

# SPANISH 2 CURRICULUM

2015

## I. COURSE DESCRIPTION

Spanish II is designed for students who have completed one year of Basic Spanish I or who have passed a placement test with a sufficient score. Second year students will learn to use different verb tenses (present and past tenses), continue to build vocabulary, and become more proficient in speaking and comprehension skills. Thematic learning objectives are presented within the framework of the three modes of communication, as outlined by the American Council on the Teaching of Foreign Languages (ACTFL): Interpersonal, Interpretive and Presentational. All activities and assignments are aligned with the three modes and with the NJ Student Learning Standards for the Novice-High level.

### *Three Modes of Communication:*

- The Interpersonal Mode is characterized by the active negotiation of meaning among students. Students observe and monitor one another to see how their meanings and intentions are being communicated. Adjustments and clarifications can be accordingly.
- The Interpretive Mode focuses on the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to active negotiation of meaning with the writer or the speaker.
- The Presentational Mode refers to the creation of oral and written messages in a manner that facilitates interpretation by members of the other culture where no direct opportunity for the active negotiation of meaning between members of the two cultures exists.

*(ACTFL Performance Descriptions for Language Learners, p.7)*

Themes that will be covered in this level include: review of basic Spanish I concepts, the house, daily routines, shopping, travel and childhood. Additionally, stress will be placed on cultural topics dealing with Spanish customs, the arts, and Spanish influence in the United States. Students will recognize and practice culturally appropriate social behaviors and gestures that occur in everyday life. They will identify geographical features, historical landmarks, and major sites of the areas where the target language is spoken and their influences on that culture. Students will demonstrate cultural knowledge related to the curricular topics presented in the classroom.

## II. COURSE OBJECTIVES/OUTLINE

### PCTI SPANISH II Curriculum Unit 1 Planner

<b>Content Area:</b>	<b>Spanish II</b>	<b>Grade(s)</b>	<b>9, 10, 11, 12</b>
<b>Unit Plan Title:</b>	<b>Para Empezar (Preliminary Unit)</b>		
<b>NJSL Standard(s) Addressed</b>			
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 in <a href="#">culturally authentic materials</a> using <a href="#">electronic information</a> and other 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 <a href="#">physical response</a> .		
7.1.NH.A.3	Recognize some common gestures and cultural <a href="#">practices</a> 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	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.		
7.1.NH.A.7	Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.		
7.1.NH.A.8	Identify some unique linguistic elements in English and the target language.		
7.1.NH.B.1	Use <a href="#">digital tools</a> 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.		
7.1.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.		
7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.		
7.1.NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas.		
7.1.NH.C.1	Recombine basic information at the word and sentence level related to self and targeted themes to create a <a href="#">multimedia-rich presentation</a> to be shared <a href="#">virtually</a> with a target language audience.		

- 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.
- 7.1.NH.C.3 Describe in writing people and things from the home and school environment.
- 7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, [culturally authentic materials](#) orally or in writing.
- 7.1.NH.C.5 Tell or write about cultural [products](#) associated with the target culture(s) and identify how the [products](#) and [practices](#) are derived from the cultural [perspectives](#).

### Essential Questions (3-5)

How would you describe yourself and others (personality, physical description) in English and Spanish?  
 Where are you and others from and how do you describe one's nationality?  
 What activities do you and others do in your free time?  
 How often do you and others participate in certain activities?

### Grammatical Concepts

*Review of:*

- Classroom informal commands
- The verb SER
- Descriptive adjectives and a review of masculine/feminine/singular/plural rules
- The construction SER + de + a place
- The verbs SER vs. ESTAR
- Regular AR, ER, & IR verb conjugations
- Words of frequency
- Interrogative words

### Anchor Text

- Realidades 2 (print and online interactive textbook) – Pearson Prentice Hall, 2014
- Realidades 2 online practice workbook – Pearson Prentice Hall, 2014
- Realidades 2 Writing, Audio and Visual workbook [WAV] (print and online interactive textbook) – Pearson Prentice Hall, 2014

### Informational Texts (3-5)

- “El primer día de clases”/ “The First Day of Classes” – p. 1
- “Una población diversa”/A Diverse Population” – p. 6
- “Enrique Iglesias” – p.11

### Short Texts (1-3)

- “¿Cómo eres?” / “What Are You Like?” – p. 2
- “¿Qué haces?” / “What do you do?” – p. 8
- “Proyecto Amanda – Mi descripción” / “Project Amanda – My description” (<http://www.proyectoamanda.com/fanzine/mi-descripcion-3/>)

### Suggested Reading/Writing/Speaking/Listening Assessments (Formative & Summative)

**Activities may include, but are not limited to:**

- Para Empezar Communicative Writing & Speaking Activity P-1- p. 9, Teacher Resource Book (Presentational & Interpersonal)
- Para Empezar Audio Activities 1, 2 & 3 - pp.1-2, WAV book (Interpretive)
- Para Empezar Writing Activities 4, 5 & 6 – pp.3-5, WAV book (Presentational)
- The verb SER & adjectives quiz
- Regular Verbs Quiz
- Self-description project
- End of unit summative assessment

**Resources (websites, Blackboard, documents, etc.)**

- [www.successnetplus.com](http://www.successnetplus.com)
- [www.phschool.com](http://www.phschool.com)
- [www.conjuguemos.com](http://www.conjuguemos.com)
- [www.quizlet.com](http://www.quizlet.com)
- [www.wordreference.com](http://www.wordreference.com)
- Google Classroom
- Presentational resources (such as, but not limited to Google Drive (Docs, Slides, Forms, Drawings), Prezi, Storyboard That, Vocaroo)
- Microsoft Office Programs (Documents, Power Points)
- Blackboard
- Youtube
- Other websites, as needed, such as Spanish language online news and magazines
- Realidades 2 Audio CDs, MP3 files
- Realidades 2 video accompaniments (DVD set, video files)

**Suggested Time Frame:****4 weeks**

<b>Content Area:</b>	<b>Spanish II</b>	<b>Grade(s)</b>	<b>9, 10, 11, 12</b>
<b>Unit Plan Title:</b>	<b>Tema 6A – En mi dormitorio (In My Bedroom)</b>		
NJSL Standard(s) Addressed			

- 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 in [culturally authentic materials](#) using [electronic information](#) and other 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 Reserved  
This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
- 7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.
- 7.1.NH.A.8 Identify some unique linguistic elements in English and the target language.
- 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.
- 7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.
- 7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.
- 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.
- 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.
- 7.1.NH.C.3 Describe in writing people and things from the home and school environment.
- 7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, [culturally authentic materials](#) orally or in writing.
- 7.1.NH.C.5 Tell or write about cultural [products](#) associated with the target culture(s) and identify how the [products](#) and [practices](#) are derived from the cultural [perspectives](#).

### Essential Questions (3-5)

- How would you describe your bedroom, home furnishings and their arrangement in Spanish?
- What comparisons can be made between your bedroom and that of other teens?
- How do your bedroom, its color(s) and your home entertainment choices reflect your personality?
- What are some things you can and can't do at home?
- What are your sleeping habits and why are they important?

### **Grammatical Concepts**

- Bedroom & electronics vocabulary
- Color words – masculine/feminine/singular/plural
- Regular and irregular comparatives
- Superlatives
- Stem-changing verbs o-ue

### **Anchor Text**

- Realidades 1 (print and online interactive textbook) – Pearson Prentice Hall, 2014
- Realidades 1 online practice workbook – Pearson Prentice Hall, 2014
- Realidades 1 Writing, Audio and Visual workbook [WAV] (print and online interactive textbook) – Pearson Prentice Hall, 2014
- Realidades 1 Teacher Resource Book, Temas 5-9 – Pearson Prentice Hall, 2014
- Realidades 1 Guided Practice Workbook – Pearson Prentice Hall, 2014

### **Informational Texts (3-5)**

- “Making Comparisons” – p. 278
- “The superlative” – p. 280
- “¿Qué significan los colores?”/ “What do colors mean?” – p. 283
- “Stem-changing verbs: *poder and dormir*” –p. 284
- “¿Cuántas horas duermes?” / “How many hours do you sleep?” – p. 286

### **Short Texts (1-3)**

- “A primera vista” / “First Glance” – p. 272
- “El cuarto de Ignacio” / “Ignacio’s Room” – pp. 274-75
- “El desastre en mi dormitorio” / “The Mess in My Room” – pp. 288-89

### **Suggested Reading/Writing/Speaking/Listening Assessments (Formative & Summative)**

#### **Activities may include, but are not limited to:**

- Tema 6A Communicative Speaking Activities 1 & 2 –pp.68-71, Teacher Resource Book (Interpersonal)
- Tema 6A Situation Cards Writing and Speaking Activities A & B –p. 72, Teacher Resource Book (Presentational/Interpersonal)
- Tema 6A Audio Activities 5, 6, 7 & 9 –pp. 112-113,115, WAV book (Interpretive)
- Tema 6A Writing Activities 10 & 11 –pp.116-117, WAV book (Presentational)
- Tema 6A Videohistoria Listening and Writing Activity –pp.108-111, WAV book (Interpretive/Presentational)

- Tema 6A Vocabulary Quiz
- Tema 6A Comparisons Quiz
- Tema 6A Stem-changing verbs quiz
- Bedroom description project
- End of unit summative assessment

**Resources (websites, Blackboard, documents, etc.)**

- [www.successnetplus.com](http://www.successnetplus.com)
- [www.phschool.com](http://www.phschool.com)
- [www.conjuguemos.com](http://www.conjuguemos.com)
- [www.quizlet.com](http://www.quizlet.com)
- [www.wordreference.com](http://www.wordreference.com)
- Google Classroom
- Presentational resources (such as, but not limited to Google Drive (Docs, Slides, Forms, Drawings), Prezi, Storyboard That, Vocaroo)
- Microsoft Office Programs (Documents, Power Points)
- Blackboard
- Youtube
- Other websites, as needed, such as Spanish language online news and magazines
- Realidades 1 Audio CDs, MP3 files
- Realidades 1 video accompaniments (DVD set, video files)

**Suggested Time Frame:**

**5-6 weeks**

Content Area:	<b>Spanish II</b>	Grade(s)	<b>9, 10, 11, 12</b>
Unit Plan Title:	<b>Tema 6B – ¿Cómo es tu casa? (What Is Your House Like?)</b>		
NJSL Standard(s) Addressed			
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 in <a href="#">culturally authentic materials</a> using <a href="#">electronic information</a> and other 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 Reserved  
This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
- 7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.
- 7.1.NH.A.8 Identify some unique linguistic elements in English and the target language.
- 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.
- 7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.
- 7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.
- 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.
- 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.
- 7.1.NH.C.3 Describe in writing people and things from the home and school environment.
- 7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, [culturally authentic materials](#) orally or in writing.
- 7.1.NH.C.5 Tell or write about cultural [products](#) associated with the target culture(s) and identify how the [products](#) and [practices](#) are derived from the cultural [perspectives](#).

### Essential Questions (3-5)

- What is your house like, what furniture is in each room and where are the rooms situated?
- How is your house similar to or different from houses in Spanish speaking countries?
- Which chores are you responsible for at home?
- How would you give advice to someone?



- How would you talk about what people are doing at the present moment?

### **Grammatical Concepts**

- House vocabulary
- Affirmative tú commands
- Present progressive tense

### **Anchor Text**

- Realidades 1 (print and online interactive textbook) – Pearson Prentice Hall, 2014
- Realidades 1 online practice workbook – Pearson Prentice Hall, 2014
- Realidades 1 Writing, Audio and Visual workbook (print and online interactive textbook) – Pearson Prentice Hall, 2014
- Realidades 1 Teacher Resource Book, Temas 5-9 – Pearson Prentice Hall, 2014
- Realidades 1 Guided Practice Workbook – Pearson Prentice Hall, 2014

### **Informational Texts (3-5)**

- “El patio”/”The patio” – p. 303
- “Cómo son las casas en el mundo hispano?”/ “What are homes like in the Spanish speaking world?” – p.314
- “Affirmative tú commands” – p. 305
- “The present progressive tense” – p. 308

### **Short Texts (1-3)**

- “Los quehaceres de Elena” / “Elena’s Chores” – pp. 300-301
- “¿Qué casa están buscando?” / “What house are they looking for?” – pp. 310-311

### **Suggested Reading/Writing/Speaking/Listening Assessments (Formative & Summative)**

#### **Activities may include, but are not limited to:**

- Tema 6B Communicative Speaking Activities 1 & 2 –pp.94-97, Teacher’s Resource Book (Interpersonal)
- Tema 6B Situation Cards Writing and Speaking Activities A & B, p. 98, Teacher’s Resource Book (Presentational/Interpersonal)
- Tema 6B Floor Plan Puzzle (Interpretive/Presentational)
- Tema 6B House Ad Reading Activity: [http://articulo.mercadolibre.com.pe/MPE-411737385-vendo-casa-de-finos-acabados-y-en-buen-estado-motivoviaje-\\_JM](http://articulo.mercadolibre.com.pe/MPE-411737385-vendo-casa-de-finos-acabados-y-en-buen-estado-motivoviaje-_JM) (Interpretive)
- Tema 6B House Ad Writing Activity (Presentational)
- Tema 6B Internet Activity (House Search) “Mi casa es tu casa” / “My house is your house”: [www.lestartit.net](http://www.lestartit.net) (Interpretive/Presentational)
- Tema 6B Audio Activities 4 & 5-p. 302 (in TB) (Interpretive)
- Tema 6B Audio Activities 5, 6, 7 & 8 –pp.123-124, WAV book (Interpretive)
- Tema 6B Videohistoria Listening and Writing Activity –pp.120-122, WAV book (Interpretive/Presentational)
- Tema 6B Vocabulary quiz

- Tema 6B Affirmative Tú commands quiz
- Tema 6B Present progressive quiz
- My Dream House Project
- Real Estate Agent/Buyer Interpersonal Assessment
- End of unit summative assessment

#### Resources (websites, Blackboard, documents, etc.)

- [www.successnetplus.com](http://www.successnetplus.com)
- [www.phschool.com](http://www.phschool.com)
- [www.conjuguemos.com](http://www.conjuguemos.com)
- [www.quizlet.com](http://www.quizlet.com)
- [www.wordreference.com](http://www.wordreference.com)
- Google Classroom
- Presentational resources (such as, but not limited to Google Drive (Docs, Slides, Forms, Drawings), Prezi, Storyboard That, Vocaroo)
- Microsoft Office Programs (Documents, Power Points)
- Blackboard
- Youtube
- Other websites, as needed, such as Spanish language online news and magazines
- Realidades 1 Audio CDs, MP3 files
- Realidades 1 video accompaniments (DVD set, video files)

**Suggested Time Frame:**

**5-6 weeks**

<b>Content Area:</b>	<b>Spanish II</b>	<b>Grade(s)</b>	<b>9, 10, 11, 12</b>
<b>Unit Plan Title:</b>	<b>Tema 2A – ¿Cómo te preparas? (How Do You Get Ready?)</b>		
<b>NJSL Standard(s) Addressed</b>			
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 in <a href="#">culturally authentic materials</a> using <a href="#">electronic information</a> and other 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 <a href="#">physical response</a> .		
7.1.NH.A.3	Recognize some common gestures and cultural <a href="#">practices</a> 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	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
7.1.NH.A.7	Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.
7.1.NH.A.8	Identify some unique linguistic elements in English and the target language.
7.1.NH.B.1	Use <a href="#">digital tools</a> 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.
7.1.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
7.1.NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas.
7.1.NH.C.1	Recombine basic information at the word and sentence level related to self and targeted themes to create a <a href="#">multimedia-rich presentation</a> to be shared <a href="#">virtually</a> with a target language audience.
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.
7.1.NH.C.3	Describe in writing people and things from the home and school environment.
7.1.NH.C.4	Tell or retell stories from age- and level-appropriate, <a href="#">culturally authentic materials</a> orally or in writing.
7.1.NH.C.5	Tell or write about cultural <a href="#">products</a> associated with the target culture(s) and identify how the <a href="#">products</a> and <a href="#">practices</a> are derived from the cultural <a href="#">perspectives</a> .

### Essential Questions (3-5)

- How do you get ready for a special event?
- What is your daily routine?
- How do you express an action done to or for oneself?

### Grammatical Concepts

- Daily routine & special events vocabulary
- Reflexive verbs

### Anchor Text

- Realidades 2 (print and online interactive textbook) – Pearson Prentice Hall, 2014
- Realidades 2 online practice workbook – Pearson Prentice Hall, 2014
- Realidades 2 Writing, Audio and Visual workbook [WAV] (print and online interactive textbook) – Pearson Prentice Hall, 2014
- Realidades 2 Teacher Resource Book, Temas 1-4 – Pearson Prentice Hall, 2014
- Realidades 2 Guided Practice Workbook – Pearson Prentice Hall, 2014

### **Informational Texts (3-5)**

- “La ropa de fiesta”/”Party Clothes” – p. 79
- “Reflexive Verbs” – p. 80
- “La familia y los eventos especiales” / “Family and Special Events” – p. 84

### **Short Texts (1-3)**

- “A primera vista”/”At First Glance” – pp. 74-75
- “¿Más maquillaje?” / “More Makeup?” – pp. 76-77
- “Y no hago más na”/”And I Don’t Do Anything Else” (song lyrics by El Gran Combo de Puerto Rico)

### **Suggested Reading/Writing/Speaking/Listening Assessments (Formative & Summative)**

#### **Activities may include, but are not limited to:**

- Communicative Speaking Activity: ¿Qué usas para prepararte para la mañana? / What do you use to get ready in the morning? (handout), (Interpersonal)
- Tema 2A Situation Cards Writing and Speaking Activities A & B- p.88, Teacher’s Resource Book (Presentational/Interpersonal)
- Reflexive Verbs Stations Activities (Interpretive/Interpersonal/Presentational)
- Tema 2A Audio Activities 5 & 6 –p. 28, WAV book (Interpretive)
- Tema 2A Writing Activity 11- p.32, WAV book (Interpretive)
- Tema 2A Videohistoria Listening and Writing Activity –pp. 25-27, WAV book (Interpretive/Presentational)
- Tema 2A Vocabulary quiz
- My Daily Routine project
- End of unit summative assessment

### **Resources (websites, Blackboard, documents, etc.)**

- [www.successnetplus.com](http://www.successnetplus.com)
- [www.phschool.com](http://www.phschool.com)
- [www.conjugemos.com](http://www.conjugemos.com)
- [www.quizlet.com](http://www.quizlet.com)
- [www.wordreference.com](http://www.wordreference.com)
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- Vocaroo)
- Microsoft Office Programs (Documents, Power Points)
- Blackboard
- Youtube
- Other websites, as needed, such as Spanish language online news and magazines
- Realidades 2 Audio CDs, MP3 files
- Realidades 2 video accompaniments (DVD set, video files)

**Suggested Time Frame:**

**3-4 weeks**

<b>Content Area:</b>	<b>Spanish II</b>	<b>Grade(s)</b>	<b>9, 10, 11, 12</b>
<b>Unit Plan Title:</b>	<b>Tema 7A – ¿Cuánto cuesta? (How Much Is It?)</b>		
<b>NJSL Standard(s) Addressed</b>			
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 in <a href="#">culturally authentic materials</a> using <a href="#">electronic information</a> and other 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 <a href="#">physical response</a> .		
7.1.NH.A.3	Recognize some common gestures and cultural <a href="#">practices</a> 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 Reserved  
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- 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.
- 7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.
- 7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.
- 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.
- 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.
- 7.1.NH.C.3 Describe in writing people and things from the home and school environment.
- 7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, [culturally authentic materials](#) orally or in writing.
- 7.1.NH.C.5 Tell or write about cultural [products](#) associated with the target culture(s) and identify how the [products](#) and [practices](#) are derived from the cultural [perspectives](#).

### Essential Questions (3-5)

- What are you wearing and what do you wear to a party, a game, to school, to a special event, to the beach?
- What are some similarities/differences in the clothing styles and sizes of American teens vs. teens in Latin America?
- How can you express your wants and preferences while shopping?
- How can you point out specific items that you are referring to?

### Grammatical Concepts

- Clothing Vocabulary
- Numbers 100-1,000,000
- Stem-changing verbs e-ie
- Demonstrative Adjectives

### **Anchor Text**

- Realidades 1 (print and online interactive textbook) – Pearson Prentice Hall, 2014
- Realidades 1 online practice workbook – Pearson Prentice Hall, 2014
- Realidades 1 Writing, Audio and Visual workbook [WAV] (print and online interactive textbook) – Pearson Prentice Hall, 2014
- Realidades 1 Teacher Resource Book, Temas 5-9 – Pearson Prentice Hall, 2014
- Realidades 1 Guided Practice Workbook – Pearson Prentice Hall, 2014

### **Informational Texts (3-5)**

- “The currencies of Bolivia, Peru and Costa Rica” – p. 328
- “¿No sé qué talla uso!” / “I Don’t Know What Size I Am!” – p.109 (Realidades 2 textbook)
- “Stem-changing verbs: pensar, querer, and preferir” – p.330
- “Demonstrative Adjectives” – p. 332

### **Short Texts (1-3)**

- “A primera vista” / “At First Glance” – pp. 322-323
- “Una noche especial” / “A Special Night” – pp. 324-325
- “Tradiciones de la ropa panameña” / “Panamanian Clothing Traditions” –pp. 336-337

### **Suggested Reading/Writing/Speaking/Listening Assessments (Formative & Summative)**

#### **Activities may include, but are not limited to:**

- Tema 7A Communicative Speaking Activities 1 & 2 –pp. 124-127, Teacher’s Resource Book (Interpersonal)
- ¿Qué llevas hoy? / What are you wearing today? Paired communicative activity, handout, (Interpersonal)
- Tema 7A Situation Cards Writing and Speaking Activities A & B –p.128, Teacher’s Resource Bk (Presentational/Interpersonal)
- Tema 7A Internet Activity: El Corte Inglés – www.elcorteingles.es (Interpretive/Presentational)
- Tema 7A Audio Activity 5 -p. 326 (in TB) (Interpretive)
- Tema 7A Audio Activity 10 -p. 328 (in TB) (Interpretive)
- Tema 7A Audio Activities 5, 6, & 7 –pp. 133-134, WAV book (Interpretive)
- Tema 7A Writing Activity 10 –p. 136, WAV book (Presentational)
- Tema 7A Writing Activity 9-p. 328 (in TB) (Presentational)
- Tema 7A Videohistoria Listening and Writing Activity –pp. 120-122, WAV book (Interpretive/Presentational)
- Tema 7A Vocabulary quiz
- Tema 7A Numbers 100-1,000,000 quiz

- Tema 7A Stem-changing verbs quiz
- Tema 7A Demonstrative Adjectives Quiz
- Store/Shopping Simulation Paired Practice & Assessment
- Storyboard That store dialog project
- End of unit summative assessment

#### Resources (websites, Blackboard, documents, etc.)

- [www.successnetplus.com](http://www.successnetplus.com)
- [www.phschool.com](http://www.phschool.com)
- [www.conjuguemos.com](http://www.conjuguemos.com)
- [www.quizlet.com](http://www.quizlet.com)
- [www.wordreference.com](http://www.wordreference.com)
- Google Classroom
- Presentational resources (such as, but not limited to Google Drive (Docs, Slides, Forms, Drawings), Prezi, Storyboard That, Vocaroo)
- Microsoft Office Programs (Documents, Power Points)
- Blackboard
- Youtube
- Other websites, as needed, such as Spanish language online news and magazines
- Realidades 1 Audio CDs, MP3 files
- Realidades 1 video accompaniments (DVD set, video files)

#### Suggested Time Frame:

5-6 weeks

#### Content Area:

Spanish II

#### Grade(s)

9, 10, 11, 12

#### Unit Plan Title:

Tema 7B – ¡Qué regalo! (What A Gift!)

#### NJSL Standard(s) Addressed

- 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 in [culturally authentic materials](#) using [electronic information](#) and other 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	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
7.1.NH.A.7	Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.
7.1.NH.A.8	Identify some unique linguistic elements in English and the target language.
7.1.NH.B.1	Use <a href="#">digital tools</a> 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.
7.1.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
7.1.NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas.
7.1.NH.C.1	Recombine basic information at the word and sentence level related to self and targeted themes to create a <a href="#">multimedia-rich presentation</a> to be shared <a href="#">virtually</a> with a target language audience.
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.
7.1.NH.C.3	Describe in writing people and things from the home and school environment.
7.1.NH.C.4	Tell or retell stories from age- and level-appropriate, <a href="#">culturally authentic materials</a> orally or in writing.
7.1.NH.C.5	Tell or write about cultural <a href="#">products</a> associated with the target culture(s) and identify how the <a href="#">products</a> and <a href="#">practices</a> are derived from the cultural <a href="#">perspectives</a> .

### Essential Questions (3-5)

- Where do you typically go shopping and what are your shopping habits?
- How are your shopping habits similar to or different from those of teens in Spain & Latin America?
- How can you express activities that you and others did in the past?

### Grammatical Concepts

- Store Vocabulary
- Nouns that end in -ería
- The preterite of AR verbs
- The preterite of CAR, GAR, & ZAR verbs

- Direct Object Pronouns

### **Anchor Text**

- Realidades 1 (print and online interactive textbook) – Pearson Prentice Hall, 2014
- Realidades 1 online practice workbook – Pearson Prentice Hall, 2014
- Realidades 1 Writing, Audio and Visual workbook [WAV] (print and online interactive textbook) – Pearson Prentice Hall, 2014
- Realidades 1 Teacher Resource Book, Temas 5-9 – Pearson Prentice Hall, 2014
- Realidades 1 Guided Practice Workbook – Pearson Prentice Hall, 2014

### **Informational Texts (3-5)**

- “Los centros comerciales y grandes almacenes”/ Malls and Large Department Stores – p. 350
- “Nouns that end in –ería – p.353
- “The preterite of –AR verbs” – p.354
- “The preterite of verbs ending in –car and -gar” – p. 356
- “Direct Object Pronouns” – p.360

### **Short Texts (1-3)**

- “Un regalo especial”/”A Special Gift” – pp. 348-349
- ¿Por qué vas al centro comercial?/ “Why do you go to the mall?” p. 366

### **Suggested Reading/Writing/Speaking/Listening Assessments (Formative & Summative)**

#### **Activities may include, but are not limited to:**

- Tema 7B Communicative Speaking Activities 1 & 2- pp.150-153, Teacher’s Resource Book (Interpersonal)
- Tema 7B Situation Cards Writing and Speaking Activities A & B –p.154, Teacher’s Resource Bk (Presentational/Interpersonal)
- Tema 7B Audio Activity 1 -p. 347 (in TB) (Interpretive)
- Tema 7B Audio Activity 11 -p. 354 (in TB) (Interpretive)
- Tema 7B Audio Activities 5, 6, 7, & 8 –pp. 143-144, WAV book (Interpretive)
- Tema 7B Writing Activities 10, 11, & 12 –pp.146-148, WAV book (Presentational)
- Tema 7B Videohistoria Listening and Writing Activity- pp.140-142, WAV book (Interpretive/Presentational)
- Puerto Rican mall scavenger hunt: <http://www.plazalasamericas.com/directory/mall-map/> with questions (Interpretive/Interpersonal)
- AR preterite verbs survey (Interpersonal/Presentational)
- Tema 7B Vocabulary quiz
- Tema 7B -AR preterite quiz
- Tema 7B Direct Object Pronouns Quiz
- End of unit summative assessment

**Resources (websites, Blackboard, documents, etc.)**

- [www.successnetplus.com](http://www.successnetplus.com)
- [www.phschool.com](http://www.phschool.com)
- [www.conjuguemos.com](http://www.conjuguemos.com)
- [www.quizlet.com](http://www.quizlet.com)
- [www.wordreference.com](http://www.wordreference.com)
- Google Classroom
- Presentational resources (such as, but not limited to Google Drive (Docs, Slides, Forms, Drawings), Prezi, Storyboard That, Vocaroo)
- Microsoft Office Programs (Documents, Power Points)
- Blackboard
- Youtube
- Other websites, as needed, such as Spanish language online news and magazines
- Realidades 1 Audio CDs, MP3 files
- Realidades 1 video accompaniments (DVD set, video files)

**Suggested Time Frame:****5-6 weeks**

<b>Content Area:</b>	<b>Spanish II</b>	<b>Grade(s)</b>	<b>9, 10, 11, 12</b>
<b>Unit Plan Title:</b>	<b>Tema 8A – De vacaciones (On Vacation)</b>		
<b>NJSL Standard(s) Addressed</b>			
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 in <a href="#">culturally authentic materials</a> using <a href="#">electronic information</a> and other 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 <a href="#">physical response</a> .		
7.1.NH.A.3	Recognize some common gestures and cultural <a href="#">practices</a> 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	Reserved		

This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.

- 7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.
- 7.1.NH.A.8 Identify some unique linguistic elements in English and the target language.
- 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.
- 7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.
- 7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.
- 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.
- 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.
- 7.1.NH.C.3 Describe in writing people and things from the home and school environment.
- 7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, [culturally authentic materials](#) orally or in writing.
- 7.1.NH.C.5 Tell or write about cultural [products](#) associated with the target culture(s) and identify how the [products](#) and [practices](#) are derived from the cultural [perspectives](#).

### Essential Questions (3-5)

- Where do you prefer to go on vacation?
- What types of activities do you do while on vacation?
- Which modes of transport are used to arrive at various vacation destinations?
- How can you describe what you did on your last vacation?
- What is your ideal vacation in the Spanish speaking world?

### Grammatical Concepts

- Vacation/Leisure activity vocabulary
- Modes of transport
- Preterite of ER & IR verbs
- Preterite of the verb IR
- The Personal A

### **Anchor Text**

- Realidades 1 (print and online interactive textbook) – Pearson Prentice Hall, 2014
- Realidades 1 online practice workbook – Pearson Prentice Hall, 2014
- Realidades 1 Writing, Audio and Visual workbook [WAV] (print and online interactive textbook) – Pearson Prentice Hall, 2014
- Realidades 1 Teacher Resource Book, Temas 5-9 – Pearson Prentice Hall, 2014
- Realidades 1 Guided Practice Workbook – Pearson Prentice Hall, 2014

### **Informational Texts (3-5)**

- “The preterite of –er and –ir verbs” – p. 383
- “The preterite of -ir” – p. 385
- “The personal a” – p. 387

### **Short Texts (1-3)**

- “A primera vista” / “First Glance” – pp. 374-375
- “¿Qué te pasó?” / “What happened to you?” – pp. 376-377
- “Álbum de mi viaje a Perú” / “Album of My Peru Trip” – pp. 390-391

### **Suggested Reading/Writing/Speaking/Listening Assessments (Formative & Summative)**

#### **Activities may include, but are not limited to:**

- Tema 8A Communicative Speaking Activities 1 & 2 – pp. 178-181, Teacher’s Resource Book (Interpersonal)
- Tema 8A Communicative Speaking Activity 8 (in TB) –p. 380 (Interpersonal)
- Tema 8A Situation Cards Writing and Speaking Activities A & B –p. 182, Teacher’s Resource Bk (Presentational/Interpersonal)
- Tema 8A Audio Activities 6, 7 & 8 –pp. 153-154, WAV book (Interpretive)
- Tema 8A Writing Activities 10, 11, & 12 – pp. 156-158, WAV book (Presentational)
- Tema 8A Videohistoria Listening and Writing Activity –pp. 150-152, WAV book (Interpretive/Presentational)
- Tema 8A Vocabulary Quiz
- Tema 8A –er/-ir preterite quiz
- Tema 8A preterite of –ir and personal a quiz
- Travel Itinerary project
- End of unit summative assessment

### **Resources (websites, Blackboard, documents, etc.)**

- [www.successnetplus.com](http://www.successnetplus.com)
- [www.phschool.com](http://www.phschool.com)
- [www.conjuguemos.com](http://www.conjuguemos.com)
- [www.quizlet.com](http://www.quizlet.com)
- [www.wordreference.com](http://www.wordreference.com)

- Google Classroom
- Presentational resources (such as, but not limited to Google Drive (Docs, Slides, Forms, Drawings), Prezi, Storyboard That, Vocaroo)
- Microsoft Office Programs (Documents, Power Points)
- Blackboard
- Youtube
- Other websites, as needed, such as Spanish language online news and magazines
- Realidades 1 Audio CDs, MP3 files
- Realidades 1 video accompaniments (DVD set, video files)

**Suggested Time Frame:**

**5-6 weeks**

<b>Content Area:</b>	<b>Spanish II</b>	<b>Grade(s)</b>	<b>9, 10, 11, 12</b>
<b>Unit Plan Title:</b>	<b>Tema 4A – Cuando éramos niños (When We Were Children)</b>		
<b>NJSL Standard(s) Addressed</b>			
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 in <a href="#">culturally authentic materials</a> using <a href="#">electronic information</a> and other 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 <a href="#">physical response</a> .		
7.1.NH.A.3	Recognize some common gestures and cultural <a href="#">practices</a> 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	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.		
7.1.NH.A.7	Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.		

- 7.1.NH.A.8 Identify some unique linguistic elements in English and the target language.
- 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.
- 7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.
- 7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.
- 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.
- 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.
- 7.1.NH.C.3 Describe in writing people and things from the home and school environment.
- 7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, [culturally authentic materials](#) orally or in writing.
- 7.1.NH.C.5 Tell or write about cultural [products](#) associated with the target culture(s) and identify how the [products](#) and [practices](#) are derived from the cultural [perspectives](#).

### Essential Questions (3-5)

- What toys and games did you used to play with as a child?
- What were you like as a child?
- What activities did you do as a child?

### Grammatical Concepts

- Toys, Games, Childhood activities vocabulary
- Regular Imperfect tense
- Irregular Imperfect tense

### Anchor Text

- Realidades 2 (print and online interactive textbook) – Pearson Prentice Hall, 2014
- Realidades 2 online practice workbook – Pearson Prentice Hall, 2014
- Realidades 2 Writing, Audio and Visual workbook [WAV] (print and online interactive textbook) – Pearson Prentice Hall, 2014
- Realidades 2 Teacher Resource Book, Temas 1-4 – Pearson Prentice Hall, 2014
- Realidades 2 Guided Practice Workbook – Pearson Prentice Hall, 2014

### Informational Texts (3-5)

- “The imperfect tense – regular verbs” – p. 194
- “The imperfect tense – irregular verbs” – p. 196
- “Los niños del futuro”/ “The Children of the Future” – p. 200

### Short Texts (1-3)

- “A primera vista”/”At First Glance” – pp. 186-187
- “¿Cómo era de niña?” / “What was she like as a child?” – pp. 188-189
- “El parque” / “The Park” (poem) – taken from Realidades 2 Readings selections workbook

### Suggested Reading/Writing/Speaking/Listening Assessments (Formative & Summative)

#### Activities may include, but are not limited to:

- Tema 4A Communicative Speaking Activity 2 –p. 200, Teacher’s Resource Book (Interpersonal)
- Tema 4A Situation Cards Writing and Speaking Activities A & B –p. 201, Teacher’s Resource Bk (Presentational/Interpersonal)
- Tema 4A Audio Activity 8 –p.72, WAV book (Interpretive)
- Tema 4A Writing Activity 11–p. 75, WAV book (Interpretive)
- Tema 4A Audio Activity 2 (in TB) – p. 187 (Interpretive)
- Tema 4A Speaking Activity 4 (in TB) – p. 190 (Interpersonal)
- Tema 4A Speaking Activity 7 (in TB) – p. 191 (Interpersonal)
- Tema 4A Writing Activity 10 (in TB) – p. 192 (Presentational)
- Tema 4A Videohistoria Listening and Writing Activity –pp.195-197, WAV book (Interpretive/Presentational)
- Tema 4A Vocabulary quiz
- Tema 4A imperfect quiz
- My Childhood project
- End of unit summative assessment

### Resources (websites, Blackboard, documents, etc.)

- [www.successnetplus.com](http://www.successnetplus.com)
- [www.phschool.com](http://www.phschool.com)
- [www.conjuguemos.com](http://www.conjuguemos.com)
- [www.quizlet.com](http://www.quizlet.com)
- [www.wordreference.com](http://www.wordreference.com)
- Google Classroom
- Presentational resources (such as, but not limited to Google Drive (Docs, Slides, Forms, Drawings), Prezi, Storyboard That, Vocaroo)
- Microsoft Office Programs (Documents, Power Points)
- Blackboard
- Youtube



- Other websites, as needed, such as Spanish language online news and magazines
- Realidades 2 Audio CDs, MP3 files
- Realidades 2 video accompaniments (DVD set, video files)

**Suggested Time Frame:**

**5-6 weeks**

### **III. METHODS OF STUDENTS EVALUATION (ASSESSMENT/EVALUATION)**

In order to evaluate students' progress in the World Language classroom, assessments are divided into *formative* and *summative* assessments. While formative assessments may be graded or ungraded, summative assessments are always graded.

Formative Assessments that are graded include:

- Homework assignments
- In-class reading, writing, speaking and listening activities
- Class participation
- Cooperative learning activities
- Stations activities
- Digital lessons with accompanying assessments (such as, but not limited to: EduPuzzle, Educanon, Blackboard mashups)
- Webquests

Formative Assessments that may or may not be graded include:

- Warm-ups/Do Nows
- Exit slips/passes
- Review games (such as Jeopardy, Kahoot!, Against the Clock, among others)
- Surveys (either written or via Google Forms)
- Rough drafts for writing assignments and projects
- Think-Pair-Share activity
- Highlighter / Peer-teaching activity
- Dictation exercises

### Summative Assessments (graded):

- Quizzes
  - Vocabulary, grammar
  - Assess writing, listening or speaking skills
  - Taken from Realidades 1 or 2 Assessments, or teacher-created
  - Paper or online format
- End of unit exams
  - Assess reading, writing, listening and speaking skills
  - Taken from Realidades 1 or 2 Assessments, or teacher-created
  - Paper or online format
- Mid or End of unit projects
  - Assess writing, speaking and/or comprehension skills
  - Taken from Realidades 1 or 2 Teacher Resource Book, or teacher-created
  - Print or digital format (where applicable)
- Class presentations on a given theme or grammatical topic
- Research Simulated Tasks (RSTs)

## **IV. LIST OF TEXTBOOKS, INSTRUCTIONAL MATERIALS & SOFTWARE**

- Realidades 1 (print and online interactive textbook) – Pearson Prentice Hall, 2014
- Realidades 1 online practice workbook – Pearson Prentice Hall, 2014
- Realidades 1 Writing, Audio and Visual workbook (print and online interactive textbook) – Pearson Prentice Hall, 2014
- Realidades 1 Teacher Resource Book, Temas 5-9 – Pearson Prentice Hall, 2014
- Realidades 1 Guided Practice Workbook – Pearson Prentice Hall, 2014
- Realidades 1 Audio CDs, MP3 files – Pearson Prentice Hall, 2014
- Realidades 1 Teacher Express CD-ROM
- Realidades 1 video accompaniments (DVD set, video files) – Pearson Prentice Hall, 2014
- Realidades 2 (print and online interactive textbook) – Pearson Prentice Hall, 2014
- Realidades 2 online practice workbook – Pearson Prentice Hall, 2014
- Realidades 2 Writing, Audio and Visual workbook (print and online interactive textbook) – Pearson Prentice Hall, 2014
- Realidades 2 Teacher Resource Book, Temas 1-4 – Pearson Prentice Hall, 2014
- Realidades 2 Guided Practice Workbook – Pearson Prentice Hall, 2014
- Realidades 2 Audio CDs, MP3 files – Pearson Prentice Hall, 2014
- Realidades 2 video accompaniments (DVD set, video files) – Pearson Prentice Hall, 2014
- Realidades 2 Teacher Express CD-ROM

- Realidades 1 & 2 ExamView Software
- [www.successnetplus.com](http://www.successnetplus.com) *To access the Realidades series online textbook*

**Other instructional materials include, but are not limited to:**

- [www.phschool.com](http://www.phschool.com) *To access webcodes for Realidades related online chapter activities*
- Spanish language websites
- Films
- Music
- Poetry
- Visual arts (paintings, posters, photographs)
- Opinion Polls
- Online dictionary: [www.wordreference.com](http://www.wordreference.com)
- Vocabulary building: [www.quizlet.com](http://www.quizlet.com)
- Grammar practice: [www.conjuguemos.com](http://www.conjuguemos.com)

**V. INSTRUCTIONAL STRATEGIES**

- Listening and speaking activities
- Paired communicative activities
- Reading silently and aloud
- Role playing
- Dialog creation
- Note taking/note making
- Flipped Classroom techniques
- Watching and responding to media
- Brainstorming (think-aloud/written)/ Think-Pair-Share
- Free writing
- Drafting/writing
- Revising and editing
- Participating in small and large groups
- Researching to make connections to texts and classroom discussions
- Collaborative projects
- Answering questions (oral/written)
- Summarizing
- Analyzing texts

- Learning stations
- Collaborative projects/Project-Based learning
- Answering questions (oral/written)
- Peer teaching
- Interviewing (topic specific questioning/collecting data/creating questions that will get the desired response)
- Surveys/Polls with summarization
- Playing educational games
- Creating educational games
- Field trips (Cultural and professional opportunities)
- Connecting with classes in the Spanish-speaking world via E-pals or other student correspondence site

**VI. SCOPE AND SEQUENCE**

<b>SKILLS TO BE LEARNED</b>	<b>I = Introduce</b> <b>D = Develop</b> <b>R = Reinforce</b> <b>M = Master</b>
Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.	<b>IDRM</b>
Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.	<b>DRM</b>
Recognize some common gestures and cultural practices associated with target culture(s).	<b>IRD</b>
Identify people, places, objects, and activities in daily life based on oral or written descriptions.	<b>IRDM</b>

Demonstrate comprehension of short conversations and brief written messages on familiar topics.	<b>DRM</b>
Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.	<b>RM</b>
Identify some unique linguistic elements in English and the target language.	<b>DR</b>
Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.	<b>DRM</b>
Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.	<b>DRM</b>
Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.	<b>DR</b>
Ask and respond to questions, make requests, and express preferences in various social situations.	<b>DRM</b>
Converse on a variety of familiar topics and/or topics studied in other content areas.	<b>DR</b>
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.	<b>DRM</b>
Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.	<b>DRM</b>
Describe in writing people and things from the home and school environment.	<b>DRM</b>
Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.	<b>DR</b>

Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.	<b>DR</b>
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*\*Adapted from the New Jersey Student Learning Standards for World Language for Novice-High Learners*

## **VII. PACING CHART – See II. Course Outline**

## **VIII. STUDENT HANDOUT**

### **COURSE DESCRIPTION**

Spanish II is designed for students who have completed one year of Basic Spanish I or who have passed a placement test with a sufficient score. Second year students will learn to use different verb tenses (present and past tenses), continue to build vocabulary, and become more proficient in speaking and comprehension skills. Thematic learning objectives are presented within the framework of the three modes of communication, as outlined by the American Council on the Teaching of Foreign Languages (ACFTL): Interpersonal, Interpretive and Presentational. All activities and assignments are aligned with the three modes and with the NJ Student Learning Standards for the Novice-High level. The main focus is to develop their basic language skills in preparation for further language study.

Themes that will be covered in this level include: review of basic Spanish I concepts, the house, daily routines, shopping, travel and childhood. Additionally, stress will be placed on cultural topics dealing with Spanish customs, the arts, and Spanish influence in the United States. Students will recognize and practice culturally appropriate social behaviors and gestures that occur in everyday life. They will identify geographical features, historical landmarks, and major sites of the areas where the target language is spoken and their influences on that culture. Students will demonstrate cultural knowledge related to the curricular topics presented in the classroom.

### **PROFICIENCIES**

The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to:

- Identify the main idea and some supporting details when reading. (7.1.NH.A.1- A.8)
- Understand the gist and some supporting details of conversations dealing with everyday life. (7.1.NH.A.1- A.8)
- Infer the meaning of some unfamiliar words when used in familiar contexts. (7.1.NH.A.1- A.8)
- Ask and answer questions related to everyday life. (7.1.NH.B.1- B.5)

- Initiate, maintain, and end a conversation. (7.1.NH.B.1- B.5)
- Ask for and give permission. (7.1.NH.B.1- B.5)
- Extend, accept, and decline an invitation. (7.1.NH.B.1- B.5)
- Express needs. (7.1.NH.B.1- B.5; C.1-C.5)
- Give reasons. (7.1.NH.B.1- B.5; C.1-C.5)
- Request, suggest, and make arrangements. (7.1.NH.B.1- B.5; C.1-C.5)
- Express an opinion and preference. (7.1.NH.B.1- B.5; C.1-C.5)
- Understand leisure time available and how it is spent among cultures. (Topics that assist in the development of this understanding include, but are not limited to: likes/dislikes, pastimes schedules, and travel.) (7.1.NH.A, B, & C)
- Deepen understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding include, but are not limited to: history, science, economics, and geography.) (7.1.NH.A, B, & C)

***\*Adapted from the New Jersey Student Learning Standards for World Language for Novice-High Learners***