

Cedar Grove School District

Cedar Grove, NJ

2017 | Spanish III



*Approved by the Cedar Grove Board of Education
March 2017*

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 III

Course Description

The Spanish III course offers 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 II, 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 the appropriate usage of the imperfect and preterite tenses, write a minimum of two (2) paragraphs in response to a written prompt and have a spontaneous conversation on a given topic of at least two to three (2~3) minutes in Spanish.

Spanish III

Course Calendar

	Sep					Oct					Nov					Dec					Jan					Feb					Mar					Apr					May					Jun																								
Unit:	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																														
Review and Assess	█																																																																					
In the news	█		█																																																																			
Television & cinema											█																																																											
Buen Provecho "Como se hace la paella?"																█																																																						
Buen Provecho "Te gusta comer al aire libre?"																					█																																																	
Como ser un buen turista																										█																																												
Como sera el futuro																															█																																							
Final exam review																																		█																																				



Week 1 - Week 2

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: World Languages

NJ: Intermediate-High

A. Interpretive Mode

Linguistic:

The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently to:

- Analyze written and oral text.
- Synthesize written and oral text.
- Identify most supporting details in written and oral text.
- Infer meaning of unfamiliar words in new contexts.
- Infer and interpret author's intent.
- Identify some cultural perspectives.
- Identify the organizing principle in written and oral text.

- 7.1.IH.A.1** Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.
- 7.1.IH.A.2** Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.
- 7.1.IH.A.3** Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.
- 7.1.IH.A.4** Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
- 7.1.IH.A.8** Analyze structures of the target language and comparable linguistic structures in English.

B. Interpersonal Mode

Linguistic:

The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently to:

- Infer meaning of unfamiliar words in new contexts.
- Identify some cultural perspectives.
- Narrate and describe across a wide-range of topics.
- Compare and contrast.
- Offer and support opinions.

- Persuade someone to change a point of view.
- Make and change plans.
- Offer advice.
- Handle a situation with a complication.

7.1.IH.B.1 Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.

7.1.IH.B.2 Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.

7.1.IH.B.3 Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.

7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.

7.1.IH.B.5 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.

C. Presentational Mode

Linguistic:

The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently to:

- Synthesize written and oral text.
- Identify some cultural perspectives.
- Narrate and describe across a wide-range of topics.
- Compare and contrast.
- Offer and support opinions.
- Persuade someone to change a point of view.
- Offer advice.

7.1.IH.C.2 Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s).

7.1.IH.C.3 Use language creatively in writing for a variety of purposes.

7.1.IH.B.4 Explain the structural elements and/or cultural perspectives found in culturally authentic materials.

<p><u>Enduring Understandings</u></p> <ul style="list-style-type: none"> • Language fluency includes understanding not only the meaning but also the appropriate syntax and morphology. • Fluency also includes understanding that people from different cultures sometimes say, write, and do things in a different way. 	<p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How do I develop communicative competence? • What is language fluency? • What do I need to know how to say in a second language? • What do I need to do to improve my Spanish language skills?
<p><u>Content</u></p> <ul style="list-style-type: none"> • maps 	<p><u>Skills</u></p> <ul style="list-style-type: none"> • Use preterite tense verbs without support.

- schedules
- selected readings
- classroom commands
- non-verbal communication
- parts of speech

- Use maps to discuss location and give directions.
- Use transport schedules to form questions and answers.
- Use selected readings as prompts for written and spoken responses; analyze parts of speech; identify grammatical structure.

Stage 2: Assessment Evidence

Formative Assessments

- **Role-play**
 - Discuss past vacation activities
- **Meet & greet**
 - Diagnostic assessment of Spanish conversational skills
- **Reading assessments**
 - Reading comprehension; oral & written responses

Stage 3: Learning Plan

Learning Activities

Use selected readings to:

- Discuss and make written commentary about past events
- Search for examples of familiar vocabulary and grammatical structures.
- Recycle vocabulary about greetings, community places, leisure activities and transportation
- Sentence completions
- Match images to Spanish words
- Listening activities: Dictation, Physical Response to audio prompts
- Worksheets and guided practice activities
- Communicative activities
- Pronunciation drills
- Act out concrete concepts

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



Week 3 - Week 9

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: World Languages

NJ: Intermediate-High

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 Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently to:

- Analyze written and oral text.
- Synthesize written and oral text.
- Identify most supporting details in written and oral text.
- Infer meaning of unfamiliar words in new contexts.
- Infer and interpret author's intent.
- Identify some cultural perspectives.
- Identify the organizing principle in written and oral text

7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.

7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.

7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics.

7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.

B. Interpersonal Mode

Linguistic:

The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently to:

- Infer meaning of unfamiliar words in new contexts.
- Identify some cultural perspectives.
- Narrate and describe across a wide-range of topics.
- Compare and contrast.

- Offer and support opinions.
- Persuade someone to change a point of view.
- Make and change plans.
- Offer advice.
- Handle a situation with a complication.

7.1.IH.B.2 Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.

7.1.IH.B.3 Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.

7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.

7.1.IH.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.

7.1.IH.B.6 Use language in a variety of settings to further personal and/or academic goals

C. Presentational Mode

Linguistic:

The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently to:

- Synthesize written and oral text.
- Identify some cultural perspectives.
- Narrate and describe across a wide-range of topics.
- Compare and contrast.
- Offer and support opinions.
- Persuade someone to change a point of view.
- Offer advice.

7.1.IH.C.2 Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s).

7.1.IH.C.3 Use language creatively in writing for a variety of purposes.

7.1.IHB.4 Explain the structural elements and/or cultural perspectives found in culturally authentic materials.

7.1.IHB.6 Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.

Enduring Understandings

- Expanding one's vocabulary in a foreign language increases one's ability to deal with global crises and situations.
- Accurate grammar prevents misunderstanding in cross-cultural communication.

Essential Questions

- How does an expansive vocabulary contribute to cross-cultural communication?
- What information is necessary to be shared during emergencies, crises, natural disasters?
- How does a reader find the context clues of a Spanish news story when not every word or

<ul style="list-style-type: none"> • One can gain understanding from context clues. 	<p>structure is understood?</p> <ul style="list-style-type: none"> • How would you describe a significant event in your life?
<p><u>Content</u></p> <ul style="list-style-type: none"> • Print and broadcast news accounts about natural disasters, crises, emergencies, rescues, and heroes • Classroom interaction • Parts of the body • What happens in the emergency room 	<p><u>Skills</u></p> <ul style="list-style-type: none"> • Communicate about emergencies, medical care, crises, rescues, and heroic acts. • Describe scenes in the past. • Describe weather and time in the past. • Explain injuries and emergency room procedures. • Differentiate between the preterite and imperfect tenses in Spanish. • Recognize the imperfect progressive tense.

Stage 2: Assessment Evidence

<p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> • Homework <ul style="list-style-type: none"> ▪ Workbook and selected written assignments • Grammar Quiz <ul style="list-style-type: none"> ▪ Imperfect progressive tense and its uses 	<p><u>Summative Assessment</u></p> <ul style="list-style-type: none"> • Chapter Test <ul style="list-style-type: none"> ▪ Objective test assessing chapter vocabulary and grammar • My Hero, Mi Heroe <ul style="list-style-type: none"> ▪ Students will write a fifty word narrative describe a hero/heroine and his or her personal characteristics and a specific heroic act. • Accident Report <ul style="list-style-type: none"> ▪ Written description of a realistic accident. • Chapter Test 2 <ul style="list-style-type: none"> ▪ Objective test assessing chapter vocabulary and grammar usage.
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Stage 3: Learning Plan

<p><u>Learning Activities</u></p> <ul style="list-style-type: none"> ▪ Selected readings and broadcast accounts of current events to: ▪ Discuss and make written commentary on the selected readings and broadcasts stories. ▪ Search for examples of: new vocabulary, unfamiliar grammatical structures. ▪ Analyze grammar structures to find patterns ▪ Sentence completions ▪ Matching images to Spanish words ▪ Listening activities: Dictation, Physical Response to audio prompts. ▪ Sequence words ▪ Discuss heroes ▪ Worksheets and practice activities ▪ Review body parts vocabulary. 	<p><u>Resources</u></p> <ul style="list-style-type: none"> • <i>Realidades 2</i>, Pearson Prentice Hall, 2008 <p><u>Workbooks</u></p> <ul style="list-style-type: none"> • <i>Realidades Level 2 - Practice workbook</i>, Pearson Prentice Hall, 2008 • <i>Realidades Level 2 - Video/Audio/Writing workbook</i>, Pearson Prentice Hall, 2008 • DVD Program - <i>Realidades Level 2</i> • <i>Teacher's Resource Book (Para Empezar-Tema 4)</i>, 2008 • <i>Realidades Level 2 - Assessment Program</i>, Pearson Prentice Hall, 2008 • <i>Realidades Level 2 - Alternate Assessment Program</i>, Pearson Prentice Hall, 2008 • <i>Realidades Level 2 - TPR Stories</i>, Pearson
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- Pronunciation drills.
- Act out concrete concepts.

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



Week 10 - Week 16

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: World Languages

NJ: Intermediate-Mid

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 Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently to:

- Analyze written and oral text.
- Synthesize written and oral text.
- Identify most supporting details in written and oral text.
- Infer meaning of unfamiliar words in new contexts.
- Infer and interpret author's intent.
- Identify some cultural perspectives.
- identify the organizing principle in written and oral text.

7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics

7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.

7.1.IH.A.3 Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.

7.1.IH.A.4 Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States..

7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics.

7.1.IH.A.8 Analyze structures of the target language and comparable linguistic structures in English.

B. Interpersonal Mode

Linguistic:

The Intermediate-High language learner has progressed from understanding and communicating at the

sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently to:

- Infer meaning of unfamiliar words in new contexts.
- Identify some cultural perspectives.
- Narrate and describe across a wide-range of topics.
- Compare and contrast.
- Offer and support opinions.
- Persuade someone to change a point of view.
- Make and change plans.
- Offer advice.
- Handle a situation with a complication.

7.1.IH.B.2 Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.

7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.

7.1.IH.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.

C. Presentational Mode

Linguistic:

The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently to:

- Synthesize written and oral text.
- Identify some cultural perspectives.
- Narrate and describe across a wide-range of topics.
- Compare and contrast.
- Offer and support opinions.
- Persuade someone to change a point of view.
- Offer advice.

7.1.IH.C.2 Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s).

7.1.IH.C.4 Explain the structural elements and/or cultural perspectives found in culturally authentic materials..

7.1.IH.C.5 Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one's own culture.

Enduring Understandings

- Military time is used in printed schedules (TV, movies, transportation) throughout Europe and Latin America.
- The idea of a person "getting" or "becoming" a certain emotional state is conveyed by using

Essential Questions

- How do Spanish-language TV shows and movies compare with those of the US?
- How do I express my opinions about TV shows and movies?

<p>reflexive verbs in Spanish.</p> <ul style="list-style-type: none"> • Sporting events and other competitions are popular across many cultures (Game shows, beauty contests, survival, reality shows). • Foreign films can be either dubbed or presented with subtitles. 	<ul style="list-style-type: none"> • How can a person experience foreign-language TV and movies.
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<p>Content</p> <ul style="list-style-type: none"> • Television programming: sporting events, game shows, beauty/talent contests • Vocabulary about media, entertainment genres • Reactions to/opinions about TV and movies • Making movies • Comparatives and superlatives 	<p>Skills</p> <ul style="list-style-type: none"> • Correctly use "<i>gustar</i>" and other verbs that take indirect objects w/ minimal teacher support • Expand vocabulary of reflexive verbs • Give opinions about TV programs • Describe past events (mastery of both preterite and imperfect past tenses)
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Stage 2: Assessment Evidence

<p>Formative Assessment</p> <ul style="list-style-type: none"> • Vocabulary Quiz <ul style="list-style-type: none"> ▪ Recognize new vocabulary used in context: sports and game shows • Audio activities <ul style="list-style-type: none"> ▪ Assess physical response to comprehensible audio • Grammar Quiz <ul style="list-style-type: none"> ▪ Quiz on preterite <i>-ir</i> stem-changing verbs • Homework <ul style="list-style-type: none"> ▪ Workbook and selected written assignments • Vocabulary Quiz 2 <ul style="list-style-type: none"> ▪ Recognize new vocabulary used in context: cinema. • Grammar Quiz <ul style="list-style-type: none"> ▪ Quiz on verbs that use indirect object pronouns • Grammar Quiz <ul style="list-style-type: none"> ▪ Quiz on the present perfect tense and its usage 	<p>Summative Assessment</p> <ul style="list-style-type: none"> • TV critique <ul style="list-style-type: none"> ▪ 2-minute presentation to describe and recommend favorite TV program • Chapter Test 1 <ul style="list-style-type: none"> ▪ Objective test assessing acquisition of chapter vocabulary and grammar usage. • Chapter Test 2 <ul style="list-style-type: none"> ▪ Objective test assessing acquisition of chapter vocabulary and grammar usage.
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Stage 3: Learning Plan

<p>Learning Activities</p> <p>Use selected readings and news accounts to:</p> <ul style="list-style-type: none"> • Discuss and make written commentary about TV programming and movies • Search for examples of: new vocabulary, 	<p>Resources</p> <ul style="list-style-type: none"> • <i>Realidades 2</i>, Pearson Prentice Hall, 2008 <p>Workbooks</p> <ul style="list-style-type: none"> • <i>Realidades Level 2 - Practice workbook</i>, Pearson Prentice Hall, 2008
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unfamiliar grammatical structures.

- Analyze grammar structures to find patterns
- Sentence completions
- Match images to Spanish words
- Listening activities: Dictation, Physical Response to audio prompts
- Worksheets and guided practice activities
- Communicative activities
- Pronunciation drills
- Act out concrete concepts

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- DVD Program - *Realidades Level 2*
- *Teacher's Resource Book (Para Empezar-Tema 4)*, 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
- www.phsuccessnet.com
- [Youtube, http://www.youtube.com](http://www.youtube.com)



Spanish III

Unit: Buen Provecho "Como Se Hace la Paella?"

Cedar Grove High School



Week 17 - Week 20

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: World Languages

NJ: Intermediate-High

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:

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- Synthesize written and oral text.
- Identify most supporting details in written and oral text.
- Infer meaning of unfamiliar words in new contexts.
- Infer and interpret author's intent.
- Identify some cultural perspectives.
- Identify the organizing principle in written and oral text

7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.

7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.

7.1.IH.A.3 Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.

7.1.IH.A.4 Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.

7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics.

7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.

B. Interpersonal Mode

Linguistic:

The Intermediate-High language learner has progressed from understanding and communicating at the

sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently to:

- Infer meaning of unfamiliar words in new contexts.
- Identify some cultural perspectives.
- Narrate and describe across a wide-range of topics.
- Compare and contrast.
- Offer and support opinions.
- Persuade someone to change a point of view.
- Make and change plans.
- Offer advice.
- Handle a situation with a complication.

7.1.IH.B.1 Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.

7.1.IH.B.2 Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.

7.1.IH.B.3 Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.

7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.

7.1.IH.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.

C. Presentational Mode

Linguistic:

The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently to:

- Synthesize written and oral text.
- Identify some cultural perspectives.
- Narrate and describe across a wide-range of topics.
- Compare and contrast.
- Offer and support opinions.
- Persuade someone to change a point of view.
- Offer advice.

7.1.IH.C.3 Use language creatively in writing for a variety of purposes.

7.1.IH.B.4 Explain the structural elements and/or cultural perspectives found in culturally authentic materials..

7.1.IH.C.5 Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one's own culture.

7.1.IH.C.6 Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within

the global workforce.

Enduring Understandings

- Negative commands are different from affirmative commands in Spanish.
- There are "formal" and "familiar" commands depending on who the recipient is.
- Traditional dishes are a reflection of the culture and climate in which they are created.

Essential Questions

- How do I give commands in Spanish to friends and family? To strangers?
- How do I tell someone NOT to do something?
- How do I talk about the impersonal "you" in Spanish?
- What are some traditional dishes from Spain and Latin America?

Content

- Cooking expressions
- Food and appliances
- Following a recipe
- Giving directions in the kitchen

Skills

- Communicate about food and cooking.
- Give spoken and written instructions using affirmative "tu" commands without support.
- Practice forming negative "tu" commands with teacher support.
- Use the impersonal "se" with support.
- Assign direct object pronouns and attach to commands.

Stage 2: Assessment Evidence

Formative Assessment

- **Vocabulary Quiz 1**
 - Recognize new vocabulary used in context: cooking, following a recipe
- **Grammar Quiz**
 - Quiz on negative "tu" commands
- **Grammar Quiz**
 - Quiz on the impersonal "se"

Summative Assessment

- **How-to presentation**
 - use props and visuals to give a cooking demo to prepare your favorite dish
- **Chapter Test 1**
 - Objective test assessing acquisition of chapter vocabulary and grammar usage

Stage 3: Learning Plan

Learning Activities

- Use selected readings, poems and recipes to:
- Discuss and make written commentary about meals, recipes, traditional dishes, ingredients, and appliances
- Search for examples of: new vocabulary, unfamiliar grammatical structures.
- Analyze grammar structures to find patterns
- Recycle food vocabulary
- Sentence completions
- Match images to Spanish words
- Listening activities: Dictation, Physical Response to audio prompts
- Worksheets and guided practice activities
- Communicative activities

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*

- Pronunciation drills
- Act out concrete concepts

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



Spanish III

Unit: Buen Provecho "Te gusta comer al aire libre?"

Cedar Grove High School



Week 21 - Week 24

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: World Languages

NJ: Intermediate-High

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 Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently to:

- Analyze written and oral text.
- Synthesize written and oral text.
- Identify most supporting details in written and oral text.
- Infer meaning of unfamiliar words in new contexts.
- Infer and interpret author's intent.
- Identify some cultural perspectives.
- Identify the organizing principle in written and oral text

7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.

7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.

7.1.IH.A.4 Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.

7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics.

7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.

7.1.IM.A.8 Analyze structures of the target language and comparable linguistic structures in English.

B. Interpersonal Mode

Linguistic:

The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently to:

- Infer meaning of unfamiliar words in new contexts.
- Identify some cultural perspectives.
- Narrate and describe across a wide-range of topics.
- Compare and contrast.
- Offer and support opinions.
- Persuade someone to change a point of view.
- Make and change plans.
- Offer advice.
- Handle a situation with a complication.

7.1.IH.B.1 Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.

7.1.IH.B.2 Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.

7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.

7.1.IH.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.

C. Presentational Mode

Linguistic:

The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently to:

- Synthesize written and oral text.
- Identify some cultural perspectives.
- Narrate and describe across a wide-range of topics.
- Compare and contrast.
- Offer and support opinions.
- Persuade someone to change a point of view.
- Offer advice.

7.1.IH.C.1 Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture(s) and in one’s own culture, through a multimedia-rich presentation to be shared virtually with a target language audience.

7.1.IH.C.3 Use language creatively in writing for a variety of purposes.

7.1.IH.C.5 Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one’s own culture.

Enduring Understandings

- Negative commands are different from affirmative commands in Spanish.
- Commands are different for singular vs. plural.

Essential Questions

- How is outdoor dining different from dining indoors?
- Do people in Latino cultures eat outdoors the same as in the US?

<ul style="list-style-type: none"> Outdoor dining customs and foods associated with the outdoors are a reflection of the climate and culture in which they occur. 	<ul style="list-style-type: none"> What is appropriate and safe camping etiquette?
<p>Content</p> <ul style="list-style-type: none"> Camping and cookouts Foods Outdoor activities 	<p>Skills</p> <ul style="list-style-type: none"> Communicate about what you like or dislike about outdoor camping. Give instructions to a group on how to get ready for a cookout. Read and interpret signs in a park or campground. Use "<i>usted</i>" and "<i>ustedes</i>" commands. Use "<i>por</i>".
<p>Stage 2: Assessment Evidence</p>	
<p>Formative Assessment</p> <ul style="list-style-type: none"> Vocabulary Quiz <ul style="list-style-type: none"> Recognize new vocabulary used in context: camping and cookouts, food Grammar Quiz <ul style="list-style-type: none"> Quiz on "formal" commands (<i>usted</i> and <i>ustedes</i>) Grammar Quiz <ul style="list-style-type: none"> Quiz on the uses of "<i>por</i>" 	<p>Summative Assessment</p> <ul style="list-style-type: none"> Cookout Safety Poster <ul style="list-style-type: none"> Use visuals and text to give safety advice about cookouts Chapter Test <ul style="list-style-type: none"> Objective test assessing acquisition of vocabulary and grammar usage.
<p>Stage 3: Learning Plan</p>	
<p>Learning Activities</p> <p>Use selected readings to:</p> <ul style="list-style-type: none"> Discuss and make written commentary about meals, traditional dishes, and ingredients; outdoor activities; and summer vacations Search for examples of: new vocabulary, unfamiliar grammatical structures. Analyze grammar structures to find patterns Recycle food vocabulary Recycle camping and leisure activity vocabulary Sentence completions Match images to Spanish words Listening activities: Dictation, Physical Response to audio prompts Worksheets and guided practice activities Communicative activities Pronunciation drills Act out concrete concepts 	<p>Resources</p> <ul style="list-style-type: none"> <i>Realidades 2</i>, Pearson Prentice Hall, 2008 <p>Workbooks</p> <ul style="list-style-type: none"> <i>Realidades Level 2</i> - Practice workbook, Pearson Prentice Hall, 2008 <i>Realidades Level 2</i> - Video/Audio/Writing workbook, Pearson Prentice Hall, 2008 DVD Program - <i>Realidades Level 2</i> <i>Teacher's Resource Book</i> (Para Empezar-Tema 4), 2008 <i>Realidades Level 2</i> - Assessment Program, Pearson Prentice Hall, 2008 <i>Realidades Level 2</i> - Alternate Assessment Program, Pearson Prentice Hall, 2008 <i>Realidades Level 2</i> - TPR Stories, Pearson Prentice Hall, 2008 <i>Realidades Level 2</i> - Guided Practice Activities Teacher's Guide, Pearson Prentice Hall, 2008 <i>Realidades Level 2</i> - Audio Program, Pearson Prentice Hall, 2008 <i>Realidades Level 2</i> – 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
- www.phsuccessnet.com
- [Youtube, http://www.youtube.com](http://www.youtube.com)



Week 25 - Week 31

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: World Languages

NJ: Intermediate-High

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 Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently to:

- Analyze written and oral text.
- Synthesize written and oral text.
- Identify most supporting details in written and oral text.
- Infer meaning of unfamiliar words in new contexts.
- Infer and interpret author's intent.
- Identify some cultural perspectives.
- Identify the organizing principle in written and oral text.

7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.

7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.

7.1.IH.A.3 Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.

7.1.IH.A.4 Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.

7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics.

7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.

7.1.IH.A.8 Analyze structures of the target language and comparable linguistic structures in English.

B. Interpersonal Mode

Linguistic:

The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently to:

- Infer meaning of unfamiliar words in new contexts.
- Identify some cultural perspectives.
- Narrate and describe across a wide-range of topics.
- Compare and contrast.
- Offer and support opinions.
- Persuade someone to change a point of view.
- Make and change plans.
- Offer advice.
- Handle a situation with a complication.

7.1.IH.B.1 Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.

7.1.IH.B.2 Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests

7.1.IH.B.3 Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.

7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.

7.1.IH.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.

C. Presentational Mode**Linguistic:**

The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently to:

- Synthesize written and oral text.
- Identify some cultural perspectives.
- Narrate and describe across a wide-range of topics.
- Compare and contrast.
- Offer and support opinions.
- Persuade someone to change a point of view.
- Offer advice

7.1.IH.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.IH.C.2 Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s).

7.1.IH.C.3 Use language creatively in writing for a variety of purposes.

- 7.1.IH.B.4** Explain the structural elements and/or cultural perspectives found in culturally authentic materials.
- 7.1.IH.C.5** Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture.
- 7.1.IH.C.6** Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.

Enduring Understandings

- What information is necessary for traveling abroad?
- 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

- What are safe travel habits?
- What makes a good tourist?
- How can you share your culture while traveling abroad?
- Traveling is not always relaxing. What can be done to make a journey easier?
- What is the "subjunctive" mood and when do I use it in Spanish?

Content

- Planning a trip
- Air travel
- Visiting an airport
- Safe travel
- Staying in a hotel
- Appropriate tourist behaviors
- Traveling in a foreign city

Skills

- Conduct research and talk about taking a trip to a Spanish-speaking country
- Master vocabulary needed to talk about traveling
- Make travel recommendations (persuasive writing/speaking)
- Talk about being a tourist in a foreign land (narrative writing/speaking)
- Recognize patterns in forming the present subjunctive of regular verbs
- Practice using irregular verbs in the subjunctive [*dar, estar, saber, ser*]
- Use the present subjunctive with impersonal expressions
- Practice forming the present subjunctive of stem-changing verbs

Stage 2: Assessment Evidence

Formative Assessment

- **Vocabulary Recognition**
 - Students act out concrete concepts; give other physical response to audio input and visual images (flash cards)
- **Vocabulary Quiz 1**
 - Recognize new vocabulary used in context: travel arrangements, transportation.
- **Be a Good Tourist Poster Prep**

Summative Assessment

- **Be a Good Tourist Poster**
 - Students will orally present to the class in Spanish their poster project detailing how to be a good tourist
- **Narrative Essay**
 - Students will write a four to six sentence paragraph describing what a typical tourist might do to prepare for a trip abroad.
- **Chapter Test**

- Students will partner and present to each other their design and drafts to practice grammar and vocabulary describing what is necessary to be a good tourist. The poster will include photos, visuals, captions, and a list of advice to be a good tourist.
- **"Buen Viaje!"**
 - Students will scan the story for cognates and unfamiliar vocabulary, and question. Then students will read the story silently and answer comprehension questions based on the text.
- **Role Play "Buen Viaje!"**
 - Dramatization: Students will assume the roles of the tourists and travel agent of "Buen Viaje" and Vocabulary Recognition
- **Grammar Quiz**
 - Quiz on usage of subjunctive mood; formation of regular present subjunctive
- **Quiz Irregular Verbs in the Subjunctive**
 - Students will answer questions and use the Subjunctive for the selected irregular verbs.
- **Vocabulary Quiz 2**
 - Recognize new vocabulary used in context: accommodations, tourist behavior, foreign travel experience
- **Grammar Quiz**
 - Quiz on present subjunctive with impersonal expressions
- **Grammar Quiz**
 - Quiz on present subjunctive of stem-changing verbs

- Students will be assessed on unit vocabulary and grammar
- **Travel Brochure**
 - Create a promotional brochure to "sell" a school-sponsored trip to a Spanish-speaking country.
- **Chapter Test 2**
 - Objective test assessing acquisition of vocabulary and grammar usage.

Stage 3: Learning Plan

Learning Activities

- Review the infinitive in verbal expressions
- Listen/View the video historia "*Buen Viaje!*"
- Plan/design/peer edit the "Be a Good Tourist" poster
- discover patterns in forming Present Subjunctive
- Practice forming the Irregular verbs in the Subjunctive

Resources

- *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*

- Lecture and note taking
- Communicative activities
- Repeat/recite spoken words/phrases
- Read travel articles
- Make a travel itinerary

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



Spanish III

Unit: Como Sera el Futuro
Cedar Grove High School



Week 32 - Week 38

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS : World Languages

NJ: Intermediate-Mid

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 Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently to:

- Analyze written and oral text.
- Synthesize written and oral text.
- Identify most supporting details in written and oral text.
- Infer meaning of unfamiliar words in new contexts.
- Infer and interpret author's intent.
- Identify some cultural perspectives.
- Identify the organizing principle in written and oral text.

7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.

7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.

7.1.IH.A.4 Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.

7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics.

7.1.IH.A.8 Analyze structures of the target language and comparable linguistic structures in English.

B. Interpersonal Mode

Linguistic:

The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently to:

- Infer meaning of unfamiliar words in new contexts.

- Identify some cultural perspectives.
- Narrate and describe across a wide-range of topics.
- Compare and contrast.
- Offer and support opinions.
- Persuade someone to change a point of view.
- Make and change plans.
- Offer advice.
- Handle a situation with a complication.

7.1.IH.B.1 Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.

7.1.IH.B.2 Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.

7.1.IH.B.3 Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.

7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.

7.1.IH.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.

C. Presentational Mode

Linguistic:

The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently to:

- Synthesize written and oral text.
- Identify some cultural perspectives.
- Narrate and describe across a wide-range of topics.
- Compare and contrast.
- Offer and support opinions.
- Persuade someone to change a point of view.
- Offer advice.

7.1.IH.C.3 Use language creatively in writing for a variety of purposes.

7.1.IH.B.4 Explain the structural elements and/or cultural perspectives found in culturally authentic materials.

7.1.IH.C.5 Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one’s own culture.

Enduring Understandings

- The ability to speak Spanish is an important skill to have in many career fields in the US.
- Many ecological treasures are located within

Essential Questions

- What careers are associated with a certain set of talents/skills?
- Why should we in the US be concerned about

<p>the Spanish-speaking world; environmental issues directly impact economic development in these regions.</p>	<p>endangered species in the world?</p> <ul style="list-style-type: none"> • How do environmental conditions here in the US and in other parts of the world affect us?
<p>Content</p> <ul style="list-style-type: none"> • Professions, careers • Future plans • Earning a living • What the world may be like in the future • Problems facing the environment and possible solutions 	<p>Skills</p> <ul style="list-style-type: none"> • Imagine, plan, and communicate about your personal future. • Identify and talk about professions and requisite skills/training. • Use the future tense correctly with support. • Imagine and communicate about the future of the world. • Communicate about protecting the environment. • Use the subjunctive to express doubts and uncertainty.

Stage 2: Assessment Evidence

<p>Formative Assessment</p> <ul style="list-style-type: none"> • Vocabulary Quiz 1 <ul style="list-style-type: none"> ▪ Recognize new vocabulary used in context: professions, making a living • Grammar Quiz <ul style="list-style-type: none"> ▪ Quiz on use and formation of future tense • Grammar Quiz <ul style="list-style-type: none"> ▪ Quiz on irregular future tense verbs • Vocabulary Quiz 2 <ul style="list-style-type: none"> ▪ Recognize new vocabulary used in context: world of the future, environmental issues • Grammar Quiz <ul style="list-style-type: none"> ▪ Quiz on irregular future tense verbs • Grammar Quiz <ul style="list-style-type: none"> ▪ Quiz on the present subjunctive with expressions of doubt 	<p>Summative Assessment</p> <ul style="list-style-type: none"> • Oral presentation <ul style="list-style-type: none"> ▪ Give a 2-minute speech to tell what you want to be when you grow up • Chapter Test 1 <ul style="list-style-type: none"> ▪ Objective test assessing acquisition of vocabulary and grammar usage • Newspaper article <ul style="list-style-type: none"> ▪ Write a newspaper article about a project to improve the community
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Stage 3: Learning Plan

<p>Learning Activities</p> <ul style="list-style-type: none"> • Read, discuss and make written commentary on the texts about careers, interests, and training programs • Read, discuss and make written commentary on texts about nature, the environment, energy, and vacation destinations • Search for examples of: new vocabulary, unfamiliar grammatical structures • Analyze grammar structures to find patterns • Sentence completions 	<p>Resources</p> <p>Textbook</p> <ul style="list-style-type: none"> • <i>Realidades 2</i>, Pearson Prentice Hall, 2008 <p>Workbooks</p> <ul style="list-style-type: none"> • <i>Realidades Level 2</i> - Practice workbook, Pearson Prentice Hall, 2008 • <i>Realidades Level 2</i> - Video/Audio/Writing workbook, Pearson Prentice Hall, 2008 • DVD Program - <i>Realidades Level 2</i> • <i>Teacher's Resource Book</i> (Para Empezar-Tema
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- Matching images to Spanish words
- Listening activities: Dictation, Physical Response to audio prompts
- Pre-writing strategies
- Using heads and subheads
- Interpreting/creating charts to summarize data
- Worksheets and practice activities
- Recycle school and media vocabulary
- Pronunciation drills
- Act out concrete concepts

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



Week 39 - Week 40

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: World Languages

NJ: Intermediate-Mid

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 Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently to:

- Analyze written and oral text.
- Synthesize written and oral text.
- Identify most supporting details in written and oral text.
- Infer meaning of unfamiliar words in new contexts.
- Infer and interpret author's intent.
- Identify some cultural perspectives.
- Identify the organizing principle in written and oral text.

7.1.IH.A.4 Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.

7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics.

7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.

7.1.IH.A.8 Analyze structures of the target language and comparable linguistic structures in English.

B. Interpersonal Mode

Linguistic:

The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently to:

- Infer meaning of unfamiliar words in new contexts.
- Identify some cultural perspectives.
- Narrate and describe across a wide-range of topics.
- Compare and contrast.
- Offer and support opinions.

- Persuade someone to change a point of view.
- Make and change plans.
- Offer advice.
- Handle a situation with a complication.

7.1.IH.B.1 Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.

7.1.IH.B.2 Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.

7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.

7.1.IH.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.

C. Presentational Mode

Linguistic:

The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently to:

- Synthesize written and oral text.
- Identify some cultural perspectives.
- Narrate and describe across a wide-range of topics.
- Compare and contrast.
- Offer and support opinions.
- Persuade someone to change a point of view.
- Offer advice.

7.1.IH.C.2 Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s).

7.1.IH.C.3 Use language creatively in writing for a variety of purposes.

7.1.IH.C.4 Explain the structural elements and/or cultural perspectives found in culturally authentic materials.

Stage 2: Assessment Evidence

Formative Assessment

- **Final Exam Review**
 - sentence completion, C-F, multiple choice exercises to review and prepare for final
- **Communicative Activity**
 - structured dialogue to practice talking one-on-one about some future event (prep for upcoming exam)

Summative Assessment

- **Final Exam**
 - Objective test assessing acquisition of chapter vocabulary and grammar usage

Stage 3: Learning Plan

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

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New Jersey Student Learning Standards for World Languages

Content Area	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.		
Strand	Interpretive Mode		
Proficiency Level and Grade Level Performance Benchmark	Content Statement	Indicator #	Indicator
Strand	Presentational Mode		
Intermediate-High Grade 12 for all students who continue to study the same language throughout elementary school	Linguistic: The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently to: <ul style="list-style-type: none"> ➤ Analyze written and oral text. ➤ Synthesize written and oral text. ➤ Identify most supporting details in written and oral text. ➤ Infer meaning of unfamiliar words in new contexts. ➤ Infer and interpret author’s intent. ➤ Identify some cultural perspectives. ➤ Identify the organizing principle in written and oral text. Cultural: <ul style="list-style-type: none"> ➤ Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural perspectives play in how these issues are perceived and how they are addressed. (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].) ➤ Being able to view one’s own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.) ➤ Observing and/or participating in the four art forms, across and within cultures, lead to an understanding of the shared human experience. (Topics/activities that assist in the 	7.1.IH.A.1	Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.
		7.1.IH.A.2	Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.
		7.1.IH.A.3	Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one’s own culture.
		7.1.IH.A.4	Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
		7.1.IH.A.5	Synthesize information from oral and written discourse dealing with a variety of topics.
		7.1.IH.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with

<p>development of this understanding should include, but are not limited to: aesthetics and the creation and performance of dance, music, theater, and visual arts.)</p> <ul style="list-style-type: none"> ➤ Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.) ➤ Modifying a Personalized Student Learning Plan requires an understanding of one’s own skill set and preferences, knowing one’s proficiency level in a second language, and developing transfer skills to prepare for careers. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.) ➤ Examination of the roles of race, ethnicity, gender, and religion through world history and across cultures assists in understanding the current sociopolitical landscape. (Topics that assist in the development of this understanding should include, but are not limited to: history, social sciences, and world literatures.) 		the previous version of the CCCS for world languages, this Indicator is listed as reserved.
	7.1.IH.A.7	Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
	7.1.IH.A.8	Analyze structures of the target language and comparable linguistic structures in English.

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Strand	Interpersonal Mode		
Proficiency Level and Grade Level Performance Benchmark	Content Statement	Indicator #	Indicator
Intermediate-High Grade 12 for all students who continue to study the same language throughout elementary school	Linguistic: The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently to: <ul style="list-style-type: none"> ➤ Infer meaning of unfamiliar words in new contexts. ➤ Identify some cultural perspectives. ➤ Narrate and describe across a wide-range of topics. ➤ Compare and contrast. ➤ Offer and support opinions. ➤ Persuade someone to change a point of view. ➤ Make and change plans. ➤ Offer advice. ➤ Handle a situation with a complication. 	7.1.IH.B.1	Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.
		7.1.IH.B.2	Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.
		7.1.IH.B.3	Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.
		7.1.IH.B.4	Ask and respond to questions as part of a group

<p>Cultural:</p> <ul style="list-style-type: none"> ➤ Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural perspectives play in how these issues are perceived and how they are addressed. (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].) ➤ Being able to view one’s own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.) ➤ Observing and/or participating in the four art forms, across and within cultures, lead to an understanding of the shared human experience. (Topics/activities that assist in the development of this understanding should include, but are not limited to: aesthetics and the creation and performance of dance, music, theater, and visual arts.) ➤ Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.) ➤ Modifying a Personalized Student Learning Plan requires an understanding of one’s own skill set and preferences, knowing one’s proficiency level in a second language, and developing transfer skills to prepare for careers. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.) ➤ Examination of the roles of race, ethnicity, gender, and religion through world history and across cultures assists in understanding the current sociopolitical landscape. (Topics that assist in the development of this understanding should include, but are not limited to: history, social sciences, and world literatures.) 		discussion of topics and situations of a personal, academic, or social nature.
	7.1.IH.B.5	Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.
	7.1.IH.B.6	Use language in a variety of settings to further personal and/or academic goals.

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Strand	Presentational Mode		
Proficiency Level and Grade Level Performance Benchmark	Content Statement	Indicator #	Indicator
Intermediate-High Grade 12 for all students who continue to study the same language throughout K-12	<p>Linguistic:</p> <p>The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently to:</p> <ul style="list-style-type: none"> - Synthesize written and oral text. - Identify some cultural perspectives. - Narrate and describe across a wide-range of topics. - Compare and contrast. - Offer and support opinions. - Persuade someone to change a point of view. - Offer advice. <p>Cultural:</p> <ul style="list-style-type: none"> ➤ Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural perspectives play in how these issues are perceived and how they are addressed. (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].) ➤ Being able to view one’s own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.) ➤ Observing and/or participating in the four art forms, across and within cultures, lead to an understanding of the shared human experience. (Topics/activities that assist in the development of this understanding should include, but are not limited to: aesthetics and the creation and performance of dance, music, theater, and visual arts.) ➤ Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential. (Topics that assist in the development of this understanding should 	7.1.IH.C.1	Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture(s) and in one’s own culture, through a multimedia-rich presentation to be shared virtually with a target language audience.
		7.1.IH.C.2	Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s).
		7.1.IH.C.3	Use language creatively in writing for a variety of purposes.
		7.1.IH.C.4	Explain the structural elements and/or cultural perspectives found in culturally authentic materials.
		7.1.IH.C.5	Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one’s own culture.
		7.1.IH.C.6	Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.

	<p>include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)</p> <ul style="list-style-type: none"> ➤ Modifying a Personalized Student Learning Plan requires an understanding of one’s own skill set and preferences, knowing one’s proficiency level in a second language, and developing transfer skills to prepare for careers. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.) ➤ Examination of the roles of race, ethnicity, gender, and religion through world history and across cultures assists in understanding the current sociopolitical landscape. (Topics that assist in the development of this understanding should include, but are not limited to: history, social sciences, and world literatures.) 		
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