

**Camden City School District  
World Language Curriculum Framework**

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS**

<b>Preliminary/ Preliminar</b>		<b>9<sup>th</sup>-12<sup>th</sup> Grade</b>	<b>Spanish II</b>
<b>Theme:</b> Vamos a repasar/ Let's review		<b>Time Frame:</b> 4-6 weeks	
<b>Content Area:</b> Spanish integrated with Global Studies			
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>● What have you learned in the previous course?</li> <li>● How can you apply what you have learned?</li> <li>● How will you use personal information to respond to an e-mail?</li> <li>● How will you describe or identify a physical characteristics of a person?</li> </ul>		<b>Enduring Understanding:</b> <ul style="list-style-type: none"> <li>● Global citizenship requires an ability to communicate in more than one language.</li> <li>● Proficiency in a foreign language is a vehicle to gaining knowledge that can only be acquired through that language and its culture.</li> <li>● Learning other languages enables an individual to participate in multilingual communities.</li> </ul>	
<i>New Jersey Student Learning Standards</i>			
<u>New Jersey Student Learning Standards: World Language</u> <b>7.1.NM.A.1 :</b> Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. <b>7.1.NM.A.2 :</b> Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. <b>7.1.NM.A.3 :</b> Recognize a few common gestures and cultural practices associated with the target culture(s). <b>7.1.NM.A.4 :</b> Identify familiar people, places, and objects based on simple oral and/or written descriptions. <b>7.1.NM.A.5 :</b> Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. <b>7.1.NM.B.2 :</b> Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. <b>7.1.NM.B.3 :</b> Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. <b>7.1.NM.B.4 :</b> Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.		<u>Standards for Learning Spanish</u> <b>Communication:</b> 1.1. Interpersonal mode. 1.2. Interpretive mode. 1.3. Presentational mode. <b>Culture:</b> 2.1. Practices and perspectives. 2.2. Products and perspectives. <b>Connections:</b> 3.1. Interdisciplinary connections. 3.2. Viewpoints through language/ culture. <b>Comparisons:</b> 4.1. Compare languages. 4.2. Compare cultures. <b>Communities:</b> 5.1. Spanish beyond the school setting. 5.2. Spanish for lifelong learning.	

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<p><b>7.1.NM.B.5</b> : Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p><b>7.1.NM.C.1</b> : Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p><b>7.1.NM.C.2</b> : Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p><b>7.1.NM.C.3</b> : Copy/write words, phrases, or simple guided texts on familiar topics</p> <p><b>7.1.NM.C.4</b> : Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p><b>7.1.NM.C.5</b> : Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>	
<p><u>Learning Targets:</u> <b><u>Interpersonal Mode of Communication</u></b></p> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• Compare information with a classmate. (Español Santillana p. 14,29)</li> <li>• Initiate a guessing game with another student. (Español Santillana p.37,38)</li> <li>• Ask and answer guided questions. (Español Santillana p.40)</li> <li>• Interview a classmate. (Español Santillana p. 32)</li> <li>• Engage in conversation with a classmate. (Español Santillana p. 3, 6, 19, 20, 23, 25, 26, 42)</li> <li>• Describe people based on a picture. (Español Santillana p.11)</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>▪ Write descriptive sentences or texts. (Español Santillana p. 5,10,23)</li> <li>• Use personal information to respond to an e-mail. (Español Santillana p. 7) <ul style="list-style-type: none"> <li>▪ Grammar-Verbs <i>ser</i> y <i>estar</i>, (Español Santillana p. 4-5)</li> <li>▪ Grammar-Nouns, (Español Santillana p. 8,9)</li> </ul> </li> </ul>	<p><u>Formative Assessments:</u> <b>Interpersonal Task</b> <i>“Team Names”</i></p> <p><u>Purpose:</u> To develop community among a group of students.</p> <p><u>Description:</u> Places students in small (semi-permanent) groups. Gives each group a piece of cardstock and magic markers. Directs students to brainstorm a name for the group. Indicates that the name should reflect the interests of the people in the group.</p> <p><u>Assessment Tool:</u> Teacher Checklist or Rubric</p> <p><u>Student Configuration:</u> Whole class interaction, interactive small groups</p> <p><b><i>**Refer to The GO TO Strategies: Scaffolding Options for Teachers of English Language Learners, K-12 for more activities.</i></b></p>

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- Grammar-The verb gustar, (Español Santillana p. 10,11)
- Grammar-Present tense verbs, (Español Santillana p. 12,13)
- Grammar-Reflexive verbs, (Español Santillana p.16,17)
- Grammar-Irregular verbs, (Español Santillana p. 18,19)
- Grammar-Location verbs, estar en (Español Santillana p. 22-23)

**Listening:**

- Interpret a classmate’s answers. (Español Santillana p. 3,10,19)
- Understand simple oral descriptions. (Español Santillana p. 25,30,34,36)
- Extract pertinent information from a classmates’ oral description.(Español Santillana p. 2,35)

**Reading:**

- Understand simple texts that describe people. (Español Santillana p. 7,31)
- Understand the key concepts of a written conversation. (Español Santillana p. *Vocabulario* sections)

**Interpretive Mode of Communication**

**Listening:**

- Obtain information from a conversation. (Español Santillana p. 13,17,25,28,39)

**Reading:**

- Understand and make inferences from brief written exchanges. (Español Santillana p. 1,12)
- Understand descriptive texts. (Español Santillana p.10,31,40)

**Interpretive Task:**

***“Marvelous Modifiers”***

Purpose: To use positive adjectives describing another student.

Description: Places students into small groups. Models the use of adjectives to describe an individual. The adjective and the person’s name begin with the same letter of the alphabet. Cautions students to use positive modifiers – ones that are “marvelous”. Directs students to create Marvelous Modifiers for each person in the group. Shares the information with the whole class.

Assessment Tool: Teacher Checklist or Rubric

Student Configuration: Whole class interaction/ Interactive small groups.

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**Presentational Mode of Communication:**

***Speaking:***

- Present the results of a survey to the class. (Español Santillana p. 19, 26, 29, 32 )

**Presentational Task:**

***“Ticket to Leave/Exit Ticket ” (Modified)***

**Purpose:** To assess student comprehension through writing and presentations.

**Description:** Poses a question or problem at the end of the student’s presentation related to the lesson’s objectives. Provides time for students to write a brief answer to a specific question or problem. Collects the responses as students leave the class. Requires students with incorrect responses to confer with peers and rewrite the response in order to leave the classroom.

**Assessment Tool:** Teacher Checklist or Rubric

**Student Configuration:** Whole class interaction/ Interactive small groups/Individual writing activity.

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***Culture:***

- ✚ Practices and perspectives:
  - ❖ Greetings and introductions.
- ✚ Products and perspectives;
  - ❖ Leave-taking and common courtesies.

***Connections:***

- ✚ Interdisciplinary connections:
  - ❖ Reinforce grammatical concepts.

***Comparisons:***

- ✚ Compare languages:
  - ❖ Compare the construction of prepositional phrases in English and in Spanish.
- ✚ Compare cultures:
  - ❖ Compare the favorite foods of people from other cultures.

***Communities:***

- ✚ Spanish beyond the school setting:
  - ❖ Play a guessing game or kahoot.it game.
- ✚ Spanish for lifelong learning:
  - ❖ Design an advertisement.

**Differentiated Instruction:**

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*Developing Learners:*

- Have students write a description of their typical Saturday. Ask them to specify in which areas of the house they spend more time on Saturdays, what they usually eat, and whether they go shopping. If they go shopping, ask them to say where they go (e.g., the supermarket, the mall) and what they usually buy.
- Ask students to compare their typical Saturday with that of a classmate. What do they have in common? What is different?

*Expanding Learners:*

- Discuss with students how fashion influences the way we dress, what we eat, and even how we decorate our homes. Have students work in pairs to come up with a list of clothing items and shoes that are fashionable now. Then have students compare today's fashions with what was fashionable when their parents were young. What is no longer fashionable?
- Ask students to repeat this activity with food. What are some of the most popular foods today? Have students changed the way they eat and what they eat since they were children?

*Special-Needs Learners:*

- For students with organizational or information-processing difficulties, the amount of vocabulary presented in a review lesson may be overwhelming. To assist these students, encourage them to draw three concept webs and organize this lesson's vocabulary in these webs.
- Have students write the following in the central circle of each of the three webs: *La casa, la comida, la ropa*. Then ask students to write the vocabulary related to each category in the circles branching out from the central circle in each of the webs.

**Summative Assessment:**

Preliminary Assessment Unit- Vamos a recordar (Assessment Book p. 5-10)

**Resources:** Español Santillana; The GO TO Strategies Matrix; <https://kahoot.com/>

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<b>Unit #1</b>	<b>9<sup>th</sup>-12<sup>th</sup> Grade</b>	<b>Spanish II</b>
<b>Theme:</b> Centroamérica	<b>Time Frame:</b> 4-6 weeks	
<b>Content Area:</b> Spanish integrated with Global Studies		
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>● How will you describe or identify a physical characteristic of a person?</li> <li>● How can you understand questions, sentences and respond appropriately in the target language?</li> <li>● What are some Central American countries?</li> </ul>	<b>Enduring Understanding:</b> <ul style="list-style-type: none"> <li>● Global citizenship requires an ability to communicate in more than one language.</li> <li>● Proficiency in a foreign language is a vehicle to gaining knowledge that can only be acquired through that language and its culture.</li> <li>● Learning other languages enables an individual to participate in multilingual communities.</li> </ul>	
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<p><u>Learning Targets:</u>  <b><u>Interpersonal Mode of Communication</u></b>  <b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• Engage in conversation with a classmate. (Español Santillana p. 4, 12, 34, 38, 42, 62, 82)</li> <li>• Describe people. (Español Santillana p. 7,24,33)</li> <li>• Interview a classmate. (Español Santillana p. 12,56,66,73,77,82)</li> <li>• Initiate a guessing game with another student. (Español Santillana p. 39,53)</li> <li>• Tell a story to a classmate (Español Santillana p. 76)</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Write a paragraph to describe people. (Español Santillana p. 37)</li> <li>• Write dialogues. (Español Santillana p. 57, 59) <ul style="list-style-type: none"> <li>▪ Grammar-Possessive adjectives, (Español Santillana p. 38,39)</li> <li>▪ Grammar-Adjectives, nouns, (Español Santillana p. 46,47)</li> </ul> </li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>• Understand questions and sentences and respond appropriately (Español Santillana p. 77,82).</li> </ul>	<p><u>Formative Assessments:</u>  <b>Interpersonal Task</b>  <b>“Dialogue Journals”</b> (Peyton &amp; Reed, 1990 )  <u>Purpose:</u> To increase writing fluency.  <u>Description:</u> Encourages students to write frequently in a notebook about topics of their own choice. Collects journals on a routine basis to exchange questions, offer contributions, share personal reflections, make promises, or state opinions. Responds in writing in a way that models and provides feedback for spelling, grammar, conventions, and format.  <u>Assessment Tool:</u> Teacher Checklist or Rubric  <u>Student Configuration:</u> Whole class interaction/ Interactive paired writing.</p> <p><b>**Refer to <i>The GO TO Strategies: Scaffolding Options for Teachers of English Language Learners, K-12</i> for more activities.</b></p>

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- Understand simple descriptions. (Español Santillana p. 23,36)

**Reading:**

- Understand the information in a blog, e-mail, or postcard. (Español Santillana p. 19,58,80,81,Lectura)
- Understand simple texts that describe people and / or feelings.(Español Santillana p. 19,34,58,80,81)

**Interpretive Mode of Communication**

**Listening:**

- Understand and obtain basic information from a conversation. (Español Santillana p. 2, 12, 16, 46, 51, 55, 61, 74 )
- Understand oral descriptions. (Español Santillana p. 10, 18, 23, 26, 36, 43, 55, 79 )
- Interpret audio and video about culture. (Español Santillana p. Tu desafío, videos)

**Reading:**

- Understand brief written exchanges. (Español Santillana p. 1, 6, 11, 21, 22, 41, 60)
- Infer meanings based on a cultural text. (Español Santillana p. 9, 13, 25, 30, 35, 44, 49, 54, 63 )
- Demonstrate comprehension of the main ideas of a text. (Español Santillana p. 8, 19, 22, 28, 34, 40, 41, 42, 58, 60, 80, 81, 85, 90)
- Reflect on and explain cultural topics in relation to personal experience. (Español Santillana p. 9, 13, 25, 35, 44, 49, 54, 63, 67)
- Understand cultural texts by identifying the global idea of a text. (Español Santillana p. Lectura)

**Presentational Mode of Communication:**

**Speaking:**

- Act out a short skit aloud. (Español Santillana p. 21, 57, 75, 78)
- Present or represent emotion by acting. (Español Santillana Espanol Santillana p. 45, 48, 57)

**Interpretive Task:**

**“Think-Pair-Share Squared”** (Kagan, 1994)

Purpose: To provide oral language processing time for content learning.

Description: Proceeds as in Think-Pair-Share. After student PAIRS share their responses, asks each pair to meet with another pair and individually SHARE responses again.

Assessment Tool: Teacher Checklist or Rubric

Student Configuration: Whole class interaction/Interactive student pairs, Whole class sharing.

**\*\*Refer to *The GO TO Strategies: Scaffolding Options for Teachers of English Language Learners, K-12 for more activities.***

**Presentational Task:**

**“ Numbered Heads Together”** (Kagan, 1994)

Purpose: To check comprehension and to promote oral language interaction.

Description: Puts students into small groups and directs students to Number yourselves in your table group. Asks a thinking question, recall question, or poses a problem to the whole class. Asks students in small groups to Put your heads together to determine the answer collaboratively. Spins a number and



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- Present information to the class. (Español Santillana p. 12, 20, 77, 82, Proyecto)

**Writing:**

- Write descriptive sentences or texts. (Español Santillana p. 37, 47, 53, 81)
- Write a story or a summary of events. (Español Santillana p. • 83, Proyecto)
- Write questions or answers about personal information. (Español Santillana p. 61, 66, 75)
- Write a list of personality traits. (Español Santillana p. 59)
- Summarize the results of a survey, (Español Santillana p. 56)
  - Grammar-Comparisons, superlatives (Español Santillana p. 54-55)
  - Grammar-Interrogatives, (Español Santillana p. 62,63)

asks all students with that number to stand. Selects one or more students to respond to the question orally or in writing on the whiteboard or on individual white boards.

Assessment Tool: Graphic Organizer/ Checklist

Student Configuration: Whole-class instruction, interactive whole class or small groups.

**\*\*Refer to *The GO TO Strategies: Scaffolding Options for Teachers of English Language Learners, K-12* for more activities.**

**Culture:**

- ✚ Practices and perspectives:
  - ❖ Discuss prior knowledge of Central America.
  - ❖ Read about the Mayan legend of creation.
- ✚ Products and perspectives;
  - ❖ Discuss the impact of a Nicaraguan poem.
  - ❖ Research the influence of Mestizos on Central American clothing.

**Connections:**

- ✚ Interdisciplinary connections:
  - ❖ Acquire knowledge of Central American geography.
  - ❖ Work on a Venn diagram.
  - ❖ Identify the main idea of a text.
  - ❖ Write a short story.
- ✚ Viewpoints through language/culture:
  - ❖ Read a cultural text in Spanish.

**Comparisons:**

- ✚ Compare languages:
  - ❖ Compare the position of adjectives in English and Spanish.
- ✚ Compare cultures:
  - ❖ Discuss festivals, which use street puppets in the United States and in other countries.

**Communities:**

- ✚ Spanish beyond the school setting:

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- ❖ Based on two personality profiles, determine the best person suited to be class president.
- ✚ Spanish for lifelong learning:
- ❖ Research Central American topics.

**Differentiated Instruction:**

*Developing Learners:*

- Review with students the usage and forms of the possessive adjectives that are placed after the noun. Then give them the following sentence starters to complete.
  1. Yo tengo una cámara. La cámara es... (mía)
  2. Tú tienes dos perros. Los perros son...(tuyos)
  3. Este es el pasaporte de mi padre. El pasaporte es...(suyo)
  4. Nosotros tenemos una casa. La casa es...(nuestra)
  5. Ustedes tienen cinco bolígrafos. Los bolígrafos son...(suyos)

*Expanding Learners:*

- Give students more practice by having them choose the correct form of the possessive adjective or pronoun.
  1. Esta no es nuestra mochila, porque nuestra/ la nuestra es nueva. (La nuestra)
  2. Son los tuyos/ tuyos estos cuadernos/ (tuyos)
  3. Ustedes tienen seis hermanos: su familia es más grande que los míos/ la mía. (la mía)

*Special-Needs Learners:*

- Total Physical Response (TPR), write each form of the possessive adjectives and pronouns on small index cards and place them in a bag. Have students select a card, walk over to another student or place in the classroom, point to an object, and say a sentence using the corresponding possessive adjective or pronoun. For example, a student picks tuyo from the bag. He or she walks to another student, points to that student's notebook, and says, *El cuaderno es tuyo.*

**Summative Assessment:**

Unit 1 Centroamerica (Assessment Book p. 23-38)

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<b>Unit #2</b>	<b>9<sup>th</sup>-12<sup>th</sup> Grade</b>	<b>Spanish II</b>
<b>Theme:</b> Las Antillas		<b>Time Frame:</b> 4-6 weeks
<b>Content Area:</b> Spanish integrated with Global Studies		
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>● What do you know about colonial architecture in the Spanish-speaking countries of the Americas? (Discuss it).</li> <li>● 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?</li> <li>● How will you express yourself using the present progressive tense in the target language?</li> <li>● How will you identify and describe words for household furniture and accessories in the target language?</li> <li>● How will you distinguish demonstrative adjectives and demonstrative pronouns in Spanish?</li> </ul>		<b>Enduring Understanding:</b> <ul style="list-style-type: none"> <li>● Global citizenship requires an ability to communicate in more than one language.</li> <li>● Proficiency in a foreign language is a vehicle to gaining knowledge that can only be acquired through that language and its culture.</li> <li>● Learning other languages enables an individual to participate in multilingual communities.</li> </ul>
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<p><b>7.1.NM.B.4</b> : Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p><b>7.1.NM.B.5</b> : Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p><b>7.1.NM.C.1</b> : Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p><b>7.1.NM.C.2</b> : Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p><b>7.1.NM.C.3</b> : Copy/write words, phrases, or simple guided texts on familiar topics</p> <p><b>7.1.NM.C.4</b> : Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p><b>7.1.NM.C.5</b> : Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>	
<p><u>Learning Targets:</u>  <u><b>Interpersonal Mode of Communication</b></u>  <b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• Engage in a basic conversation with a partner. (Español Santillana p.4, 5, 28, 39, 58, 80, 85)</li> <li>• Ask and answer questions about the home and household items. (Español Santillana p.13, 19, 23, 24, 32, 35, 50)</li> <li>• Talk to a partner about household tasks. (Español Santillana p. 24, 82 )</li> <li>• Relate the cultural topics to personal experiences with a classmate. (Espanol Santillana p. 46, 64, 81)</li> <li>• Ask and answer questions about preferences. (Español Santillana p.38, 56, 85)</li> <li>• Describe the elements of a picture to a classmate. (Español Santillana p.40, 41, 76, 80)</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Write a conversation. (Español Santillana p. 3, 42, 60 )</li> <li>• Make a list of household items or tasks. (Español Santillana p. 30, 45)</li> <li>• Write questions to ask a partner. (Español Santillana p. 31)</li> </ul>	<p><u>Formative Assessments:</u>  <b>Interpersonal Task:</b>  <b><i>“Gallery Walk/ Brainstorm Carousel”</i></b>  <u>Purpose:</u> To encourage oral language interaction among students regarding a content topic.  <u>Description:</u> Tapes large pieces of chart paper on the walls of the classroom. Each chart has a question or topic written at the top. Places students into pairs or small groups. Asks students to respond to the question on each chart, writing what they know on a post it note or on the chart. Signals when it’s time for students to rotate to the next chart  <u>Assessment Tool:</u> Teacher Checklist/ Observation  <u>Student Configuration:</u> Whole class interaction.</p> <p><b>**Refer to <i>The GO TO Strategies: Scaffolding Options for Teachers of English Language Learners, K-12</i> for more activities.</b></p>

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- Write a responsive e-mail. (Español Santillana p. 55)
  - Grammar-Present Progressive, (Español Santillana p. 90,91)
  - Grammar-Direct-Indirect pronouns, (Español Santillana p.98,99,105,106)
  - Grammar-Demonstrative adjectives, (Español Santillana p. 114-115)

**Listening:**

- Understand oral descriptions. (Español Santillana p. 28, 31, 39, 45, 49, 72, 74)
  
- Obtain information from an oral exchange. (Español Santillana Español Santillana p. 24, 80 )
- Demonstrate comprehension of a conversation. (Español Santillana p.8, 21, 54, 56, 66, 78)
- Understand a partner’s clues to play a guessing game. (Español Santillana p. 32)

**Reading:**

- Understand simple texts about the home. (Español Santillana p. 22,55)

**Interpretive Mode of Communication**

**Listening:**

- Obtain information from a conversation. (Español Santillana p. 8, 21, 28, 39, 54, 56, 74)
- Understand simple descriptions from an audio recording. . (Español Santillana p. 11, 18, 45, 49, 66, 72, 78)
- Interpret audio and video about culture. (Español Santillana p. Tu desafío, videos)

**Reading:**

- Understand brief written exchanges. (Español Santillana p. 1, 2, 6, 26, 27, 36, 44, 61, 62, 63, 71, 77, R6)
- Obtain basic information from a letter. (Español Santillana p. 75, 79, 82 )

**Interpretive Task:**

***“Picture Walks”***

Purpose: Activates students’ prior knowledge of the text topic.

Description: Prior to reading a fiction or nonfiction text, displays the pictures and other graphic elements throughout the text. Questions and prompts students to make inferences as to what the text will be about.

Assessment Tool: Teacher Checklist or Rubric

Student Configuration: Whole class interaction/ small groups.

***\*\*Refer to The GO TO Strategies: Scaffolding Options for Teachers of English Language Learners, K-12 for more activities.***

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- Infer meanings based on a text. (Español Santillana p. 9, 14, 20, 29, 33, 43, 46, 51, 64, 68, 73, 81 )
- Understand cultural texts by reading for detailed information. (Español Santillana p. Lectura)
- Reflect on and explain cultural elements related to personal experiences (Español Santillana p. 14, 20, 29, 33, 46, 51, 64, 68, 73, 81)

**Presentational Mode of Communication:**

***Speaking:***

- Act out a short skit aloud. (Español Santillana p. 3, 25, 42, 60, 77)
- Present the results of a survey or interview. (Español Santillana p. 24,50)

***Writing:***

- Write a short skit. (Español Santillana p. 3, 42)
- Write a paragraph to summarize results. (Español Santillana p. 24, 88)
- Write descriptive sentences or texts. (Español Santillana p. 40, 41, 67, 76, 79, 80)
- Write a note. (Español Santillana p. 83)
- Create a game for your classmates to play.(Español Santillana p. Proyecto)
  - Grammar-Repaso Gramática, (Español Santillana p. 114,115)

**Presentational Task:**

***“Paraphrase Passport” (Kagan, 1994)***

**Purpose:** To promote active listening among students and to practice oral language.

**Description:** Asks a question of the whole class • Calls upon a student volunteer to respond • Listens to the response with no comment • Asks another student What did (previous student) say? • Listens while student paraphrases or repeats the prior response • Nominates another student to paraphrase.

**Assessment Tool:** Teacher Checklist or Rubric

**Student Configuration:** Whole class interaction/ individual student responses to the same question.

**\*\*Refer to The GO TO Strategies: Scaffolding Options for Teachers of English Language Learners, K-12 for more activities.**

**Culture:**

- ✚ Practices and perspectives:
  - ❖ Discuss prior knowledge of the Caribbean.
  - ❖ Research Caribbean music.
- ✚ Products and perspectives;
  - ❖ Research colonial buildings in the Caribbean.

**Connections:**

- ✚ Interdisciplinary connections:
  - ❖ Research historical buildings in the area.
- ✚ Viewpoints through language/culture:
  - ❖ Listen to the song “El niagara en bicicleta” de Juan Luis Guerra (<https://www.youtube.com/watch?v=b4i7tbqKWp4>) and summarize it to share with the class.

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**Comparisons:**

- ✚ Compare languages:
  - ❖ Compare demonstratives in English and in Spanish.
- ✚ Compare cultures:
  - ❖ Compare the song of Juan Luis Guerra with any hospital who have been experience.

**Communities:**

- ✚ Spanish beyond the school setting:
  - ❖ Resource and discuss historical buildings (e.g. hospital) in the student’s community.
- ✚ Spanish for lifelong learning:
  - ❖ Research Caribbean area topics.
  - ❖ Play a memory game (Kahoot.it)

**Differentiated Instruction:**

*Developing Learners:*

- To reinforce comprehension of the vocabulary in the *fotonovela*, ask students to match the words in the first column with their corresponding synonyms in the second column.
 

1. amor	a. establecer	(g)
2. serenata	b. conocido	(d)
3. fundar	c. deber	(a)
4. tener que	d. canción de amor	(c)
5. contar	e. población	(f)
6. famoso	f. decir	(b)
7. ciudad	g.	(e)

*Expanding Learners:*

- Ask students to write their own responses or reactions to each of the *desafios*. For example, Janet might ask: Quien es Francis Drake? Rita might say: un mosquito no puede vivir mas de doscientos millones de anos! Mack could ask: A quien vamos a cantar la serenata? And tess might comment: Estupendo! Nos encantan las flores! Encourage creativity and explain that they may also add comments from the character’s partners.
- Ask students to read the entire dialogue with their new lines.

*Special-Needs Learners:*

- Divide the class into teams and have them play “Charades.” Write the challenges the characters were assigned, as well as some vocabulary items from the dialogue, on slips of paper and place them in a bag (one bag for each team ). Team members will take turns pantomiming the *desafios* or the related vocabulary. The only clue they can give their team is the number of words they are pantomiming. Examples of single item vocabulary include: *sorpresa, pirata, mosquito, amor, flores, nota*. Set a time limit per student and per game and award a point for every correct answer.

**Summative Assessment:**

Unit 2 **Las Antillas** (Assessment Book p.39-54)

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**Resources:** Español Santillana; The GO TO Strategies Matrix; <https://kahoot.com/>



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<b>Unit #3</b>	<b>9<sup>th</sup>-12<sup>th</sup> Grade</b>	<b>Spanish II</b>
<b>Theme:</b> Andes centrales		<b>Time Frame:</b> 4-6 weeks
<b>Content Area:</b> Spanish integrated with Global Studies		
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>● 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).</li> <li>● How will you use irregular verbs <i>ser</i> and the preterite tense?</li> <li>● How will you communicate in the target language when purchasing items?</li> <li>● How will you reflect on and explain cultural topics in relation to personal experience?</li> </ul>		<b>Enduring Understanding:</b> <ul style="list-style-type: none"> <li>● Global citizenship requires an ability to communicate in more than one language.</li> <li>● Proficiency in a foreign language is a vehicle to gaining knowledge that can only be acquired through that language and its culture.</li> <li>● Learning other languages enables an individual to participate in multilingual communities.</li> </ul>
<i>New Jersey Student Learning Standards</i>		
<u>New Jersey Student Learning Standards: World Language</u> <b>7.1.NM.A.1</b> : Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. <b>7.1.NM.A.2</b> : Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. <b>7.1.NM.A.3</b> : Recognize a few common gestures and cultural practices associated with the target culture(s). <b>7.1.NM.A.4</b> : Identify familiar people, places, and objects based on simple oral and/or written descriptions. <b>7.1.NM.A.5</b> : Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. <b>7.1.NM.B.2</b> : Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. <b>7.1.NM.B.3</b> : Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. <b>7.1.NM.B.4</b> : Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.		<u>Standards for Learning Spanish</u> <b>Communication:</b> 1.1. Interpersonal mode. 1.2. Interpretive mode. 1.3. Presentational mode. <b>Culture:</b> 2.1. Practices and perspectives. 2.2. Products and perspectives. <b>Connections:</b> 3.1. Interdisciplinary connections. 3.2. Viewpoints through language/ culture. <b>Comparisons:</b> 4.1. Compare languages. 4.2. Compare cultures. <b>Communities:</b> 5.1. Spanish beyond the school setting. 5.2. Spanish for lifelong learning.

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<p><b>7.1.NM.B.5</b> : Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p><b>7.1.NM.C.1</b> : Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p><b>7.1.NM.C.2</b> : Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p><b>7.1.NM.C.3</b> : Copy/write words, phrases, or simple guided texts on familiar topics</p> <p><b>7.1.NM.C.4</b> : Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p><b>7.1.NM.C.5</b> : Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>	
<p><u>Learning Targets:</u>  <b><u>Interpersonal Mode of Communication</u></b>  <b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• Engage in conversation with a classmate. (Español Santillana p. 4, 13, 18, 21, 52, 64, 73, 76, 77)</li> <li>• Describe clothing. (Español Santillana p. 29, 77)</li> <li>• Initiate a guessing game with another student. (Español Santillana p. 30)</li> <li>• Talk to a classmate about your likes. (Español Santillana p. 13, 76)</li> <li>• Participate in a guided conversation with a classmate. (Español Santillana p. 35, 39, 46, 67, 77)</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Write a narrative summary. (Español Santillana p. 18)</li> <li>• Make a list. (Español Santillana p. 20)</li> <li>• Take notes on the pertinent information in a text. (Español Santillana p. 73)</li> <li>• Write dialogues. (Español Santillana p. 71,78) <ul style="list-style-type: none"> <li>▪ Grammar-Regular Preterite tense Ar, (Español Santillana p. 142,143)</li> <li>▪ Grammar-Regular Preterite Tense Er &amp; Ir (Español Santillana p. 150,151)</li> </ul> </li> </ul>	<p><u>Formative Assessments:</u>  <b>Interpersonal Task</b>  <b>“Three Truths and a Lie / Whale of a Tale”</b>  <u>Purpose:</u> To provide personal information to strengthen relationships.  <u>Description:</u> Places students into small groups. Distributes a handout with space for writing three or four pieces of information. Models the activity by sharing four pieces of personal information. Three items are truthful but one is not true. Asks students to put their heads together to determine which of the statements is not true. Asks for a show of hands from the class to indicate a vote for the untrue statement. Tells students which statement is not true. Directs each student to write three or four truthful statements and one untrue statement about themselves. Signals time and directs students to take turns reading their statements and voting on each one.  <u>Assessment Tool:</u> Teacher Checklist or Rubric  <u>Student Configuration:</u> Interactive small group, individual writing time.</p> <p><b>**Refer to The GO TO Strategies: Scaffolding Options for Teachers of English Language Learners, K-12 for more activities.</b></p>

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- Grammar-Irregular Preterite Verbs:  
ser,ir,decir,tener,estar,hacer, (Español Santillana p. 158,159)

**Listening:**

- Understand verbal questions and respond appropriately. (Español Santillana p. Mini Entrevistas)
- Infer meaning from an oral description. (Español Santillana p. 12, 17, 20, 27, 34, 42, 63 )

**Reading:**

- Understand the information in a blog, a diary entry, an e-mail, or an Instant Messenger conversation. (Español Santillana p. • 19, 25, 54, 71)

**Interpretive Mode of Communication**

**Listening:**

- Understand and obtain basic information from a conversation. (Español Santillana p. 12, 17, 42, 51, 60, 78 )
- Understand oral descriptions or narratives. (Español Santillana p. 27, 28, 36 )
- Interpret audio and video about culture. (Español Santillana p. Tu desafío, videos )

**Reading:**

- Understand brief written exchanges. (Español Santillana p. 6, 23, 40, 74 )
- Infer meanings based on a cultural text. (Español Santillana p. 9, 14, 26, 31, 43, 47, 53, 61 )
- Demonstrate an understanding of the factual information in a text. (Español Santillana p. 9, 53)
- Comprehend a cultural text by making inferences. (Español Santillana p. Lectura )
- Reflect on and explain cultural topics in relation to personal experience. (Español Santillana p. 4, 14, 26, 31, 43, 47, 53, 61, 65)

**Presentational Mode of Communication:**

**Speaking:**

**Interpretive Task:**

***“Video Observation Guides”***

Purpose: To activate prior knowledge and increase comprehension of input.

Description: Prepares an outline of the chronological progress of the video OR prepares a series of questions to activate students’ prior knowledge of the video topic.

Assessment Tool: Teacher Checklist or Rubric

Student Configuration: Whole class interaction/small group interaction, learning partners.

***\*\*Refer to The GO TO Strategies: Scaffolding Options for Teachers of English Language Learners, K-12 for more activities.***

**Presentational Task:**

***10-2 (Saphier & Haley, 1993)***

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<ul style="list-style-type: none"> <li>• Act out a short skit aloud. (Español Santillana p. 74, 78, Proyecto)</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Write a summary of events or a narrative text. (Español Santillana p. 3, 8, 17, 19, 36, 72)</li> <li>• Write a description. (Español Santillana p. 30, 38, 77)</li> <li>• Write a diary entry. (Español Santillana p. 25, 55, 79 )</li> <li>• Summarize information. (Español Santillana p. 73)</li> <li>• Write a skit.( Español Santillana p. 74)             <ul style="list-style-type: none"> <li>❖ Grammar-Repaso Gramática, (Espanol Santillana p. 180,181)</li> </ul> </li> </ul>	<p><u>Purpose:</u> To provide opportunities for students to process oral information.</p> <p><u>Description:</u> Presents information orally. Pauses after 10 minutes of oral input. Provides processing time by asking a question, posing a problem or prompting students to discuss the oral input. Waits for two minutes or more. Asks for volunteers to share.</p> <p><u>Assessment Tool:</u> Teacher Checklist or Rubric</p> <p><u>Student Configuration:</u> Whole class interaction/ interactive student pairs.</p> <p><b>**Refer to The GO TO Strategies: Scaffolding Options for Teachers of English Language Learners, K-12 for more activities.</b></p> <p><b>Culture:</b></p> <ul style="list-style-type: none"> <li>✚ Practices and perspectives:             <ul style="list-style-type: none"> <li>❖ Discuss prior knowledge of the Andean Region.</li> </ul> </li> <li>✚ Products and perspectives;             <ul style="list-style-type: none"> <li>❖ Research Andean fashion.</li> </ul> </li> </ul> <p><b>Connections:</b></p> <ul style="list-style-type: none"> <li>✚ Interdisciplinary connections:             <ul style="list-style-type: none"> <li>❖ Discuss verb in English and Spanish.</li> </ul> </li> <li>✚ Viewpoints through language/culture:             <ul style="list-style-type: none"> <li>❖ Read a recipe in Spanish.</li> </ul> </li> </ul> <p><b>Comparisons:</b></p> <ul style="list-style-type: none"> <li>✚ Compare languages:             <ul style="list-style-type: none"> <li>❖ Compare the irregular verbs in English and Spanish.</li> </ul> </li> <li>✚ Compare cultures:             <ul style="list-style-type: none"> <li>❖ Compare festivals like a carnival in the Andean region and in other countries.</li> </ul> </li> </ul> <p><b>Communities:</b></p> <ul style="list-style-type: none"> <li>✚ Spanish beyond the school setting:             <ul style="list-style-type: none"> <li>❖ Discuss celebrations in the student’s community where costumes are featured.</li> </ul> </li> <li>✚ Spanish for lifelong learning:             <ul style="list-style-type: none"> <li>❖ Design a magazine story on Andean fashion.</li> </ul> </li> </ul>
<p><b><u>Differentiated Instruction:</u></b></p> <p><i>Developing Learners:</i></p> <ul style="list-style-type: none"> <li>• In a reading of more than a few sentences, students may feel overwhelmed if they don’t know every word, and get stuck or distracted by single words rather than by focusing on the overall meaning. When reading a <i>fotonovela</i> or a culture passage., have students use small scraps</li> </ul>	

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of paper to cover up any words that they truly have no idea about, and then see if they can understand the overall message of the passage without those words.

*Expanding Learners:*

- Have students analyze Andy and Janet’s preparedness for their challenge. Do students think they would be better prepared for the task than Andy and Janet?
- Ask students to rewrite the speech bubbles to correct all of Andy and Janet’s mistakes, and to add the things they will need to be better prepared to climb Chimborazo. Have volunteers share their new dialogue with the class.

*Special-Needs Learners (TPR):*

- Help students identify the clothing items and stores mentioned on this page. Read through each speech bubble. As students hear a clothing item or store, have them point to the clothing item or body part that it refers to. For instance, when you read *Ay, ayer, compré estas botas en una zapatería del pueblo*, students will point to their feet.

**Summative Assessment:**

Unit 3 Andes centrales (Assessment Book p. 55-70)

**Resources:** Español Santillana; The GO TO Strategies Matrix; <https://kahoot.com/>

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<b>Unit #4</b>	<b>9<sup>th</sup>-12<sup>th</sup> Grade</b>	<b>Spanish II</b>
<b>Theme:</b> Norteamérica		<b>Time Frame:</b> 4-6 weeks
<b>Content Area:</b> Spanish integrated with Global Studies		
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>● How will you acquire facts about the geography and history of the countries in North America in the target language?</li> <li>● How can you use expressions to order food in a restaurant in the target language?</li> <li>● What kind of affirmative commands (singular or plural) would you use to express yourself in a hispanic restaurant?</li> <li>● Why it is important to understand instructional texts?</li> </ul>		<b>Enduring Understanding:</b> <ul style="list-style-type: none"> <li>● Global citizenship requires an ability to communicate in more than one language.</li> <li>● Proficiency in a foreign language is a vehicle to gaining knowledge that can only be acquired through that language and its culture.</li> <li>● Learning other languages enables an individual to participate in multilingual communities.</li> </ul>
<b><i>New Jersey Student Learning Standards</i></b>		
<u>New Jersey Student Learning Standards: World Language</u> <b>7.1.NM.A.1</b> : Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. <b>7.1.NM.A.2</b> : Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. <b>7.1.NM.A.3</b> : Recognize a few common gestures and cultural practices associated with the target culture(s). <b>7.1.NM.A.4</b> : Identify familiar people, places, and objects based on simple oral and/or written descriptions. <b>7.1.NM.A.5</b> : Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. <b>7.1.NM.B.2</b> : Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. <b>7.1.NM.B.3</b> : Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. <b>7.1.NM.B.4</b> : Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.		<u>Standards for Learning Spanish</u> <b>Communication:</b> 1.1. Interpersonal mode. 1.2. Interpretive mode. 1.3. Presentational mode. <b>Culture:</b> 2.1. Practices and perspectives. 2.2. Products and perspectives. <b>Connections:</b> 3.1. Interdisciplinary connections. 3.2. Viewpoints through language/ culture. <b>Comparisons:</b> 4.1. Compare languages. 4.2. Compare cultures. <b>Communities:</b> 5.1. Spanish beyond the school setting. 5.2. Spanish for lifelong learning.

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<p><b>7.1.NM.B.5</b> : Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p><b>7.1.NM.C.1</b> : Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p><b>7.1.NM.C.2</b> : Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p><b>7.1.NM.C.3</b> : Copy/write words, phrases, or simple guided texts on familiar topics</p> <p><b>7.1.NM.C.4</b> : Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p><b>7.1.NM.C.5</b> : Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>	
<p><u>Learning Targets:</u> <b><u>Interpersonal Mode of Communication</u></b></p> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• Engage in conversation with a classmate. (Español Santillana p. 9, 13, 19, 22, 28, 32, 41, 57, 87 )</li> <li>• Compare information with a classmate. (Español Santillana p. 14, 24, 42, 58)</li> <li>• Talk to a partner about your food likes. (Español Santillana p. 22, 40, 52, 70, 83, 84, 85)</li> <li>• Talk to a partner about food preparation. (Español Santillana p. 52, 87)</li> <li>• Give instructions or advice to a partner. (Español Santillana p. 55, 57, 75, 79 )</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Create a menu based on preference. (Español Santillana p. 14, 80, Proyecto)</li> <li>• Make a list. (Español Santillana p. 32, 84 ) <ul style="list-style-type: none"> <li>❖ Grammar-Express quantity, Informal/formal commands, Plural commands, Negative commands,(Espanol Santillana p. 194,195,202,203, 210,211,218,219)</li> </ul> </li> </ul>	<p><u>Formative Assessments:</u> <b>Interpersonal Task</b> <b>“T- Charts”</b></p> <p><u>Purpose:</u> To increase comprehension and recall of content learning. <u>Description:</u> Models note-taking on a large T chart in front of the class. Shows how to organize data related to a content lesson by classifying ideas into two categories, such as differentiating main ideas from subordinating ideas. Displays the T chart during content learning units. Encourages students to create their own T charts based on the Menu that they have to create. <u>Assessment Tool:</u> Teacher Checklist or Rubric <u>Student Configuration:</u> Whole class interaction/individual learning/ Interactive paired writing.</p> <p><b>**Refer to <i>The GO TO Strategies: Scaffolding Options for Teachers of English Language Learners, K-12</i> for more activities.</b></p>

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<p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>Understand verbal questions and respond appropriately. (Español Santillana p. Minientrevistas)</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Understand the components and instructions in a recipe. (Español Santillana p. Lectura)</li> <li>Understand simple texts that describe food and healthy living. (Español Santillana p. 25)</li> </ul> <p><b><u>Interpretive Mode of Communication</u></b></p> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>Obtain basic information from a conversation. Español Santillana p. • 12, 31, 61, 65, 77, 82)</li> <li>Understand statements or texts related to food likes and habits. (Español Santillana p. 17, 22)</li> <li>Understand the instructions in a recipe. (Español Santillana p. 47, 82)</li> <li>Listen and identify ideas or photos. (Español Santillana p. 42, 47, 50, 69 )</li> <li>Interpret audio and video about culture. (Español Santillana p. Tu desafío, videos)</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Understand brief written exchanges. (Español Santillana p. • 1, 7, 25, 27, 44, 45, 46, 62, 64 )</li> <li>Understand the instructions in a recipe. (Español Santillana p. 6, 7, 51, 59, 86, 87 )</li> <li>Infer meanings based on a cultural text (Español Santillana p. 10, 15, 20, 29, 33, 48, 53, 58, 67, 71, 76 )</li> <li>Reflect on and explain cultural elements related to personal experience. (Español Santillana p. 10, 15, 29, 53, 58, 67, 71, 76)</li> </ul> <p><b><u>Presentational Mode of Communication:</u></b></p> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>Act out a short skit aloud. (Español Santillana p. 62)</li> </ul>	<p><b>Interpretive Task:</b> <b><i>“Video Observation Guides”</i></b></p> <p><b>Purpose:</b> To activate prior knowledge and increase comprehension of input.</p> <p><b>Description:</b> Prepares an outline of the chronological progress of the video OR prepares a series of questions to activate students’ prior knowledge of the video topic.</p> <p><b>Assessment Tool:</b> Teacher Checklist or Rubric</p> <p><b>Student Configuration:</b> Whole class interaction/small group interaction, learning partners.</p> <p><b>**Refer to <i>The GO TO Strategies: Scaffolding Options for Teachers of English Language Learners, K-12</i> for more activities.</b></p> <p><b>Presentational Task:</b> <b><i>“Ticket to Leave/Exit Ticket ” (Modified)</i></b></p> <p><b>Purpose:</b> To assess student comprehension through writing and presentations.</p>
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- Present an original creation or representation to the class. (Español Santillana p. 55,80,87, *Proyecto*)
- Writing:**
- Write a descriptive food list. (Español Santillana p. 21, 24, 40)
  - Display the results of a survey, (Español Santillana p. 19, 80)
    - ❖ Grammar-Repaso Gramatica, (Español Santillana p. 232,233)

Description: Poses a question or problem at the end of the student’s presentation related to the lesson’s objectives. Provides time for students to write a brief answer to a specific question or problem. Collects the responses as students leave the class. Requires students with incorrect responses to confer with peers and rewrite the response in order to leave the classroom.

Assessment Tool: Teacher Checklist or Rubric

Student Configuration: Whole class interaction/ Interactive small groups/Individual writing activity.

***\*\*Refer to The GO TO Strategies: Scaffolding Options for Teachers of English Language Learners, K-12 for more activities.***

**Culture:**

- ✚ Practices and perspectives:
  - ❖ Read about *Día de los Muertos*.
- ✚ Products and perspectives;
  - ❖ Research typical Mexican song that talks about Mexican food.

**Connections:**

- ✚ Interdisciplinary connections:
  - ❖ Read about types of fruits and fruit trees.
- ✚ Viewpoints through language/culture:
  - ❖ Read a recipe.

**Comparisons:**

- ✚ Compare languages:
  - ❖ Compare indefinites in English and in Spanish.
- ✚ Compare cultures:
  - ❖ Compare Dia de los Muertos of Mexico and the United States.

**Communities:**

- ✚ Spanish beyond the school setting:
  - ❖ Discuss Dia de los Muertos celebrations in the community.
- ✚ Spanish for lifelong learning:
  - ❖ Write a slogan for a food advertisement.

**Differentiated Instruction:**

*Developing Learners:*

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- Give students more practice with the *expresiones utiles* by having them choose the correct phrase that completes each statement or question.
  1. ¿Me pasas/Me echas la salsa, por favor?
  2. ¿Que van a comer? Para ti/ Para mi, el pollo. (Para mi)
  3. ¿Puede traernos/Puede echarnos un tenedor, por favor? (Puede traernos)
  4. De primero/De postre, una ensalada, (De primero)
  5. Pasame/De segundo la sal, por favor, (Pasame)

*Expanding Learners:*

- Tell students that they are going to practice the *expresiones utiles* by working with a partner and imagining they are at a restaurant. They will create short dialogues with the new terms, and then roleplay the parts and present their skits to the class.

For example:

- A. ¿Que vas a pedir?
- B. De primero, voy a tomar la sopa.
- A. ¿Y de segundo?
- B. De segundo, el pollo, por favor.

*Special-Needs Learners:*

- Students with auditory processing disorders can benefit from reading the directions to all of the activities and repeating directions back to you. Doing this will reinforce their comprehension of the tasks they are expected to complete. Whenever there is an audio component to the activities, provide students with the audio script to enhance comprehension. If possible, have students record their voices for speaking portions in order to compare their delivery with that of the narrators

**Summative Assessment:**

Unit 4: Norteamérica (Assessment Book p. 71-86)

**Resources:** Español Santillana; The GO TO Strategies Matrix; <https://kahoot.com/>