

Camden City School District
World Language Curriculum Framework
Scope and Sequence: 9th-12th Grade

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Spanish I		
Unit & Topics	Learning Targets	Resources
<p><i>Preliminary/ Preliminar</i></p> <ul style="list-style-type: none"> ❖ Are you able to introduce self and others using culturally appropriate greetings? ❖ Can you tell the difference in writing the date in Spanish vs. English? ❖ Are you able to exchange information about self on familiar topics such as your email address? 	<p><u>Interpersonal Mode of Communication</u></p> <p><i>Speaking:</i></p> <ul style="list-style-type: none"> • Ask questions of classmates and answer their questions • Play oral word games • Introduce yourself to a classmate • Use appropriate greetings at a given time of day • Give commands or instructions • Talk to a partner about the weather <p><i>Listening:</i></p> <ul style="list-style-type: none"> • Obtain information from an oral exchange <p><i>Writing:</i></p> <ul style="list-style-type: none"> • Writes appropriate content information • Write a dialogue, a class schedule • Make a list • Make a class birthday calendar <p><u>Interpretive Mode of Communication:</u></p> <p><i>Listening:</i></p> <ul style="list-style-type: none"> • Recognize sounds • Identify written words based on their pronunciation • Understand oral instructions • Obtain information from a conversation <p><i>Reading:</i></p> <ul style="list-style-type: none"> • Interpret artwork, diagrams, and or graphic organizers • Understand the general meanings of a text • Understand written expressions 	<ul style="list-style-type: none"> ➤ Español Santillana 1-High School ➤ The GO TO Strategies Matrix ➤ <i>Scaffolding Options for ELLs</i> ➤ <i>American Sign Language</i> https://www.handspeak.com/word/search/index.php?id=4676

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	<ul style="list-style-type: none"> • Infer the significance of unknown vocabulary <p><u>Presentational Mode of Communication</u></p> <p><i>Speaking:</i></p> <ul style="list-style-type: none"> • Explain current weather conditions • Give commands or instructions to be carried out by an audience <p><i>Writing:</i></p> <ul style="list-style-type: none"> • Write and present a skit 	
<p><i>México</i></p> <ul style="list-style-type: none"> ❖ Are you able to introduce oneself or others formally and informally? ❖ Are you able to identify oneself and others? ❖ Are you able to describe people’s physical and personality characteristics? ❖ Are you able to describe family members? ❖ Are you able to express one’s age and ask for the age of others? ❖ Are you able to formulate questions? ❖ Are you able to ask and tell one’s origin? ❖ Are you able to explore cultural aspects of México? 	<p><u>Interpersonal Mode of Communication</u></p> <p><i>Speaking:</i></p> <ul style="list-style-type: none"> • Introduce group members • Describe people • Interview a classmate • Ask and answer about family relationships • Ask and answer about feelings • Interpret artwork <p><i>Listening:</i></p> <ul style="list-style-type: none"> • Understand questions and respond appropriately • Understand simple description of people <p><i>Writing:</i></p> <ul style="list-style-type: none"> • Write a blog, e-mail, or letter to introduce yourself • Write a conversation <ul style="list-style-type: none"> ▪ Grammar -Subject pronouns and verb ser <p><i>Reading:</i></p> <ul style="list-style-type: none"> • Understand simple texts that describe people 	<ul style="list-style-type: none"> ➤ Español Santillana 1-High School ➤ The GO TO Strategies Matrix <i>Scaffolding Options for ELLs</i> ➤ <i>American Sign Language</i> https://www.handspeak.com/word/search/index.php?id=4676

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	<p><u>Interpretive Mode of Communication:</u></p> <p><i>Listening:</i></p> <ul style="list-style-type: none">• Understand other people’s personal information.• Obtain information from a conversation.• Understand expressions related to emotions.• Interpret audio and video about culture. <p><i>Reading:</i></p> <ul style="list-style-type: none">• Obtain personal information from a text.• Understand brief written exchanges.• Obtain literal information from a narrative or informational text.• Use the context in order to complete a text• Infer meanings based on a text.• Understand cultural texts using cognates as a reading strategy.• Read and interpret art. <p><u>Presentational Mode of Communication</u></p> <p><i>Speaking:</i></p> <ul style="list-style-type: none">• Describe your or a classmate’s family tree.• Act out a short skit aloud.• Present biographical and interpretive information about an artist and artwork. <p><i>Writing:</i></p> <ul style="list-style-type: none">• Write and present descriptions about oneself and others.• Summarize a classmate’s answers.• Prepare a poster about a cultural element.<ul style="list-style-type: none">▪ Grammar -Los adjetivos	
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<p><i>Puerto Rico</i></p> <ul style="list-style-type: none"> ❖ What places can you identify and describe? ❖ Express where people, animals and things are located. ❖ What are your daily chores? ❖ Express needs and obligations using expressions. 	<p><u>Interpersonal Mode of Communication</u></p> <p>Speaking:</p> <ul style="list-style-type: none"> • Participate in discussion on a given topic. • Initiate a guessing game with another student. • Discuss photos with a classmate. • Interview students to gather information. <p>Writing:</p> <ul style="list-style-type: none"> • Obtain information from an oral exchange. • Understand a partner’s clues in order to exchange information. <ul style="list-style-type: none"> ▪ Grammar -Los artículos <p>Listening:</p> <ul style="list-style-type: none"> • Obtain information from an oral exchange. • Understand a partner’s clues in order to exchange information. <p>Reading:</p> <ul style="list-style-type: none"> • Understand a text or blog about Puerto Rico. • Understand an online article on a particular topic. <p><u>Interpretive Mode of Communication</u></p> <p>Listening:</p> <ul style="list-style-type: none"> • Listen and identify ideas or photos. • Listen and evaluate or interpret the information. <p>Reading:</p> <ul style="list-style-type: none"> • Use context in order to complete a text. 	<ul style="list-style-type: none"> ➤ Español Santillana 1-High School ➤ The GO TO Strategies Matrix ➤ Scaffolding Options for ELLs ➤ American Sign Language ➤ https://www.handspeak.com/word/search/index.php?id=4676

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	<ul style="list-style-type: none"> • Obtain literal information and make inferences from a text. • Synthesizing key concepts in a reading passage. <p><u>Presentational Mode of Communication:</u></p> <p><i>Speaking:</i></p> <ul style="list-style-type: none"> • Present information or results orally to the class. • Act out a script. <p><i>Writing:</i></p> <ul style="list-style-type: none"> • Summarize or report information. <ul style="list-style-type: none"> ▪ Grammar -Expresar existencia. El verbo haber, Expresar lugar 	
<p><i>Guatemala</i></p> <ul style="list-style-type: none"> ❖ Are you able to express yourself when you go shopping? For example, how much it cost? ❖ Can you distinguish seasonal clothing? ❖ Can you compare and contrast traditional clothes from Guatemala and your own culture? 	<p><u>Interpersonal Mode of Communication</u></p> <p><i>Speaking:</i></p> <ul style="list-style-type: none"> • Talk to a partner about clothing and /or clothing stores. • Share opinions with classmates. • Describe images to a classmate. • Interview a classmate to gather information <p><i>Writing:</i></p> <ul style="list-style-type: none"> • Write a descriptive paragraph. • Make a list based on personal information and personal knowledge. • Summarize written notes. <ul style="list-style-type: none"> ▪ Grammar-Verbos con raíz irregular (e>ie) El verbo ir, El verbo gustar <p><i>Listening:</i></p> <ul style="list-style-type: none"> • Understand the data being collected in a survey 	<ul style="list-style-type: none"> ➤ Español Santillana 1-High School ➤ The GO TO Strategies Matrix <i>Scaffolding Options for ELLs</i> ➤ <i>American Sign Language</i> https://www.handspeak.com/word/search/index.php?id=4676

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	<ul style="list-style-type: none"> • Obtain information from an oral exchange. <p>Reading:</p> <ul style="list-style-type: none"> • Understand the role of historical figures in Guatemala. • Use pictures to infer meaning.) <p><u>Interpretive Mode of Communication</u></p> <p><i>Listening:</i></p> <ul style="list-style-type: none"> • Identify the main ideas of an oral text. • Interpret audio and video about cultural topics. • Obtain information from a conversation or an oral message. <p><i>Reading:</i></p> <ul style="list-style-type: none"> • Understand the meaning of a written document. • Understand cultural texts using cognates as a reading strategy. <p><u>Presentational Mode of Communication:</u></p> <p><i>Speaking:</i></p> <ul style="list-style-type: none"> • Design and present an original creation. • Display results of an interview. (Español Santillana p. 43,86,91) <p><i>Writing:</i></p> <ul style="list-style-type: none"> • Write and present a skit. • Create a written conversation to practice and present to the class. <ul style="list-style-type: none"> ▪ Grammar- Los demostrativos, verbos con raíz irregular (o>ue) 	
<i>United States/ Estados Unidos</i>	<u>Interpersonal Mode of Communication</u>	➤ Español Santillana 1-High School

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<ul style="list-style-type: none"> ❖ How will you communicate your present and future plans in the target language? ❖ Ask and respond questions about what someone does for living. ❖ Can you ask and give advice by using the imperative commands? ❖ What are your life desires? 	<p>Speaking:</p> <ul style="list-style-type: none"> • Talk to a partner about their opinion and preferences. • Engage in simple conversation with a partner. • Roleplay with a partner. • Exchange information with classmates. <p>Writing:</p> <ul style="list-style-type: none"> • Create a poster or drawing to share with classmates. • Write a journal entry or e-mail response with personal information. <ul style="list-style-type: none"> ▪ Grammar-Imperativo afirmativo, Verbos irregulares, El gerundio, Verbos con raiz Irregular (u>ue) • Understand a partner's clues in order to exchange information. • Determine preferences based on an audio recording. <p>Reading:</p> <ul style="list-style-type: none"> • Share an e-mail or instant message to a friend. <p><u>Interpretive Mode of Communication</u></p> <p>Listening:</p> <ul style="list-style-type: none"> • Obtain information from a conversation. • Identify the main ideas of an oral text. <p>Reading:</p> <ul style="list-style-type: none"> • Obtain literal information from a narrative or informational text. • Understand a picture story. • Use the context in order to complete a text. 	<ul style="list-style-type: none"> ➤ The GO TO Strategies Matrix <i>Scaffolding Options for ELLs</i> ➤ American Sign Language https://www.handspeak.com/word/search/index.php?id=4676
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	<ul style="list-style-type: none"> • Use clues to decipher the meaning of the a text. • Relate the information in a text to personal experiences. <p><u>Presentational Mode of Communication:</u></p> <p><i>Speaking:</i></p> <ul style="list-style-type: none"> • Present a skit to classmates. • Create a presentation. <p><i>Writing:</i></p> <ul style="list-style-type: none"> • Write sentences or texts with the clues given. • Write and present descriptions about oneself and others. • Write an email. <ul style="list-style-type: none"> ▪ Grammar-Ir a + Infinitivo 	
Spanish II		
Unit & Topics	Learning Targets	Resources
<p><i>Preliminary/ Preliminar</i></p> <ul style="list-style-type: none"> ❖ What have you learned in the previous course? ❖ How can you apply what you have learned? ❖ How will you use personal information to respond to an e-mail? ❖ How will you describe or identify a physical characteristics of a person? 	<p><u>Interpersonal Mode of Communication</u></p> <p><i>Speaking:</i></p> <ul style="list-style-type: none"> • Compare information with a classmate. • Initiate a guessing game with another student. • Ask and answer guided questions. • Interview a classmate. • Engage in conversation with a classmate. • Describe people based on a picture. <p><i>Writing:</i></p> <ul style="list-style-type: none"> ▪ Write descriptive sentences or texts. • Use personal information to respond to an e-mail. <ul style="list-style-type: none"> ▪ Grammar-Verbs <i>ser y estar</i>, ▪ Grammar-Nouns, 	<ul style="list-style-type: none"> ➤ Español Santillana 2- High School ➤ The GO TO Strategies Matrix ➤ <i>Scaffolding Options for ELLs</i> ➤ <i>American Sign Language</i> https://www.handspeak.com/word/search/index.php?id=4676

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	<ul style="list-style-type: none"> ▪ Grammar-The verb gustar, ▪ Grammar-Present tense verbs, ▪ Grammar-Reflexive verbs, ▪ Grammar-Irregular verbs, ▪ Grammar-Location verbs, estar en <p>Listening:</p> <ul style="list-style-type: none"> • Interpret a classmate’s answers. • Understand simple oral descriptions. Extract pertinent information from a classmates’ oral description <p>Reading:</p> <ul style="list-style-type: none"> • Understand simple texts that describe people. • Understand the key concepts of a written conversation. <p><u>Interpretive Mode of Communication</u></p> <p>Listening:</p> <ul style="list-style-type: none"> • Obtain information from a conversation. <p>Reading:</p> <ul style="list-style-type: none"> • Understand and make inferences from brief written exchanges. • Understand descriptive texts. <p><u>Presentational Mode of Communication:</u></p> <p>Speaking:</p> <ul style="list-style-type: none"> • Present the results of a survey to the class. 	
<p><i>Centroamérica</i></p> <ul style="list-style-type: none"> ❖ How will you describe or identify a physical characteristic of a person? ❖ How can you understand questions, sentences and respond appropriately in the target language? 	<p><u>Interpersonal Mode of Communication</u></p> <p>Speaking:</p> <ul style="list-style-type: none"> • Engage in conversation with a classmate. • Describe people. • Interview a classmate. • Initiate a guessing game with another student. • Tell a story to a classmate 	<ul style="list-style-type: none"> ➤ Español Santillana 2- High School ➤ The GO TO Strategies Matrix <i>Scaffolding Options for ELLs</i> ➤ <i>American Sign Language</i> https://www.handspeak.com/word/search/index.php?id=4676

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<p>❖ What are some Central American countries</p>	<p>Writing:</p> <ul style="list-style-type: none"> • Write a paragraph to describe people. • Write dialogues <ul style="list-style-type: none"> ▪ Grammar-Possessive adjectives, ▪ Grammar-Adjectives, nouns, <p>Listening:</p> <ul style="list-style-type: none"> • Understand questions and sentences and respond appropriately • Understand simple descriptions. <p>Reading:</p> <ul style="list-style-type: none"> • Understand the information in a blog, e-mail, or postcard. • Understand simple texts that describe people and / or feelings. <p><u>Interpretive Mode of Communication</u></p> <p><i>Listening:</i></p> <ul style="list-style-type: none"> • Understand and obtain basic information from a conversation. • Understand oral descriptions • Interpret audio and video about culture. <p><i>Reading:</i></p> <ul style="list-style-type: none"> • Understand brief written exchanges. • Infer meanings based on a cultural text. • Demonstrate comprehension of the main ideas of a text. • Reflect on and explain cultural topics in relation to personal experience. • Understand cultural texts by identifying the global idea of a text. <p><u>Presentational Mode of Communication:</u></p> <p><i>Speaking:</i></p> <ul style="list-style-type: none"> • Act out a short skit aloud. • Present or represent emotion by acting. 	
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	<ul style="list-style-type: none"> • Present information to the class <p>Writing:</p> <ul style="list-style-type: none"> ▪ Write descriptive sentences or texts. ▪ Write a story or a summary of events. ▪ Write questions or answers about personal information. ▪ Write a list of personality traits. ▪ Summarize the results of a survey, <ul style="list-style-type: none"> ▪ Grammar-Comparisons, superlatives ▪ Grammar-Interrogatives, 	
<p>Las Antillas</p> <ul style="list-style-type: none"> ❖ What do you know about colonial architecture in the Spanish-speaking countries of the Americas? (Discuss it). ❖ How will you use expressions to ask for confirmation of a fact, to express surprise, to ask for someone’s opinion, and to express approval and disapproval in the target language? ❖ How will you express yourself using the present progressive tense in the target language? ❖ How will you identify and describe words for household furniture and accessories in the target language? <p>How will you distinguish demonstrative adjectives and demonstrative pronouns in Spanish?</p>	<p><u>Interpersonal Mode of Communication</u></p> <p>Speaking:</p> <ul style="list-style-type: none"> • Engage in a basic conversation with a partner. • Ask and answer questions about the home and household items. • Talk to a partner about household tasks. • Relate the cultural topics to personal experiences with a classmate. • Ask and answer questions about preferences. • Describe the elements of a picture to a classmate. <p>Writing:</p> <ul style="list-style-type: none"> • Write a conversation. • Make a list of household items or tasks. • Write questions to ask a partner. • Write a responsive e-mail. <ul style="list-style-type: none"> ▪ Grammar-Present Progressive, ▪ Grammar-Direct-Indirect pronouns, ▪ Grammar-Demonstrative adjectives, <p>Listening:</p> <ul style="list-style-type: none"> • Understand oral descriptions. 	<ul style="list-style-type: none"> ➤ Español Santillana 2-High School ➤ The GO TO Strategies Matrix <i>Scaffolding Options for ELLs</i> ➤ American Sign Language https://www.handspeak.com/word/search/index.php?id=4676

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	<ul style="list-style-type: none">• Obtain information from an oral exchange.• Demonstrate comprehension of a conversation.• Understand a partner’s clues to play a guessing game. <p>Reading:</p> <ul style="list-style-type: none">• Understand simple texts about the home. <p><u>Interpretive Mode of Communication</u></p> <p>Listening:</p> <ul style="list-style-type: none">• Obtain information from a conversation.• Understand simple descriptions from an audio recording.• Interpret audio and video about culture. <p>Reading:</p> <ul style="list-style-type: none">• Understand brief written exchanges.• Obtain basic information from a letter.• Infer meanings based on a text.• Understand cultural texts by reading for detailed information.• Reflect on and explain cultural elements related to personal experiences <p><u>Presentational Mode of Communication:</u></p> <p>Speaking:</p> <ul style="list-style-type: none">• Act out a short skit aloud• Present the results of a survey or interview. <p>Writing:</p> <ul style="list-style-type: none">• Write a short skit.• Write a paragraph to summarize results.• Write descriptive sentences or texts.• Write a note.• Create a game for your classmates to play<ul style="list-style-type: none">▪ Grammar-Repaso Gramática,	
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<p><i>Andes centrales</i></p> <ul style="list-style-type: none"> ❖ What countries can you identify in South America map? (Make a list all of the countries that make up the central Andes region and their capital cities). ❖ How will you use irregular verbs <i>ser</i> and the preterite tense? ❖ How will you communicate in the target language when purchasing items? ❖ How will you reflect on and explain cultural topics in relation to personal experience? 	<p><u>Interpersonal Mode of Communication</u></p> <p>Speaking:</p> <ul style="list-style-type: none"> • Engage in conversation with a classmate. • Describe clothing • Initiate a guessing game with another student. • Talk to a classmate about your likes. • Participate in a guided conversation with a classmate. <p>Writing:</p> <ul style="list-style-type: none"> • Write a narrative summary. • Make a list. • Take notes on the pertinent information in a text. • Write dialogues. <ul style="list-style-type: none"> ▪ Grammar-Regular Preterite tense Ar, ▪ Grammar-Regular Preterite Tense Er & Ir ▪ Grammar-Irregular Preterite Verbs: ser,ir,decir,tener,estar,hacer, <p>Listening:</p> <ul style="list-style-type: none"> • Understand verbal questions and respond appropriately. • Infer meaning from an oral description. <p>Reading:</p> <ul style="list-style-type: none"> • Understand the information in a blog, a diary entry, an e-mail, or an Instant Messenger conversation. <p><u>Interpretive Mode of Communication</u></p> <p>Listening:</p>	<ul style="list-style-type: none"> ➤ Español Santillana 2- High School ➤ The GO TO Strategies Matrix <i>Scaffolding Options for ELLs</i> ➤ <i>American Sign Language</i> https://www.handspeak.com/word/search/index.php?id=4676
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	<ul style="list-style-type: none"> • Understand and obtain basic information from a conversation. • Understand oral descriptions or narratives. • Interpret audio and video about culture. <p>Reading:</p> <ul style="list-style-type: none"> • Understand brief written exchanges. • Infer meanings based on a cultural text. • Demonstrate an understanding of the factual information in a text. • Comprehend a cultural text by making inferences.) • Reflect on and explain cultural topics in relation to personal experience. <p><u>Presentational Mode of Communication:</u></p> <p>Speaking:</p> <ul style="list-style-type: none"> • Act out a short skit aloud. <p>Writing:</p> <ul style="list-style-type: none"> • Write a summary of events or a narrative text. • Write a description. • Write a diary entry • Summarize information. • Write a skit. <ul style="list-style-type: none"> ▪ Grammar-Repaso Gramática, 	
<p><i>Norteamérica</i></p> <ul style="list-style-type: none"> ❖ How will you acquire facts about the geography and history of the countries in North America in the target language? ❖ How can you use expressions to order food in a restaurant in the target language? ❖ What kind of affirmative commands (singular or plural) 	<p><u>Interpersonal Mode of Communication</u></p> <p>Speaking:</p> <ul style="list-style-type: none"> • Engage in conversation with a classmate. • Compare information with a classmate. • Talk to a partner about your food likes. • Talk to a partner about food preparation. • Give instructions or advice to a partner. <p>Writing:</p> <ul style="list-style-type: none"> • Create a menu based on preference. • Make a list. 	<ul style="list-style-type: none"> ➤ Español Santillana 2- High School ➤ The GO TO Strategies Matrix <i>Scaffolding Options for ELLs</i> ➤ <i>American Sign Language</i> https://www.handspeak.com/word/search/index.php?id=4676

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<p>would you use to express yourself in a hispanic restaurant?</p> <p>❖ Why it is important to understand instructional texts?</p>	<ul style="list-style-type: none"> ▪ Grammar-Express quantity, Informal/formal commands, Plural commands, Negative commands <p><i>Listening:</i></p> <ul style="list-style-type: none"> • Understand verbal questions and respond appropriately. <p><i>Reading:</i></p> <ul style="list-style-type: none"> • Understand the components and instructions in a recipe. • Understand simple texts that describe food and healthy living. <p><u>Interpretive Mode of Communication</u></p> <p><i>Listening:</i></p> <ul style="list-style-type: none"> • Obtain basic information from a conversation • Understand statements or texts related to food likes and habits. • Understand the instructions in a recipe. • Listen and identify ideas or photos. • Interpret audio and video about culture. <p><i>Reading:</i></p> <ul style="list-style-type: none"> • Understand brief written exchanges. • Understand the instructions in a recipe. • Infer meanings based on a cultural text • Reflect on and explain cultural elements related to personal experience. <p><u>Presentational Mode of Communication:</u></p> <p><i>Speaking:</i></p> <ul style="list-style-type: none"> • Act out a short skit aloud. • Present an original creation or representation to the class. <p><i>Writing:</i></p> <ul style="list-style-type: none"> • Write a descriptive food list. 	
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	<ul style="list-style-type: none"> • Display the results of a survey <ul style="list-style-type: none"> ▪ Grammar-Repaso Gramatica, 	
Spanish III		
Unit & Topics	Learning Targets	Resources
<p><i>Preliminary/ Preliminar</i></p> <ul style="list-style-type: none"> ❖ What terminology will you use to ask and answer questions appropriately in the target language? ❖ How will you compare and contrast information in the target language? ❖ How can you initiate and engage in meaningful conversations? ❖ How will you communicate using present tense, present progressive, regular and irregular verbs in the past tense? ❖ In what situation can you use informal and formal commands in the target language? ❖ Distinguish the differences between interrogatives in English and Spanish. 	<p><u>Interpersonal Mode of Communication</u></p> <p><i>Speaking:</i></p> <ul style="list-style-type: none"> • Engage in conversation with a classmate. • Ask and answer guided questions. • Interview a classmate.) • Invent a story with a classmate. <p><i>Writing:</i></p> <ul style="list-style-type: none"> • Write descriptive or narrative sentences. • Make questions for an interview and take notes from an interview. • Write sentences giving advice. • Write a paragraph comparing or summarizing information. <ul style="list-style-type: none"> ▪ Grammar-Present tense, Preterite tense, Preterite irregular verbs <p><i>Listening:</i></p> <ul style="list-style-type: none"> • Understand sentences or questions and respond appropriately. • Understand simple oral exchanges and react appropriately or apply information to a task. <p><i>Reading:</i></p> <ul style="list-style-type: none"> • Understand a list of items or simple texts that provide information. <p><u>Interpretive Mode of Communication</u></p> <p><i>Listening:</i></p> <ul style="list-style-type: none"> • Obtain information from a conversation. • Understand simple oral descriptions or oral orders. • Understand oral answers to choose the correct questions. 	<ul style="list-style-type: none"> ➤ Español Santillana 3-High School ➤ The GO TO Strategies Matrix Scaffolding Options for ELLs ➤ <i>American Sign Language</i> https://www.handspeak.com/word/search/index.php?id=4676

Camden City School District
World Language Curriculum Framework
Scope and Sequence: 9th-12th Grade

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

	<p>Reading:</p> <ul style="list-style-type: none"> • Understand and take part in brief written exchanges. • Understand descriptive or narrative texts. • Understand an informative text. <p>Viewing:</p> <ul style="list-style-type: none"> • Connect information to images. • Obtain information from an image. <p><u>Presentational Mode of Communication:</u></p> <p>Speaking:</p> <ul style="list-style-type: none"> • Present information to the class. <p>Writing:</p> <ul style="list-style-type: none"> • Summarize information. • Write descriptive sentences or a narrative text based on pictures. • Compare information in written form. <ul style="list-style-type: none"> ▪ Grammar-Formal and informal commands, Interrogatives <p>Visually representing:</p> <ul style="list-style-type: none"> • Present information in a chart or table. 	
<p><i>¿Cómo eres? What are you like?</i></p> <ul style="list-style-type: none"> ❖ How will you describe or identify people’s physical characteristics and personality traits? ❖ Why it is important to use and differentiate the uses of the verbs ser and estar? ❖ How can you compare people to express equality, inequality, and extreme degree of an adjective? ❖ When can you use the forms of the imperfect and past 	<p><u>Interpersonal Mode of Communication</u></p> <p>Speaking:</p> <ul style="list-style-type: none"> • Exchange opinions, experiences, or information. • Describe a character to a partner. • Engage in conversation with a classmate. • Compare pictures or information with a classmate. • Ask and answer questions with a partner. • Prepare and perform an interview. <p>Writing:</p> <ul style="list-style-type: none"> • Write a message for a social-networking website 	<ul style="list-style-type: none"> ➤ Español Santillana 1A-Middle School ➤ The GO TO Strategies Matrix <u>Scaffolding Options for ELLs</u> ➤ American Sign Language <u>https://www.handspeak.com/word/search/index.php?id=4676</u>

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<p>progressive tense in the target language?</p> <p>❖ How can you apply narrate events in the past using the preterite and the imperfect and differentiate the uses of both tenses?</p>	<ul style="list-style-type: none"> • Write a dialogue with a classmate. • Write a descriptive paragraph comparing or summarizing information. • Write questions for an interview and write a report with the results. <ul style="list-style-type: none"> ▪ Gramatica-<i>Ser y Estar</i>, Comparisons, Superlatives, Imperfect, Past progressive, Possessive adjectives, Possessive pronouns, Preposition De, Preterite, Imperfect, Time expressions in past tense <p>Listening:</p> <ul style="list-style-type: none"> • Understand simple descriptions. <p>Reading:</p> <ul style="list-style-type: none"> • Understand descriptive sentences or paragraphs. <p><u>Interpretive Mode of Communication</u></p> <p>Listening:</p> <ul style="list-style-type: none"> • Obtain information from a conversation. • Understand oral descriptions or narrations. <p>Reading:</p> <ul style="list-style-type: none"> • Demonstrate comprehension of written exchanges and longer written dialogues. • Infer meanings based on a text. • Reflect on cultural topics in relation to personal knowledge and experience. • Understand and obtain information from a descriptive or narrative text. • Obtain information and draw conclusions from an informative text. <p>Viewing:</p>	
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	<ul style="list-style-type: none">• Connect information or descriptions to images.• Obtain information from an image or visual. <p><u>Presentational Mode of Communication:</u></p> <p><i>Speaking:</i></p> <ul style="list-style-type: none">• Present information, a description, or a story to the class. (Español Santillana p. 57,58)• Present an original creation to the class. (Español Santillana p. v) <p><i>Writing:</i></p> <ul style="list-style-type: none">• Write sentences or a paragraph to describe people. (Español Santillana p. 8, 14, 25, 60, 88, R1, Escritura)• Write a comic strip. (Español Santillana p. 33,88)• Write a summary of a traditional legend or an original legend. (Español Santillana p. 63, 82, 85, 88)<ul style="list-style-type: none">▪ Gramática- Repaso,(Español Santillana p. 62,63) <p><i>Visually Representing:</i></p> <ul style="list-style-type: none">• Draw a comic strip, or illustrate a legend or a character sketch. (Español Santillana p. • 33, 73, 88, Escritura)• Create a poster. (Español Santillana p. 87)	
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