogatives)
- Describe friends and family in terms of personality
- Express negation or disagreement
- Discuss activities in progress (Present Progressive tense)
- Make generalizations/impersonal statements (Use of se)
- Discuss daily routines with reflexive actions
- Describe emotions and relationships
- Command/ tell others what to do in a friendly manner
- React or comment on news, media events and internet
- Talk about how long something has been going on (Use of hace que)
- Recall events in the past and discuss what happened (Preterit and Imperfect tenses)
- Talk about personal relationships and make apologies
- Discuss what will or would happen (Future and Conditional tenses)

Course Proficiencies continued

- **Make recommendations and give advice (Negative familiar commands)**
 - **Express and describe events in the past (Past participle/ Present Perfect tense) & (Imperfect Progressive tenses)**
 - **Give polite advice to others (Polite plural commands/ Imperative Case)**
 - **Suggest what we should do (Command us/ Imperative Case)**
 - **Make comparisons (Comparative Case)**
 - **Single out something (Superlative)**
 - **Describe in detail where things are located or what something entails (Usage of prepositions, after infinitives)**
- Discuss what is not known/ certain (Conjugation & beginning of Subjunctive Mood)**

Curriculum Units

Unit 1: ¡Bienvenidos! /Welcome! Getting Re-acquainted

Unit 2: En familia/Family Interaction

Unit 3: ¿Qué pasa en el mundo? /Current Events

Unit 4: Entre amigos/Friendship

Unit 5: Ciudad y campo/Cities and Towns

Unit 6: De viaje/Travel

Unit 7: Buen provecho/Preparing Meals (Optional)

Unit 8: La Buena salud/Health (Optional)

Unit 9: Última Moda/ Fashion (Optional)

Unit 10: Nuestro futuro/Our Future (Optional)

Pacing Guide- Course

<u>Content</u>	Number of Days
<u>Unit 1:</u> ¡Bienvenidos! /Welcome! Getting Re-acquainted	25/ 5 wks
<u>Unit 2:</u> En familia /Family Interaction	25/ 5 wks
<u>Unit 3:</u> ¿Qué pasa en el mundo? /Current Events	25/ 5 wks
<u>Unit 4:</u> Entre amigos /Friendship	25/ 5 wks
<u>Unit 5:</u> Ciudad y campo /Cities and Towns (Part A)	20/ 4 wks
<u>Unit 6:</u> De viaje /Travel (Part A: Future Tense/Part B: Conditional Tense)	15/ 3 wks
<u>Unit 7:</u> Buen provecho /Preparing Meals (Part A only excluding Passive Voice) Optional	15/ 3 wks
<u>Unit 8:</u> La Buena salud /Health (Part A: doler; Hacer/hacia que/ Part B: Prepositions) Optional	10/ 2 wks
<u>Unit 9:</u> Última Moda /Fashion (Part A: Diminutivos/Aumentativos/ Part B: Possessive adj/pron) Opt.	10/ 2 wks
<u>Unit 10:</u> Nuestro future /Our Future (Part A: iar/uar verbs; Subjunctive conjugation optional) Optional	10/ 2 wks

Unit 1: ¡Bienvenidos! /Welcome! Getting Re-acquainted

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>4 key questions at beginning and end of unit 1 p1 and p46</p> <p>¿Me reconoces?/ Do you recognize me?</p> <p>¿Qué haces...?/ What are you doing?</p> <p>¿Qué asignatura tienes y a qué hora? / Y Cuándo? What classes do you have and at what time? When?</p> <p>¿Quién es y Cómo es? Who is he/she and what is he/she like?</p>	<p>-To greet friends at school</p> <p>-Cultural context1: Colombia</p> <p>-El presente indicativo p6</p> <p>-Talk about after school activities</p> <p>-Verbos que terminan en cer, cir p8</p> <p>-Usos del presente p11</p> <p>- Talk about school classes and schedules</p> <p>-Cultural context 2: Bogotá</p> <p>Número y género de los adjetivos p18</p> <p>-Usos de ser y estar con adjetivos p19</p> <p>-Describe others in terms of personality</p> <p>-Talk about after-school jobs</p> <p>And after school activities</p> <p>-Describe occupations</p> <p>Cultural Context1: Venezolanos/Venezuela</p>	<p>Video El Cuarto Misterioso</p> <p>Episodios 1-5 Opt review</p> <p>Part A Voc I pp2-3, #1&2</p> <p>Diálogo I p4, #3-5</p> <p>Cultura Viva p5, #6</p> <p>p7, #7&8/ P13, #18</p> <p>pp8-10, #9-14</p> <p>pp11-13, #15-18</p> <p>Voc II, p14-15, #19-21</p> <p>Diálogo II p16, #22-24</p> <p>Cultura Viva p17, #25</p> <p>p18, #26</p> <p>pp20-21, #27-30</p> <p>Cultural Reading p22</p> <p>Auto-evaluación p23</p> <p>Internet</p> <p>Part B Voc I p24</p> <p>p25, #1&2</p> <p>Diálogo I p26, #3-5</p> <p>Cultura Viva p27, #6</p>	<ul style="list-style-type: none"> • Oral/written responses to text /wkb • Daily Participation • Oral presentations/ Projects • Teacher Observation & Student feedback • Map Activities Colombia/S Amer. • Group work/station activities • Games/Team competition • Songs in Spanish or circumlocution to describe vocab • Schedules&classes • Aventura Quiz/Test

<u>Unit 1 continued</u>	-Ask for information Interrogativos: ¿Qué es? o ¿Cuál es? p28 Ser para describir ocupaciones/profesiones p30	p28 pp28&29, #7-10 pp30-31, #11-14 Voc II pp32-33, #15&16 Diálogo II p34, #17-19 Cultura Viva II: p35, #20 p37, #21-23 pp38&39, #24-26 -Review: Lectura personal p40, #27&28 Autoevaluación p41 Internet w/add'l voc&expressions Versos sencillos , p43, #A&B Venn diagraming 44 and add'l projects p45 Internet REPASO Obj & Culture p46 p47 Voc. for review Video El Cuarto Misterioso Episodio 1 of this level	• Oral/written responses to text /wkb • Daily Participation • Songs in Spanish or circumlocution to describe vocab • Map Activities Venezuela/SAmer • Group work/station activities • Games/Team competition • Oral presentations/Projects Hispanic Heritage • Teacher Observation & Student feedback • Aventura Quiz/Test
¿Qué es? o ¿Cuál es...?/ What or which is it?	-Describe movies and programs Cultural context 2: Venezuela y la industria de la telenovela		
¿Qué vemos esta noche? What are we seeing/should we see tonight?	-Talk about likes/dislikes -To express taste/preference		
¿Qué película te/le fascina/gusta? Which movie do you like?	-Gustos/el verbo gustar p36 -Verbos para expresar opinión p38 *Reading excerpts of José Martí / AP/Honor Society prep p42 for rhythm and rhyme *Writing Strategies p44 for Writing the main idea		
¿Qué te encanta/interesa/importa/molesta? ¿Qué opinas? (Open-ended)			
4 key questions at beginning and end of unit 1 p1 and p46			

Unit 2: La familia/ The Family

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>4 key questions at beginning and end of unit 2, p p48&96</p> <p>¿Qué/Cómo son? / What are they and what are they like?</p>	<p>-Describe family members</p> <p>-Cultural context1: USA/ Estados Unidos/Spanglish</p> <p>Palabras afirmativas y negativas p54</p> <p>Expresiones afirmativas y negativas p55</p> <p>-To name different areas of house/household items</p> <p>-Culture context 2: <i>La Fiesta de San Antonio</i></p> <p>-Repaso: Los Complementos p62</p>	<p>Video El Cuarto Misterioso Episodios 6-10/Opt Review</p> <p>Part A Voc. I pp50-51, #1&2 Diálogo I, p52, #3-5 pp49& Cultura Viva p53, #6; pp55&57, #11 p54, #7</p> <p>p56-57, #8-10</p> <p>Voc. II p58-59, #12&13 Diálogo II p60, #14-16 Cultura Viva II p61, #17 p62, #18</p>	<ul style="list-style-type: none"> • Oral/written responses to text /wkb • Daily Participation • Songs in Spanish or circumlocution to describe vocab • Map skills Spanish-speak'g US states • Group work/station activities • Games/Team competition
<p>¿Qué está/s/h haciendo? / What are you doing?</p> <p>¿Se permite...?</p>	<p>-El presente progresivo p63-Talk about activities in progress</p> <p>-Se en expresiones impersonales p66</p> <p>-Make generalized statements</p>	<p>pp64&65, #19-24 pp66&67, #25-28 Cultural Reading p68 Autoevaluación p69, Internet w/add'l voc&expressions</p>	<ul style="list-style-type: none"> • Oral presentations/ Projects • Teacher Observation & Student feedback

Unit 2: continued

¿Qué haces cuando te levantas? /
What do you do when you get up?

¿Porqué se pelean? /
Why are they fighting/do they fight?

¿Qué hago? Haz...
What do I do / Do...

¿Dónde están? /
Where are they/you pl?

-Talk about daily routine
-Cultural Context1:Anuncios
-Construcciones/Verbos reflexivos p74
-Otros usos de construcciones reflexivas p76
-Describe emotions and relationships
-Acciones reciprocas p78
-Talk about household chores
Cultura Context2:Museo del barrio
Los mandatos informales afirmativos p84
-Tell others what to do
-Las preposiciones de lugar p87

*Reading excerpts de **Juan Rulfo** /AP Prep p90 for **Visualizing strategy**
-Writing Strategies p94 for **Combining sentences**

Part B Voc I p70
p71, #1&2
Diálogo I p72, #3-5
Cultura Viva p73,#6
pp74&75, #7-10

pp76, 11

p77&78, #12-14

pp78-79, #15-18
Voc.II p80-81,#19-21
Diálogo II p82,#22-24
Cultura Viva IIp83, #25
La gran manzana

pp84-86, #26-31
p87, #32

-Review: Lectura personal p88, #33&34
Autoevaluación p89 Internet w/add'l voc&expressions
¿No oyes ladrar los perros? p91-93.#A&B
Episodio 2 this level
Write film scene and add'l projects p95 InternetRevp96

• Aventura Quiz/Test

• Oral/written responses to text /wkb

• Daily Participation

• Songs in Spanish or circumlocution to **daily routine** voc

• Map skills Spanish-speak'g US states

• Group work/station activities

• Games/Team competition

• Oral presentations/Projects

• Teacher Observation &Studentfeedback

• Aventura Quiz/Test

Unit 3: ¿Qué pasa en el mundo? /Current Events

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
¿Qué pasó? / What happened?	<ul style="list-style-type: none"> -Classify news in corresponding sections Cultural context 1: España -Rev: el pretérito reg y cambios para yo p104 -Verbos Irregulares en el pretérito p105 -Verbos Irregulares en el pretérito II p107 -Talk about activities of the media p110 -Cultural context2: El Festival <i>Internacional de Cine de San Sebastián</i> -Expresiones de tiempo con hace p114 -Talk about how long something has been going on -El imperfecto p115 Cultural Context 2: Los jóvenes españoles y la lectura 	<p>Video El Cuarto Misterioso Episodios 11-20</p> <p>Part A Voc I pp100-, #1&2 Diálogo I p102, #3-5 Cultura Viva p103, #6 P104-5, #7&8</p> <p>Pp106-107#9-11</p> <p>pp108-109, #12-16</p> <p>Voc II, p110-11, #17&18 Diálogo II p112, #19-21 Cultura Viva p113, #22</p> <p>p114, #23&24</p> <p>pp116&117, #25-30 Cultural Reading p118, #31-2 Autoevaluación p119Internet Add'l voc&expressions</p>	<ul style="list-style-type: none"> • Oral/written responses to text /wkb • Daily Participation • Songs in Spanish or circumlocution to voc on media • Map skills Spain • Group work/station activities • Games/Team competition • Oral presentations/ Projects • Teacher Observation & Student feedback • Aventura Quiz/Test
¿Te gustó la película? Did you like the film?			
¿Cuánto tiempo hace que...? How long has it been...?			
¿Qué pasaba entonces...? What happened/was happening then...?			

<p>Unit 3: continued</p> <p>¿Qué anunciaron en las noticias? What did they announce on the news?</p> <p>¿Quién lo sabía/supo? / Who knew it/found out?</p> <p>¿Qué habías dicho? / What had you said/fold?</p> <p>¿Dime lo que habías dicho? Tell me what you said...</p> <p>4 key questions at beginning and end of unit 3 p98 and p1</p>	<p>-Comment on news and events in the media p120 Cultural context 1: Almería</p> <p>-Usos del pretérito y del imperfecto p124</p> <p>-Recall and talk about events in the past</p> <p>-Cambio del significado en el pretérito y el imperfecto p127</p> <p>-React to news events</p> <p>Cultural context2: Sevilla</p> <p>-El participio pasado y el pretérito pluscuamperfecto p134</p> <p>-Link parts of sentences</p> <p>-Los pronombres relativos p136</p> <p>*Reading excerpt of Don Quijote/ AP prep p143 for use of prior knowledge</p> <p>*Writing Strategies p144 for using snappy introductions</p>	<p>Part B Voc I p120-121, #1&2 Diálogo I p122, #3-5 Cultura Viva p123, #6</p> <p>pp124-127, #7-12</p> <p>pp127-129, #13-16</p> <p>Voc II pp130-131, #17&18 Diálogo II p132, #19-21 Cultura Viva II p133, #22 P135-136, #23-25</p> <p>pp38&39, #24-26 p137, #26-28</p> <p>-Review: Lectura personal Toledo p138, #29&30 Autoevaluación p139Internet w/add'l voc&expressions De la segunda salida de Don Quijote pp141-3 #A&B</p> <p>Creating atmosphere p144 and add'l projects p145 Inter REPASO Obj & Culture p146 P147 Voc. for review</p> <p>Video El Cuarto Misterioso Episodios 21-24/or 3 lev3</p>	<ul style="list-style-type: none"> • Oral/written responses to text/wb • Daily Participation • Songs in Spanish or circumlocution to voc on media • Map skills Spain • Group work/station activities • Games/Team competition • Reading/Dramatization of Don Quijote excerpts • Oral presentations/ Projects • Teacher Observation & Student feedback • Aventura Quiz/Test
---	--	---	---

Unit 4: Entre amigos / Between Friends (Friendship)

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>4 key questions at beginning and end of unit2 p148 and p190</p> <p>¿Porqué eres /son tan...?</p> <p>¿Estás escribiéndome?</p> <p>¿Quién se los va a dar?</p> <p>¿Me disculpas?</p> <p>¿Qué ha pasado?</p> <p>¿Era un/una gran...?</p>	<p>Describe your personality and that of your friends p150-151 Cultural context1Puerto Rico</p> <p>Más sobre verbos y pronombres p154</p> <p>Los complementos directos e indirectos en una misma oración p155</p> <p>-Talk about personal relationships and apologies</p> <p>-Cultural context2:Los jóvenes y la salsa</p> <p>-Los participios pasados y el pretérito perfecto p162</p> <p>-Express events in the past</p> <p>-La posición del adjetivo y su significado p164</p> <p>Cultural context3 (Song) En mi Viejo San Juan</p>	<p>Video El Cuarto Misterioso Episodios 25-28</p> <p>Part A Voc I pp150-151, #1&2</p> <p>Diálogo I p152, #3-5</p> <p>Cultura Viva p153, #6</p> <p>P154, #7</p> <p>Pp156-157, #8-11</p> <p>Voc II, p158-159, #12&13</p> <p>Diálogo II p160, #14-16</p> <p>Cultura Viva p161, #17</p> <p>pp162&163, #18-21</p> <p>p 164&165, #22-24</p> <p>Cultural Reading p166, #25&26</p> <p>Autoevaluación p167Inter-net;add'lvoc&expressions</p>	<ul style="list-style-type: none"> • Oral/written responses to text /wkb • Daily Participation • Songs in Spanish or circumlocution to voc descriptions • Map skills Puerto Rico • Group work/station activities • Games/Team competition • Oral presentations/ Projects • Teacher Observation & Student feedback • Aventura Quiz/Test

<p>Unit 4: continued</p> <p>¿Cómo te llevas con tu...? How do you get along with your...?</p> <p>¡No lo hagas! /Don't do it!</p> <p>¿Llamaste a Miguel? Did you call ...?</p> <p>¿Estaba caminando tu amigo tanto tiempo? Was your friend walking that long?</p> <p>4 key questions at beginning and end of unit2 p 148 and</p>	<p>-Talk about family relationships p168</p> <p>-Cultural context 1: <i>Juan Luis Guerra, un canto de esperanza</i></p> <p>-Los mandatos negativos informales p172</p> <p>-Give recommendations and advice p172</p> <p>-Los usos de la preposición "a" p176</p> <p>-Receive and place phone calls</p> <p>Cultural context2: <i>Los Dominicanos de hoy</i></p> <p>-El imperfecto progresivo p182</p> <p>-Talk about actions that lasted for an extended time</p> <p>Reading excerpts of Julia de Burgos/AP prep p186 Writing strategies p188 for transitions</p>	<p>Part B Voc I p168; practica p169 #1&2 Diálogo I p170, #3-5 Cultura Viva I p171, #6 pp173-175, #7-13 pp176-177, #14-16 Voc II pp178-179, #17&18 Diálogo II p180, #19-21 Cultura Viva II: p181, #22</p> <p>P183, #23-25 -Review: Lectura personal P184, #26&27 Autoevaluación p185Internet w/add'l voc&expressions A Julia Burgosp186-7#A&B Causa y efecto p188;add'l projects p189 Int/REPASO Obj &Cul p190; Voc. p191 Video El Cuarto Misterioso Episodios 28-35</p>	<ul style="list-style-type: none"> • Oral/written responses to text/wk • Daily Participation • Songs in Spanish or circumlocution to voc relationships • Map skills Dominican Rep. • Group work/station activities • Games/Team competition • Oral presentations/ Projects • Teacher Observation &Student feedback Aventura Quiz/Test
--	--	---	--

Unit 5: Ciudad y campo/ City and Country (Town)

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/s)	Activities	Assessments
<p>4 key questions at beginning and end of unit5 p192 and p239</p> <p>¿Sabes conducir un coche? Do you know how to drive a car?</p>	<p>-Give advice about driving in the city p194&195</p> <p>-Cultural context: El transporte en Buenos Aires</p>	<p>Video El Cuarto Misterioso Episodios 37-43</p> <p>Part A Voc I pp1194&195,#1&2 Diálogo I p196, #3-5 Cultura Viva I p197, #6</p>	<ul style="list-style-type: none"> • Oral/written responses to text/wk • Daily Participation • Songs in Spanish or circumlocution to voc geographic location/transportation
<p>¿Qué hacemos? Hagan... What do we do? Do...</p>	<p>-Los mandatos formales y plurales p198</p> <p>-Tell others what to do</p> <p>-Los mandatos con nosotros p200</p> <p>-Ask for and give directions</p>	<p>pp199&200, #7-10 p201, #11-13</p>	<ul style="list-style-type: none"> • Map skills/Buenos Aires, Argentina Groupwork/station activities
<p>¿Cómo se llega a ...? How does one get to...?</p>	<p>Cultural context 2:<i>Mafalda</i></p> <p>-Preguntar y pedir p206</p> <p>-El subjuntivo: verbos regulares y con cambios ortográficos p207</p>	<p>Voc II, p202&203, #14&15 Diálogo II p204, #16-18 Cultura Viva II p205, #17-19 P206, #20</p>	<ul style="list-style-type: none"> • Games/Team competition • Oral presentations/Projects
<p>¿Les preguntas si van a pedir dinero? Are you asking if they are going to ask for money?</p>	<p>Cultural context: El tango</p>	<p>Pp208&209, #21-25</p>	<ul style="list-style-type: none"> • Teacher Observation & Student feedback
<p>¿Quieres que busque ...? Do you want me to look for...?</p>		<p>Cultural Reading p210, #26&27 Autoevaluación p211 Inter-net; add'l voc & expressions</p>	<p>Aventura Quiz/Test</p>

Unit 6: De viaje / Travel

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>4 key questions at beginning and end of unit6 p240 and p285</p> <p>¿Cuánto durará el viaje?/ How long will the trip take?</p> <p>¿Qué tiempo hará? / What will the weather be?</p> <p>¿Qué pasará? / What will happen?</p>	<p>-Make travel plans</p> <p>Cultural context 1: Panamá</p> <p>-Make weather predictions</p> <p>-Cultural context 2: San Blas</p> <p>-El future p254 Cultural context 2: El Canal</p>	<p>Video El Cuarto Misterioso Episodios 44-49 Part A Voc. I pp242-&243 #1&2</p> <p>Diálogo I p244, #3-5</p> <p>Cultura Viva I p245, #6</p> <p>Voc II, p250&251#13&14</p> <p>Diálogo II p252, #15-17</p> <p>Cultura Viva II p253, #18 (optional)</p> <p>p254-256, #19-23</p> <p>Cultural Reading p260, #30&31</p> <p>Autoevaluación p261opt ; add'l voc &expressions</p> <p>Part B Voc I pp262&263, #1&2</p> <p>Diálogo I p264, #3-5</p> <p>Cultura Viva I:p265, #6(Opt)</p> <p>P266-269, #7-12</p> <p>Autoevaluación p279Internet w/add'l voc&expressions</p> <p>Video El Cuarto Misterioso Episodios 44-49</p>	<ul style="list-style-type: none"> • Oral/written responses to text /wkb • Daily Participation • Songs in Spanish or circumlocution to voc on travel • Map skills Panamá Central Amer. • Group work/station activities • Games/Team competition • Oral presentations/ Projects The Dating Game • Teacher Observation & Student feedback Aventura Quiz/Test
<p>¿Dónde nos quedaríamos? / Where will we stay?</p> <p>¿Qué harías? What would you do?</p> <p>4 key questions at beginning and end of unit6 p240 and p285</p>	<p>-Make lodging arrangements (Optional)</p> <p>-Cultural context 1: El volcán</p> <p>-El condicional p266</p> <p>-State wishes and preferences</p>		

Unit 7: Buen provecho/ Preparing meals

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>4 key questions at beginning and end of unit6 p240 and p285</p> <p>¿Qué cuesta más ...o...? Which costs more?</p> <p>¿Cocino peor que tú? Do I cook worse than you?</p> <p>¿Cuesta... tanto como...? Does it cost as much as...?</p> <p>¿Es este mercado el mejor de la ciudad? Is this the best market in the city?</p> <p>¿Está hecha la comida? Is the food cooked/prepared?</p> <p>4 key questions at beginning and end of unit6 p240 and p285</p>	<p>-Talk about grocery shopping</p> <p>-Cultural context I: Bolivia</p> <p>-El comparativo p292</p> <p>-Make comparisons</p> <p>-El comparativo de igualdad p293</p> <p>-El superlativo p295</p> <p>-To single out something</p> <p>-Discuss food preparations *(Voz pasiva opcional)</p> <p>-Estar y el participio pasado p304</p> <p>-Mas usos del "se" p306</p> <p>Cultural context: Las dos capitales de Bolivia</p>	<p>Video El Cuarto Misterioso Episodios 63-66</p> <p>Part A Voc. I pp288&289 #1&2</p> <p>Diálogo I, p291(optional)</p> <p>pp292&293, #7&8</p> <p>pp293&294, #9-11</p> <p>pp296&297, #12-16</p> <p>Voc. II pp298&299, #17-19</p> <p>pp304&305, #28-30</p> <p>pp306&307, #31-34</p> <p>Cultural Reading p308, #35&36 or Carnaval p291</p> <p>Autoevaluación p309Internet add'l voc. & expressions</p> <p>Video El Cuarto Misterioso Episodios 63-66</p>	<ul style="list-style-type: none"> • Oral/written responses to text /wkb • Daily Participation • Songs in Spanish or circumlocution to voc on shopping • Map skills Bolivia. • Group work/station activities • Games/Team competition • Oral presentations/ Projects • Teacher Observation & Studentfeedback <p>Aventura Quiz/Test</p>

Unit 8: La buena salud/Health

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>4 key questions at beginning and end of unit 8 p334 and p374</p> <p>¿Qué te duele? What hurts you?</p> <p>¿Qué remedio ha tomado? What remedies/medicine have you taken?</p> <p>¿Cuánto tiempo hace/hacia que...? How long has it been since.?</p> <p>¿Qué alimentos nutritivos tiene nuestra dieta? What nutrients does our diet have</p> <p>¿Qué haces después de comer? What do you do after eating?</p>	<p>-Inquire and give advice about health</p> <p>-El verbo doler p340</p> <p>-Talk about symptoms and remedies</p> <p>-Expresiones con hace/hacia p348</p> <p>-Express length of time</p> <p>-Talk about a healthy diet</p> <p>-Preposiciones y pronombres p362</p> <p>-Preposiciones seguidas de infinitivo p363</p> <p>Cultural contexts: Guatemala, Miguel Angel Asturias, Honduras, Medicina maya or el Cacao (any optional)</p>	<p>Video El Cuarto Misterioso Episodios 67-70</p> <p>Part A Voc. I pp336&337 #1&2</p> <p>Diálogo I, p338(optional) p340, #7</p> <p>Voc. II pp344&345, #12&13</p> <p>Diálogo I, p346(optional) p346, #14-16</p> <p>pp348&349, #18-21</p> <p>Part B Voc.II p358&359, #11-13 (Diálogo II optional) pp362&363, #18&19</p> <p>pp363-365, #20-24</p> <p>Cultural Readings p336,347, 350,352,361, or 366</p> <p>Autoevaluación p309Internet add'l voc. & expressions</p> <p>Video El Cuarto Misterioso Episodios 67-70</p>	<ul style="list-style-type: none"> • Oral/written responses to text /wkb • Daily Participation • Songs in Spanish or circumlocution to voc on health • Map skills Guatemala Central Amer. • Group work/station activities • Games/Team competition • Oral presentations/ Projects • Teacher Observation & Student feedback <p>Aventura Quiz/Test</p>

Unit 9: Última moda / Latest Fashion

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>4 key questions at beginning and end of unit 9 p376 and p422</p> <p>¿Qué colores de ropa prefiere? / What colors do you prefer in your wardrobe?</p> <p>¿Es un tazón, una taza o una tacita? ¿Son los guantes tuyos o los míos? Are the gloves yours or mine? ¿Son tuyos o míos Are they yours or mine?</p> <p>¿Es el cantar una gozada? Is singing a pleasure/joy?</p>	<p>-Describe clothes and accessories</p> <p>-Adjetivos para describir colores p392</p> <p>-Diminutivos y aumentativos p394</p> <p>-Talk about cleaning and tailoring clothing items</p> <p>-Cultural context: Macario, diseñador mexicano</p> <p>Los adjetivos y pronombres posesivos p405</p> <p>-Say to whom things belong</p> <p>-Discuss jewelry, gifts and artisan crafts</p> <p>Otros usos del infinitive p410</p> <p>-Cultural contexts: México, Trajes tradicionales aztecas, De compras por los tianguis, Los muralistas mexicanos, Revistas para chavos y chavas, or Los tarahumara</p>	<p>Video El Cuarto Misterioso Episodios 79-82 Part A Voc.II pp388&389 #19&20 Diálogo I, p390(opt'l) #21-23 pp392&393, #25-27</p> <p>p395, #28-30</p> <p>Part B Voc.I p398&399, #1&2 Diálogo I p400(opt'l), #3-5) Cultura Viva I p401, #6</p> <p>p405, #12 Voc. II pp406&407, #13&14</p> <p>Pp410&411, #19-21 Cultural Readings p381, 391, 396, 409 or 414 Autoevaluación p415 Internet add'l voc. & expression</p>	<ul style="list-style-type: none"> • Oral/written responses to text /wkb • Daily Participation • Songs in Spanish or circumlocution to voc on Fashion • Map skills México/ North Amer. • Group work/station activities • Games/Team competition • Oral presentations/ Projects • Teacher Observation & Student feedback • Aventura Quiz/Test

Unit 10: Nuestro futuro/ Our Future

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPI/s)	Activities	Assessments
<p>4 key questions at beginning and end of unit 10 p424 and p468</p> <p>¿En quién te vas a confiar? In whom can you confide/trust?</p>	<p>-Talk about projects for the future</p> <p>-Cultural context I: España, -Las primeras universidades de la Península Ibérica -Verbos que terminan en iar/uar p430</p>	<p>Video El Cuarto Misterioso Episodios 83-86 Part A Voc. I pp426&427 #1&2</p> <p>Diálogo I, p428(opt'l) #3-5</p> <p>Cultura Viva I, p429, #6</p> <p>p431, #7-9</p>	<ul style="list-style-type: none"> • Oral/written responses to text /wkb • Daily Participation • Songs in Spanish or circumlocution to voc on planning the future
<p>¿Tiene su curriculum vitae hecho? Do you have a resume done?</p>	<p>-Prepare for a job interview</p> <p>-Cultural context: España, ¿Cómo se hace un curriculum en España?</p>	<p>Voc. II pp432&433, #10&11</p> <p>Diálogo II, p434(opt'l) #12-14</p> <p>Cultura Viva I, p435, #15</p> <p>Pp410&411, #19-21</p> <p>Cultural Readings p381,391, 396,409 or 414</p> <p>pp437&438, #16-20</p> <p>Autoevaluación p461Internet add'l voc. & expressions</p>	<ul style="list-style-type: none"> • Map skills Spain/Iberian Peninsula • Group work/station activities • Games/Team competition
<p>¿Crees que tiene el dinero o que no lo tenga?</p> <p>4 key questions at beginning and end of unit 10 p424 and p468</p>	<p>-Usos del subjuntivo o del indicativo p436</p>	<p>Video El Cuarto Misterioso Episodios 83-86</p>	<ul style="list-style-type: none"> • Oral presentations/ Projects • Teacher Observation & Student feedback Aventura Quiz/Test

New Jersey Core Curriculum Content Standards

World Languages 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

<http://www.state.nj.us/education/cccs/standards/7/index>

7.1 World Languages

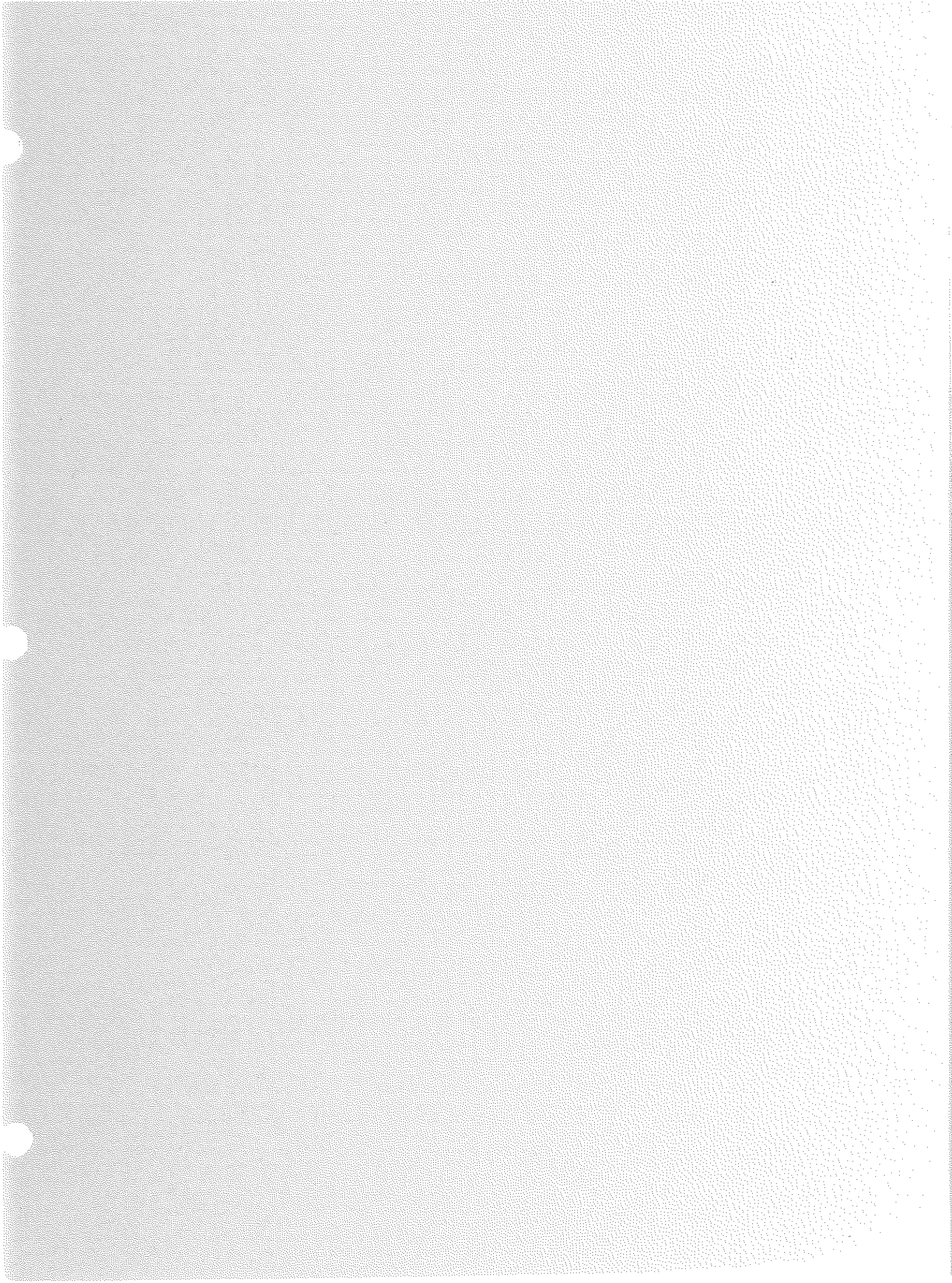
- A. Interpretive Mode
- B. Interpersonal Mode
- C. Presentational Mode
- Proficiency Levels - All Strands
 - Novice-Mid
 - Novice-High
 - Intermediate-Low
 - Intermediate-Mid
 - Intermediate-High
 - Advanced-Low

New Jersey Scoring Rubrics:

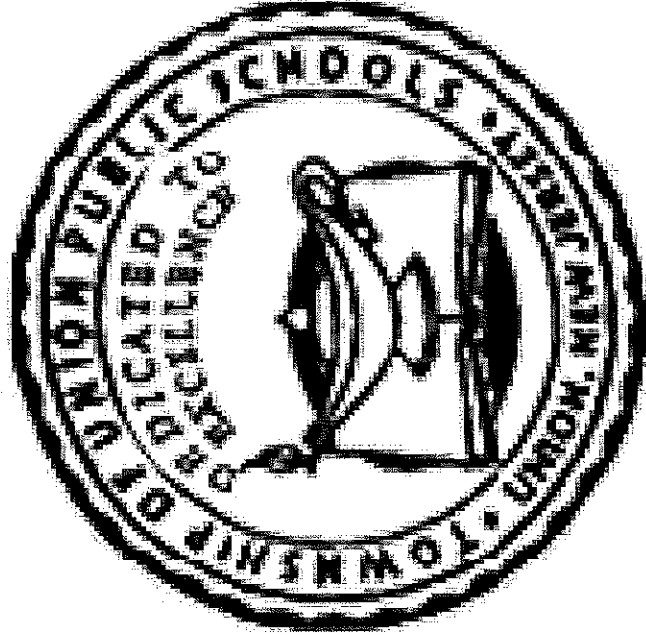
Generic Rubric for Oral Presentations--Cultural Role Play				
	4	3	2	1
Pronunciation	accurate throughout, near native	understandable, with very few errors	some errors, but still understandable	poor pronunciation very anglicized
Fluency	smooth delivery	fairly smooth	unnatural pauses	halting; hesitant; long gaps
Comprehensibility	easily understood	understood	difficult to understand	incomprehensible
Vocabulary	extensive use of targeted vocabulary	some use of targeted vocabulary	minimal use of targeted vocabulary	fails to use targeted vocabulary
Credibility (shows knowledge of culture)	credible role play; reflects the culture	credible role play; somewhat reflects the culture	limited credibility; little connection to target culture	not credible; no connection to target culture visible
Performance	lively, enthusiastic; good eye contact	general enthusiasm; some eye contact	little enthusiasm; limited eye contact	reads from cards; monotonous; no eye contact

Generic Rubric for Written Materials--Creative Writing (3rd- or 4th-year students)

	Outstanding 3	Satisfactory 2	Poor 1
Spelling/Pronunciation	spelling and punctuation almost always correct	some errors throughout	careless; numerous errors
Grammar	at current level of study or above with very few errors	some errors—subjects and verbs don't always match, wrong tenses are sometimes used; does not always represent current level of study	writing is a 1st- or 2nd-year level; many grammatical errors—frequent mismatched subjects and verbs; writing is mostly in present tense
Effort	more than required	meets requirement	some items missing; work appears hastily assembled
Creativity	creative, original descriptions; realistic characters; well illustrated; neat	some creativity; simple descriptions; mostly neat	shows no creativity or planning; incomplete descriptions; unrealistic characters; haphazard illustrations or no illustrations



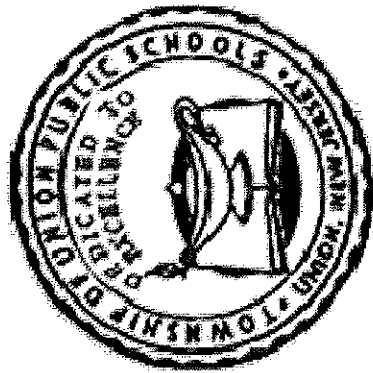
TOWNSHIP OF UNION PUBLIC SCHOOLS



Spanish Cycle 6

Curriculum Guide

Curriculum Guide Approved June 2016



Board Members

Vito Nufrio, President

David Arminio, Vice President

Steven Le

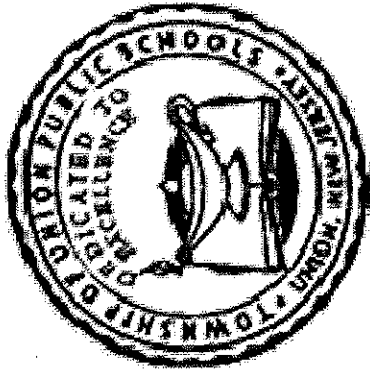
Guy Francis

Ronald McDowell

Jeff Monge

Angel Salcedo

Nancy Zuena



TOWNSHIP OF UNION PUBLIC SCHOOLS
Administration

SuperintendentMr. Gregory Tatum

Assistant SuperintendentDr. Noreen Lishak

Assistant Superintendent.....Ms. Ann Moses

Director of Student Information/TechnologyMs. Ann M. Hart

Director of Athletics, Health, Physical Education and Nurses.....Ms. Linda Ionta

DEPARTMENT SUPERVISORS

All Academic Areas K-2	Ms. Maureen Corbett
Language Arts/Social Studies 3-5	Mr. Robert Ghiretti
Mathematics/Science 3-5	Ms. Theresa Matthews
Guidance K-12/SAC	Ms. Nicole Ahern
Language Arts.....	Ms. Randi Moran
Math 8-12.....	Mr. Jeremy Cohen
Science 6-12.....	Ms. Maureen Guilfoyle
Social Studies/Business.....	Ms. Libby Galante
Gifted & Talented / Computer Technology K-8.....	Ms. Ann Hart
World Language/ESL/Career Education.....	Ms. Yvonne Lorenzo
Art/Music	Mr. Ronald Rago

Academic Area

Curriculum Committee Members

Patricia Guerra-Frazier

Helen Soto

Table of Contents

Title Page
Board Members
Administration
Department Supervisors
Curriculum Committee
Table of Content
District Mission/Philosophy Statement
District Goals
Course Description
Recommended Texts

Course Proficiencies

Curriculum Units

Appendix: New Jersey Core Curriculum Content Standards

Mission Statement

The Township of Union Board of Education believes that every child is entitled to an education designed to meet his or her individual needs in an environment that is conducive to learning. State standards, federal and state mandates, and local goals and objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or when necessary, removed in order for the district to maintain the appropriate educational setting.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- **Develop reading, writing, speaking, listening, and mathematical skills.**
- **Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.**
- **Acquire and use the skills and habits involved in critical and constructive thinking.**
- **Develop a code of behavior based on moral and ethical principles.**
- **Work with others cooperatively.**
- **Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.**
- **Acquire a knowledge and understanding of the physical and biological sciences.**
- **Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.**
- **Appreciate and understand literature, art, music, and other cultural activities.**

- **Develop an understanding of the historical and cultural heritage.**
- **Develop a concern for the proper use and/or preservation of natural resources.**
- **Develop basic skills in sports and other forms of recreation.**

Course Description

This is a six week introductory Spanish course designed to give each student exposure to the Spanish language and culture.

Recommended Textbooks

**Exploring Spanish
Third Edition**

EMC Publishing

Course Proficiencies

Students will be able to...

- ...understand the widespread influence of the Spanish language and culture.
- ...develop positive attitudes toward and appreciation of the Spanish speaking people, their language and culture, through the use of the learning materials provided.
- ...pronounce, with fair degree of accuracy in pronunciation and intonation, the subject matter being taught and use this subject matter accurately.
- ...accurately copy into an organized notebook, vocabulary and phrases supplied by the teacher and reproduce most of this material on short quizzes, dialogues, dictations and projects.
- ...create and respond to simple phrases, questions and sentences frequently used in the classroom and respond accordingly, including: greetings, expressions of courtesy and the date.
- ... count to 1000/identify math symbols in Spanish, identify food, drinks and typical meals from Latin America/Spain, describe family, identify professions, recognize Spanish Music Artists and cultural dances from different Spanish speaking countries.

Curriculum Units

Unit 1: Spanish Speaking World/Greetings/Expressions of courtesy Unit 2: Numbers up to 1000/Math

Unit 3: Food/Beverages

Unit 4: Professions

Unit 5: Family

Unit 6: Music

Pacing Guide- Course

<u>Content</u>	<u>Number of Days</u>
<u>Unit 1: Spanish Speaking World/Greetings/Courtesy</u>	5 days
<u>Unit 2: Numbers to 1000/Currency</u>	5 days
<u>Unit 3: Food/Beverages</u>	5 days
<u>Unit 4: Professions</u>	5 days
<u>Unit 5: Family</u>	5 days
<u>Unit 6: Music</u>	5 days

Unit 1: Spanish Speaking World/Greetings/Expressions of Courtesy

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> • What is the value of learning Spanish? • What are cognates? • How do we greet each other differently than Spanish speakers? • How do I say my name in Spanish? • How do we greet and bid farewell in the US and abroad? • What information might you give at an introduction? • Do we show courtesy in U.S/ abroad? 	<p>Identify the benefits of studying another language and culture.</p> <p>Talk about new vocabulary through the recognition of cognates.</p> <p>Introduce yourself and say how you are and where you are from.</p> <p>Use formal and informal greetings.</p> <p>Greet people according to the time of day.</p> <p>Tell your age, phone number and the date.</p> <p>Use courtesy expressions.</p>	<p>Discuss the influence of the Spanish language and culture.</p> <p>Identify cognates.</p> <p>Provide and obtain information about yourself and others.</p> <p>Using both last names, answer "What is your name?" in Spanish</p> <p>Exchange names and present basic introductions.</p> <p>Create a conversation asking and exchanging basic personal information.</p>	<ul style="list-style-type: none"> • Class work • Homework • Dialogue (Quiz) • Participation • Dialogues/Role plays • Listening comp. • Dictation • Video Clips • Questioning • Group Work

Unit 2: Numbers to 1000/Currency

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> • How are numbers in Spanish different from those in English? • How do you write the date in Spanish? • How can I do basic arithmetic in Spanish? • Are there two different ways to say equals in Spanish? • Are there different currencies in Spanish speaking countries? 	<p>Use numbers to count to 1000 and give telephone numbers.</p> <p>Solve basic arithmetic/algebraic expressions using numbers.</p> <p>Use numbers to give dates.</p> <p>Identify the different currencies used in the Spanish speaking world.</p>	<p>Ask for and give telephone numbers in Spanish.</p> <p>Drill/Practice with algebraic expressions.</p> <p>Say your birthday using the correct date format in Spanish.</p> <p>Call and Response</p> <p>Jeopardy</p> <p>Crossword puzzles/word searches</p>	<ul style="list-style-type: none"> • Class work • Homework • Quiz Numbers • Participation • Dialogues/Role plays • Listening comp. • Dictation • Oral presentations • Performance based assessments

Unit 3: Food/Beverages

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> • What are the different eating customs in the U.S and Spanish speaking countries? • What is a siesta? • What are the Hispanic/Spanish cuisines that revolutionized the diets around the world? • What is a healthy diet? 	<p>Describe meals and talk about foods.</p> <p>Express likes, preferences or opinions with regards to food.</p> <p>Indicate hunger or thirst. Describe meals using specific ingredients.</p> <p>Conclude which foods are good or bad for your health.</p>	<p>Compare and contrast eating customs in Spanish speaking countries.</p> <p>Complete text and workbook exercises as vocabulary review.</p> <p>Create a food pyramid in Spanish. Construct flash cards to review vocabulary.</p> <p>Create a food menu in target language.</p>	<p>Class work</p> <p>Homework</p> <p>Quiz</p> <p>Participation</p> <p>Performance based Assessments</p> <p>Oral presentations</p>

Unit 4: Professions

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> • Why do we say cocinero and cocinera? • Which profession involves wires? • Which profession involves painting, dancing, acting, and singing? • Which profession involves agriculture? • Which profession involves vegetables, meat, chicken, fish and grains? 	<p>Construct flash cards to review vocabulary.</p> <p>Describe future profession of choice?</p> <p>Identify the difference between feminine/masculine names for professions.</p> <p>Identify popular professions in today's society.</p> <p>Identify skills needed for each profession.</p>	<p>Interactive Smartboard games.</p> <p>Game of charades.</p> <p>Create dialogues.</p> <p>Interactive review game.</p> <p>Videos.</p>	<ul style="list-style-type: none"> • Class work • Homework • Quiz • Participation • Performance based Assessments • Oral presentations

Unit 5:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> • When Hispanics get married, do they change their names? • How old are you? • How are your different family members related to you? • How are family names constructed? • What is the difference between immediate and extended family? 	<p>Discuss the change of names in Spanish speaking countries.</p> <p>Tell ones age, name and relationship.</p> <p>Identify and describe various family members or pets.</p> <p>Create a family tree.</p> <p>Create a survey of five questions about classmates' families.</p>	<p>Create a marriage certificate for your imaginary wedding to a celebrity.</p> <p>Text and workbook exercises.</p> <p>Ask/answer vocabulary related questions.</p> <p>Create a family tree of your family or a television family using relationship, and ages.</p> <p>Construct a dialogue using all vocabulary learned thus far.</p>	<ul style="list-style-type: none"> • Class work • Homework • Quiz • Participation • Dialogues/Role plays • Listening comp. • Oral presentations • Test • Project

Unit 6: Music


Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
What are different types of Spanish music?	Identify the different styles of Spanish music.	Videos/Audio clips of music types and dances.	<ul style="list-style-type: none"> • Class work • Homework
What are different types of Spanish dances?	Identify famous musicians both past and present.	Interactive smartboard activities.	<ul style="list-style-type: none"> • Quiz • Participation
What Cuban artist is known as the Queen of Salsa?	Identify the origin of music/dances within the Spanish culture.	Salsa/Bachata dance lesson	<ul style="list-style-type: none"> • Performance based Assessments
What country did the Tango originate from?	Identify different types of folkloric music from Spanish speaking countries.	Construct Flashcards for vocabulary.	<ul style="list-style-type: none"> • Oral presentations
Which types of Spanish music have an African influence in their rhythm?	Identify famous songs in Spanish history.		
Which type of folkloric music from Spain involves the bagpipes?			

New Jersey Core Curriculum Content Standards
Academic Area

<http://www.state.nj.us/education/cccs/2004/s3 la.l.pdf>

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own and participate in home and global communities

New Jersey Scoring Rubric

 Spanish Dialogue Enter rubric description		5 (N/A)	4 (N/A)	3 (N/A)	2 (N/A)
Spelling and Grammar	5 There are no spelling, punctuation, or grammar errors.	4 There are 1-2 spelling, punctuation, or grammar errors.	3 There are 3-4 spelling, punctuation, or grammar errors.	2 There are more than 4 spelling, punctuation, or grammar errors.	
Creativity	5 Contains many creative details that add to the audience's enjoyment and show the effort of the authors. Background information is clearly related to the conversation.	4 Contains several creative details that add to the reader's enjoyment and show the effort of the author. Background is related to the conversation.	3 Contains a few creative details or details that do little to support the dialogue. Background not clearly related to the conversation.	2 Contains little or no creativity or detail. Little effort is shown by the author. Background not related to the conversation.	
Presentation / Memorization	5 Dialogue is well organized and flows like a natural conversation. Background is clearly related to the conversation.	4 Dialogue is fairly well organized and mostly flows like a natural conversation.	3 Dialogue is slightly confusing and somewhat flows like a natural conversation.	2 Dialogue is hard to follow and doesn't flow like a natural conversation.	
Pronunciation / Expression	5 No pronunciation errors are noted. Conversation is recited with appropriate expression.	4 There are 1-2 errors in pronunciation. Conversation is recited with mostly appropriate expression.	3 There are 3-4 pronunciation errors. Conversation is recited with somewhat appropriate expression.	2 There are 5 or more pronunciation errors. Appropriate expression not used.	

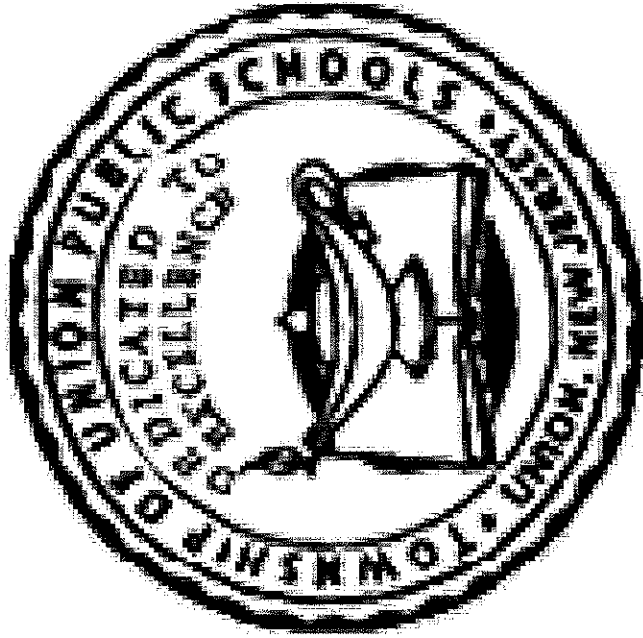
Student Name: _____
Collage

Making A Poster :

CATEGORY	4	3	2	1
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
Required Elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.
Content - Accuracy	At least 15 accurate facts are displayed on the poster.	12-14 accurate facts are displayed on the poster.	10-11 accurate facts are displayed on the poster.	Less than 10 accurate facts are displayed on the poster.
Attention to theme	All of the illustrations give a reasonable explanation of how every item in the collage is related to the assigned theme.	12-14 illustrations give a reasonable explanation of how every item in the collage is related to the assigned theme.	10-12 illustrations give a fairly reasonable explanation of how the items in the collage are related to the assigned theme.	Less than 10 illustrations relate to the theme.
Title	Titles and text were written clearly and were easy to read from a distance. Creativity is displayed.	Title can be read from 6 ft. away and describes content well.	Title can be read from 4 ft. away and describes the content well.	The title is too small and/or does not describe the content of the poster well.

mm

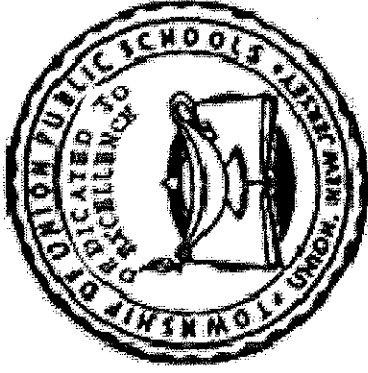
TOWNSHIP OF UNION PUBLIC SCHOOLS



Spanish Cycle 7

Curriculum Guide

Curriculum Guide Approved June 2016



Board Members

Vito Nufrio, President

David Arminio, Vice President

Steven Le

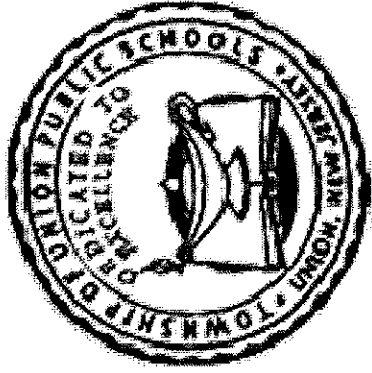
Guy Francis

Ronald McDowell

Jeff Monge

Angel Salcedo

Nancy Zuena



TOWNSHIP OF UNION PUBLIC SCHOOLS
Administration

SuperintendentMr. Gregory Tatum

Assistant SuperintendentDr. Noreen Lishak

Assistant Superintendent.....Ms. Ann Moses

Director of Student Information/TechnologyMs. Ann M. Hart

Director of Athletics, Health, Physical Education and Nurses.....Ms. Linda Ionta

DEPARTMENT SUPERVISORS

All Academic Areas K-2	Ms. Maureen Corbett
Language Arts/Social Studies 3-5	Mr. Robert Ghiretti
Mathematics/Science 3-5	Ms. Theresa Matthews
Guidance K-12/SAC	Ms. Nicole Ahern
Language Arts.....	Ms. Randi Moran
Math 8-12.....	Mr. Jeremy Cohen
Science 6-12.....	Ms. Maureen Guilfoyle
Social Studies/Business.....	Ms. Libby Galante
Gifted & Talented / Computer Technology K-8.....	Ms. Ann Hart
World Language/ESL/Career Education.....	Ms. Yvonne Lorenzo
Art/Music	Mr. Ronald Rago

Academic Area

Curriculum Committee Members

Table of Contents

Title Page
Board Members
Administration
Department Supervisors
Curriculum Committee
Table of Content
District Mission/Philosophy Statement
District Goals
Course Description
Recommended Texts
Course Proficiencies
Curriculum Units
Appendix: New Jersey Core Curriculum Content Standards

Mission Statement

The Township of Union Board of Education believes that every child is entitled to an education designed to meet his or her individual needs in an environment that is conducive to learning. State standards, federal and state mandates, and local goals and objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or when necessary, removed in order for the district to maintain the appropriate educational setting.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principles.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.

- **Develop basic skills in sports and other forms of recreation.**

Course Description

This is a six week introductory Spanish course designed to give each student exposure to the Spanish language and culture.

**Recommended Textbooks
Exploring Spanish
Third Edition**

EMC Publishing

Course Proficiencies

Students will be able to...

- ...understand the widespread influence of the Spanish language and culture.
- ...develop positive attitudes toward and appreciation of the Spanish speaking people, their language and culture, through the use of the learning materials provided.
- ...pronounce, with fair degree of accuracy in pronunciation and intonation, the subject matter being taught and use this subject matter accurately.
- ...accurately copy into an organized notebook, vocabulary and phrases supplied by the teacher and reproduce most of this material on short quizzes, dialogues, dictations and projects.
- ...create and respond to simple phrases, questions and sentences frequently used in the classroom and respond accordingly, including: greetings, expressions of courtesy and the date.
- ... describe yourself and others, tell what you like and don't like to do, identify the parts of the body, calendar vocabulary (months, days, seasons), identify weather expressions, tell what clothing you would use depending on weather forecast.

Curriculum Units

Unit 1: Describing yourself and others
(Adjectives)

Unit 2: Talk about activities
(Infinitives)

Unit 3: Body Parts

Unit 4: Calendar

Unit 5: Weather

Unit 6: Clothing

Pacing Guide- Course

<u>Content</u>	Number of Days
<u>Unit 1:</u> Describe yourself and others.	5
<u>Unit 2:</u> Talk about leisurely activities (infinitives)	5
<u>Unit 3:</u> Parts of the body.	5
<u>Unit 4:</u> Calendar (numbers, months, seasons)	5
<u>Unit 5:</u> Weather	5
<u>Unit 6:</u> Clothing	5

Unit 1: Descriptive Adjectives

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPI/s)	Activities	Assessments
<ul style="list-style-type: none"> •What are you like? •What characteristics best describe you? •Are there specific qualities that the ideal teacher, student, or parent should have? •Why are there masculine and feminine adjective forms in Spanish? •What is the difference between adjectives in Spanish and English? •Do parts of speech in Spanish have to “agree”? 	<p>Say what you or someone else is like.</p> <p>Ask someone what he or she is like.</p> <p>Describe yourself to others.</p> <p>Compare/Contrast adjectives in English and Spanish.</p> <p>Talk about the “agreement” of grammar in Spanish.</p> <p>Explain the masculine and feminine forms of adjectives in Spanish.</p>	<p>Discuss the grammar rules for adjectives in Spanish paying close attention to agreement and masculine and feminine forms.</p> <p>Point out which of the adjectives found are cognates.</p> <p>Ask/answer What are you like?</p> <p>Using previous vocabulary, create sentences telling what you are like and what you like to do as a result.</p> <p>Create a collage showing what you are like and what you are not like.</p>	<ul style="list-style-type: none"> •Class work •Homework •Quiz •Participation •Portfolio assessments •Dialogues/Role plays •Listening comp. •Dictation •Video clips •Performance based assessments •Oral presentations

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments

Unit 2: Infinitives (likes and dislikes)

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> • What are my favorite hobbies? • Do we perform different activities based on the weather or season? • Do my friends share my likes and dislikes? • How are infinitives in Spanish different from those in English? • How can I tell if the verb is in the infinitive form? 	<p>Talk about activities.</p> <p>Say what you like and do not like to do.</p> <p>Ask someone what he or she likes and doesn't like to do.</p> <p>Ask if a statement is accurate using expression ¿verdad?</p>	<p>Ask/answer What do you like to do? in target language.</p> <p>Watch video clip on infinitives.</p> <p>Conduct a class survey of activity preferences and make a graph, chart or table presenting the findings.</p> <p>Create a collage expressing your likes and dislikes.</p> <p>Present a dialogue to the class using the infinitives.</p>	<ul style="list-style-type: none"> • Class work • Homework • Quiz • Participation • Dialogues/Role plays • Listening comp. • Video clips • Oral presentations • Projects

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments

Unit 3: Parts of the Body

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What are the definite and indefinite articles? How are they similar/different than those in the English language?</p> <p>Do the articles have to agree with the noun they are describing?</p> <p>What are the parts of the body?</p> <p>How can I say how I am feeling?</p> <p>How can I ask about someone's well-being?</p>	<p>Compare/contrast the definite and indefinite articles. Discuss the masculine and feminine forms.</p> <p>Understand article-noun agreement.</p> <p>Identify the parts of the body in Spanish.</p> <p>Tell how you are feeling.</p> <p>Inquire about another's health and well-being.</p>	<p>Take notes on definite and indefinite articles.</p> <p>Discuss the agreement of articles and nouns.</p> <p>List/Define the parts of the body and face.</p> <p>Create a model of a body and label accurately in Spanish.</p> <p>Complete text and workbook exercises.</p> <p>Sing "Cabeza, Hombros, Piernas, pies...."</p> <p>Play Simon Dice....</p> <p>Play Body Parts Bingo.</p>	<p>Class work</p> <p>Homework</p> <p>Quizzes</p> <p>Participation</p> <p>Dialogues/Role plays</p> <p>Listening comp.</p> <p>Dictation</p> <p>Oral presentations</p> <p>Portfolio assessments</p> <p>Video clips</p> <p>Games/Songs</p> <p>Performance based assessments</p>

--	--	--	--

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments

Unit 4: Calendar (numbers, days, and months)

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> • How are numbers in Spanish different from those in English? • How do you make international phone calls? • What are the capitalization rules in Spanish? • What is the origin of the months and days? • How are calendars different in English and Spanish? 	<p>Use numbers to count and give telephone numbers.</p> <p>Make a telephone call to a Spanish speaking country using international country codes.</p> <p>Utilize the capitalization rules when using the Spanish calendar.</p> <p>Create a Spanish planner following the capitalization and weekday rules.</p> <p>Use numbers to give dates.</p>	<p>Ask for and give telephone numbers in Spanish.</p> <p>Discuss the capitalization rules for months and days in Spanish.</p> <p>Produce a Spanish homework planner for one month using the numbers, months, days and holidays.</p> <p>Tell the origin of the months and days.</p> <p>Ask/answer calendar related questions.</p> <p>Say your birthday using the correct date format in Spanish.</p>	<ul style="list-style-type: none"> • Class work • Homework • Quiz • Participation • Portfolio assessments • Dialogues/Role plays • Listening comp. • Dictation • Video clips • Performance based assessments • Oral presentations

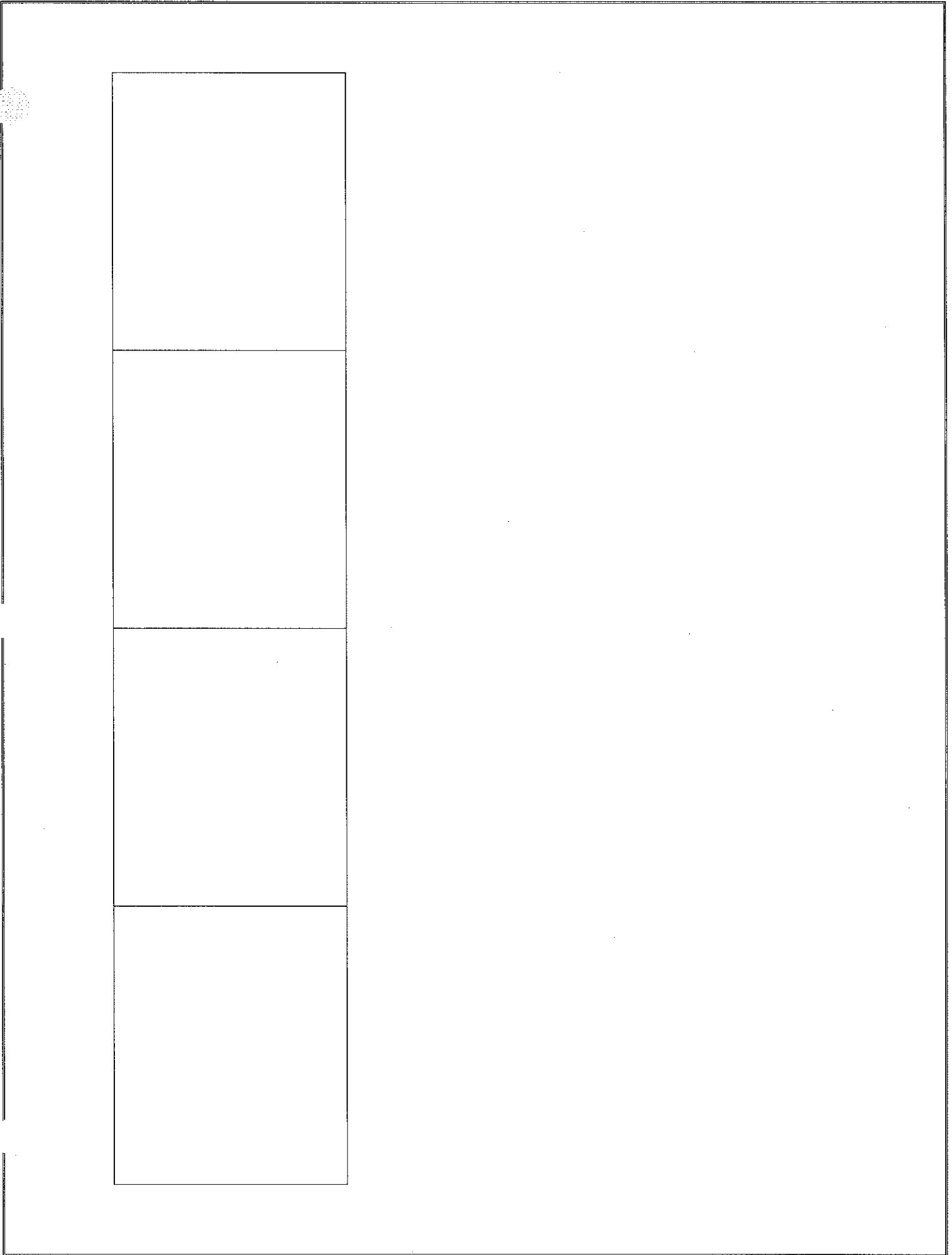
--	--	--	--

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments

Unit 5: Weather

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> • What are the units of measurement? • How is temperature given in Spanish speaking countries? • How do you ask for the weather in Spanish speaking countries? • How does climate change from country to country? 	<p>Interpret and present seasons and weather conditions.</p> <p>Describe the seasons in the northern/southern hemispheres.</p> <p>Convert temperatures from Fahrenheit to Celsius.</p> <p>Use weather expressions to tell a weather forecast.</p>	<p>Compare the metric and US units of measurement.</p> <p>Convert different units of measurement to those used in Spanish speaking countries.</p> <p>Use Celsius temperature scale to talk about weather.</p> <p>Convert the temperatures in some Spanish speaking countries from Celsius to Fahrenheit.</p> <p>Create a 5 day forecast for a Spanish-speaking country.</p>	<ul style="list-style-type: none"> • Class work • Homework • Quiz • Participation • Portfolio assessments • Dialogues/Role plays • Listening comp. • Dictation • Video clips • Performance based assessments • Oral presentations

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/s)	Activities	Assessments



Unit 6: Clothes

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/Is)	Activities	Assessments
<p>Where do you shop for clothes abroad?</p> <p>What is my favorite outfit and what color is it?</p> <p>How much do clothing items cost?</p> <p>Where do I shop for my clothes and other items?</p>	<p>Predict where people in different places shop for things.</p> <p>Describe outfits by using color, price and fit.</p> <p>Review the colors.</p> <p>Tell where items can be purchased and give an opinion.</p>	<p>Make a list of where Americans and foreigners shop for different items.</p> <p>Using clothing catalogues, present pictures naming the item of clothing, its price and color.</p> <p>Tell if you like/dislike the clothing items, if you don't like it at all or which you would prefer.</p> <p>Have students wear nice clothing and have a fashion show in class with an MC.</p> <p>Create a clothing brochure using some of the vocabulary learned thus far.</p>	<p>Class work</p> <p>Homework</p> <p>Quiz</p> <p>Participation</p> <p>Portfolio assessments</p> <p>Dialogues/Role plays</p> <p>Listening comp.</p> <p>Dictation</p> <p>Video clips</p> <p>Performance based assessments</p> <p>Oral presentations</p>

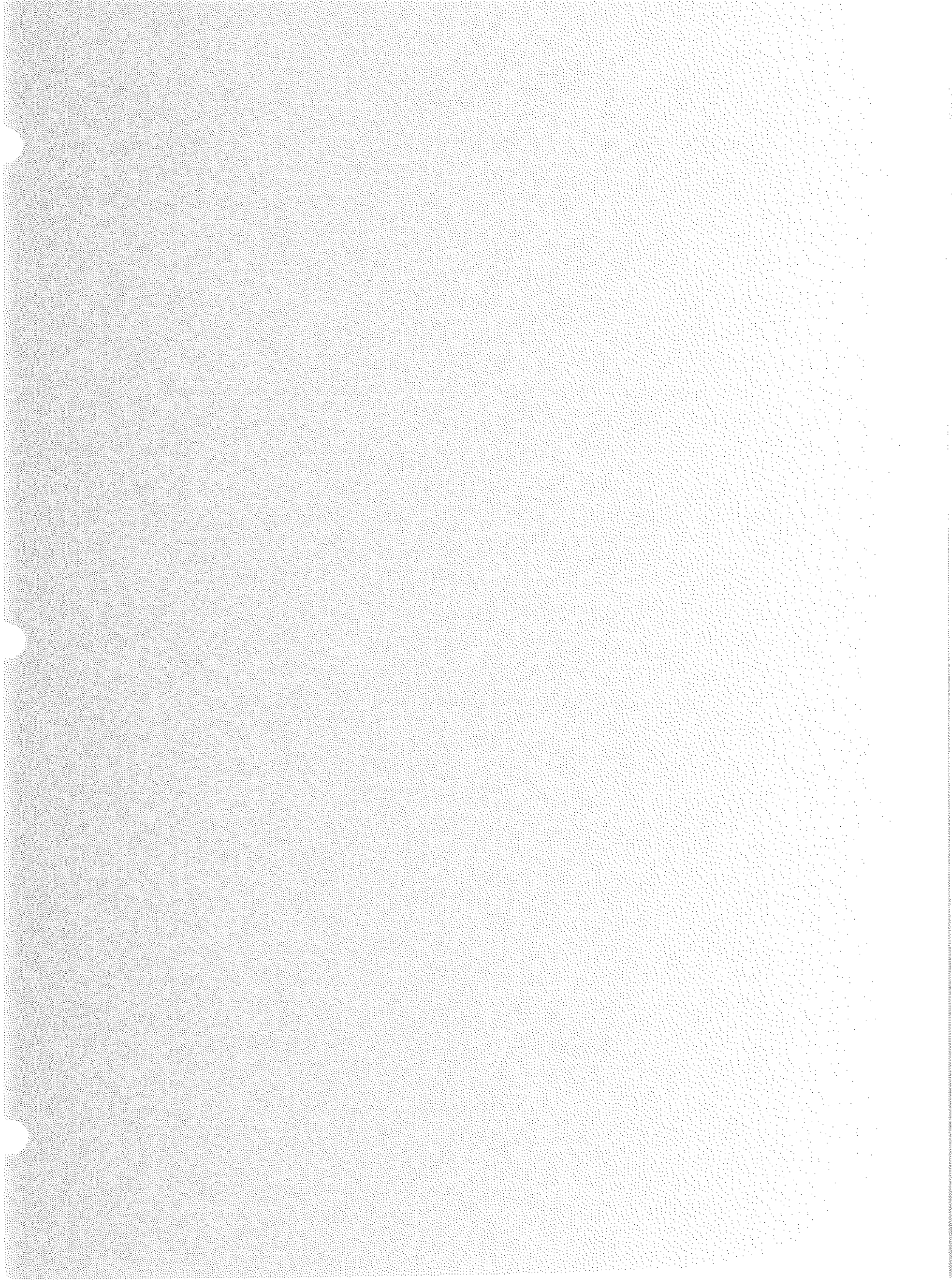
--	--	--	--

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments

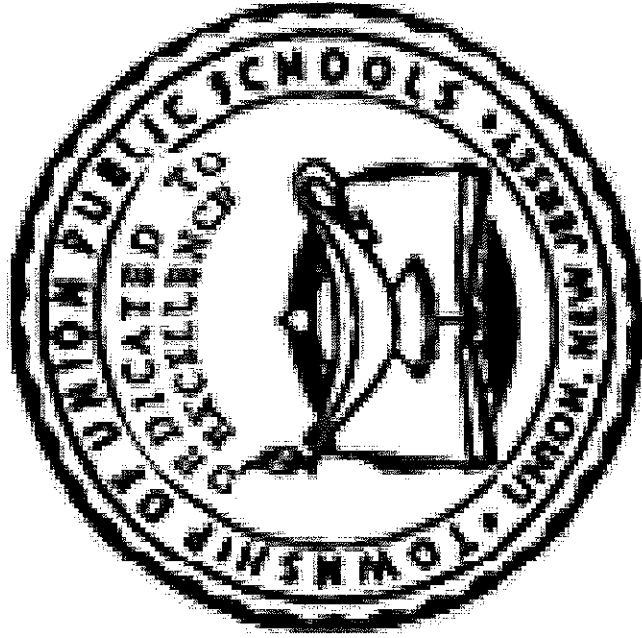
New Jersey Core Curriculum Content Standards
Academic Area

--	--	--	--	--

New Jersey Scoring Rubric



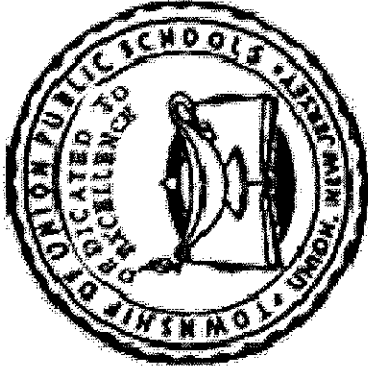
TOWNSHIP OF UNION PUBLIC SCHOOLS



Spanish I

Curriculum Guide

Curriculum Guide Approved June 2016



Board Members

Vito Nufrio, President

David Arminio, Vice President

Steven Le

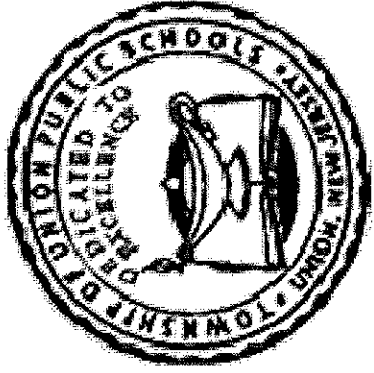
Guy Francis

Ronald McDowell

Jeff Monge

Angel Salcedo

Nancy Zuena



TOWNSHIP OF UNION PUBLIC SCHOOLS
Administration

SuperintendentMr. Gregory Tatum

Assistant SuperintendentDr. Noreen Lishak

Assistant Superintendent.....Ms. Ann Moses

Director of Student Information/TechnologyMs. Ann M. Hart

Director of Athletics, Health, Physical Education and Nurses.....Ms. Linda Ionta

DEPARTMENT SUPERVISORS

All Academic Areas K-2	Ms. Maureen Corbett
Language Arts/Social Studies 3-5	Mr. Robert Ghiretti
Mathematics/Science 3-5	Ms. Theresa Matthews
Guidance K-12/SAC	Ms. Nicole Ahern
Language Arts.....	Ms. Randi Moran
Math 8-12.....	Mr. Jeremy Cohen
Science 6-12.....	Ms. Maureen Guilfoyle
Social Studies/Business.....	Ms. Libby Galante
Gifted & Talented / Computer Technology K-8.....	Ms. Ann Hart
World Language/ESL/Career Education.....	Ms. Yvonne Lorenzo
Art/Music	Mr. Ronald Rago

Spanish I

Susana Alvarez

Patricia Guerra Frazier

Table of Contents

Title Page	
Board Members	
Administration	
Department Supervisors	
Curriculum Committee	
Table of Content	
District Mission/Philosophy Statement	
District Goals	
Course Description	
Recommended Texts	
Course Proficiencies	
Curriculum Units	
Appendix: New Jersey Core Curriculum Content Standards	

Mission Statement

The Township of Union Board of Education believes that every child is entitled to an education designed to meet his or her individual needs in an environment that is conducive to learning. State standards, federal and state mandates, and local goals and objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or when necessary, removed in order for the district to maintain the appropriate educational setting.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principles.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.

Course Description

This is the first course in the study of the Spanish language. This full year course is designed to introduce students to the Hispanic world, its people and its culture. It will introduce students to the fundamentals of correct Spanish pronunciation. It will also provide them with a basic vocabulary and some of the fundamentals of Spanish grammar. The goals of the course are to emphasize language development and develop a foundation for understanding, speaking, reading and writing Spanish at the most basic level.

Recommended Textbooks

!Aventura!

EMC Publishing

Course Proficiencies

Students will be able to...

- ...understand the widespread influence of the Spanish language and culture.
- ...develop positive attitudes toward and appreciation of the Spanish speaking people, their language and culture, through the use of the learning materials provided.
- ...pronounce, with fair degree of accuracy in pronunciation and intonation, the subject matter being taught and use this subject matter accurately.
- ...accurately copy into an organized notebook, vocabulary and phrases supplied by the teacher and reproduce most of this material on short quizzes, dialogues, dictations and projects.
- ...create and respond to phrases, questions and sentences frequently used in the classroom and respond accordingly.
- ... use vocabulary to communicate in Spanish, conjugate verbs in the simple present and simple future (including stem changing and irregular verbs), use demonstrative adjectives, direct and indirect objects and possessive adjectives to communicate.

Curriculum Units

Unit 1: Introduction to the Spanish Speaking World

Unit 2: Hispanic Influence in the US

Unit 3: In the City

Unit 4: Family/Feelings

Unit 5: Leisure-Time Activities

Pacing Guide- Course

<u>Content</u>	<u>Number of Days</u>
<u>Unit 1:</u> Intro to Spanish speaking world	35 days (Sep-Oct)
<u>Unit 2:</u> Hispanic Influence in the US	35 days (Nov-Dec)
<u>Unit 3:</u> In the City	35 days (Jan-Feb)
<u>Unit 4:</u> Family/Feelings	35 days (Mar-Apr)
<u>Unit 5:</u> Leisure-Time Activities	35 days (May-Jun)

Unit 1: Intro to Spanish Speaking World

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> • What are the Spanish speaking countries? • Where is Spanish spoken in our community? • What is the value of learning Spanish? • What are cognates? • What cognates do I already know? • How are the Spanish and English alphabets similar/different • How should students begin to speak in Spanish? 	<p>Describe the origin of the Spanish language and its use in the world.</p> <p>Describe ethnic diversity in Spanish Speaking countries.</p> <p>Discuss vocabulary through the recognition of cognates.</p> <p>Find cities in the United States that are cognates.</p> <p>Demonstrate a basic understanding of the alphabet.</p> <p>Pronounce and recognize the basic sounds of the Spanish alphabet.</p>	<p>Discuss Spanish speaking countries and cities where Spanish is spoken.</p> <p>Discuss jobs related to Foreign Languages.</p> <p>Find cognates in (animals/goods/etc.)</p> <p>Use cognates to find differences between Spanish and English alphabet pronunciations.</p> <p>Recite the alphabet.</p> <p>Spell ones name using the Spanish alphabet.</p> <p>Sing "Borriquito como tú"</p>	<ul style="list-style-type: none"> • Oral/written responses • Participation • Oral presentations • Quizzes • Dialogues • Projects • Observation • Map Activities • Group work • Games • Songs • Tests

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> • How do I say my name in Spanish? • How do we greet and bid farewell in the U.S. and abroad? • What information might you give at an introduction? • What is the difference between tú and usted? • How are numbers in Spanish different from those in English? • Can I count to 60 in Spanish? • How do I tell time in Spanish? 	<p>Introduce yourself and say how you are and where you are from.</p> <p>Use formal and informal greetings (tú vs. ud.).</p> <p>Greet people according to time of day.</p> <p>Tell your age, phone number and date.</p> <p>Use courtesy expressions.</p> <p>Ask for and give information.</p> <p>Use numbers to count and give telephone numbers.</p> <p>Tell time in Spanish</p>	<p>Provide and obtain information about classmates.</p> <p>Using both last names, answer "What is your name?" in Spanish.</p> <p>Exchange names and present basic introductions.</p> <p>Create a list of people you would address with tu and usted.</p> <p>Create a conversation asking and exchanging basic personal information.</p> <p>Play Bingo as vocabulary review.</p> <p>Use class objects to review vocabulary by spelling them out in Spanish.</p> <p>Ask for and give telephone numbers in Spanish.</p> <p>Say your birthday in Spanish.</p> <p>Use a paper plate to create a clock and practice telling time.</p> <p>Discuss military time.</p>	<ul style="list-style-type: none"> • Oral/written responses • Participation • Oral presentations • Quizzes • Dialogues • Projects • Observation • Map Activities • Group work • Games • Songs • Tests

Unit 2: Hispanic Influence in the US

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/Is)	Activities	Assessments
<ul style="list-style-type: none"> • What are the subject pronouns in Spanish and how are they different than those in English? • Where is "vosotros" used? • How can I tell if a verb is in the infinitive form? • How can I conjugate the irregular verb "ser"? • How do schools in Spanish speaking countries differ from those in the US? • What school supplies do I need for different classes? • What are my favorite and least favorite classes? 	<p>Identify subject pronouns in Spanish.</p> <p>Compare and contrast pronouns in English and Spanish.</p> <p>Compare and contrast the different forms of the pronoun you in Spanish.</p> <p>Analyze the usage of the subject pronoun "vosotros" in Spanish.</p> <p>List the conjugation of the irregular verb ser.</p> <p>Compare/Contrast your schools in the US and abroad.</p> <p>Talk about school subjects and supplies.</p> <p>Determine what school supplies you need for different classes.</p>	<p>Create a chart using the subject pronouns.</p> <p>Drill and practice.</p> <p>Conjugate the irregular verb ser using drill and practice.</p> <p>Watch YouTube video Señor Jordan on verb ser.</p> <p>Fill-in a verb chart conjugating the verb ser.</p> <p>Use conjugation cube to conjugate the verb ser.</p> <p>Ask/answer school related questions using text.</p> <p>Play Bingo as vocabulary review.</p> <p>Create a school schedule for one week telling what classes you have and what supplies you need for each class.</p> <p>Ask/Answer ¿Que necesitas para la clase...?</p>	<ul style="list-style-type: none"> • Oral/written responses • Participation • Oral presentations • Quizzes • Dialogues • Projects • Observation • Map Activities • Group work • Games • Songs • Tests

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> • Why are there masculine and feminine adjective/noun forms in Spanish? • Do adjectives have to agree with nouns/adjectives in Spanish? • Are there "neutral" adjectives in Spanish? • How do I conjugate the -ar regular verbs and irregular verb estar? • Do verbs in Spanish have different endings? • Are there masculine/feminine definite/indefinite articles in Spanish? • What is my favorite outfit and what color is it? 	<p>Describe famous people using descriptive adjectives.</p> <p>Discuss adjective-noun agreement in Spanish.</p> <p>Analyze the masculine and feminine forms of adjectives in Spanish.</p> <p>List the conjugation of the regular -ar verbs.</p> <p>Identify the definite and indefinite articles and discuss agreement.</p> <p>Identify the items of clothing.</p> <p>Describe clothing using colors.</p>	<p>Discuss the grammar rules for adjectives in Spanish.</p> <p>Point out which of the adjectives are "neutral".</p> <p>Create a poem describing yourself.</p> <p>Fill-in a verb chart conjugating all the -ar verbs learned thus far.</p> <p>Use a cube with all pronouns to conjugate verbs.</p> <p>Revisit the class objects and change the definite articles to indefinite articles.</p> <p>Complete text and workbook exercises as grammar review.</p> <p>Have a fashion show with an MC telling what items of clothing are worn and what color they are.</p>	<ul style="list-style-type: none"> • Oral/written responses • Participation • Oral presentations • Quizzes • Dialogues • Projects • Observation • Map Activities • Group work • Games • Songs • Tests

Unit 3: In the City

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> • How can I say where someone is going? • Can I say where something is located? • What expressions are used at an introduction? • How can I create questions in Spanish? • What are the different modes of transportation used in Spanish speaking countries? • How do Mexicans travel from one location to another? • What are irregular verbs? • How do I conjugate the verb "ir"? 	<p>Determine when and with whom you do an activity.</p> <p>Identify the different buildings in a city.</p> <p>Respond to an introduction appropriately.</p> <p>Identify the three ways questions can be asked in target language.</p> <p>Tell which modes of transportation you would use to go to different locations.</p> <p>Discuss the transportation situation in Mexico City</p> <p>Compare the irregular verb ir to the regular -ar verbs.</p> <p>Conjugate the irregular verb ir.</p> <p>Apply the expression ir+a+infinitive to tell where you are going to go in the future.</p>	<p>Use flashcards to identify vocabulary.</p> <p>Create a map of Union telling where each of the various locations or points of interest are located.</p> <p>Create a dialogue where you introduce yourself to others and tell where are going after school.</p> <p>Drill and practice turning sentences into questions using the three grammatical methods.</p> <p>Create memory cards to be used with a partner.</p> <p>Create a Venn diagram comparing transportation in Mexico to the US.</p> <p>Fill-in a verb chart comparing the irregular verb ir to the -ar regular verbs.</p> <p>Watch a YouTube video on verb ir conjugation.</p> <p>Write sentences telling where you are going to go this weekend.</p>	<ul style="list-style-type: none"> • Class work • Homework • Quiz • Participation • Portfolio assessments • Dialogues/Role plays • Listening comp. • Dictation • Video clips • Performance based assessments • Oral presentations • Test

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> • Are meal times different in the US and abroad? • What are my favorite foods? • What is a siesta? • Which foods are good or bad for your health? • How do I conjugate the -er regular verbs? • What is the difference between -ar verbs and -er verbs? 	<p>Describe meals and talk about different foods.</p> <p>Express likes, preferences or opinions with regards to food.</p> <p>Indicate hunger or thirst.</p> <p>Create sentences using the correct conjugation of the -er regular verbs.</p> <p>Compare and contrast -ar and -er verbs.</p>	<p>Compare and contrast eating customs in Spanish speaking countries.</p> <p>Complete text and workbook exercises as vocabulary review.</p> <p>Create a food pyramid in Spanish.</p> <p>Create a food menu in Spanish.</p> <p>Present a restaurant dialogue to the class.</p> <p>Using food circulars to create sentences telling what you and your family members are eating using the different conjugation forms of the verb comer.</p>	<ul style="list-style-type: none"> • Class work • Homework • Quiz • Participation • Portfolio assessments • Dialogues/Role plays • Listening comp. • Dictation • Video clips • Performance based assessments • Oral presentations • Test

Unit 4: Family/Feelings

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPI/s)	Activities	Assessments
<ul style="list-style-type: none"> • Do Spanish speakers change their names when they get married? • How are your family members related to you? • How do you express possession in Spanish? • How do you express possession in Spanish? • How do I conjugate the regular –ir verbs? • Are the –ir verbs similar to –er verbs and –ar verbs? • How can I describe how I or something feels? • How do I describe people or things using adjectives? 	<p>Discuss the change of names in Spanish speaking countries.</p> <p>Tell your different family members name, age and how they are related to you.</p> <p>Identify and describe various family members or pets.</p> <p>Differentiate the possessive expressions mi, tu, su and nuestro.</p> <p>Determine when and with whom you do different activities.</p> <p>Conjugate the verbs ending in –ir.</p> <p>Compare and contrast the –ar, –er, and –ir verbs.</p> <p>Describe how different family members feel while doing different activities.</p>	<p>Create a marriage certificate for your imaginary wedding to a celebrity.</p> <p>Create a family tree or photo album of your family or a t.v family using relationship, possessive adjectives, age and likes/dislikes.</p> <p>Construct a dialogue using all vocabulary learned.</p> <p>Complete text and workbook exercise as drill and practice of the possessive adjectives.</p> <p>Create an itinerary for the weekend telling where you are going and with whom using three possessive adjectives.</p> <p>Create a comparison chart for all three verb endings.</p> <p>Using the verb vivir tell where different family members live.</p>	<ul style="list-style-type: none"> • Class work • Homework • Quiz • Participation • Portfolio assessments • Dialogues/Role plays • Listening comp. • Dictation • Video clips • Performance based assessments • Oral presentations • Test

Essential Questions	Give an excuse for not attending an event at your school. Instructional Objectives/ Skills and Benchmarks (CPIs)	Create a dialogue with two friends telling how you feel. Activities	Assessments
<ul style="list-style-type: none"> • How can I express surprise, enthusiasm or disappointment? • What are infinitives? • What are my favorite hobbies? • Do my friends share my likes and dislikes? • How do you say neither of two descriptions fit you or that you do not like either of two choices? • Can I describe my friends and family physically? • Do parts of speech in Spanish have to agree? 	<p>Say what you like and don't like to do.</p> <p>Ask someone what he/she likes and doesn't like to do.</p> <p>Ask if a statement is accurate using the expression ¿verdad?</p> <p>Say that you like something or you don't like it either.</p> <p>Describe different celebrities' personalities.</p> <p>Identify and describe various family members or pets.</p>	<p>Describe different classroom items and tell what their state of being is using the verb estar.</p> <p>Compare/contrast major sports in Spanish-speaking countries to the US.</p> <p>Ask/answer What do you like or don't like to do.</p> <p>Watch a video clip on infinitives.</p> <p>Conduct a class survey of activity preferences and make a graph, chart of table presenting findings.</p> <p>Write a letter to a penpal describing yourself and telling your personality traits and likes and dislikes.</p> <p>Tell what different celebrities are like based on their personalities.</p>	<ul style="list-style-type: none"> • Class work • Homework • Quiz • Participation • Portfolio assessments • Dialogues/Role plays • Listening comp. • Dictation • Video clips • Performance based assessments • Oral presentations • Test

Unit 5: Leisure-Time activities


Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> • What does the verb tener mean and when can I use it? • How do I express strong feelings in Spanish? • What are the capitalization rules in Spanish for months and days? • How can I say that I did something yesterday, will do something tomorrow or have plans today? • How can I use the future tense of the verb to be? • How do I count to 1,000,000 	<p>Conjugate the verb tener.</p> <p>Compare and contrast the verb tener, ser and estar.</p> <p>Tell that something is very exciting, scary or boring.</p> <p>Utilize the capitalization rules when using the Spanish calendar.</p> <p>Use numbers to give dates, birthdays and holidays.</p> <p>Conjugate the future tense of the verb to be.</p> <p>What currencies are used in the different Spanish speaking countries?</p>	<p>Create a conjugation chart comparing and contrasting the three verbs to be/to have.</p> <p>Use the expression ¡Que...! to demonstrate excitement while creating a dialogue.</p> <p>Produce a Spanish planner for the current month. Write sentences telling what you did, are doing or will do.</p> <p>Create an email entry telling your Pen pal what you did last week, what plans you have for today and what you will do in the future.</p> <p>Create a map of South and Central America and tell what currencies they use in each country.</p> <p>Use different currencies to tell what things cost in different countries.</p>	<ul style="list-style-type: none"> • Class work • Homework • Quiz • Participation • Portfolio assessments • Dialogues/Role plays • Listening comp. • Dictation • Video clips • Performance based assessments • Oral presentations • Test

New Jersey Core Curriculum Content Standards
World Languages

<http://www.state.nj.us/education/cccs/2004/s3 la.l.pdf>

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own and participate in home and global communities.

New Jersey Scoring Rubric

 Spanish Dialogue Enter rubric description		5 (N/A)	4 (N/A)	3 (N/A)	2 (N/A)
Spelling and Grammar	<p>5</p> <p>There are no spelling, punctuation, or grammar errors.</p>	<p>4</p> <p>There are 1-2 spelling, punctuation, or grammar errors.</p>	<p>3</p> <p>There are 3-4 spelling, punctuation, or grammar errors.</p>	<p>2</p> <p>There are more than 4 spelling, punctuation, or grammar errors.</p>	
Creativity	<p>5</p> <p>Contains many creative details that add to the audience's enjoyment and show the effort of the authors. Background information is clearly related to the conversation.</p>	<p>4</p> <p>Contains several creative details that add to the reader's enjoyment and show the effort of the author. Background is related to the conversation.</p>	<p>3</p> <p>Contains a few creative details or details that do little to support the dialogue. Background not clearly related to the conversation.</p>	<p>2</p> <p>Contains little or no creativity or detail. Little effort is shown by the author. Background not related to the conversation.</p>	
Presentation/Memorization	<p>5</p> <p>Dialogue is well organized and flows like a natural conversation. Background is clearly related to the conversation.</p>	<p>4</p> <p>Dialogue is fairly well organized and mostly flows like a natural conversation.</p>	<p>3</p> <p>Dialogue is slightly confusing and somewhat flows like a natural conversation.</p>	<p>2</p> <p>Dialogue is hard to follow and doesn't flow like a natural conversation.</p>	
Pronunciation/Expression	<p>5</p> <p>No pronunciation errors are noted. Conversation is recited with appropriate expression.</p>	<p>4</p> <p>There are 1-2 errors in pronunciation. Conversation is recited with mostly appropriate expression.</p>	<p>3</p> <p>There are 3-4 pronunciation errors. Conversation is recited with somewhat appropriate expression.</p>	<p>2</p> <p>There are 5 or more pronunciation errors. Appropriate expression not used.</p>	

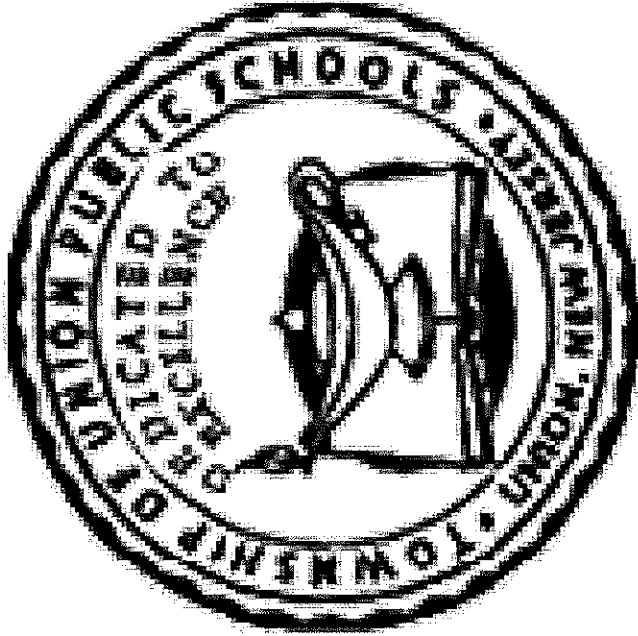
Student Name: _____

Making A Poster : Collage

CATEGORY	4	3	2	1
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
Required Elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.
Content - Accuracy	At least 15 accurate facts are displayed on the poster.	12-14 accurate facts are displayed on the poster.	10-11 accurate facts are displayed on the poster.	Less than 10 accurate facts are displayed on the poster.
Attention to theme	All of the illustrations give a reasonable explanation of how every item in the collage is related to the assigned theme.	12-14 illustrations give a reasonable explanation of how every item in the collage is related to the assigned theme.	10-12 illustrations give a fairly reasonable explanation of how the items in the collage are related to the assigned theme.	Less than 10 illustrations relate to the theme.
Title	Titles and text were written clearly and were easy to read from a distance. Creativity is displayed.	Title can be read from 6 ft. away and describes content well.	Title can be read from 4 ft. away and describes the content well.	The title is too small and/or does not describe the content of the poster well.



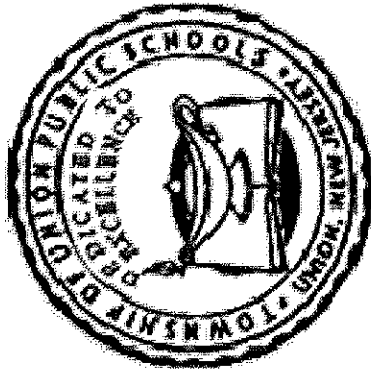
TOWNSHIP OF UNION PUBLIC SCHOOLS



Honors Spanish V

Curriculum Guide

Curriculum Guide Approved June 2016



Board Members

Vito Nufrio, President

David Arminio, Vice President

Steven Le

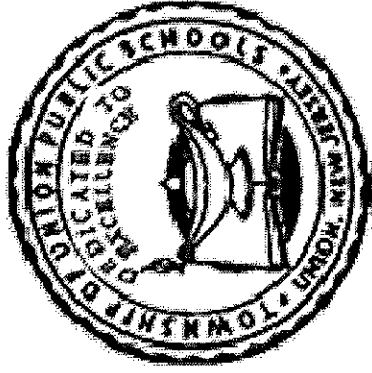
Guy Francis

Ronald McDowell

Jeff Monge

Angel Salcedo

Nancy Zuena



TOWNSHIP OF UNION PUBLIC SCHOOLS
Administration

SuperintendentMr. Gregory Tatum

Assistant SuperintendentDr. Noreen Lishak

Assistant Superintendent.....Ms. Ann Moses

Director of Student Information/TechnologyMs. Ann M. Hart

Director of Athletics, Health, Physical Education and Nurses.....Ms. Linda Ionta

DEPARTMENT SUPERVISORS

All Academic Areas K-2	Ms. Maureen Corbett
Language Arts/Social Studies 3-5	Mr. Robert Ghiretti
Mathematics/Science 3-5	Ms. Theresa Matthews
Guidance K-12/SAC	Ms. Nicole Ahern
Language Arts.....	Ms. Randi Moran
Math 8-12.....	Mr. Jeremy Cohen
Science 6-12.....	Ms. Maureen Guilfoyle
Social Studies/Business.....	Ms. Libby Galante
Gifted & Talented / Computer Technology K-8.....	Ms. Ann Hart
World Language/ESL/Career Education.....	Ms. Yvonne Lorenzo
Art/Music	Mr. Ronald Rago

Honors Spanish V

Curriculum Committee Members

Antonia Peralta

Table of Contents

Title Page	Page
Board Members	2
Administration	3
Department Supervisors	4
Curriculum Committee	5
Table of Content	6
District Mission/Philosophy Statement	7
District Goals	8
Course Description	9
Recommended Texts	9
Course Proficiencies	10-11
Curriculum Units	12-25

Appendix: New Jersey Core Curriculum Content Standards

Mission Statement

The Township of Union Board of Education believes that every child is entitled to an education designed to meet his or her individual needs in an environment that is conducive to learning. State standards, federal and state mandates, and local goals and objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or when necessary, removed in order for the district to maintain the appropriate educational setting.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principles.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation

Course Description

The Spanish V course is a thematic introduction to literature, art and culture of the Hispanic world as well as a review and refinement of previously learned grammar and vocabulary. Instructional content reflects a variety of topics such as origins, development and evolution of the Spanish language, leisure time activities, family relationships, customs and beliefs, the urban versus rural environment, communication, Spain and Latin America in the 21st Century, the world of work, a multicultural society, gender roles and stereotypes, education, revolutionary movements and the Hispanic presence in the United States. Short contemporary literature, film, poetry, current newspaper/magazine articles, other non-technical writings in addition to the textbook will also be studied.

Discussions in the target language will perfect students' pronunciation and communication skills. Since some students who elect this course may wish to take the AP exam upon completion, students will engage in some activities that speak to the AP Spanish test. Practice in organizing thoughts in order to speak on tapes, write compositions and take timed practice tests may be infused into the curriculum.

Recommended Textbooks

Reflejos

Course Proficiencies

Students will be able to...

Semester I

- Name and define folkloric instruments used in Spanish music
- Discuss the history and origin of folkloric instruments and significance in Spanish music
- Define and use the vocabulary of the instruments used in the Latino world
- Describe "El Corrido Mejicano" its importance and beginnings
- Create and apply the present subjunctive with noun and adjective clauses
- Use demonstrative adjectives and pronouns
- Analyze and critique Diego Rivera's "Baile en Tehuantepec" and other selected works
- Discuss Gabriela Mistral's biography
- Analyze and critique select poems by Gabriela Mistral, Federico García Lorca; and Nicolás Guillén
- Evaluate the significance of poems
- Synthesize the three works
- Describe Hispanic foods and their origins
- Relate Hispanic foods to their individual countries
- Explain the importance of the "paella valenciana" in Spain

Semester II

- Define and apply vocabulary dealing with the environment and ecology
- Assess ways to better the environment
- Discuss the serious concerns effecting the ozone layer
- Create an advertisement for a product that will help the environment
- Utilize the future tense in original and applied sentences
- Using the conditional tense discuss what could be done to minimize pollution
- Employ the use of diminutive and augmentative forms
- Recite and analyze select proverbs
- Analyze and critique "Paisaje de San Antonio" by José Antonio Velásquez
- Compare and contrast the five poems by Ciaribel Alegria, Dida Aguirre García, Lily Flores Palomino, Antonio Machado and Porfirio Menenses Lazón
- Identify the "Pueblos Indígenas"
- Locate the origins of the three great indigenous empires

- Construct and use the imperative affirmatively and negatively
- Define and use vocabulary related to food preparation
- Discuss the Mayan society and their agriculture
- Form original sentences using the affirmative and negative expressions
- Construct sentences using transitional expressions
- Recite and analyze select proverbs
- Discuss the artists biography and works by Ginés Parra and José Agustín Arrieta
- Read and relate "Un sándwich de arroz" by Sandra Cisneros personally

- Compare and contrast the Mayan, Inca and Aztec cultures using given vocabulary
- Evaluate the "Yanomamos" culture
- Formulate and apply the present progressive tense
- Apply and differentiate all the indicative perfect tenses
- Identify and construct sentences using the simple and compound prepositions
- Describe and critique works by the "moche" culture
- Synthesize the works discussed by Raúl Carimán Bustamante, Víctor Montejo, Pablo Neruda and Marjorie Agosin

Curriculum Units

Unit 1: Cantos y Bailes

Unit 2: Sabores y Colores

Unit 3: El Medioambiente y la Ecología

Unit 4: Pasado y presente

Pacing Guide- Course

<u>Content</u>	<u>Number of Days</u>
<u>Unit 1:</u> Cantos y Bailes	September – Mid November (10 weeks)
<u>Unit 2:</u> Sabores y Colores	Mid November - January (10 weeks)
<u>Unit 3:</u> El Medio Ambiente y La Ecología	February – Mid April (10 weeks)
<u>Unit 4:</u> Pasado y Presente	Mid April – Mid June (8 weeks)

Unit 1: Vocabulary

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/s)	Activities	Assessments
<ul style="list-style-type: none"> • What types of instruments are used in Spanish folkloric music? • What is the origin of these folkloric instruments? • What is the history of the salsa music? • What are the different types of Latino music? • Who are some of the contemporary Latino artists? 	<ul style="list-style-type: none"> • Explain sounds and describe each folkloric instrument • Label each instrument to its matching country • Talk about the mixture of music that creates "salsa" • Explain which types of Latino music you prefer to listen to • Name your favorite Latino artist 	<ul style="list-style-type: none"> • Read articles, listen and watch videos on folkloric instruments • Use maps, video clips and research internet • Listen to variety of Latino music • Debate and defend your preference of Latino music • Create power point/poster of favorite artist and incorporate music 	<ul style="list-style-type: none"> • Class work • Homework • Quiz • Participation • Dialogues • Listening comp. • Dictation • Video clips • Performance based assessments • Oral presentations • Test

Unit 1: Grammar

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> • When is the subjunctive used? • How is the subjunctive formed? • What are some expressions that require the subjunctive? • What is the demonstrative adjectives' function? • What are the demonstrative adjectives in Spanish? 	<ul style="list-style-type: none"> • Create sentences that request, express doubt and or emotions • Explain steps for appropriate conjugation • Use impersonal expressions • Express location of a subject in relationship to speaker/listener • List and define demonstrative adjectives 	<ul style="list-style-type: none"> • Create dialogue expressing hope/desire to attend Latino concert • Design a step by step chart • Watch and point out the specific expressions • Illustrate a chart with demonstrative adjectives • Label each demonstrative adjective and translate 	<ul style="list-style-type: none"> • Class work • Homework • Quiz • Participation • Dialogues • Listening comp. • Dictation • Video clips • Performance based assessments • Oral presentations • Test

Unit 1: Art and Literature

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/Is)	Activities	Assessments
<ul style="list-style-type: none"> • What is the theme of “Baile en Tehuantepec”? • Who was Gabriela Mistral? • What is the significance of “La Guitarra” and its author? • What influenced the poem “Sensemaya”? 	<ul style="list-style-type: none"> • Describe the work of art using vocabulary • Discuss facts about the life of Gabriela Mistral • Identify what impacted the life of Garcia Lorca • Express how the African and Cuban cultures influenced the poem 	<ul style="list-style-type: none"> • Compare and contrast 2 works of Diego Rivera • Research Gabriela Mistral • Relate how the Spanish Civil War effected Garcia Lorca in a composition • Illustrate an image combining the two cultures 	<ul style="list-style-type: none"> • Class work • Homework • Quiz • Participation • Dialogues • Listening comp. • Dictation • Video clips • Performance based assessments • Oral presentations • Test

Unit 2: Vocabulary

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/s)	Activities	Assessments
<ul style="list-style-type: none"> • What are some common Hispanic foods and which countries are they most prevalent? • Why is the Latino cuisine so varied? • What three cultures influenced the ingredients of the paella? • What are some foods and utensils used in Latino cooking? • What are the main ingredients in Mayan food? 	<ul style="list-style-type: none"> • Generate a chart indicating the typical Latin foods and the native countries • Analyze the geography of Latino countries • Identify the cultural mix that influenced the paella valenciana • Categorize foods, measurements and utensils • Explain the main ingredients of Mayan food 	<ul style="list-style-type: none"> • Using the internet research Latino countries and their native foods • Create a map indicating the crops native to specific Latino countries • Read article on the origins of the paella • Demonstrate a Spanish recipe step by step • Investigate through the internet and readings the Mayan cuisine 	<ul style="list-style-type: none"> • Class work • Homework • Quiz • Participation • Dialogues • Listening comp. • Dictation • Video clips • Performance based assessments • Oral presentations • Test

Unit 2: Grammar

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/s)	Activities	Assessments
<ul style="list-style-type: none"> • How is the Imperative formed? • What are some affirmative expressions? • What are some negative expressions? • What words help to connect two phrases? 	<ul style="list-style-type: none"> • Formulate the construction of the Imperative • List and define the Affirmative Expressions • Create original responses negatively • Utilize transitional words personally 	<ul style="list-style-type: none"> • Watch power point of formation of the Imperative • Create a chart of the affirmatives/negatives and their uses/translations • Rewrite and combine sentences using transitional words 	<ul style="list-style-type: none"> • Class work • Homework • Quiz • Participation • Dialogues • Listening comp. • Dictation • Video clips • Performance based assessments • Oral presentations • Test

Unit 2: Art and Literature

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/Is)	Activities	Assessments
<ul style="list-style-type: none"> • What proverbs use food to teach a moral lesson? • Who is Gines Parra? • Who is José Agustín Arrieta? • Who was Sandra Cisneros? 	<ul style="list-style-type: none"> • Retell the proverbs that refer to food • Identify a cubist artist in Spanish art • Name a “costumbrista” artist of Mexico • Discuss facts about the life of Sandra Cisneros 	<ul style="list-style-type: none"> • Apply proverbs in role playing dialogues • Watch video clips of the life and works of Gines Parra and take notes • Read and answer questions about the life and work of José Agustín Arrieta • Research the life of Sandra Cisneros and write a composition expressing how “Un Sandwich de arroz” relates to her life 	<ul style="list-style-type: none"> • Class work • Homework • Quiz • Participation • Dialogues • Listening comp. • Dictation • Video clips • Performance based assessments • Oral presentations • Test

Unit 3: Vocabulary

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> • What are some concerns with our environment? • What are some dangers affecting ecology? • What can you do to correct problems with the environment? • What are some serious problems with the ozone layer and some possible solutions? 	<ul style="list-style-type: none"> • Talk about pollution using vocabulary • Explain some dangerous affecting ecology • Describe solutions to better the environment • Identify concerns/solutions with the ozone layer 	<ul style="list-style-type: none"> • Watch and listen to reports on the effects of pollution on our environment • Develop a composition explaining the dangers affecting ecology • Debate ways to improve our environment • Create an advertisement for a product or solution to help protect the ozone layer 	<ul style="list-style-type: none"> • Class work • Homework • Quiz • Participation • Dialogues • Listening comp. • Dictation • Video clips • Performance based assessments • Oral presentations • Test

Unit 3: Grammar

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/Is)	Activities	Assessments
<ul style="list-style-type: none"> • When is the future tense used? 	<ul style="list-style-type: none"> • Create sentences that express actions that will occur 	<ul style="list-style-type: none"> • Create a dialogue expressing what you will do to help the environment 	<ul style="list-style-type: none"> • Class work • Homework • Quiz
<ul style="list-style-type: none"> • When is the conditional tense used? 	<ul style="list-style-type: none"> • Develop phrases expressing what could be done 	<ul style="list-style-type: none"> • Design a poster suggesting what could be done to improve the environment 	<ul style="list-style-type: none"> • Participation • Dialogues • Listening comp.
<ul style="list-style-type: none"> • How are the future and conditional tenses formed? 	<ul style="list-style-type: none"> • Explain the steps for the appropriate conjugations for the future and conditional tenses 	<ul style="list-style-type: none"> • Correct erroneous posters displayed using the smart board and explaining the formation of both the future and conditional 	<ul style="list-style-type: none"> • Dictation • Video clips • Performance based assessments
<ul style="list-style-type: none"> • When are diminutives and augmentatives used? 	<ul style="list-style-type: none"> • Identify words that express an increase/decrease in size or volume and positive and negative value judgements 	<ul style="list-style-type: none"> • Label objects in the room with appropriate diminutives or augmentatives 	<ul style="list-style-type: none"> • Oral presentations • Test

Unit 3: Art and Literature

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/s)	Activities	Assessments
<ul style="list-style-type: none"> • What is the moral lesson of the proverb? • What is the main theme in José Antonio Velásquez's "Paisaje de San Antonio"? • What common theme do all five poems share? 	<ul style="list-style-type: none"> • Explain the significance of proverb • Describe the art work by José Antonio Velásquez using the vocabulary from this chapter • Identify the common theme in all five poems by Alegría, Aguirre García, Flores Palomino, Machado and Meneses Lazón 	<ul style="list-style-type: none"> • Relate how the proverb could apply to your own personal life through personal experiences in an oral speech • Compare and contrast Velásquez's work with that of an American artist that uses nature as it's theme in his works • Synthesize the themes in these five poems in a composition 	<ul style="list-style-type: none"> • Class work • Homework • Quiz • Participation • Dialogues • Listening comp. • Dictation • Video clips • Performance based assessments • Oral presentations • Test

Unit 4: Vocabulary

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> • What are the three main indigenous cultures of Latino America? • Where did the Mayas, Incas and Aztecs live? • What did these civilizations have in common? • What are some of the customs of the Yanomamos culture? 	<ul style="list-style-type: none"> • Describe the Mayan, Aztec and Inca cultures • Label each Indigenous group with the countries they come from • Explain the similarities of these 3 cultures using the chapter vocabulary • Talk about the customs of the Yanomamos culture 	<ul style="list-style-type: none"> • Research the 3 great indigenous cultures of Latino America • Illustrate a map highlighting the countries that each indigenous group came from • Debate which culture was superior by synthesizing • Watch video clip of the Yanomamos culture 	<ul style="list-style-type: none"> • Class work • Homework • Quiz • Participation • Dialogues • Listening comp. • Dictation • Video clips • Performance based assessments • Oral presentations • Test

Unit 4: Grammar

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> • When is the Present Progressive used? • How is the present progressive formed? • What is the present perfect used for? • What is the use of prepositions? 	<ul style="list-style-type: none"> • Create sentences that emphasize actions in progress • Explain steps to form the present progressive • Describe recent past actions and describe or inquire about life experiences • Express how prepositions join two or more parts of a sentence and establish a relationship between them 	<ul style="list-style-type: none"> • Watch news clip and use present progressive to narrate actions • Design a step by step chart • Create a dialogue expressing recent past actions with a classmate • Using Actividad 11, p. 190, describe the position of the objects Gloria has and where they are using compound prepositions 	<ul style="list-style-type: none"> • Class work • Homework • Quiz • Participation • Dialogues • Listening comp. • Dictation • Video clips • Performance based assessments • Oral presentations • Test

Unit 4: Art and Literature

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> Who was the moche culture? What did Bustamante, Montejo, Neruda and Agosia all commonly write about in their poems discussed? 	<ul style="list-style-type: none"> Describe the civilization that lived in the northern coast of Peru approximately 2000 years ago Express how nature Bustamante, Montejo, Neruda and Agosia 	<ul style="list-style-type: none"> Create a power point of some of the handiworks of the moche culture its importance Illustrate a poster of all the common elements that influenced the four poets discussed 	<ul style="list-style-type: none"> Class work Homework Quiz Participation Dialogues Listening comp. Dictation Video clips Performance based assessments Oral presentations Test

New Jersey Core Curriculum Content Standards
Academic Area

<http://www.state.nj.us/education/cccs/2014/wl/WL.pdf>

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

New Jersey Scoring Rubric

In Scoring, consider the grid of written language	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
Score	1	2	3	4	5	6
Content & Organization (see below)	<ul style="list-style-type: none"> May lack opening and/or closing Minimal response to topic; uncertain focus 	<ul style="list-style-type: none"> May lack opening and/or closing Attempts to focus May drift or shift focus 	<ul style="list-style-type: none"> May lack opening and/or closing Usually has single focus 	<ul style="list-style-type: none"> Generally has opening and/or closing Single focus 	<ul style="list-style-type: none"> Opening and closing Single focus Sense of unity and coherence Key ideas developed 	<ul style="list-style-type: none"> Opening and closing Single, distinct focus Unified and coherent Well-developed
	<ul style="list-style-type: none"> No planning evident; disorganized 	<ul style="list-style-type: none"> Attempts organization Few, if any, transitions between ideas 	<ul style="list-style-type: none"> Some lapses or flaws in organization May lack some transitions between ideas 	<ul style="list-style-type: none"> Ideas loosely connected Transition evident 	<ul style="list-style-type: none"> Logical progression of ideas Moderately fluent Attempts compositional risks 	<ul style="list-style-type: none"> Logical progression of ideas Fluent, cohesive Compositional risks successful
	<ul style="list-style-type: none"> Details random, inappropriate, or barely apparent 	<ul style="list-style-type: none"> Details lack elaboration, i.e., highlight paper 	<ul style="list-style-type: none"> Repetitious details Several unelaborated details 	<ul style="list-style-type: none"> Uneven development of details 	<ul style="list-style-type: none"> Details appropriate and varied 	<ul style="list-style-type: none"> Details effective, vivid, explicit, and/or pertinent

Usage (see below)	<ul style="list-style-type: none"> • No apparent control • Severe/numerous errors 	<ul style="list-style-type: none"> • Numerous errors 	<ul style="list-style-type: none"> • Errors/ patterns of errors may be evident 	<ul style="list-style-type: none"> • Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> • Few errors 	<ul style="list-style-type: none"> • Very few, if any, errors
Sentence Construction (see below)	<ul style="list-style-type: none"> • Assortment of incomplete and/or incorrect sentences 	<ul style="list-style-type: none"> • Excessive monotony/ same structure • Numerous errors 	<ul style="list-style-type: none"> • Little variety in syntax • Some errors 	<ul style="list-style-type: none"> • Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> • Few errors 	<ul style="list-style-type: none"> • Very few, if any, errors
Mechanics (see below)	<ul style="list-style-type: none"> • Errors so severe they detract from meaning 	<ul style="list-style-type: none"> • Numerous serious errors 	<ul style="list-style-type: none"> • Patterns of errors evident 	<ul style="list-style-type: none"> • No consistent pattern of errors • Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> • Few errors 	<ul style="list-style-type: none"> • Very few, if any, errors