

Camden City School District
World Language Curriculum Framework

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

Preliminary/ Preliminar		9th-12th Grade	Spanish III
Theme: Un paso más/ One Step Forward		Time Frame: 4-6 weeks	
Content Area: Spanish integrated with Global Studies			
Essential Questions: <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. 		Enduring Understanding: <ul style="list-style-type: none"> • Global citizenship requires an ability to communicate in more than one language. • Proficiency in a foreign language is a vehicle to gaining knowledge that can only be acquired through that language and its culture. • Learning other languages enables an individual to participate in multilingual communities. 	
<i>New Jersey Student Learning Standards</i>			
<u>New Jersey Student Learning Standards: World Language</u> 7.1.NH.A.1: Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes. 7.1.NH.A.2: Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response. 7.1.NH.A.3: Recognize some common gestures and cultural practices associated with target culture(s). 7.1.NH.A.4: Identify people, places, objects, and activities in daily life based on oral or written descriptions. 7.1.NH.A.5: Demonstrate comprehension of short conversations and brief written messages on familiar topics. 7.1.NH.A.6: Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials. 7.1.NH.B.1: Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.		<u>Standards for Learning Spanish</u> Communication: 1.1. Interpersonal mode. 1.2. Interpretive mode. 1.3. Presentational mode. Culture: 2.1. Practices and perspectives. 2.2. Products and perspectives. Connections: 3.1. Interdisciplinary connections. 3.2. Viewpoints through language/ culture. Comparisons: 4.1. Compare languages. 4.2. Compare cultures. Communities: 5.1. Spanish beyond the school setting. 5.2. Spanish for lifelong learning.	

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<p>7.1.NH.B.2: Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.</p> <p>7.1.NH.B.3: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.B.4: Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.B.5: Converse on a variety of familiar topics and/or topics studied in other content areas.</p> <p>7.1.NH.C.1: Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.</p> <p>7.1.NM.C.4: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NH.C.2: Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p> <p>7.1.NH.C.3: Describe in writing people and things from the home and school environment.</p> <p>7.1.NH.C.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NH.C.5: Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.</p>	
<p><u>Learning Targets:</u> <u>Interpersonal Mode of Communication</u> <u>Speaking:</u></p> <ul style="list-style-type: none"> • Engage in conversation with a classmate. (Español Santillana p. 2, 15) • Ask and answer guided questions. (Español Santillana p. 8, 11) • Interview a classmate. (Español Santillana p. 3, 17, 19) • Invent a story with a classmate. (Español Santillana p. 7) <p><u>Writing:</u></p> <ul style="list-style-type: none"> • Write descriptive or narrative sentences. (Español Santillana p. 4, 5, 7, 9) • Make questions for an interview and take notes from an interview. (Español Santillana p. 17, 19) 	<p><u>Formative Assessments:</u> <u>Interpersonal Task:</u> <i>“Team Names”</i> <u>Purpose:</u> To develop community among a group of students. <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. <u>Assessment Tool:</u> Teacher Checklist or Rubric <u>Student Configuration:</u> Whole class interaction, interactive small groups **Refer to <i>The GO TO Strategies: Scaffolding Options for Teachers of English Language Learners, K-12 for more activities.</i></p>

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<ul style="list-style-type: none"> • Write sentences giving advice. Español Santillana p. 14) • Write a paragraph comparing or summarizing information. (Español Santillana p. 3, 11, 19) <ul style="list-style-type: none"> ▪ Grammar-Present tense, Preterite tense, Preterite irregular verbs (Español Santillana p. 2,3,4,5,6,7) <p>Listening:</p> <ul style="list-style-type: none"> • Understand sentences or questions and respond appropriately. (Español Santillana p. • 3, 8, 11, 17, 19) • Understand simple oral exchanges and react appropriately or apply information to a task. (Español Santillana p. 11, 15, 17) <p>Reading:</p> <ul style="list-style-type: none"> • Understand a list of items or simple texts that provide information.(Español Santillana p. 12) <p><u>Interpretive Mode of Communication</u></p> <p>Listening:</p> <ul style="list-style-type: none"> • Obtain information from a conversation. (Español Santillana p. 2,5) • Understand simple oral descriptions or oral orders. (Español Santillana p. 2,13) • Understand oral answers to choose the correct questions. (Español Santillana p. 17) <p>Reading:</p> <ul style="list-style-type: none"> • Understand and take part in brief written exchanges. (Español Santillana p. 14,18) • Understand descriptive or narrative texts. (Español Santillana p. 6,10) • Understand an informative text.(Español Santillana p. 12,19) <p>Viewing:</p> <ul style="list-style-type: none"> • Connect information to images. (Español Santillana p. 5,13) • Obtain information from an image. (Español Santillana p. 4,7) <p><u>Presentational Mode of Communication:</u></p> <p>Speaking:</p> <ul style="list-style-type: none"> • Present information to the class. (Español Santillana p. 19) <p>Writing:</p>	<p>Interpretive Task: <i>“Marvelous Modifiers”</i> <u>Purpose:</u> To use positive adjectives describing another student. <u>Description:</u> 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. <u>Assessment Tool:</u> Teacher Checklist or Rubric <u>Student Configuration:</u> Whole class interaction/ Interactive small groups.</p> <p>**Refer to The GO TO Strategies: Scaffolding Options for Teachers of English Language Learners, K-12 for more activities.</p> <p>Presentational Task: <i>“Graphic Organizers”</i> <u>Purpose:</u> To increase comprehension of oral or written language through a graphic.</p>
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<ul style="list-style-type: none"> • Summarize information. (Español Santillana p. 11,19) • Write descriptive sentences or a narrative text based on pictures. (Español Santillana p. 5,7) • Compare information in written form.(Español Santillana p. 3,11) • Grammar-Formal and informal commands, Interrogatives, (Español Santillana p. 8,9,10,11) <p>Visually representing:</p> <ul style="list-style-type: none"> • Present information in a chart or table. (Español Santillana p. 3, 11) 	<p><u>Description:</u> Models and teaches the use of a variety of graphic organizers (Venn diagrams, concept maps, timelines) to structure oral and written language with content information.</p> <p><u>Assessment Tool:</u> Teacher Checklist or Rubric</p> <p><u>Student Configuration:</u> Whole class interaction/ Interactive small groups/ Individual writing activity.</p> <p>**Refer to The GO TO Strategies: Scaffolding Options for Teachers of English Language Learners, K-12 for more activities.</p> <p>Culture:</p> <ul style="list-style-type: none"> ✚ Practices and perspectives: <ul style="list-style-type: none"> ❖ Research about places people visit in Hispanic countries ✚ Products and perspectives; <ul style="list-style-type: none"> ❖ Research about ancient structures in Hispanic countries. <p>Connections:</p> <ul style="list-style-type: none"> ✚ Interdisciplinary connections: <ul style="list-style-type: none"> ❖ Understand the similarities and differences between some aspects of grammar in English and in Spanish <p>Comparisons:</p> <ul style="list-style-type: none"> ✚ Compare languages: <ul style="list-style-type: none"> ❖ Compare how sentences and questions are formed in English and in Spanish. ✚ Compare cultures: <ul style="list-style-type: none"> ❖ Compare leisure activities in Hispanic cultures and in the United States. <p>Communities:</p> <ul style="list-style-type: none"> ✚ Spanish beyond the school setting: <ul style="list-style-type: none"> ❖ Discuss vacations and past actions experienced outside the classroom. ✚ Spanish for lifelong learning: <ul style="list-style-type: none"> ❖ Discuss ways in which Spanish can be used in future life experiences.
<p><u>Differentiated Instruction:</u> <i>Developing Learners:</i></p>	

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- For additional practice with irregular verbs, have students complete these sentences with the present tense form of the verb in parentheses.
 1. Bill y Diana (querer) ir al cine. (quieren)
 2. Sam (jugar) muy bien al tenis. (juega)
 3. Yo (saber) escribir mi nombre en chino. (sé)

Expanding Learners:

- Have students create a two-paragraph narrative with the information in their Independent Starters. Remind them to use sequence connectors (e.g., primero, después, también, por último) to give their paragraphs coherence, and encourage them to use a variety of verbs.
- Once students have finished their narratives, ask them to white out the verbs. Then have them exchange papers with a partner and ask partners to write in the verbs they think best complete the text.

Special-Needs Learners: TPR

- Ask a volunteer to pantomime an activity such as talking on the phone or cooking. Then have the rest of the class guess what he or she is doing in the present progressive tense. For example, a male student is cooking. Students will respond: *Él está cocinando.*

Summative Assessment:

Preliminary Assessment Unit: Un paso más (Assessment Book p. 5-10)

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

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Unit #1	9th-12th Grade	Spanish III
Theme: ¿Cómo eres? What are you like?		Time Frame: 4-6 weeks
Content Area: Spanish integrated with Global Studies		
Essential Questions <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 progressive tense in the target language? • How can you apply narrate events in the past using the preterite and the imperfect and differentiate the uses of both tenses? 		Enduring Understanding: <ul style="list-style-type: none"> • Global citizenship requires an ability to communicate in more than one language. • Proficiency in a foreign language is a vehicle to gaining knowledge that can only be acquired through that language and its culture. • Learning other languages enables an individual to participate in multilingual communities.
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<p><u>Learning Targets:</u> <u>Interpersonal Mode of Communication</u> <i>Speaking:</i></p> <ul style="list-style-type: none"> • Exchange opinions, experiences, or information. (Español Santillana p. 9, 25, 32, 78, 89) • Describe a character to a partner. (Español Santillana p. 14, 18, 51, Proyecto) • Engage in conversation with a classmate. (Español Santillana p. 29, 52, 58) • Compare pictures or information with a classmate. (Español Santillana p. 45, 58, 87) • Ask and answer questions with a partner. (Español Santillana p. 14, 20, 86, Proyecto) 	<p><u>Formative Assessments:</u> <u>Interpersonal Task:</u> “Snowball” <u>Purpose:</u> To promote recall of content learning through interactive writing. <u>Description:</u> Provides each student with a piece of paper • Directs students to respond in writing to a content related question or problem Directs students to crumple the paper into a small ball • Directs students to toss the ball into the air toward the opposite side of the room • Asks each student to retrieve one of the “snowballs” from the floor and read the response on the crumpled paper. <u>Assessment Tool:</u> Teacher Checklist or Rubric <u>Student Configuration:</u> Whole class interaction/ individual writing time.</p>

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- Prepare and perform an interview. (Español Santillana p. 83,87)
- Writing:**
- Write a message for a social-networking website. (Español Santillana p. 19,86)
 - Write a dialogue with a classmate. (Español Santillana p. 30,33)
 - Write a descriptive paragraph comparing or summarizing information. (Español Santillana p. 52,58)
 - Write questions for an interview and write a report with the results. (Español Santillana p. 83,87)
 - Gramatica-*Ser y Estar*, Comparisons, Superlatives, Imperfect, Past progressive, Possessive adjectives, Possessive pronouns, Preposition De, Preterite, Imperfect, Time expressions in past tense (Español Santillana p. 22,23,24,25,34,35,36,37,46,47,48,49)

- Listening:**
- Understand simple descriptions. (Español Santillana p. 86, Proyecto)

- Reading:**
- Understand descriptive sentences or paragraphs. (Español Santillana p. 14,25)

Interpretive Mode of Communication

- Listening:**
- Obtain information from a conversation. (Español Santillana p. 9, 24, 62, 63, 72)
 - Understand oral descriptions or narrations. (Español Santillana p. 13, 32, 36, 40, 49, 63)

- Reading:**
- Demonstrate comprehension of written exchanges and longer written dialogues. (Español Santillana p. 1, 8, 27, 31, 33, 50, 60, 85)
 - Infer meanings based on a text. (Español Santillana p. 2, 11, 26, 38, 65, 66)

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

Interpretive Task:

“Stir the Class”

Purpose: To encourage recall of content learning through small group oral interaction.

Description: Puts students into small groups and prepares each student with a pencil and blank paper. Tells students to write three names, reasons, examples, causes, about the topic under study. Signals students to start walking around the classroom (Walk. Walk.), meeting other students, sharing their ideas, and collecting further ideas from classmates. Signals students to Freeze. Directs students to form new groups by asking questions with numbers as an answer: e.g. How many sides are there in a triangle? How many musicians play in a duet? Students form groups according to the numerical answer. Provides time for students to share

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- Reflect on cultural topics in relation to personal knowledge and experience. (Español Santillana p. 10, 15, 21, 37, 41, 46, 64, 69)
- Understand and obtain information from a descriptive or narrative text. (Español Santillana p. 25, 44, 62, 73, 77, 79, 80, 81)
- Obtain information and draw conclusions from an informative text. (Español Santillana p. 34, 35, 53, 54, 55, 56, 83)

Viewing:

- Connect information or descriptions to images. (Español Santillana p. 13, 36, 49, 84)
- Obtain information from an image or visual. (Español Santillana p. 18, 28, 33)

Presentational Mode of Communication:

Speaking:

- 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)

Writing:

- 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)
 - Gramática- Repaso,(Espanol Santillana p. 62,63)

Visually Representing:

- 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)

their information in the new group. Continues to ask students to Walk and Freeze forming new groups and sharing information. Asks students to prioritize, categorize, or sort the list items if appropriate

Assessment Tool: Teacher Checklist or Rubric

Student Configuration: Interactive small groups, individualized writing, interactive whole class, interactive small group.

****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 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.

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Culture:

 Practices and perspectives:

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	<ul style="list-style-type: none"> ❖ Discover some cultural stereotypes about the family in Hispanic culture and compare them with stereotypes in students' own culture. ✚ Products and perspectives; <ul style="list-style-type: none"> ❖ Read about some fictitious characters in Hispanic culture in order to understand cultural stereotypes. <p>Connections:</p> <ul style="list-style-type: none"> ✚ Interdisciplinary connections: <ul style="list-style-type: none"> ❖ Understand the similarities and differences between some aspects of grammar in English and in Spanish. ✚ Viewpoints through language/culture: <ul style="list-style-type: none"> ❖ Read a traditional legend in Spanish. <p>Comparisons:</p> <ul style="list-style-type: none"> ✚ Compare languages: <ul style="list-style-type: none"> ❖ Compare the uses of the Spanish verbs ser and estar with the English verb to be. ✚ Compare cultures: <ul style="list-style-type: none"> ❖ Compare stereotypes about the family in Hispanic culture and in the culture of the United States. <p>Communities:</p> <ul style="list-style-type: none"> ✚ Spanish beyond the school setting: <ul style="list-style-type: none"> ❖ Promote a positive attitude toward other cultures. ✚ Spanish for lifelong learning: <ul style="list-style-type: none"> ❖ Contribute to the positive valuation of traditional stories.
<p><u>Differentiated Instruction:</u></p> <p><i>Developing Learners:</i></p> <ul style="list-style-type: none"> ● If students find the reading passage difficult, go through each line with them and restate the sentence in your own words to aid with comprehension. For example: ¿Qué te parece si escribimos la historia de un crimen? <p><i>Expanding Learners:</i></p> <ul style="list-style-type: none"> ● Have students make a three-column chart with the following headings: <i>El detective, El crimen, Los actores</i>. Ask students to review the dialogue together with a classmate. As they get to information, they need to complete their chart. Allow students time to make notes in the appropriate columns. They should include descriptions, details of the crime, and motives for the crime. <p><i>Special-Needs Learners:</i></p> <ul style="list-style-type: none"> ● For students with difficulties staying focused while reading long passages, copy the conversation between Michelle and Daniel onto copy paper and cut the conversation into five parts: one part for each exchange. Then pair up students to read the parts together, exchange for 	

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exchange. Once students have finished, have them mix up the exchanges and try to put the conversation back together into one single piece of paper. You can leave these students in pairs as they complete the rest of the activities on this page.

Summative Assessment:

Unit 1: ¿Cómo eres? (Assessment Book p. 23-36)

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

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Unit #2	9th-12th Grade	Spanish III
Theme: Entre Amigos/ Among Friends		Time Frame: 4-6 weeks
Content Area: Spanish integrated with Global Studies		
Essential Questions: <ul style="list-style-type: none"> • Why it is important to use pronouns for direct and indirect objects? • How will you express yourself to communicate your feelings, wishes, likes, and preferences in the target language? • Are you prepared to introduce people using the verbs ser and estar? • How will you write a love or friendship card, an invitation, or a descriptive electronic message in the target language? • Can you apply the different stages of the writing process (planning, writing, revising, and sharing) in the target language? • Why it is important to explore cultural aspects of traditional Latin American and Spanish festivities? 		Enduring Understanding: <ul style="list-style-type: none"> • Global citizenship requires an ability to communicate in more than one language. • Proficiency in a foreign language is a vehicle to gaining knowledge that can only be acquired through that language and its culture. • Learning other languages enables an individual to participate in multilingual communities.
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<p>7.1.NH.B.2: Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.</p> <p>7.1.NH.B.3: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.B.4: Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.B.5: Converse on a variety of familiar topics and/or topics studied in other content areas.</p> <p>7.1.NH.C.1: Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.</p> <p>7.1.NM.C.4: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NH.C.2: Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p> <p>7.1.NH.C.3: Describe in writing people and things from the home and school environment.</p> <p>7.1.NH.C.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NH.C.5: Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.</p>	
<p><u>Learning Targets:</u> <u>Interpersonal Mode of Communication</u> Speaking:</p> <ul style="list-style-type: none"> • Engage in conversation with a classmate. (Español Santillana p. 3, 11, 23, 27, 42, 61, 70, 76, Proyecto) • Compare and contrast information with a partner. (Español Santillana p. 8, 25, 44, 57) • Ask and answer questions on different topics. (Español Santillana p. 5, 70, 83, 84, 85, 86) • Introduce people. (Español Santillana p. 39) <p>Writing:</p> <ul style="list-style-type: none"> • Write love or friendship inscriptions.(Español Santillana p. 12, 31) • Write a text message with a partner. (Español Santillana p. 83, 85) 	<p><u>Formative Assessments:</u> Interpersonal Task <i>“H- Charts”</i> <u>Purpose:</u> To increase comprehension through scaffolding a comparison and contrast analysis of content. <u>Description:</u> Prepares a large H Chart and smaller H Charts for students. Models the process of comparing two concepts or topics from a reading text. Writes contrasting information from a text on the two outside columns of the H. Writes similar information from a text on the center cross bar of the H. Provides opportunities for students to use the structure with other reading passages. <u>Assessment Tool:</u> Teacher Checklist/ Observation <u>Student Configuration:</u> Whole class interaction.</p>

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- Write an invitation or a reply to an invitation. (Español Santillana p. 37, 58)
 - ❖ Grammar-Direct and indirect pronouns, Pronominal verbs, Reflexive and reciprocal verbs, Verbs *gustar,encantar,interesar,apetecer,importar*, Regular verbs subjunctive present tense, conjugation with reflexive pronouns, To express need and necessity, *deber,tener que, haber que*, Futuro imperfecto, *Cuando* and present subjunctive, (Español Santillana p.76,77,78,79,88,89,90,91,100,101,102,103)

Listening:

- Understand vocabulary and expressions related to wishes, likes, and preferences. (Español Santillana p. 11,34)
- Understand vocabulary and expressions related to wishes, likes, and preferences. (Español Santillana p. 44,47)

Reading:

- Understand a variety of messages.(Español Santillana p. 35, 39, 83)

Interpretive Mode of Communication

Listening:

- Obtain information from conversations. (Español Santillana p. 11, 30, 34, 46)
- Listen to audio recordings and identify information. (Español Santillana p. 8,43)

Reading:

- Demonstrate comprehension of written exchanges, dialogues, or written messages. (Espanol Santillana p. 7, 17, 31, 57, 58, 59, 82)
- Obtain information and draw conclusions from an informative text. (Espanol Santillana p. 9, 18, 40, 49, 50, 62, 66)
- Demonstrate comprehension of a literary story, a poem, or literary quotations. (Espanol Santillana p. 18, 25, 77, 78)
- Reflect on and explain cultural topics in relation to personal knowledge and experience. (Espanol Santillana p. 9, 62, 66, 71)
- Investigate and explain information. (Espanol Santillana p. 13, 36, 49)

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

Interpretive Task:

“Shadow Reading”

Purpose: Promote reading comprehension socially and retention of a text.

Description: Students read long book or short stories (books, novels, text), then the reader reads aloud, the listener listens to interruptions to clarify doubts, at the end, students summarize the oral or written story.

Assessment Tool: Teacher Checklist or Rubric

Student Configuration: Whole class interaction/ small groups.

Posibles preguntas durante el “shadow reading”

1. ¿Cuál es el nombre del personaje/ personajes?
2. ¿Qué dijiste? ¿Puedes repetir esa palabra?
3. ¿Qué significa esa palabra?
4. ¿Quién dijo eso?
5. ¿Qué ella/él hizo primero?
6. ¿Cómo dices que fue el problema?
7. ¿Cuándo pasó?

****Refer to *Commander & Guerrero 2016: 37***

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<p>Viewing:</p> <ul style="list-style-type: none">● Connect expressions or information to images. (Espanol Santillana p. 4, 15, 38, 60, 85)● Create a dialogue based on images. (Espanol Santillana p. 26) <p><u>Presentational Mode of Communication:</u></p> <p>Speaking:</p> <ul style="list-style-type: none">● Present an original creation to the class. (Espanol Santillana p. 28, Escritura, Proyecto)● Present information, preferences, ideas, and opinions to the class. (Espanol Santillana p. 44, 56, 76, 84, 88) <p>Writing:</p> <ul style="list-style-type: none">● Write a poem. (Espanol Santillana p. Escritura)● Write a plan for an event. (Espanol Santillana p.)● Grammar-Repaso Gramática (Espanol Santillana p. 116,117) <p>Visually Representing:</p> <ul style="list-style-type: none">● Draw an advertisement. (Espanol Santillana p. 28)● Create a caligrama. (Espanol Santillana p. Escritura)	<p>Presentation Task: <i>“4 to 1”</i></p> <p>Purpose: To analyze a topic for critical concepts and share orally.</p> <p>Description: Places students into small groups of four students. Asks each student to select a word or a phrase that summarizes the concepts from prior learning or a reading text. Asks students to share their ideas in the groups. Tells students to negotiate the selection of one idea from their group that represents the topic. Provides time for the groups to share their ideas and to justify their choices to the whole group.</p> <p>Assessment Tool: Teacher Checklist or Rubric</p> <p>Student Configuration: Individual writing task, interactive small groups, whole class instruction.</p> <p>**Refer to <i>The GO TO Strategies: Scaffolding Options for Teachers of English Language Learners, K-12 for more activities.</i></p> <p>Culture:</p> <ul style="list-style-type: none">✚ Practices and perspectives:<ul style="list-style-type: none">❖ Practice introducing people.❖ Read about celebrations related to friendship and love in Hispanic cultures.✚ Products and perspectives;<ul style="list-style-type: none">❖ Learn about the influence of Latin American music in the United States and compare dancing traditions in both cultures. Caribbean. <p>Connections:</p> <ul style="list-style-type: none">✚ Interdisciplinary connections:<ul style="list-style-type: none">❖ Learn about the Mexican people and analyze the impact of immigrating to other lands.✚ Viewpoints through language/culture:
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	<ul style="list-style-type: none"> ❖ Read about celebrations to commemorate love and friendship. <p>Comparisons:</p> <ul style="list-style-type: none"> ✚ Compare languages: <ul style="list-style-type: none"> ❖ Compare ways of expressing future time in English and in Spanish. ✚ Compare cultures: <ul style="list-style-type: none"> ❖ Compare celebrations in Hispanic countries and in the United States. <p>Communities:</p> <ul style="list-style-type: none"> ✚ Spanish beyond the school setting: <ul style="list-style-type: none"> ❖ Use language to exchange ideas and opinions, and to talk about future plans. ✚ Spanish for lifelong learning: <ul style="list-style-type: none"> ❖ Use technology to learn about cultural traditions in Hispanic countries. ❖ Play a memory game (Kahoot.it or Socrative.com)
<p><u>Differentiated Instruction:</u></p> <p><i>Developing Learners:</i></p> <ul style="list-style-type: none"> ● Have students to better comprehend the reading passage by first having them read each line aloud, followed by you paraphrasing that line. For example, you might paraphrase the first line as : <i>La religión tenía un papel muy importante para las culturas prehispanicas.</i> <p><i>Expanding Learners:</i></p> <ul style="list-style-type: none"> ● Give students a chance to edit the reading selection for their local newspaper. The information presented is correct, so students will not have to do any research, but their editor has told them that they much shorten the article by almost half, while still keeping the most relevant facts. Allow students time to complete this assignment and then ask them to turn in the article for “publication” (display in the classroom). <p><i>Special-Needs Learners:</i></p> <ul style="list-style-type: none"> ● Help students who have difficulty staying focused when they are reading or listening to long passages by copying the reading selection onto copy paper and cutting it into six parts, one for each paragraph in order. After students finish reading, mix up the parts and ask students to put the reading back together by placing the paragraphs in the correct order on a sheet of paper. 	
<p><i>Summative Assessment:</i> Unit 2: Entre Amigos/ Among Friends (Assessment Book p.37-50)</p>	
<p><i>Resources:</i> Español Santillana; The GO TO Strategies Matrix; https://kahoot.com/ ; https://socrative.com/</p>	

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Unit #3	9th-12th Grade	Spanish III
Theme: Tus Cosas/ Your Stuff		Time Frame: 4-6 weeks
Content Area: Spanish integrated with Global Studies		
Essential Questions: <ul style="list-style-type: none"> • How will you describe clothing and traditional costumes of Latin American populations in the target language? • Why it is important to use the impersonal pronoun se? • How will you identify and describe domestic tasks and jobs? • Can you apply the different stages of the writing process (planning, writing, revising, and sharing) in the target language? 		Enduring Understanding: <ul style="list-style-type: none"> • Global citizenship requires an ability to communicate in more than one language. • Proficiency in a foreign language is a vehicle to gaining knowledge that can only be acquired through that language and its culture. • Learning other languages enables an individual to participate in multilingual communities.
<i>New Jersey Student Learning Standards</i>		
<u>New Jersey Student Learning Standards: World Language</u> 7.1.NH.A.1: Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes. 7.1.NH.A.2: Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response. 7.1.NH.A.3: Recognize some common gestures and cultural practices associated with target culture(s). 7.1.NH.A.4: Identify people, places, objects, and activities in daily life based on oral or written descriptions. 7.1.NH.A.5: Demonstrate comprehension of short conversations and brief written messages on familiar topics. 7.1.NH.A.6: Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials. 7.1.NH.B.1: Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes. 7.1.NH.B.2: Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.		<u>Standards for Learning Spanish</u> Communication: 1.1. Interpersonal mode. 1.2. Interpretive mode. 1.3. Presentational mode. Culture: 2.1. Practices and perspectives. 2.2. Products and perspectives. Connections: 3.1. Interdisciplinary connections. 3.2. Viewpoints through language/ culture. Comparisons: 4.1. Compare languages. 4.2. Compare cultures. Communities: 5.1. Spanish beyond the school setting. 5.2. Spanish for lifelong learning.

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| <p>7.1.NH.B.3: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.B.4: Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.B.5: Converse on a variety of familiar topics and/or topics studied in other content areas.</p> <p>7.1.NH.C.1: Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.</p> <p>7.1.NM.C.4: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NH.C.2: Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p> <p>7.1.NH.C.3: Describe in writing people and things from the home and school environment.</p> <p>7.1.NH.C.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NH.C.5: Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.</p> | |
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Learning Targets:

Interpersonal Mode of Communication

Speaking:

- Exchange opinions or experiences. (Español Santillana p. 7, 29, 32, 50, 74, 75)
- Identify and describe articles of clothing, places, or objects to a partner. (Español Santillana p. 7, 26, 35, 78, 79, 81)
- Compare information with a classmate. (Español Santillana p. 20, 71, 74, 78)
- Ask and answer questions with a partner. (Español Santillana p. 24, 41, 59, 79)

Writing:

- Write a list of items or aspects related to an image or topic. (Español Santillana p. 3, 36, 45)
- Write a dialogue with a partner. (Español Santillana p. 2, 11)
 - ❖ Grammar-Past participle regular and irregular verbs, Present perfect tense, Indefinite adjectives or pronouns, *Se* + verb in 3rd person, Past perfect, Past perfect with *ya* and *todavía*, Demonstrative adjectives and pronouns, Demonstrative adverbs (Español Santillana p. 130, 131, 132, 133, 142, 143, 144, 145, 154, 155, 156, 157)

Listening:

- Obtain information from a conversation. (Español Santillana p. 20, 41, 50, 71, 74)
- Understand descriptions or clues from a partner. (Español Santillana p. 44, 46)

Reading:

- Understand descriptive sentences or paragraphs. (Español Santillana p. 1, 11)

Interpretive Mode of Communication

Listening:

- Obtain information from dialogues. (Español Santillana p. 2, 10, 16, 19, 32, 39, 56, 67)

Formative Assessments:

Interpersonal Task:

“Three Truths and a Lie / Whale of a Tale”

(This task can be modified and related to the objective)

Purpose: To provide personal information to strengthen relationships.

Description: 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.

Assessment Tool: Teacher Checklist or Rubric

Student Configuration: Interactive small group, individual writing time.

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

Interpretive Task:

“Mix and Match”

Purpose: practice reading and defining academic vocabulary.

Description: Prepares two card sets. Set 1 indicates an academic vocabulary term. Set 2 defines the term or pictures it. Provides each

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- Understand oral descriptions or narrations. (Español Santillana p. 44, 50, 60)

Reading:

- Demonstrate comprehension of written exchanges and longer written dialogue. (Español Santillana p. 5, 6, 11, 22, 23, 29, 30, 31, 45, 54, 55, 69, 77)
- Reflect on cultural topics in relation to personal knowledge and experience. (Español Santillana p. 12, 21, 33, 37, 42, 57, 61, 70)
- Demonstrate comprehension of an informative text. (Español Santillana p. 1, 27, 47, 48)
- Understand and obtain information from an e-mail. (Español Santillana p. 40, 65)

Viewing:

- Connect information or descriptions to images. (Español Santillana p. 2, 19, 32, 44, 54, 60)
- Obtain information from an image. (Español Santillana p. 3, 7, 16, 24, 26, 28, 36, 56, 75)

Presentational Mode of Communication:

Speaking:

- Act out a dialogue or short skit aloud. (Español Santillana p. 2,11)
- Present a description or a story to the class. (Español Santillana p. 49,73)
- Present an original creation to the class. (Español Santillana p. 52, 73, 76, Escritura, Proyecto)

Writing:

- Write sentences or a paragraph to describe clothing. (Español Santillana p. 3, 7, 16, 78, 80)
- Write sentences or a paragraph to describe objects or places. (Español Santillana p.)
- Retell a story or write the end of a story. (Español Santillana p.)
- Write an essay and present it to the class. (Español Santillana p.)

student with one of the cards from either set. Directs students to walk around the room (Mix) reading and trading cards with other students. Alerts students to stop exchanging cards and to Match themselves with another student to form a pair: a term and its matching definition.

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)

Purpose: To provide opportunities for students to process oral information.

Description: 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. Ask volunteers to share. Students will present information using a graphic organizer to present.

Assessment Tool: Teacher Checklist or Rubric

Student Configuration: Whole class interaction/ interactive student pairs.

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

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<ul style="list-style-type: none"> • Grammar-Repaso Gramática, (Español Santillana p.168,169) <p>Visually Representing:</p> <ul style="list-style-type: none"> • Present information related to the unit using visuals. (Español Santillana p. • 4, 24, 73, 76, 80, 81) • Draw a plan, design clothing, or illustrate a story. (Español Santillana p. 4, 24, 73) • Create a poster, a collage, or a brochure. (Español Santillana p. 52, 76, Proyecto) 	<p>Culture:</p> <ul style="list-style-type: none"> ✚ Practices and perspectives: <ul style="list-style-type: none"> ❖ Learn about cultural traditions and discuss the importance of maintaining such practices. ❖ Read about some fashion designers from Latin American countries and their influence on their country’s culture and economy. ✚ Products and perspectives; <ul style="list-style-type: none"> ❖ Learn about and describe colonial architecture in Latin America. <p>Connections:</p> <ul style="list-style-type: none"> ✚ Interdisciplinary connections: <ul style="list-style-type: none"> ❖ Read and research about how colonization influenced the city development and architecture in Latin American countries. ✚ Viewpoints through language/culture: <ul style="list-style-type: none"> ❖ Read dialogues, informative text, and literary texts in Spanish that provide insight into Hispanic cultures. <p>Comparisons:</p> <ul style="list-style-type: none"> ✚ Compare languages: <ul style="list-style-type: none"> ❖ Compare the indefinites and the demonstratives in English and in Spanish. ✚ Compare cultures: <ul style="list-style-type: none"> ❖ Compare cultural symbols in Hispanic countries and in the United States. <p>Communities:</p> <ul style="list-style-type: none"> ✚ Spanish beyond the school setting: <ul style="list-style-type: none"> ❖ Discuss possibilities for cultural celebrations in the students’ school. ✚ Spanish for lifelong learning: <ul style="list-style-type: none"> ❖ Appreciate the preservation of traditional costumes and symbols and cultural practices.
<p><u>Differentiated Instruction:</u></p> <p><i>Developing Learners:</i></p> <ul style="list-style-type: none"> • Give students more practice with the words in the <i>Recuerda</i> feature by having them find images of people who are wearing some of the clothes mentioned and other images of rooms and furniture in a house or apartment. Have students use these images as they work with a 	

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partner and describe to one another what each person is wearing, which rooms are shown, and what furniture is in each room. Then ask the pairs to take turns reading their descriptions aloud.

Expanding Learners:

- Ask students to make a list of homework assignments and household chores they usually have to do. Then have them work with a partner and come up with several short dialogues that include an expression from the Expresiones utiles feature. For example
 - A. *Tengo que escribir un poema para la clase de Español. ¿Me echas una mano?*
 - B. *¡Por supuesto! Luego, puedes ayudarme a limpiar mi cuarto?*
 - C. *Sí, déjame que te ayude.*
- See which pairs can come up with the most substantial dialogues.

Special-Needs Learners (TPR):

- Write the following words in large block letters on separate sheets of paper: *ropa; calzado y complementos; vivienda; muebles, accesorios y electrodomésticos*. Post these headings around the room. As you read the words from page 125, as well as any others that are part of the students' known vocabulary, have them move to stand near the corresponding sheet of paper and say aloud the group to which the word belongs. You may want to work in small groups and secretly assign a "mole" to purposely mislead the others.

Summative Assessment:

Unit 3: Tus Cosas/ Your Stuff (Assessment Book p. 51-64)

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

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Unit #4	9th-12th Grade	Spanish III
Theme: Vida Sana/ Healthy Lifestyle		Time Frame: 4-6 weeks
Content Area: Spanish integrated with Global Studies		
Essential Questions <ul style="list-style-type: none"> • Can you identify traditional Latin American dishes and their ingredients in the target language? • How will you keep a healthy lifestyle by eating Latin American food? • What kind of Latin American healthy food help you to have healthy lifestyle? • How can you identify and describe agriculture and staple foods from the Hispanic world? • How can you use verbs and expressions to tell about permanent and temporary changes in the target language? • How will you express opinions and make value statements using the infinitive and subjunctive verb forms in the target language? • What is the differences between the uses of the prepositions para and por? • Compare and contrast dishes from different Hispanic countries. • Can you apply the different stages of the writing process (planning, writing, revising, and sharing) in the target language? 		Enduring Understanding: <ul style="list-style-type: none"> • Global citizenship requires an ability to communicate in more than one language. • Proficiency in a foreign language is a vehicle to gaining knowledge that can only be acquired through that language and its culture. • Learning other languages enables an individual to participate in multilingual communities.
<i>New Jersey Student Learning Standards</i>		
<u>New Jersey Student Learning Standards: World Language</u> 7.1.NH.A.1: Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes. 7.1.NH.A.2: Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response. 7.1.NH.A.3: Recognize some common gestures and cultural practices associated with target culture(s). 7.1.NH.A.4: Identify people, places, objects, and activities in daily life based on oral or written descriptions. 7.1.NH.A.5: Demonstrate comprehension of short conversations and brief written messages on familiar topics.		<u>Standards for Learning Spanish</u> Communication: 1.1. Interpersonal mode. 1.2. Interpretive mode. 1.3. Presentational mode. Culture: 2.1. Practices and perspectives. 2.2. Products and perspectives. Connections: 3.1. Interdisciplinary connections. 3.2. Viewpoints through language/ culture. Comparisons: 4.1. Compare languages. 4.2. Compare cultures.

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<p>7.1.NH.A.6: Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.</p> <p>7.1.NH.B.1: Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.</p> <p>7.1.NH.B.2: Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.</p> <p>7.1.NH.B.3: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.B.4: Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.B.5: Converse on a variety of familiar topics and/or topics studied in other content areas.</p> <p>7.1.NH.C.1: Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.</p> <p>7.1.NM.C.4: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NH.C.2: Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p> <p>7.1.NH.C.3: Describe in writing people and things from the home and school environment.</p> <p>7.1.NH.C.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NH.C.5: Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.</p>	<p>Communities:</p> <p>5.1. Spanish beyond the school setting.</p> <p>5.2. Spanish for lifelong learning.</p>
<p><u>Learning Targets:</u></p> <p><u>Interpersonal Mode of Communication</u></p> <p>Speaking:</p> <ul style="list-style-type: none"> • Exchange opinions or experiences (Español Santillana p. 4, 18, 22, 35, 55, 58, 61, 81, 83) • Engage in conversation with a classmate (Español Santillana p. 27, 28, 35, 40, 55, 68, 72, 76) 	<p><u>Formative Assessments:</u></p> <p>Interpersonal Task</p> <p><i>“Gallery Walk / Brainstorm Carousel”</i></p> <p>*For this activity, you can use images from the story and place them around the classroom and have students walk around to discuss the images.</p> <p><u>Purpose:</u> To encourage oral language interaction among students regarding a content topic.</p>

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- Demonstrate comprehension of written exchanges and longer written dialogues (Español Santillana p. 1, 8, 23, 24, 28, 30, 55, 56, 57, 79)
- Infer meanings based on a text (Español Santillana p. 1, 2, 23, 49, Lectura D3)
- Reflect on cultural topics in relation to personal knowledge and experience (Español Santillana p. 10, 14, 32, 41, 59, 73, 83)
- Demonstrate understanding of a descriptive or narrative text (Español Santillana p. 21, 47, 48, 74, 75)
- Obtain information and draw conclusions from an informative text (Español Santillana p. 10, 14, 31, 32, 41, 46, 53, 59, 73)

Viewing:

- Connect words, expressions, events, or information to images (Español Santillana p. 3, 33, 58, 75)
- Obtain information from an image (Español Santillana p. 9, 13, 35, 40, 72, 75, 80)

Presentational Mode of Communication:

Speaking:

- Present a description or information to the class (Español Santillana p. 22, 36, 78, 82)
- Present an original creation to the class (Español Santillana p. 27, 51, 76, 82, Escritura, Proyecto)
- Present a dialogue or a skit to the class (Español Santillana p. 50, 79)

Writing:

- Create a list or write an informative paragraph (Español Santillana p. 6, 13, 17, 76, 80, 82)
- Create a poster or an original text (Español Santillana p. 27, 51, 76, 82, Proyecto)
- Write a descriptive paragraph or a response to a letter (Español Santillana p. 35, 45, 54, 80)
- Make value statements or recommendations in written form (Español Santillana p. 13, 17, 27, 43, 44, 67, 70, 71, 76)
- Write a recipe (Español Santillana p. 25, Escritura)

****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)

Purpose: To provide opportunities for students to process oral information.

Description: 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. Ask volunteers to share. Students will present information using a graphic organizer to present.

Assessment Tool: Teacher Checklist or Rubric

Student Configuration: Whole class interaction/ interactive student pairs/ 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.**

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- ❖ Grammar- How to use the infinitive and the present subjunctive to make value statements/ *Hacer valoraciones* (Español Santillana p. 198-199); conjugation and uses of the conditional tense/ *El condicional* (Español Santillana p. 208-209); give advice and recommendations/ *Dar consejos y hacer recomendaciones* (Español Santillana p. 210-211)

Visually Representing:

- Present information in a Venn diagram, chart, graph, or table (Español Santillana p. 11, 24, 63)
- Present information using visuals related to the unit (Español Santillana p. 27, Tu desafío, Proyecto)

Culture:

- ✚ Practices and perspectives:
 - ❖ Learn how traditional foods are prepared.
- ✚ Products and perspectives:
 - ❖ Learn about some Spanish dishes and compare them to dishes in the students' culture.

Connections:

- ✚ Interdisciplinary connections:
 - ❖ Use the writing process to produce a written work.
- ✚ Viewpoints through language/culture:
 - ❖ Learn about traditional Hispanic recipes and cooking and eating habits.

Comparisons:

- ✚ Compare languages:
 - ❖ Compare the uses of verbs to indicate changes of state in English and in Spanish.
- ✚ Compare cultures:
 - ❖ Compare medicinal practices in Hispanic countries and in the United States.

Communities:

- ✚ Spanish beyond the school setting:
 - ❖ Discuss activities and services performed in the students' community.
- ✚ Spanish for lifelong learning:
 - ❖ Discuss future professions and actions.

Differentiated Instruction:

Developing Learners:

- Read the following false statements to students and ask them to make the statements true, according to the conversation.
 1. El hospital de Jesús está en Guadalajara, México. (en Ciudad de México)
 2. La especialista se llama Lucinda Gomez. (Lucia Sanchez)
 3. La doctora está aquí para ver a un paciente. (para dar una conferencia)
 4. La doctora es médica de familia. (es pediatra)
 5. A Lucas le duele bastante el estomago. (le duele la cabeza)

Expanding Learners:

- Ask students to work in groups of three. Two will play the roles of Asha and Lucas, and the third student will be Dr. Sánchez, who has just finished giving her conference. Explain to students imagine how they introduced themselves to her, how they explained what their *desafío*

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- was, and how they were able to persuade her to do an interview. Dr. Sánchez may show some reluctance, but eventually agrees to the interview.

Special-Needs Learners:

- Help students who have difficulties staying focused while reading a dialogue of some length by copying portions of the dialogue onto copy paper and then cutting it into four or five parts. Have students work with a partner and first take turns reading the parts as they appear in the text. Then, mix up the parts you have copied and cut, and have students put them in the correct order and role-play the conversation again. Guide them as they are putting the conversation in the proper order.

Summative Assessment:

Unit 4: Vida sana (Assessment Book p. 65-78)

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