

# **Cedar Grove School District**

## **Cedar Grove, NJ**

**2017**

**Spanish II**



*Approved by the Cedar Grove Board of Education*

**Superintendent of Schools**

**Mr. Michael J. Fetherman**

**Board of Education**

**Mrs. Christine Dye, President**

**Mr. Frank Mandala, Vice-President**

**Mr. Peter Prvulovic**

**Mr. David Schoner**

**Mr. Vincent Vollero**

# Spanish II

## Course Description

The Spanish II course offers the students expanded opportunities to study the Spanish language and Hispanic culture. The approach used within the New Jersey and national standards is to recognize three communicative modes that place primary emphasis on the context and purpose of the communication. The three modes are: Interpretive, Interpersonal, and Presentational.

- **The Interpretive Mode.** Students understand and interpret within the appropriate cultural context spoken and written communication.
- **The Interpersonal Mode.** Students engage in direct oral and/or written communication.
- **The Presentational Mode.** Students present, through oral and/or written communications, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate personal contact.

Built on the foundation of Spanish I, students continue their exploration of the Spanish language in this full-year course in preparation for more advanced studies of the target language at the high school level. At the completion of this year of study, students will master present tense with some knowledge on preterite (past tense), write a minimum of five (5) sentences spontaneously and have a spontaneous conversation of at least one (1) minute in Spanish.

# Spanish II

## Course Calendar

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
<b>Unit:</b>	1	2 3 4 5 6	7 8 9 10	11 12 13 14	15 16 17	18 19 20 21	22 23 24 25	26 27 28 29 30	31 32 33	34 35 36 37	38 39 40
<a href="#">Para Empezar (To Begin)</a>		█									
<a href="#">Tu Día Escolar (Your School Day)</a>			█								
<a href="#">Un Evento Especial (A Special Event)</a>				█							
<a href="#">Tú y Tu Comunidad (You and Your Community)</a>							█				
<a href="#">Recuerdos del Pasado (Past Memories)</a>									█		



**Spanish II**  
**Unit Planner: Para Empezar (To Begin)**  
Cedar Grove High School



Week 1 - Week 4

**Stage 1: Desired Results**

**NJ Standards**

**NJ: 2014 SLS: World Languages**

**A. Interpretive Mode**

**Linguistic:**

language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to:

- Identify the main idea and some supporting details when reading.
- Understand the gist and some supporting details of conversations dealing with everyday life.
- Infer the meaning of some unfamiliar words when used in familiar contexts

**NJ: Intermediate-Low**

**7.1.IL.A.2** Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.

**7.1.IL.A.4** Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.

**7.1.IL.A.5** Demonstrate comprehension of conversations and written information on a variety of topics.

**7.1.IL.A.7** Infer the meaning of a few unfamiliar words in some new contexts.

**B. Interpersonal Mode**

**Linguistic:**

The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to:

- Ask and answer questions related to everyday life.
- Handle simple transactions related to everyday life:

1. Initiate, maintain, and end a conversation.
2. Ask for and give permission.
3. Express needs.
4. Give reasons.
5. Request, suggest, and make arrangements.
6. Extend, accept, and decline an invitation.
7. Express an opinion and preference.

**NJ: Intermediate-Low**

**7.1.IL.B.1** Use digital tools to participate in short conversations and to exchange information related to

targeted themes.

**7.1.IL.B.4** Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.

### C. Presentational Mode

#### Linguistic:

The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:

-Handle simple transactions related to everyday life

1. Express needs.
2. Give reasons.
3. Express an opinion and preference.
4. Request and suggest.

#### NJ: Intermediate-Low

**7.1.IL.C.2** Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.

**7.1.IL.C.3** Use language creatively to respond in writing to a variety of oral or visual prompts.

**7.1.IL.C.4** Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.

#### Enduring Understandings

- There are multiple ways to express the same idea.
- There are clues in the text to help you figure out the meaning.
- Each culture has unique characteristics and values.

#### Essential Questions

- How can I describe myself?
- What is the text/speaker trying to communicate?
- How are language and culture linked?
- What can I learn about my own language and culture from the study of another language and culture?

#### Content

- Classroom objects and activities
- Nationalities
- Activities
- Descriptions

#### Skills

- Talk about what he/she and other people are like.
- Tell where he/she and other people are from.
- Use adjectives correctly in Spanish; including nationalities.
- Use forms of the verb 'ser', orally and in writing.

### Stage 2: Assessment Evidence

#### Formative Assessment

- Quiz
- Students will use vocabulary and grammar concepts in writing.

#### Summative Assessment

- Communicative Activity
  - Students will talk to each other about a given topic.
- Diamond Poem

- Students will write a poem describing themselves

### Stage 3: Learning Plan

#### Learning Activities

- Lecture
- Class discussions
- Multiple intelligences activities
- Student presentations
- Cooperative Learning structures
- Guided practice
- Performance assessments
- Projects
- Technology infusion
- Differentiated Instruction
- Homework review
- Research

#### Resources

##### **Textbook**

- *Realidades 2*, Pearson Prentice Hall, 2008

##### **Workbooks**

- *Realidades Level 2* - Practice workbook, Pearson Prentice Hall, 2008
- *Realidades Level 2* - Video/Audio/Writing workbook, Pearson Prentice Hall, 2008
- DVD Program - *Realidades Level 2*
- *Teacher's Resource Book* (Para Empezar-Tema 4), 2008
- *Realidades Level 2* - Assessment Program, Pearson Prentice Hall, 2008
- *Realidades Level 2* - Alternate Assessment Program, Pearson Prentice Hall, 2008
- *Realidades Level 2* - TPR Stories, Pearson Prentice Hall, 2008
- *Realidades Level 2* - Guided Practice Activities Teacher's Guide, Pearson Prentice Hall, 2008
- *Realidades Level 2* - Audio Program, Pearson Prentice Hall, 2008
- *Realidades Level 2* – Presentation EXPRESS CD-ROM, Pearson Prentice Hall, 2008
- *Realidades Level 2* – Teacher EXPRESS CD-ROM, Pearson Prentice Hall, 2008
- *Realidades Level 2* - Guided Practice Audio CD, Pearson Prentice Hall, 2008

##### **Supplementary Materials**

- Videos

##### **Websites**

- [www.PHSchool.com](http://www.PHSchool.com)
- [www.phsuccessnet.com](http://www.phsuccessnet.com)
- [Youtube, http://www.youtube.com](http://www.youtube.com)



## Spanish II

Unit: Tu Dia Escolar (Your School Day)  
Cedar Grove High School



Week 5 - Week 13

### Stage 1: Desired Results

#### NJ Standards

#### NJ: 2014 SLS: World Languages

##### A. Interpretive Mode

###### Linguistic:

The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to:

- Identify the main idea and some supporting details when reading.
- Understand the gist and some supporting details of conversations dealing with everyday life.
- Infer the meaning of some unfamiliar words when used in familiar contexts

###### NJ: Intermediate-Low

**7.1.IL.A.1** Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.

**7.1.IL.A.2** Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.

**7.1.IL.A.3** Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.

**7.1.IL.A.4** Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.

**7.1.IL.A.5** Demonstrate comprehension of conversations and written information on a variety of topics.

**7.1.IL.A.7** Infer the meaning of a few unfamiliar words in some new contexts.

##### B. Interpersonal Mode

###### Linguistic:

The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to:

- Ask and answer questions related to everyday life.
- Handle simple transactions related to everyday life:

1. Initiate, maintain, and end a conversation.
2. Ask for and give permission.
3. Express needs.

- 4. Give reasons.
- 5. Request, suggest, and make arrangements.
- 6. Extend, accept, and decline an invitation.
- 7. Express an opinion and preference.

**7.1.IL.B.2** Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.

**7.1.IL.B.4** Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.

**7.1.IL.B.5** Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

**C. Presentational Mode**

**Linguistic:**

The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:

-Handle simple transactions related to everyday life

- 1. Express needs.
- 2. Give reasons.
- 3. Express an opinion and preference.
- 4. Request and suggest.

**NJ: Intermediate-Low**

**7.1.IL.C.1** Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

**7.1.IL.C.2** Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports

**7.1.IL.C.3** Use language creatively to respond in writing to a variety of oral or visual prompts.

**7.1.IL.C.4** Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.

**Enduring Understandings**

- There are multiple ways to express the same idea.
- There are clues in the text to help you figure out the meaning.
- Each culture has unique characteristics and values.

**Essential Questions**

- How can I describe myself?
- How do school activities differ or are similar in Spain, Mexico and the US?
- What is the text/speaker trying to communicate?
- How are language and culture linked?
- What can I learn about my own language and culture from the study of another language and culture?

**Content**

- Classroom objects and activities

**Skills**

- Identify classroom items

<ul style="list-style-type: none"> <li>• Classroom rules</li> <li>• Present tense of regular and stem-changing verbs</li> <li>• Cultural context of famous Spanish people and dances</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss classroom rules using new vocabulary</li> <li>• Compare and contrast classes</li> <li>• Create a speech about classroom rules</li> <li>• Review vocabulary for classes, school supplies, class schedule, classroom items</li> <li>• Apply new vocabulary to daily life.</li> <li>• Use stem-changing verbs in the present tense</li> <li>• Identify extracurricular activities</li> <li>• Use affirmative and negatives words</li> <li>• Compare good vs. bad student's habits</li> <li>• Learn the uses of 'saber' and 'conocer'.</li> <li>• Role-play characters in a dialogue</li> <li>• Identify additional vocabulary from a video</li> <li>• Apply new vocabulary to daily conversation</li> <li>• Identify Latino writers, past and present</li> <li>• Discuss writing sample from Latino writer, Jose Martí</li> <li>• Discuss information about Latino musicians Rublén Blades and Celia Cruz</li> <li>• Identify Latino painters, past and present.</li> <li>• Discuss work sample from Antonio Berni and Fernando Botero</li> <li>• Research information about famous Spanish people.</li> <li>• Know information about different Spanish dances.</li> </ul>
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**Stage 2: Assessment Evidence**

<p><b><u>Formative Assessment</u></b></p> <ul style="list-style-type: none"> <li>• <b>Vocabulary Quiz</b> <ul style="list-style-type: none"> <li>▪ Students will recognize the vocabulary words in a written quiz</li> </ul> </li> </ul>	<p><b><u>Summative Assessment</u></b></p> <ul style="list-style-type: none"> <li>• <b>Oral Presentation</b> <ul style="list-style-type: none"> <li>▪ Students will create a poster with class rules and will present it to the class</li> </ul> </li> <li>• <b>Written Presentation</b> <ul style="list-style-type: none"> <li>▪ Students will write a report about their school and extracurricular activities</li> </ul> </li> <li>• <b>Chapter Test</b> <ul style="list-style-type: none"> <li>▪ Students will use vocabulary and grammar in a written test.</li> </ul> </li> </ul>
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**Stage 3: Learning Plan**

<p><b><u>Learning Activities</u></b></p> <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Class discussions</li> <li>• Multiple intelligences activities</li> <li>• Student presentations</li> <li>• Cooperative Learning structures</li> <li>• Guided practice</li> </ul>	<p><b><u>Resources</u></b></p> <p><b>Textbook</b></p> <ul style="list-style-type: none"> <li>• <i>Realidades 2</i>, Pearson Prentice Hall, 2008</li> </ul> <p><b>Workbooks</b></p> <ul style="list-style-type: none"> <li>• <i>Realidades Level 2</i> - Practice workbook, Pearson Prentice Hall, 2008</li> <li>• <i>Realidades Level 2</i> - Video/Audio/Writing</li> </ul>
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- Performance assessments
- Projects
- Technology infusion
- Differentiated Instruction
- Homework review
- Research

workbook, Pearson Prentice Hall, 2008

- DVD Program - *Realidades Level 2*
- *Teacher's Resource Book* (Para Empezar-Tema 4), 2008
- *Realidades Level 2* - Assessment Program, Pearson Prentice Hall, 2008
- *Realidades Level 2* - Alternate Assessment Program, Pearson Prentice Hall, 2008
- *Realidades Level 2* - TPR Stories, Pearson Prentice Hall, 2008
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- *Realidades Level 2* – Teacher EXPRESS CD-ROM, Pearson Prentice Hall, 2008
- *Realidades Level 2* - Guided Practice Audio CD, Pearson Prentice Hall, 2008

#### **Supplementary Materials**

- Videos

#### **Websites**

- [www.PHSchool.com](http://www.PHSchool.com)
- [www.phsuccessnet.com](http://www.phsuccessnet.com)

*Youtube*, <http://www.youtube.com>



Week 14 - Week 21

**Stage 1: Desired Results**

**NJ Standards**

**NJ: 2014 SLS: World Languages**

**A. Interpretive Mode**

**Linguistic:**

The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:

- Identify the main idea and some supporting details when reading.
- Understand the gist and some supporting details of conversations dealing with everyday life.
- Infer the meaning of some unfamiliar words when used in familiar contexts.

**NJ: Intermediate-Low**

**7.1.IL.A.2** Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.

**7.1.IL.A.4** Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.

**7.1.IL.A.5** Demonstrate comprehension of conversations and written information on a variety of topics.

**7.1.IL.A.7** Infer the meaning of a few unfamiliar words in some new contexts.

**7.1.IL.A.8** Compare and contrast unique linguistic elements in English and the target language.

**B. Interpersonal Mode**

**Linguistic:**

The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to:

- Ask and answer questions related to everyday life.
- Handle simple transactions related to everyday life:

1. Initiate, maintain, and end a conversation.
2. Ask for and give permission.
3. Express needs.
4. Give reasons.
5. Request, suggest, and make arrangements.
6. Extend, accept, and decline an invitation.
7. Express an opinion and preference.

**NJ: Intermediate-Low**

- 7.1.II.B.2** Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.
- 7.1.II.B.4** Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
- 7.1.II.B.5** Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

**C. Presentational Mode**

**Linguistic:**

**The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:**

**-Handle simple transactions related to everyday life**

- 1. Express needs.**
- 2. Give reasons.**
- 3. Express an opinion and preference.**
- 4. Request and suggest.**

**NJ: Intermediate-Low**

- 7.1.II.C.2** Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
- 7.1.II.C.3** Use language creatively to respond in writing to a variety of oral or visual prompts.
- 7.1.II.C.4** Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.
- 7.1.II.C.5** Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one’s own culture.

**Enduring Understandings**

- There are multiple ways to express the same idea.
- Language acquisition requires more than word for word translation.
- Listening is an active part of language acquisition.
- You cannot identify and correct your mistakes until you dare to make them.
- Each culture has unique characteristics and values.

**Essential Questions**

- How can I prepare for a special even?
- How do special event activities in Spain, Mexico and the US differ or are similar?
- What is the text/speaker trying to communicate?
- How are language and culture linked?
- What can I learn about my own language and culture from the study of another language and culture?

**Content**

- Getting ready for a special event and daily routines
- Use of reflexive verbs, the preterite forms of regular verbs and the demonstrative adjectives.

**Skills**

- Apply new vocabulary to daily life
- Use vocabulary to talk about daily routines and getting ready for a special event.
- Read, listen to, and understand information about descriptions of people and things.

- Cultural context of clothing and party.

- Role-play characters in a dialogue
- Identify additional vocabulary from a video
- Apply new vocabulary to daily conversation
- Use reflexive verbs orally and in writing
- Talk about daily routines
- Describe self and others
- Review uses of the verbs 'ser' and 'estar'
- Learn to use reflexive verbs orally and in writing
- Review the conjugations of the preterite of regular verbs
- Review the demonstrative adjectives
- Use new demonstrative adjectives orally and in writing.
- Understand cultural perspectives on specific clothing items, 'Los Jeans', 'El Poncho' and 'Las Molas'
- Understand cultural perspectives on parties, 'La Parranda'

### Stage 2: Assessment Evidence

#### Formative Assessment

- **Vocabulary Quiz**
  - Students will recognize the vocabulary words in writing.
- **Communicative Activity**
  - Students will talk to each other about a given topic
- **Journal Writing**
  - Students will write journal entries about a given topic
- **Grammar Quiz**
  - Students will use grammar concepts in writing.

#### Summative Assessment

- **Written Presentation**
  - Students will write an email about a gift they received for their birthday and how they spent the money and where.
- **Chapter Test**
  - Students will use the vocabulary and grammar concepts in writing

### Stage 3: Learning Plan

#### Learning Activities

- Lecture
- Class discussions
- Multiple intelligences activities
- Student presentations
- Cooperative Learning structures
- Guided practice
- Performance assessments
- Projects
- Technology infusion
- Differentiated Instruction

#### Resources

##### **Textbook**

- *Realidades 2*, Pearson Prentice Hall, 2008

##### **Workbooks**

- *Realidades Level 2 - Practice workbook*, Pearson Prentice Hall, 2008
- *Realidades Level 2 - Video/Audio/Writing workbook*, Pearson Prentice Hall, 2008
- DVD Program - *Realidades Level 2*
- *Teacher's Resource Book* (Para Empezar-Tema

- Homework review
- Research

4), 2008

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- *Realidades Level 2* - Alternate Assessment Program, Pearson Prentice Hall, 2008
- *Realidades Level 2* - TPR Stories, Pearson Prentice Hall, 2008
- *Realidades Level 2* - Guided Practice Activities Teacher's Guide, Pearson Prentice Hall, 2008
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- *Realidades Level 2* – Teacher EXPRESS CD-ROM, Pearson Prentice Hall, 2008
- *Realidades Level 2* - Guided Practice Audio CD, Pearson Prentice Hall, 2008

#### **Supplementary Materials**

- Videos

#### **Websites**

- [www.PHSchool.com](http://www.PHSchool.com)
- [www.phsuccessnet.com](http://www.phsuccessnet.com)
- [Youtube, http://www.youtube.com](http://www.youtube.com)



## Spanish II

### Unit: Tú y Tu Comunidad (You and Your Community)

Cedar Grove High School



Week 22 - Week 29

#### Stage 1: Desired Results

#### NJ Standards

### NJ: 2014 SLS: World Languages

#### A. Interpretive Mode

##### Linguistic:

The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to:

- Identify the main idea and some supporting details when reading.
- Understand the gist and some supporting details of conversations dealing with everyday life.
- Infer the meaning of some unfamiliar words when used in familiar contexts.

##### NJ: Intermediate-Low

**7.1.IL.A.1** Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.

**7.1.IL.A.2** Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.

**7.1.IL.A.4** Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.

**7.1.IL.A.5** Demonstrate comprehension of conversations and written information on a variety of topics.

**7.1.IL.A.7** Infer the meaning of a few unfamiliar words in some new contexts.

**7.1.IL.A.8** Compare and contrast unique linguistic elements in English and the target language.

#### B. Interpersonal Mode

##### Linguistic:

The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to:

- Ask and answer questions related to everyday life.
- Handle simple transactions related to everyday life:
  1. Initiate, maintain, and end a conversation.
  2. Ask for and give permission.
  3. Express needs.
  4. Give reasons.
  5. Request, suggest, and make arrangements.
  6. Extend, accept, and decline an invitation.

## 7. Express an opinion and preference.

### NJ: Intermediate-Low

**7.1.IL.B.1** Use digital tools to participate in short conversations and to exchange information related to targeted themes.

**7.1.IL.B.3** Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

**7.1.IL.B.4** Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.

**7.1.IL.B.5** Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

### C. Presentational Mode

#### Linguistic:

The language learner understands and communicates at the sentence level and can use simple sentences independently to:

-Handle simple transactions related to everyday life

1. Express needs.
2. Give reasons.
3. Express an opinion and preference.
4. Request and suggest.

### NJ: Intermediate-Low

**7.1.IL.C.1** Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

**7.1.IL.C.2** Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports

**7.1.IL.C.3** Use language creatively to respond in writing to a variety of oral or visual prompts.

**7.1.IL.C.4** Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.

**7.1.IL.C.5** Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.

#### Enduring Understandings

- Using verb tenses correctly can make you a more efficient communicator.
- You cannot identify and correct your mistakes until you have the courage to make them.
- There are clues in the text to help you figure out the meaning.

#### Essential Questions

- How do some of the vocabulary words vary depending on the Spanish speaking country or region?
- How can I use verb tenses correctly?
- How can I keep the conversation going?
- What is the text/speaker trying to communicate?

	<ul style="list-style-type: none"> <li>• What can I learn about my own language and culture from the study of another language and culture?</li> </ul>
<p><b>Content</b></p> <ul style="list-style-type: none"> <li>▪ Directions and the community</li> <li>▪ Preterite Tense of regular and irregular verbs</li> <li>▪ Direct object pronouns</li> <li>▪ Cultural context of famous Spanish people</li> <li>▪ Cultural, aspects of various Spanish speaking countries - '<i>El Metro</i>', '<i>El Mercado</i>', '<i>Los Barrios</i>'</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Practice, develop, and apply new vocabulary and new grammar structures.</li> <li>• Use vocabulary to talk about community and to give directions</li> <li>• Talk about running errands</li> <li>• Ask and give directions</li> <li>• Read, listen to, and understand information about places in a city, driving and transportation.</li> <li>• Discuss defensive driving</li> <li>• View, understand, and discuss a video mystery.</li> <li>• Describe and discuss a trip in the past tense</li> <li>• Role-play characters in a dialogue</li> <li>• Identify additional vocabulary from a video</li> <li>• View, understand, and discuss a video story</li> <li>• Apply new vocabulary to daily conversation</li> <li>• Learn to use direct objects pronouns orally and in writing</li> <li>• Review the conjugations of the preterite of regular verbs</li> <li>• Learn to use the preterite tense of irregular verbs orally and in writing.</li> <li>• Learn to use affirmative '<i>tú</i>' commands orally and in writing.</li> <li>• Learn to use the present progressive irregular forms.</li> <li>• Identify Latino writers, past and present</li> <li>• Discuss writing sample from Latino writer Pablo Neruda</li> <li>• Demonstrate a knowledge of the concepts of '<i>Plaza</i>', '<i>El Metro</i>', '<i>El Mercado</i>', and '<i>Barrios</i>' in Spanish-speaking countries.</li> <li>• Use gestures as form of communication.</li> </ul>

**Stage 2: Assessment Evidence**

<p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>• <b>Vocabulary Quiz</b> <ul style="list-style-type: none"> <li>▪ Students will recognize vocabulary words in writing</li> </ul> </li> <li>• <b>Communicative Activities</b> <ul style="list-style-type: none"> <li>▪ Students will talk to each other about</li> </ul> </li> </ul>	<p>Summative Assessment</p> <ul style="list-style-type: none"> <li>• <b>Written Presentation</b> <ul style="list-style-type: none"> <li>▪ Student will explain what he/she did to prepare for a trip.</li> <li>▪ Student will create a visual presentation about safe driving practices and special traffic signs;</li> </ul> </li> </ul>
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<p>a given topic.</p> <ul style="list-style-type: none"> <li>• <b>Writing Activities</b> <ul style="list-style-type: none"> <li>▪ Students will write journal entries on a given topic.</li> </ul> </li> <li>• <b>Grammar Quiz</b> <ul style="list-style-type: none"> <li>▪ Students will use grammar concepts in a written quiz</li> </ul> </li> </ul>	<p>including state driving laws.</p> <ul style="list-style-type: none"> <li>• <b>Chapter Test</b> <ul style="list-style-type: none"> <li>▪ Students will use vocabulary and grammar concepts learned in this chapter in a written test</li> </ul> </li> </ul>
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**Stage 3: Learning Plan**

<p><b><u>Learning Activities</u></b></p> <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Class discussions</li> <li>• Multiple intelligences activities</li> <li>• Student presentations</li> <li>• Cooperative Learning structures</li> <li>• Guided practice</li> <li>• Performance assessments</li> <li>• Projects</li> <li>• Technology infusion</li> <li>• Differentiated Instruction</li> <li>• Homework review</li> <li>• Research</li> </ul>	<p><b><u>Resources</u></b></p> <p><b>Textbook</b></p> <ul style="list-style-type: none"> <li>• <i>Realidades 2</i>, Pearson Prentice Hall, 2008</li> </ul> <p><b>Workbooks</b></p> <ul style="list-style-type: none"> <li>• <i>Realidades Level 2 - Practice workbook</i>, Pearson Prentice Hall, 2008</li> <li>• <i>Realidades Level 2 - Video/Audio/Writing workbook</i>, Pearson Prentice Hall, 2008</li> <li>• DVD Program - <i>Realidades Level 2</i></li> <li>• <i>Teacher's Resource Book (Para Empezar-Tema 4)</i>, 2008</li> <li>• <i>Realidades Level 2 - Assessment Program</i>, Pearson Prentice Hall, 2008</li> <li>• <i>Realidades Level 2 - Alternate Assessment Program</i>, Pearson Prentice Hall, 2008</li> <li>• <i>Realidades Level 2 - TPR Stories</i>, Pearson Prentice Hall, 2008</li> <li>• <i>Realidades Level 2 - Guided Practice Activities Teacher's Guide</i>, Pearson Prentice Hall, 2008</li> <li>• <i>Realidades Level 2 - Audio Program</i>, Pearson Prentice Hall, 2008</li> <li>• <i>Realidades Level 2 – Presentation EXPRESS CD-ROM</i>, Pearson Prentice Hall, 2008</li> <li>• <i>Realidades Level 2 – Teacher EXPRESS CD-ROM</i>, Pearson Prentice Hall, 2008</li> <li>• <i>Realidades Level 2 - Guided Practice Audio CD</i>, Pearson Prentice Hall, 2008</li> </ul> <p><b>Supplementary Materials</b></p> <ul style="list-style-type: none"> <li>• Videos</li> </ul> <p><b>Websites</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.PHSchool.com">www.PHSchool.com</a></li> <li>• <a href="http://www.phsuccessnet.com">www.phsuccessnet.com</a></li> <li>• <a href="http://www.youtube.com">Youtube, http://www.youtube.com</a></li> </ul>
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## Spanish II

### Unit: Recuerdos del Pasado (Past Memories)

Cedar Grove High School



Week 30 - Week 38

#### Stage 1: Desired Results

##### NJ Standards

### NJ: 2014 SLS: World Languages

#### A. Interpretive Mode

**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.

##### Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text

##### NJ: Intermediate-Low

**7.1.IL.A.2** Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.

**7.1.IL.A.3** Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.

**7.1.IL.A.4** Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.

**7.1.IL.A.5** Demonstrate comprehension of conversations and written information on a variety of topics.

**7.1.IL.A.7** Infer the meaning of a few unfamiliar words in some new contexts.

**7.1.IL.A.8** Compare and contrast unique linguistic elements in English and the target language.

#### B. Interpersonal Mode

##### Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- Respond to learned questions.
- Ask memorized questions.
- State needs and preferences.
- Describe people, places, and things.

##### NJ: Intermediate-Low

**7.1.IL.B.1** Use digital tools to participate in short conversations and to exchange information related to

targeted themes.

**7.1.IL.B.2** Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.

**7.1.IL.B.3** Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

**7.1.IL.B.4** Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.

**7.1.IL.B.5** Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

### **C. Presentational Mode**

#### **Linguistic:**

**The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:**

- Make lists.
- State needs and preferences.
- Describe people, places, and things.

#### **NJ: Intermediate-Low**

**7.1.IL.C.1** Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

**7.1.IL.C.2** Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports

**7.1.IL.C.3** Use language creatively to respond in writing to a variety of oral or visual prompts.

**7.1.IL.C.4** Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.

**7.1.IL.C.5** Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.

#### **Enduring Understandings**

- Speaking a language goes beyond translation.
- There are multiple ways to express the same idea.
- There are clues in the text to help you figure out the meaning.
- Each culture has unique characteristics and values.

#### **Essential Questions**

- How can I tell a story from childhood memories?
- What is the text/speaker trying to communicate?
- How are language and culture linked?
- What can I learn about my own language and culture from the study of another language and culture?
- How can I express myself and share the same information with others in Spanish? (listening, speaking, writing, and reading)

#### **Content**

- Toys, playing with other children, childhood

#### **Skills**

- Describe what they were like when they were

<p>activities</p> <ul style="list-style-type: none"> <li>• Manners and customs vocabulary</li> <li>• Holiday celebrations</li> <li>• The imperfect and preterite tenses,</li> <li>• The indirect object pronouns and reciprocal actions.</li> <li>• Introduce cultural aspects of various Spanish speaking countries</li> </ul>	<p>a child</p> <ul style="list-style-type: none"> <li>• Talk about activities they used to do as children</li> <li>• Describe holiday celebrations, family &amp; relatives</li> <li>• Describe people, places &amp; situations in the past</li> <li>• Talk about how people interact</li> <li>• Use indirect object pronouns</li> <li>• Understand cultural perspectives on holidays &amp; special events</li> </ul>
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**Stage 2: Assessment Evidence**

<p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>• <b>Vocabulary Quiz</b> <ul style="list-style-type: none"> <li>▪ Students will recognize vocabulary in a written quiz</li> </ul> </li> <li>• <b>Communicative Activities</b> <ul style="list-style-type: none"> <li>▪ Students will talk to each other about a given topic</li> </ul> </li> <li>• <b>Journal</b> <ul style="list-style-type: none"> <li>▪ Students will write entries in their journal about a given topic.</li> </ul> </li> <li>• <b>Grammar Quiz</b> <ul style="list-style-type: none"> <li>▪ Students will use grammar concepts in writing.</li> </ul> </li> </ul>	<p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>• <b>Chapter Test</b> <ul style="list-style-type: none"> <li>▪ Students will use vocabulary and grammar concepts in a written test.</li> </ul> </li> <li>• <b>Oral Presentation - Show &amp; Tell</b> <ul style="list-style-type: none"> <li>▪ Students will show and tell about a toy they used to play during their childhood.</li> </ul> </li> <li>• <b>Written Presentation</b> <ul style="list-style-type: none"> <li>▪ Students will write an email message describing an event from their childhood.</li> </ul> </li> </ul>
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**Stage 3: Learning Plan**

<p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Class discussions</li> <li>• Multiple intelligences activities</li> <li>• Student presentations</li> <li>• Cooperative Learning structures</li> <li>• Guided practice</li> <li>• Performance assessments</li> <li>• Projects</li> <li>• Technology infusion</li> <li>• Differentiated Instruction</li> <li>• Homework review</li> <li>• Research</li> </ul>	<p><b>Resources</b></p> <p><b>Textbook</b></p> <ul style="list-style-type: none"> <li>• <i>Realidades 2</i>, Pearson Prentice Hall, 2008</li> </ul> <p><b>Workbooks</b></p> <ul style="list-style-type: none"> <li>• <i>Realidades Level 2 - Practice workbook</i>, Pearson Prentice Hall, 2008</li> <li>• <i>Realidades Level 2 - Video/Audio/Writing workbook</i>, Pearson Prentice Hall, 2008</li> <li>• DVD Program - <i>Realidades Level 2</i></li> <li>• <i>Teacher's Resource Book (Para Empezar-Tema 4)</i>, 2008</li> <li>• <i>Realidades Level 2 - Assessment Program</i>, Pearson Prentice Hall, 2008</li> <li>• <i>Realidades Level 2 - Alternate Assessment Program</i>, Pearson Prentice Hall, 2008</li> <li>• <i>Realidades Level 2 - TPR Stories</i>, Pearson Prentice Hall, 2008</li> <li>• <i>Realidades Level 2 - Guided Practice Activities Teacher's Guide</i>, Pearson Prentice Hall, 2008</li> </ul>
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|--|---|
|  | <ul style="list-style-type: none"><li>• <i>Realidades Level 2</i> - Audio Program, Pearson Prentice Hall, 2008</li><li>• <i>Realidades Level 2</i> – Presentation EXPRESS CD-ROM, Pearson Prentice Hall, 2008</li><li>• <i>Realidades Level 2</i> – Teacher EXPRESS CD-ROM, Pearson Prentice Hall, 2008</li><li>• <i>Realidades Level 2</i> - Guided Practice Audio CD, Pearson Prentice Hall, 2008</li></ul> |
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**Supplementary Materials**

- Videos

**Websites**

- [www.PHSchool.com](http://www.PHSchool.com)
- [www.phsuccessnet.com](http://www.phsuccessnet.com)
- [Youtube, http://www.youtube.com](http://www.youtube.com)

**Atlas Version 8.1.1**

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# New Jersey Core Curriculum Content Standards for World Languages

## ***World Languages Education in the 21<sup>st</sup> Century***

New Jersey citizens are part of a dynamic, interconnected, and technologically driven global society centered on the creation and communication of knowledge and ideas *across geographical, cultural, and linguistic borders*.

Individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are *globally literate* and possess the attributes reflected in the mission and vision for world languages education that follow:

**Mission:** *The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures.*

**Vision:** An education in world languages fosters a population that:

- Communicates in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication.
- Values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

## ***Intent and Spirit of the World Languages Standard***

The study of world languages is spiraling and recursive and aligned to appropriate proficiency targets that ultimately enable the attainment of proficiency at the Novice-High level or above, which is a requirement for high school graduation. All students have regular, sequential instruction in one or more world languages beginning in preschool or kindergarten and continuing at least through the freshman year of high school. Further, N.J.A.C. 6A:8-5.1(b)4 directs districts to actively encourage all students who otherwise meet the current-year requirement for high school graduation to accrue, during each year of enrollment, five credits in world languages aimed at preparation for entrance into postsecondary programs or 21st-century careers. Opportunities to develop higher levels of proficiency should be based on personal and career interests and should be encouraged in Personalized Student Learning Plans.

The number of years spent studying a language and the frequency of instruction impact the level of proficiency acquired in the language. This principle has historically been supported by research in the United States and abroad. However, as part of a three-year grant project (2005-08), the New Jersey Department of Education collected data from New Jersey schools that further support these research findings. Data from the federally funded project that assessed the language proficiency of 60,000 8th-grade students present compelling evidence for the need to develop programs that offer *all* students the opportunity to meet the state-designated proficiency level of Novice-High. The data show that programs offering *a minimum of 540 hours of articulated instruction in classes that meet at least three times a week throughout the academic year* produce a majority of students who can speak at the Novice-High proficiency level or higher. Consequently, the establishment and/or maintenance of quality, well-articulated language programs at the elementary and middle-school levels, as required by New Jersey Administrative Code, is critical for building the capacity of high school students to achieve the Novice-High level of language proficiency required for graduation.

## ***Revised Standard***

Although the NJCCCS for World Languages was adopted in 2009, it only became fully operational as of September 2012. Following the revision of the Standard groups of educators convened to develop support materials to assist other educators in implementing the Standard. These resources include the Classroom Application documents, the 21<sup>st</sup> Century Model Unit, the World Language Standard in Action documents, and the Model Curriculum. These materials contain instructional guidance and assessment examples to help educators in implementing the Standard with fidelity. Furthermore, the New Jersey Educator Resource Exchange provides a venue for educators to share additional support materials.

In *Outliers: The Story of Success* (2008), Gladwell emphasizes the role that practice plays in improving performance. By readopting the Standard in its current form with minor changes, educators have the opportunity to improve their practice by focusing on a target that remains constant. The intent of the Department is to continue to provide resources to assist educators. Thus, the annotated glossary and related resources component, while still connected to the Standard, has been removed as part of the Standard and will serve as a living document that can be updated as appropriate.

We know that when students have the opportunity to transfer skills across content areas the learning becomes deeper and more enduring. There is a strong link between the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects and the CCCS for World Languages. The chart below (Alignment of the National Standards for Learning Languages with the Common Core Standards, 2012) provides a visual illustration of the relationship between the skill areas of the CCSS and the skill areas and modes of communication in the National Standards as well as the CCCS for World Languages.

### ***Language Proficiency Levels***

Unlike other Core Curriculum Content Standards areas, the world languages standard is benchmarked by proficiency levels. In this iteration of the standard, grade level performance benchmarks are also included. Below is a chart from *ACTFL Performance Descriptors for Language Learners 2012* that shows how assessing for performance is different from assessing for proficiency.

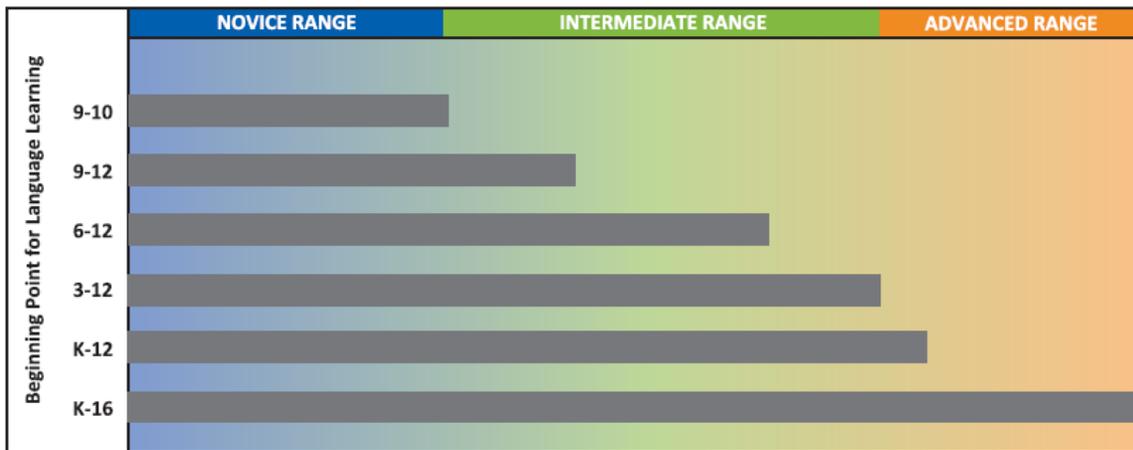
The development of these proficiency levels was informed by the *American Council on the Teaching of Foreign Languages (ACTFL) Performance Guidelines for K-12 Learners* (ACTFL, 1998), the *ACTFL Proficiency Guidelines—Speaking* (ACTFL, 1999), and the *ACTFL Proficiency Guidelines—Writing* (ACTFL, 2001) and is supported by more recently released documents including the **ACTFL Performance Descriptors for Language Learners 2012** and **ACTFL Proficiency Guidelines 2012**. Below is a short summary of each proficiency level included in the standard document:

- Novice-Mid Level: Students communicate *using memorized words and phrases* to talk about familiar topics related to school, home, and the community.
- Novice-High Level: Students communicate *using words, lists, and simple sentences* to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate-Low Level: Students communicate *using simple sentences* to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate-Mid Level: Students communicate *using strings of sentences* to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate-High Level: Students communicate *using connected sentences and paragraphs* to handle complicated situations on a wide-range of topics.
- Advanced-Low Level: Students communicate *using paragraph-level discourse* to handle complicated situations on a wide-range of topics.

### ***Realistic Grade-Level Targets for Benchmarked Performance Levels***

Language learners can be expected to move through levels of proficiency at different rates. In addition, language learners may demonstrate differing proficiencies depending upon the communicative mode in which they are functioning (interpersonal, interpretive, or presentational) and the language they are studying. For example, students studying a language with a different writing or grammar system and few if any cognates or loan words may require additional time to acquire the language at the same proficiency level as students studying a language with many cognates or loan words and the same writing or similar grammar system. Other factors that correlate to the development of proficiency include the age and cognitive development of the students and literacy in their first language.

The chart below comes from the **ACTFL Performance Descriptors for Language Learners 2012** and visually depicts general approximation of performance for all students. As time and intensity of program are directly related to the development of proficiency the chart reflects elementary programs that meet for at least 90 minutes a week in a standards-based program and middle school and high school programs that meet daily for the equivalent of a class period.



*A Note about Preschool Learners:* Like other young learners, preschool students learn world languages with the goal of reaching the Novice-Mid level by third or fourth grade. However, the focus of language learning for preschool students may differ from the focus of language learning for students in grades K-2. To learn more about language learning at the preschool level, see the [Preschool Teaching & Learning Standards](#).

### **Philosophy and Goals**

The world languages standard and indicators reflect the philosophy and goals found in the national *Standards for Foreign Language Learning in the 21st Century* (National Standards in Foreign Language Education Project, 2006) and the summary of the *World-Readiness Standards for Learning Languages*. They were developed by consulting standards in the United States and internationally, as well as by examining the latest research and best practices on second-language acquisition. The revised world languages standard is generic in nature, designed as a core subject, and is meant to be inclusive for all languages taught in New Jersey schools. With regard to the implementation of the world languages standard for particular languages or language groups:

- **American Sign Language (ASL):** Students and teachers of American Sign Language (ASL) communicate thoughts and ideas through three-dimensional visual communication. They engage in all three modes of communication—interpersonal, interpretive, and presentational—by using combinations of hand-shapes, palm orientations, and movements of the hands, arms, and body. ASL differs from other spoken languages in that the vocal cords are not used for communication.
- **Classical languages:** The study of classical languages focuses primarily on the interpretive mode using historical contexts. Occasionally, some attention may be given to oral dimensions of classical languages, such as by asking

students to make presentations in the language of study as a way of strengthening their language knowledge and use.

- **Heritage-languages:** Heritage-language students may be (1) newly-arrived immigrants to the United States, (2) first-generation students whose home language is not English and who have been schooled primarily in the United States, or (3) second- or third- generation students who have learned some aspects of a heritage language at home. These students have varying abilities and proficiencies in their respective heritage languages; they often carry on fluent and idiomatic conversations (interpersonal mode), but require instruction that allows them to develop strengths in reading (interpretive mode) and in formal speaking and writing (presentational mode). These students are held to the same standards for world languages as their English-speaking peers, and they should be provided with opportunities for developing skills in their native languages that are both developmentally supportive and rigorous. Designing curriculum to maintain and further develop native-language skills ensures that the skills of these students do not erode over time as English becomes their dominant language.

### ***Selecting Culturally Authentic Materials***

Included in the 2009 NJCCCS for World Languages was a chart on how to select culturally authentic materials based on proficiency level. In *Implementing Integrated Performance Assessment*, Adair-Hauck, Glisan, & Troyan offer more current considerations suggesting that instructors should choose materials based on “**CALL-IT**”: **C**ontext, **A**ge, **L**inguistic **L**evel and **I**mportance of **T**ask always keeping in mind that it is the task that should be edited not the text.

### ***Three Strands***

The refreshed world languages standard continues to include three strands, one for each of the three modes of communication: interpretive, interpersonal, and presentational (in the NAEP graphic below, these are shown around the inner triangle).

**Strand A** reflects the Interpretive Mode of communication, in which students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of “one-way” reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines.” For more on the interpretive mode of communication:

**Strand B** reflects the Interpersonal Mode of communication, in which students engage in direct oral and/or written communication with others. Examples of this “two-way” communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages. For more on the interpersonal mode of communication:

**Strand C** reflects the Presentational Mode of communication, in which students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

### ***The Role of Grammar in the World Language Class***

While knowledge of the grammar of a language (e.g., rules for syntax, tense, and other elements of usage) is not an explicit goal of the revised world language standard, grammar plays a supporting role in allowing students to achieve the stated linguistic proficiency goals. Grammar is one tool that supports the attainment of the stated linguistic goals; others tools include knowledge of vocabulary, sociolinguistic knowledge, understanding of cultural appropriateness, and grasp of communication strategies.

Students who are provided with ample opportunities to create meaning and use critical thinking skills in a language of study achieve linguistic proficiency. Research has established that all grammar learning must take place within a meaningful context, with the focus on producing structures to support communication.

## Resources:

- The Joint National Committee for Languages ([JNCL](#)) website provides advocacy materials.
- The American Council on the Teaching of Foreign Languages ([ACTFL](#)) offers extensive research related to the ways that language learning benefits students by supporting academic achievement, cognitive development, and positive attitudes and beliefs about languages and cultures.
- There are several resources available to educators to assist them in the implementation of the standard. Among them are the Annotated Glossary with Resources, classroom application documents, the world language standard in action documents, the 21<sup>st</sup> century model unit, and the model curriculum for world languages at the Novice-Mid and Novice-High levels. Additionally, educators may wish to access the charts that provide a link to resources based on proficiency level and cultural content statements.
- [Njcore.org](#) is a website for educators to find and share standards-based resources. The New Jersey Department of Education encourages all educators to contribute to the database.
- The most comprehensive report compiled on the status of world languages education in New Jersey's public schools (2005), *A Report on the State of World Languages Implementation in New Jersey*, is available on the [New Jersey Department of Education World Languages](#) homepage.
- The state language organization, [Foreign Language Educators of New Jersey \(FLENJ\)](#), offers links to a variety of language resources, professional development opportunities, and information about student and professional awards and scholarships.

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# New Jersey Core Curriculum Content Standards for World Languages

<b>Content Area</b>	<b>World Languages:</b> 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.		
<b>Strand</b>	<b><u>Interpretive Mode</u></b>		
<b>Proficiency Level and Grade Level Performance Benchmark</b>	<b>Content Statement</b>	<b>Indicator #</b>	<b>Indicator</b>
<b><u>Intermediate-Low</u></b>  <b>Grades 8-9 for all students who continue to study the same language throughout elementary school; grades 9-10 for students who switch language in middle school; grades 11-12 for students who switch languages in high school</b>	<p><b>Linguistic:</b></p> <p>The <u>Intermediate-Low</u> language learner understands and communicates at the sentence level and can use simple sentences <u>independently</u> to:</p> <ul style="list-style-type: none"> <li>➤ Identify the main idea and some supporting details when reading.</li> <li>➤ Understand the gist and some supporting details of conversations dealing with everyday life.</li> <li>➤ Infer the meaning of some unfamiliar words when used in familiar contexts.</li> </ul> <p><b>Cultural:</b></p> <ul style="list-style-type: none"> <li>➤ Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)</li> <li>➤ The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and <u>geography</u>.)</li> <li>➤ Due to globalization and advances in technology, the <u>products</u> and <u>practices</u> of a culture change over time, and these changes may impact cultural <u>perspectives</u>. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)</li> <li>➤ Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, <u>geography</u>, social sciences, and distribution of resources.)</li> </ul>	7.1.IL.A.1	Identify the main idea and most supporting details contained in <u>culturally authentic materials</u> using <u>electronic information</u> and other sources related to targeted themes.
		7.1.IL.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
		7.1.IL.A.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural <u>practices</u> ) in the target culture(s) and in one's own culture.
		7.1.IL.A.4	Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
		7.1.IL.A.5	Demonstrate comprehension of conversations and written information on a variety of topics.
		7.1.IL.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the CCCS for world languages, this Indicator is listed as reserved.
		7.1.IL.A.7	Infer the meaning of a few unfamiliar words in some new contexts.
		7.1.IL.A.8	Compare and contrast

	<ul style="list-style-type: none"> <li>➤ Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration and preparation.)</li> <li>➤ The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.)</li> <li>➤ Wellness <u>practices</u> may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)</li> <li>➤ Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on <u>perspectives</u> of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</li> <li>➤ Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)</li> </ul>		unique linguistic elements in English and the target language.
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<b>Content Area</b>	<b>World Languages:</b> 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.		
<b>Strand</b>	<b><u>Interpersonal Mode</u></b>		
<b>Proficiency Level and Grade Level Performance Benchmark</b>	<b>Content Statement</b>	<b>Indicator #</b>	<b>Indicator</b>
<b><u>Intermediate-Low</u></b> <b>Grades 8-9 for all</b>	<b>Linguistic:</b>  The <u>Intermediate-Low</u> language learner	7.1.IL.B.1	Use <u>digital tools</u> to participate in short conversations and to

<b>students who continue to study the same language throughout elementary school; grades 9-10 for students who switch language in middle school; grades 11-12 for students who switch languages in high school</b>	understands and communicates at the sentence level and can use simple sentences <u>independently</u> to:		exchange information related to targeted themes.
	<ul style="list-style-type: none"> <li>➤ Ask and answer questions related to everyday life.</li> <li>➤ Handle simple transactions related to everyday life:             <ul style="list-style-type: none"> <li>○ Initiate, maintain, and end a conversation.</li> <li>○ Ask for and give permission.</li> <li>○ Express needs.</li> <li>○ Give reasons.</li> <li>○ Request, suggest, and make arrangements.</li> <li>○ Extend, accept, and decline an invitation.</li> <li>○ Express an opinion and preference.</li> </ul> </li> </ul>	7.1.IL.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.
		7.1.IL.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
		7.1.IL.B.4	Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
	<b>Cultural:</b> <ul style="list-style-type: none"> <li>➤ Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)</li> <li>➤ The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and <u>geography</u>.)</li> <li>➤ Due to globalization and advances in technology, the <u>products</u> and <u>practices</u> of a culture change over time, and these changes may impact cultural <u>perspectives</u>. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)</li> <li>➤ Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, <u>geography</u>, social sciences, and distribution of resources.)</li> <li>➤ Personal preferences and skills are key factors to consider when making decisions about</li> </ul>	7.1.IL.B.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

	<p>postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration and preparation.)</p> <ul style="list-style-type: none"> <li>➤ The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.)</li> <li>➤ Wellness <u>practices</u> may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)</li> <li>➤ Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on <u>perspectives</u> of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</li> <li>➤ Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)</li> </ul>		
<b>Content Area</b>	<b>World Languages:</b> 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.		
<b>Strand</b>	<b>Presentational Mode</b>		
<b>Proficiency Level and Grade Level Performance Benchmark</b>	<b>Content Statement</b>	<b>Indicator #</b>	<b>Indicator</b>
<b>Intermediate-Low</b>  <b>Grades 8-9 for all students who</b>	<b>Linguistic:</b>  The <u>Intermediate-Low</u> language learner understands and communicates at the sentence	7.1.IL.C.1	Use knowledge about cultural <u>products</u> and cultural <u>practices</u> to create a <u>multimedia-rich</u>

<p><b>continue to study the same language throughout elementary school; grades 9-10 for students who switch language in middle school; grades 11-12 for students who switch languages in high school</b></p>	<p>level and can use simple sentences <u>independently</u> to:</p> <ul style="list-style-type: none"> <li>➤ Handle simple transactions related to everyday life <ul style="list-style-type: none"> <li>○ Express needs.</li> <li>○ Give reasons.</li> <li>○ Express an opinion and preference.</li> <li>○ Request and suggest.</li> </ul> </li> </ul>		<p><u>presentation</u> on targeted themes to be shared <u>virtually</u> with a target language audience.</p>
		7.1.IL.C.2	Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
		7.1.IL.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
		7.1.IL.C.4	Compare and contrast age- and level-appropriate <u>culturally authentic materials</u> orally and in writing.
		7.1.IL.C.5	Explain the cultural <u>perspective</u> associated with a few cultural <u>products</u> and cultural practices from the target culture (s) and one’s own culture.
		7.1.IL.C.6	Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the <u>16 Career Clusters</u> .
	<p><b>Cultural:</b></p> <ul style="list-style-type: none"> <li>➤ Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)</li> <li>➤ The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and <u>geography</u>.)</li> <li>➤ Due to globalization and advances in technology, the <u>products</u> and <u>practices</u> of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)</li> <li>➤ Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, <u>geography</u>, social sciences, and distribution of resources.)</li> <li>➤ Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration and preparation.)</li> <li>➤ The amount of leisure time available and how it</li> </ul>		

	<p>is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.)</p> <ul style="list-style-type: none"> <li>➤ Wellness <u>practices</u> may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)</li> <li>➤ Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on <u>perspectives</u> of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</li> <li>➤ Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)</li> </ul>		
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