

Cedar Grove School District

Cedar Grove, NJ

2017

**Spanish II
Honors**



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 Honors

Course Description

In Spanish II Honors, the focus is progression toward high intermediate proficiency. Students will continue building vocabulary and practice their listening, speaking, writing, and reading skills through authentic and real world based contexts.

The Spanish II Honors course offers the students expanded opportunities to study the Spanish language and Hispanic culture. 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.

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.

Prerequisite: Spanish I (or departmental examination and teacher recommendation)

**This curriculum was written in accordance with the
2014 NEW JERSEY STUDENT LEARNING STANDARDS
for
WORLD LANGUAGES**

The standards can be viewed at: <http://www.state.nj.us/education/aps/cccs/wl/>



Para Empezar / To Begin

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: World Languages

NJ: Intermediate-Mid

A. Interpretive Mode

Linguistic:

The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of 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.

- 7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
- 7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
- 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
- 7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.

B. Interpersonal Mode

Linguistic:

The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of 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.IM.B.1 Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.
- 7.1.IM.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 in familiar and some unfamiliar situations.
- 7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.
- 7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

C. Presentational Mode

Linguistic:

The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of 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.

- 7.1.IM.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
- 7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
- 7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.

Enduring Understandings

- The language(s) that you already know can help you learn a new one.
- Language acquisition requires much more than word-for-word translation.
- There are many 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 can I learn about my own language and culture from the study of another language and culture?

Content

- Colors
- Numbers
- Present tense verbs
- Question words
- Classroom objects and activities
- Nationalities
- Geography
- Descriptions

Skills

- Describe self and other
- Name and describe objects in the classroom using colors and numbers
- Describe origin
- Use adjectives correctly in the target language
- Use nationalities as adjectives orally and in writing

Stage 2: Assessment Evidence

Assessments

Communicative Activities

Formative: Dramatization

Students will interact with each other about a given topic.

Diamond Poem

Summative: Other written assessments

Self-descriptive poem

Vocabulary and Grammar Quizzes

Summative: Other written assessments

Variety of vocabulary and grammar quizzes to measure the acquired knowledge.

Research Paper

Summative: Written Report

Research project about unique features of a selected Spanish-speaking country.

Research Project

Summative: Oral Report

Oral presentation about unique features in a Spanish-speaking country; includes a PP presentation.

Stage 3: Learning Plan

Learning Activities

- Dictation
- Lecture
- Class discussions
- Multiple intelligences activities
- Dictation
- Student presentations
- Cooperative Learning structures
- Communicative Activities
- Guided practice
- Performance assessments
- Projects
- Technology infusion
- Differentiated Instruction
- Homework review
- Videos
- Audio activities
- Chapter project
- Writing assignments
- Collaborative activities
- Oral presentations
- Listening Activities
- Guided practice activities
- Reading activities
- Research

Resources

Suggested Resources:

Textbook

- Realidades 2, Pearson Prentice Hall, 2008

Supplementary Materials

- 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
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Prentiss Hal Websites

-  <http://www.phschool.com>
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El Día Escolar / A School Day

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: World Languages

NJ: Intermediate-Mid

A. Interpretive Mode

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- 7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
- 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
- 7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.
- 7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

B. Interpersonal Mode

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7. Express an opinion and preference.

- 7.1.IM.B.1 Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.
- 7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.
- 7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

C. Presentational Mode

Linguistic:

The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of 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.

- 7.1.IM.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
- 7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
- 7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.

Enduring Understandings

- You can use clues in the text or conversation to figure out meaning.
- There are different ways to express the same idea.
- There are different characteristics and values to each culture.

Essential Questions

- How can I describe myself?
- How can daily school life be different in Mexico and the US?
- What is the speaker trying to communicate?
- What is learned about our own language from the study of another language?

Content

- To communicate about activities in the classroom
- Classroom rules
- Names of school items
- Extra curricular activities
- Activities related to technology, sports, drama, and music
- Use affirmative words
- Compare people and things
- Correctly use the verbs 'to know'
- Correctly use the stem-changing verbs
- Compare school life in the United States and Spanish-speaking countries
- Cultural context of famous Spanish people and dances

Skills

- Identify and describe classroom items
- Discuss classroom rules using new vocabulary
- Compare and contrast classes
- Create a speech about classroom rules
- Review vocabulary for classes, school supplies, class schedule, classroom items
- Apply new vocabulary to daily life.
- Use stem-changing verbs in the present tense
- Identify extracurricular activities
- Express affirmative and negative ideas
- Compare good vs. bad student's habits
- Compare school rules and customs in the US and Spanish-speaking countries.
- Discuss extracurricular activities
- Compare people and things.
- Learn the uses of *saber* and *conocer*.
- Role-play characters in a dialogue
- Identify Latino writers, past and present
- Discuss information about Jose Marti and sample poem
- Discuss information about Latino musicians Rublén Blades and Celia Cruz
- Identify Latino painters, past and present.
- Discuss work sample from Antonio Berni and Fernando Botero
- Research information about famous Spanish people.
- Know information about different Spanish dances.

Stage 2: Assessment Evidence

Assessments

Practice Vocabulary Activities

Formative: Other written assessments

Self assessment practice vocabulary assignment for students to measure their vocabulary knowledge.

Vocabulary Quiz

Summative: Other written assessments

Vocabulary Quiz to evaluate the students' knowledge

Grammar Quizzes

Summative: Other written assessments

Communicative Activities

Formative: Dramatization

Dictation

Formative: Other written assessments

Students will listen to a recorded conversation and will write what they hear. Then, compare to peers and teacher's.

Chapter Tests

Summative: Written Test

Chapter test to measure learned grammar concepts, vocabulary and culture.

Chapter project 1A

Summative: Oral Report

Describe what to you do as Principal for a day and need to create rules for the school

Chapter project 1B

Summative: Other written assessments

Create a written report of the extracurricular activities offered in school. (ideal or real) Examples can be a flyer or a tri-fold brochure to included pictures as well as descriptions of the different activities, requirements, times of practices, number of members, popularity, etc.

Stage 3: Learning Plan

Learning Activities

- PP Presentations
- Lecture
- Class discussions
- Multiple intelligences activities
- Dictation
- Student presentations
- Cooperative Learning structures
- Communicative Activities
- Guided practice
- Performance assessments
- Projects
- Technology infusion
- Differentiated Instruction
- Listening Activities
- Homework review
- Videos

Resources

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Un Evento Especial / A Special Event

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: World Languages

NJ: Intermediate-Mid

A. Interpretive Mode

Linguistic:

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- Infer the meaning of some unfamiliar words when used in familiar contexts.

- 7.1.IM.A.1 Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes.
- 7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
- 7.1.IM.A.3 Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
- 7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
- 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.

B. Interpersonal Mode

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- 7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.
- 7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

C. Presentational Mode

Linguistic:

The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of 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.

- 7.1.IM.C.1 Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.IM.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
- 7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
- 7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.
- 7.1.IM.C.5 Compare the cultural perspectives of the target culture(s) with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each.

Enduring Understandings

- Understanding a language requires more translating word for word.
- There are different ways to express the an idea.
- Listening is an active part of language acquisition.
- You can not identify and correct your mistakes until you dare to make them.
- Each culture has unique characteristics and values.

Essential Questions

- How do I prepare for a special event?
- How similar or different are special events in the US and Spanish-speaking countries?
- How are language and culture linked?
-

Content

- Parts of the body
- Verb expressions with an infinitive
- Getting ready for a special event
- Daily routines
- Descriptions of people and things
- Express possession
- Reflexive verbs
- Verbs *Ser* and *Estar*
- Clothing, numbers, stores
- Clothing and fashion
- Going shopping
- Events in the past
- Past tense - Preterite
- Demonstrative adjectives
- Adjectives as nouns
- Cultural perspectives on clothing and parties

Skills

Talk about daily routines

Use vocabulary to talk about daily routines and getting ready for a special event.

Apply new vocabulary to daily conversation

Apply new vocabulary to daily life

Read, listen to, and understand information about descriptions of people and things.

Role-play characters in a dialogue

Apply new vocabulary to daily conversation

Express possession

Use reflexive verbs orally and in writing

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

Assessments

Practice Vocabulary Activities

Formative: Other written assessments

Self assessment practice vocabulary assignments for students to measure their vocabulary knowledge.

Chapter Vocabulary Quiz

Summative: Other written assessments

Chapter vocabulary quiz to measure learned vocabulary

Grammar Quizzes

Summative: Other written assessments

Variety of grammar quizzes to measure learned grammar concept knowledge

Communicative Activities

Formative: Dramatization

Variety of communicative activities to measure knowledge of the learned vocabulary and grammar concepts.

Practice Chapter Test

Formative: Other written assessments

Practice test to prepare for chapter test. This will assess the acquired vocabulary and grammar and cultural knowledge.

Chapter Test

Summative: Written Test

End of chapter examination to measure acquired knowledge of vocabulary, grammar and culture.

Chapter Project 2A

Summative: Oral Report

Oral presentation describing a special event attended in the past.

Chapter Project 2B

Summative: Written Report

Write a descriptive email in which to describe a shopping trip.

Stage 3: Learning Plan

Learning Activities

- PP Vocabulary Presentation
- Lecture
- Class discussions
- Multiple intelligences activities
- Dictation
- Student presentations
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La Comunidad / The Community

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: World Languages

NJ: Intermediate-Mid

A. Interpretive Mode

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6. Extend, accept, and decline an invitation.
7. Express an opinion and preference.

- 7.1.IM.B.1 Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.
- 7.1.IM.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 in familiar and some unfamiliar situations.
- 7.1.IM.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
- 7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.
- 7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

C. Presentational Mode

Linguistic:

The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of 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.

- 7.1.IM.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
- 7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
- 7.1.IM.C.5 Compare the cultural perspectives of the target culture(s) with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each.

Enduring Understandings

- Your goal is effective communication, not word-for-word translation.
- Accuracy is the result of experience (deliberate speaking and listening) and self-reflection.
- Conversations are more than questions and answers.
- Using verb tenses correctly can make you a more efficient communicator.
- You can not 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 can I help my audience understand me?
- How can I use verb tenses correctly?
- How can I enhance my connections with people through language?
- What is the text/speaker trying to communicate?
- What can I learn about my own language and culture from the study of another language and culture?

Content

- Household chores
- Rooms in a house
- Places in the community
- Telling time
- Driving and Safety
- Giving directions and the community
- Preterite Tense of regular and irregular verbs
- Direct object pronouns
- Irregular Commands
- Present Progressive Tense
- Prepositions
- Transportation
- Special yo form verbs
- Cultural context of famous Spanish people
- Sister Cities International Program
- Cultural, aspects of various Spanish speaking countries - *El Metro*, *El Mercado*, *Los Barrios*

Skills

- Recall previously learned vocabulary and grammar concepts
- Read, listen to and understand information about places in a city and driving and transportation.
- Practice, develop, and apply new vocabulary and new grammar structures.
- Use vocabulary to talk about community and to give directions
- Talk about running errands
- Ask and give directions
- Discuss defensive driving
- View, understand, and discuss a video mystery.
- Describe and discuss a trip in the past tense
- Role-play characters in a dialogue
- Identify additional vocabulary from a video
- View, understand, and discuss a video story
- Apply new vocabulary to daily conversation
- Learn to use direct objects pronouns orally and in writing
- Review the conjugations of the preterite of regular verbs
- Learn to use the preterite tense of irregular verbs orally and in writing.
- Learn to use affirmative *tú* commands orally and in writing.
- Learn to use the present progressive irregular forms.
- Identify Latino writers, past and present
- Discuss writing sample from Latino writer Pablo Neruda
- Demonstrate a knowledge of the concepts of *Plaza*, *El Metro*, *El Mercado*, and *Barrios* in Spanish-speaking countries.
- Use gestures as form of communication.

Stage 2: Assessment Evidence

Assessments

Practice vocabulary activities**Formative: Other written assessments**

Vocabulary activities to measure acquired knowledge

Vocabulary Quiz**Summative: Other written assessments**

Vocabulary quiz to measure acquired new vocabulary

Communicative Activities**Formative: Dramatization**

Communicative activities where students will practice the acquired vocabulary and grammar concept, to measure their knowledge and comprehension.

Grammar Quizzes**Summative: Other written assessments**

Variety of grammar quizzes to measure the acquired grammar knowledge.

Practice Chapter Tests**Formative: Other written assessments**

Practice test to measure the learned vocabulary and grammar concept

Chapter Tests**Summative: Written Test**

Chapter Test to assess the acquired knowledge of vocabulary, grammar and culture.

Chapter Project 3A**Summative: Oral Report**

Oral presentation to talk about how one gets prepared for a trip to Menda, Mexico to visit the Mayan ruins, to spend time with friends and to spend some time at the beach. Mentioning clothing items and other items needed, purchased and places to go to buy them.

Chapter Project 3B**Summative: Written Report**

Create a poster in which to display safe driving practices and special traffic signs.

Stage 3: Learning Plan

Learning Activities

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Recuerdos del Pasado / Memories of the Past

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: World Languages

NJ: Intermediate-Mid

A. Interpretive Mode

Linguistic:

The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of 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.

- 7.1.IM.A.1 Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes.
- 7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
- 7.1.IM.A.3 Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
- 7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
- 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
- 7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.
- 7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

B. Interpersonal Mode

Linguistic:

The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of 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.IM.B.1 Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.
- 7.1.IM.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 in familiar and some unfamiliar situations.
- 7.1.IM.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
- 7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.
- 7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics

and situations.

C. Presentational Mode

Linguistic:

The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of 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.

- 7.1.IM.C.1 Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.IM.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
- 7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
- 7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.
- 7.1.IM.C.5 Compare the cultural perspectives of the target culture(s) with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each.

Enduring Understandings

- You already have language and communication skills that you can utilize while learning a new language.
- There are multiple ways to say the same thing.
- Learning a language is an ongoing process.

Essential Questions

- What language skills do I already have?
- How can I use my existing communication skills to learn a new language?
- How can I help my audience understand me?
- How can storytelling help me develop my Spanish language knowledge?

Content

- Vocabulary for family members and celebrations
- Toys, games, playing with other children, childhood activities
- Manners and customs vocabulary
- Holiday celebrations
- The imperfect and preterite tenses,
- The indirect object pronouns and reciprocal actions.
- Cultural aspects of celebrations in various Spanish speaking countries

Skills

- Recall previously learned vocabulary and grammar concepts
- Read, listen to, and understand information about toys and playing with other children
- Practice, develop, and apply new vocabulary and new grammar structures.
- Use vocabulary to talk about community and to give directions
- Talk about childhood toys and games
- Express to whom an action is done
- Describe self as a child
- View, understand, and discuss a video mystery.
- Describe and discuss activities done as a child
- Role-play characters in a dialogue
- Identify additional vocabulary from a video
- View, understand, and discuss a video story
- Apply new vocabulary to daily conversation
- Learn to use the imperfect tense of regular and irregular verbs orally and in writing
- Review indirect object pronouns
- Learn to use the preterite tense of irregular verbs orally and in writing.
- Learn to use affirmative 'tú' commands orally and in writing.
- Learn to use the present progressive irregular forms.
- Identify Latino writers, past and present
- Describe holiday celebrations
- Describe people, places and situation from the past.
- Use the preterite and imperfect tenses together
- Use reciprocal actions
- Demonstrate knowledge of the concept of fables from Mexico and traditional children songs
- Demonstrate knowledge about *caraval*, Three Kings Day, *El Roscon de Reyes*, *El Día de los Muertos*, and other Spanish-speaking countries celebrations

Stage 2: Assessment Evidence

Assessments

Practice Vocabulary Activity

Formative: Other written assessments

Practice vocabulary quiz to measure acquire vocabulary knowledge

Vocabulary Quiz

Summative: Other written assessments

Vocabulary quiz to assess acquired knowledge

Communicative Activities

Formative: Dramatization

Oral activities to measure learned knowledge of vocabulary and grammar concepts.

Grammar Quizzes

Summative: Other written assessments

Variety of grammar quizzes to measure acquired grammar knowledge.

Practice Chapter Test

Formative: Other written assessments

Practice chapter test to measure knowledge of grammar, vocabulary and culture.

Chapter Tests

Summative: Written Test

Chapter tests to measure acquired knowledge in grammar, vocabulary and culture.

Chapter Project 4A

Summative: Oral Report

Show and tell show about the past using childhood toys, songs, items, etc.

Chapter Project 4B

Summative: Written Report

Create an email describing an event from childhood

Stage 3: Learning Plan

Learning Activities

- PP Vocabulary Presentation
- Lecture
- Class discussions
- Multiple intelligences activities
- Dictation
- Student presentations
- Cooperative Learning structures
- Communicative Activities
- Guided practice
- Performance assessments
- Projects
- Technology infusion
- Differentiated Instruction
- Homework review
- Listening Activities
- Video

Resources

Suggested Resources:

Textbook

- Realidades 2, Pearson Prentice Hall, 2008

Supplementary Materials

- 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 - PresentationEXPRESS CD-ROM, Pearson Prentice Hall, 2008
- Realidades Level 2 - TeacherEXPRESS CD-ROM, Pearson Prentice Hall, 2008
- Realidades Level 2 - Guided Practice Audio CD, Pearson Prentice Hall, 2008
- Videos
- Workbooks

Prentiss Hal Websites

-  <http://www.phschool.com>
-  <http://www.phsuccessnet.com>