

Pine Hill Public Schools Curriculum

Content Area:	World Languages		
Course Title/ Grade Level:	Spanish II/9-12		
Unit 1:	El Repaso (¡Empecemos! A Conocernos. ¿Qué te gusta hacer? La vida escolar.)	Marking Period:	1 (Weeks:1-9)
Unit 2:	En casa con la familia.	Marking Period:	2 (Weeks: 1-9)
Unit 3:	¡A comer!	Marking Period:	3 (Weeks: 1-9)
Unit 4:	Cuerpo sano, mente sana.	Marking Period:	4 (Weeks: 1-9)
Date Created or Revised:	June 2012		
BOE Approval Date:	8/27/2013		

**Pine Hill Public Schools
World Languages' Curriculum**

Unit Title: El Repaso (¡Empecemos! A Conocernos. ¿Qué te gusta hacer? La vida escolar.)		Unit #: 1
Course: Spanish II		Length of Time: 9 Weeks
Date Created: June 2012		BOE Approval Date:
Pacing	Marking Period 1: Weeks 1-9	
Essential Questions	<ul style="list-style-type: none"> • What vocabulary, grammar, and communication skills can be considered basic/essential to getting to know about someone or something? • What vocabulary, grammar, and communication skills can be considered basic/essential to getting to know what someone likes/wants to do? • What vocabulary, grammar, and communication skills can be considered basic/essential to getting to know about someone's day? 	
Content	<p><u>¡Empecemos!</u> <u>Language-Vocabulary</u></p> <ul style="list-style-type: none"> • Subject Pronouns <p><u>Language-Grammar</u></p> <ul style="list-style-type: none"> • Subjects and Verbs in Sentences • Present Tense of "Ser" <p><u>A Conocernos</u> <u>Language-Vocabulary</u></p> <ul style="list-style-type: none"> • Descriptive Adjectives of Physical and Personality Traits • Likes and Dislikes <p><u>Language-Grammar</u></p> <ul style="list-style-type: none"> • "Ser" with Adjectives • Gender and Adjective Agreement • Question Formation • Nouns and Definite Articles • The verb "Gustar" <p><u>¿Qué te gusta hacer?</u> <u>Language-Vocabulary</u></p> <ul style="list-style-type: none"> • Sports and Leisure Activities • Weekend Activities <p><u>Language-Grammar</u></p> <ul style="list-style-type: none"> • "Gustar" with Infinitives • Present Tense of "Querer" with Infinitives • Present Tense of Regular -AR Verbs • Present Tense of "ir" and "jugar" <p><u>La vida escolar</u> <u>Language-Vocabulary</u></p> <ul style="list-style-type: none"> • Indefinite Articles <p><u>Language-Grammar</u></p>	

	<ul style="list-style-type: none"> • Present Tense of "tener" and "tener" idioms • "Venir + a + time" • "ir + a + infinitives" • Present Tense of -er and -ir verbs and tag questions • -er and -ir verbs with irregular "yo" form verbs
Skills	<p><u>¡Empecemos!</u></p> <ul style="list-style-type: none"> • Indicate where you and others are from <p><u>A Conocernos</u></p> <ul style="list-style-type: none"> • Describe people • Express what you and others like • Describe things <p><u>¿Qué te gusta hacer?</u></p> <ul style="list-style-type: none"> • Express what you and others like to do • Indicate what you want to do • Describe everyday activities • State how often you do things <p><u>La vida escolar</u></p> <ul style="list-style-type: none"> • Identify plans • Demonstrate inviting others to do something
Assessments	<p><u>Formative</u></p> <ul style="list-style-type: none"> • Class Participation • Class Work Assignments • Homework Assignments <p><u>Summative</u></p> <ul style="list-style-type: none"> • Quizzes • Tests • Alternative Assessments • Benchmark Exam <p>*Other appropriate assessments at individual teacher's discretion.*</p>
Interventions/ Differentiated Instruction	<ul style="list-style-type: none"> • Varied grouping (individual/partner/small group/whole group) • Heterogeneous ability pairing/grouping • Multi-sensory approach (visual/auditory/tactile/kinesthetic) • Alternative assignments/assessments (rubrics/checklists) • Preferential seating • Positive reinforcement • Specific feedback • Objective-sharing • 1:1 assistance • Provide notes/outlines/study guides • Extended time for assignments/assessments • Leveled/supplemental materials/resources • Break up material into smaller parts

	<ul style="list-style-type: none"> • Advanced organizers • Assignment book • Repeated review/drill • Verbal and written directions • Memory-aids • Parent Contacts <p>*Other appropriate interventions/differentiation at individual teacher's discretion.*</p>
Inter-Disciplinary Connections	<p><u>LAL</u></p> <ul style="list-style-type: none"> • Subjects • Verbs • Subject Pronouns • Adjectives • Gender-Adjective Agreement • Interrogatives • Nouns • Definite Articles • Infinitives • Present Tense • Indefinite Articles • Idioms • Adverbs • Near Future Tense • Irregular Verbs
Lesson Resources / Activities	<ul style="list-style-type: none"> • Humbach, Nancy, et al. <u>Exprésate</u>. Orlando: Holt, 2008. • Humbach, Nancy, et al. <u>Exprésate Teacher's Edition</u>. Orlando: Holt, 2008. • <u>Exprésate Ancillaries</u> go.hrw.com, my.hrw.com, One Stop Planner CD-ROM, Video Program, DVD Tutor, Interactive Tutor CD-ROM, Holt Puzzle Pro CD-ROM, Puente: Customized Level 1 Review, Lab Book, Audio CD's, Activities for Communication, TPR Storytelling Book, Cuaderno de Vocabulario y Gramática, Grammar Tutor for Students of Spanish, Teaching Transparencies, Cuaderno de Actividades, Assessment Program, Exprésate para Hispanohablantes. <p>*Other appropriate resources/activities at individual teacher's discretion.*</p>
2009 NJCCCS	
<p>Standard: 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p>	
<p>Strand A Interpretive Mode: The mode of communication in which students demonstrate understanding of spoken and written communication within the appropriate cultural context. Examples of “one-way” reading or listening include cultural interpretations of print, video, and online texts, movies, radio and television</p>	

broadcasts, and speeches. Interpretation beyond the Novice level differs from comprehension because it implies the ability to read or listen “between the lines” and “beyond the lines.”

Strand B Interpersonal Mode: The mode of communication in which students engage in direct oral and/or written communication with others (e.g., conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, exchanging personal letters or e-mail messages).

Strand C Presentational Mode: The mode of communication in which students present, through oral and/or written communications, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication are making a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

Content Statement:

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.

Understand the gist and some supporting details of conversations dealing with everyday life.

Infer the meaning of some unfamiliar words when used in familiar contexts.

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:

Ask and answer questions related to everyday life.

Handle simple transactions related to everyday life:

Initiate, maintain, and end a conversation.

Ask for and give permission.

Express needs.

Give reasons.

Request, suggest, and make arrangements.

Extend, accept, and decline an invitation.

Express an opinion and preference.

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:

Handle simple transactions related to everyday life:

Express needs.

Give reasons.

Express an opinion and preference.

Request and suggest.

CPI:

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.

7.1.NH.B.3

Imitate appropriate gestures, intonation, and common idiomatic expressions of the target

	<p>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 simulate common cultural practices.</p>
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21st Century Themes

X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy	X	ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
World Languages' Curriculum**

Unit Title: En casa con la familia.		Unit #: 2
Course: Spanish II		Length of Time: 9 Weeks
Date Created: June 2012		BOE Approval Date:
Pacing	Marking Period 2: Weeks 1-9	
Essential Questions	<ul style="list-style-type: none"> • What vocabulary, grammar, and communication skills can be considered basic/essential to knowing about one's home and family? • What information can be considered basic/essential to getting to know about Chile and its people/culture? • How/why is knowing about different cultures' types of families valuable? 	

Content	<u>Language-Vocabulary</u> <ul style="list-style-type: none"> • Family Members • Adjectives of Physical and Personality Traits • Possessive Adjectives • Rooms in the House • Furniture and Accessories <u>Language-Grammar</u> <ul style="list-style-type: none"> • Stem Changing Verbs (o->ue, e->ie) • Estar with Prepositions • Negation with "Nunca", "Tampoco", "Nadie", and "Nada" • Tocar and Parecer <u>Nation</u> <ul style="list-style-type: none"> • Chile: History, Geography, Architecture, Food, Celebrations, Fine Arts, Government, Economy <u>Culture</u> <ul style="list-style-type: none"> • Extended Families of Spain and Latin America • Proverbs/Refranes of Spain and Latin America
Skills	<ul style="list-style-type: none"> • Describing people and identify family relationships • Indicate where you and others live • State your responsibilities
Assessments	<u>Formative</u> <ul style="list-style-type: none"> • Class Participation • Class Work Assignments • Homework Assignments <u>Summative</u> <ul style="list-style-type: none"> • Quizzes • Tests • Alternative Assessments • Benchmark Exam <p>*Other appropriate assessments at individual teacher's discretion.*</p>
Interventions/ Differentiated Instruction	<ul style="list-style-type: none"> • Varied grouping (individual/partner/small group/whole group) • Heterogeneous ability pairing/grouping • Multi-sensory approach (visual/auditory/tactile/kinesthetic) • Alternative assignments/assessments (rubrics/checklists) • Preferential seating • Positive reinforcement • Specific feedback • Objective-sharing • 1:1 assistance • Provide notes/outlines/study guides • Extended time for assignments/assessments • Leveled/supplemental materials/resources • Break up material into smaller parts • Advanced organizers • Assignment book

	<ul style="list-style-type: none"> • Repeated review/drill • Verbal and written directions • Memory-aids • Parent Contacts <p>*Other appropriate interventions/differentiation at individual teacher's discretion.*</p>
Inter-Disciplinary Connections	<p><u>Social Studies</u></p> <ul style="list-style-type: none"> • History, Geography, Architecture, Food, Celebrations, Fine Arts, Government, Economy, of Chile. • Extended Families of Spain and Latin America. • Proverbs/Refranes of Spain and Latin America. <p><u>LAL</u></p> <ul style="list-style-type: none"> • Adjectives • Possessive Adjectives • Stem-Changing Verbs • Prepositions • Negation
Lesson Resources / Activities	<ul style="list-style-type: none"> • Humbach, Nancy, et al. <u>Exprésate</u>. Orlando: Holt, 2008. • Humbach, Nancy, et al. <u>Exprésate Teacher's Edition</u>. Orlando: Holt, 2008. • <u>Exprésate Ancillaries</u> go.hrw.com, my.hrw.com, One Stop Planner CD-ROM, Video Program, DVD Tutor, Interactive Tutor CD-ROM, Holt Puzzle Pro CD-ROM, Puente: Customized Level 1 Review, Lab Book, Audio CD's, Activities for Communication, TPR Storytelling Book, Cuaderno de Vocabulario y Gramática, Grammar Tutor for Students of Spanish, Teaching Transparencies, Cuaderno de Actividades, Assessment Program, Exprésate para Hispanohablantes. <p>*Other appropriate resources/activities at individual teacher's discretion.*</p>

2009 NJCCCS

Standard: 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Strand A Interpretive Mode: The mode of communication in which students demonstrate understanding of spoken and written communication within the appropriate cultural context. Examples of “one-way” reading or listening include cultural interpretations of print, video, and online texts, movies, radio and television broadcasts, and speeches. Interpretation beyond the Novice level differs from comprehension because it implies the ability to read or listen “between the lines” and “beyond the lines.”

Strand B Interpersonal Mode: The mode of communication in which students engage in direct oral and/or written communication with others (e.g., conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, exchanging personal letters or e-mail messages).

Strand C Presentational Mode: The mode of communication in which students present, through oral and/or written communications, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication are making a

presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

Content Statement:

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.

Understand the gist and some supporting details of conversations dealing with everyday life.

Infer the meaning of some unfamiliar words when used in familiar contexts.

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:

Ask and answer questions related to everyday life.

Handle simple transactions related to everyday life:

Initiate, maintain, and end a conversation.

Ask for and give permission.

Express needs.

Give reasons.

Request, suggest, and make arrangements.

Extend, accept, and decline an invitation.

Express an opinion and preference.

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:

Handle simple transactions related to everyday life:

Express needs.

Give reasons.

Express an opinion and preference.

Request and suggest.

CPI:

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.

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

	<p>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.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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21st Century Themes

X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy	X	ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
World Languages' Curriculum**

Unit Title: ¡A comer!		Unit #: 3
Course: Spanish II		Length of Time: 9 Weeks
Date Created: June 2012		BOE Approval Date:
Pacing	Marking Period 3: Weeks 1-9	
Essential Questions	<ul style="list-style-type: none"> • What vocabulary, grammar, and communication skills can be considered basic/essential to communicating about a meal at home or in a restaurant? • What information can be considered basic/essential to getting to know about Mexico and its people/culture? • How/why is knowing about different cultures' foods valuable? 	
Content	<u>Language-Vocabulary</u> <ul style="list-style-type: none"> • Lunch Foods • Foods you might order in a restaurant • Descriptive Adjectives • Table Settings • Breakfast and Dinner Foods <u>Language-Grammar</u>	

	<ul style="list-style-type: none"> • Ser and Estar • Pedir and Servir • Preferir, Poder, and Probar • Direct Objects and Direct Object Pronouns • Affirmative Informal Commands • Affirmative Informal Commands with Pronouns <p><u>Nation</u></p> <ul style="list-style-type: none"> • Mexico: History, Geography, Art, Architecture, Celebrations, Food, Government, Economy <p><u>Culture</u></p> <ul style="list-style-type: none"> • National Dishes of Spain and Latin America • Proverbs/Refranes of Spain and Latin America
Skills	<ul style="list-style-type: none"> • Describe food • Demonstrate taking an order and making polite requests • Describe meals • Demonstrate offering help and giving instructions
Assessments	<p><u>Formative</u></p> <ul style="list-style-type: none"> • Class Participation • Class Work Assignments • Homework Assignments <p><u>Summative</u></p> <ul style="list-style-type: none"> • Quizzes • Tests • Alternative Assessments • Benchmark Exam • Culture Project (Perspectives of the Target Culture on Local/Global Issues) <p>*Other appropriate assessments at individual teacher's discretion.*</p>
Interventions/ Differentiated Instruction	<ul style="list-style-type: none"> • Varied grouping (individual/partner/small group/whole group) • Heterogeneous ability pairing/grouping • Multi-sensory approach (visual/auditory/tactile/kinesthetic) • Alternative assignments/assessments (rubrics/checklists) • Preferential seating • Positive reinforcement • Specific feedback • Objective-sharing • 1:1 assistance • Provide notes/outlines/study guides • Extended time for assignments/assessments • Leveled/supplemental materials/resources • Break up material into smaller parts • Advanced organizers • Assignment book • Repeated review/drill • Verbal and written directions • Memory-aids

	<ul style="list-style-type: none"> • Parent Contacts <p>*Other appropriate interventions/differentiation at individual teacher's discretion.*</p>
Inter-Disciplinary Connections	<p><u>Social Studies</u></p> <ul style="list-style-type: none"> • History, Geography, Art, Architecture, Celebrations, Food, Government, Economy, of Mexico. • National Dishes of Spain and Latin America. • Proverbs/Refranes of Spain and Latin America. <p><u>LAL</u></p> <ul style="list-style-type: none"> • Adjectives • Direct Objects • Direct Object Pronouns • Affirmative Informal Commands • Pronouns
Lesson Resources / Activities	<ul style="list-style-type: none"> • Humbach, Nancy, et al. <u>Exprésate</u>. Orlando: Holt, 2008. • Humbach, Nancy, et al. <u>Exprésate Teacher's Edition</u>. Orlando: Holt, 2008. • <u>Exprésate Ancillaries</u> go.hrw.com, my.hrw.com, One Stop Planner CD-ROM, Video Program, DVD Tutor, Interactive Tutor CD-ROM, Holt Puzzle Pro CD-ROM, Puente: Customized Level 1 Review, Lab Book, Audio CD's, Activities for Communication, TPR Storytelling Book, Cuaderno de Vocabulario y Gramática, Grammar Tutor for Students of Spanish, Teaching Transparencias, Cuaderno de Actividades, Assessment Program, Exprésate para Hispanohablantes. <p>*Other appropriate resources/activities at individual teacher's discretion.*</p>

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Express needs.

Give reasons.

Request, suggest, and make arrangements.

Extend, accept, and decline an invitation.

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CPI:

7.1.NH.A.1

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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.

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

	<p>create a multimedia-rich presentation to be shared virtually with a target language audience.</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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21st Century Themes

X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy	X	ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
World Languages' Curriculum**

Unit Title: Cuerpo sano, mente sana.		Unit #: 4
Course: Spanish II		Length of Time: 9 Weeks
Date Created: June 2012		BOE Approval Date:
Pacing	Marking Period 4: Weeks 1-9	
Essential Questions	<ul style="list-style-type: none"> • What vocabulary, grammar, and communication skills can be considered basic/essential to be able to communicate about staying healthy? • What information can be considered basic/essential to getting to know about Argentina and its people/culture? • How/why is knowing about different cultures' sports and physical fitness activities valuable? 	
Content	<u>Language-Vocabulary</u> <ul style="list-style-type: none"> • Daily Routine • Personal Items • Parts of the Body • Feelings • More Parts of the Body • Healthful Advice <u>Language-Grammar</u>	

	<ul style="list-style-type: none"> • Verbs with Reflexive Pronouns • Infinitives • Stem-Changing Verbs • Estar, Sentirse, and Tener • Negative Informal Commands • Object and Reflexive Pronouns with Commands <p><u>Nation</u></p> <ul style="list-style-type: none"> • Argentina: History, Geography, Architecture, Art, Celebrations, Food, Government, Economy <p><u>Culture</u></p> <ul style="list-style-type: none"> • Sports and Physical Fitness Activities of Spain and Latin America • Proverbs/Refranes of Spain and Latin America
Skills	<ul style="list-style-type: none"> • Describe your daily routine • Identify activities for staying fit and healthy • Describe how you feel • Demonstrate giving advice
Assessments	<p><u>Formative</u></p> <ul style="list-style-type: none"> • Class Participation • Class Work Assignments • Homework Assignments <p><u>Summative</u></p> <ul style="list-style-type: none"> • Quizzes • Tests • Alternative Assessments • Benchmark Exam <p>*Other appropriate assessments at individual teacher's discretion.*</p>
Interventions/ Differentiated Instruction	<ul style="list-style-type: none"> • Varied grouping (individual/partner/small group/whole group) • Heterogeneous ability pairing/grouping • Multi-sensory approach (visual/auditory/tactile/kinesthetic) • Alternative assignments/assessments (rubrics/checklists) • Preferential seating • Positive reinforcement • Specific feedback • Objective-sharing • 1:1 assistance • Provide notes/outlines/study guides • Extended time for assignments/assessments • Leveled/supplemental materials/resources • Break up material into smaller parts • Advanced organizers • Assignment book • Repeated review/drill • Verbal and written directions • Memory-aids • Parent Contacts

	Other appropriate interventions/differentiation at individual teacher's discretion.
Inter-Disciplinary Connections	<p><u>Social Studies</u></p> <ul style="list-style-type: none"> • History, Geography, Architecture, Art, Celebrations, Food, Government, Economy, of Argentina. • Sports and Physical Fitness Activities of Spain and Latin America. • Proverbs/Refranes of Spain and Latin America. <p><u>LAL</u></p> <ul style="list-style-type: none"> • Reflexive Pronouns • Infinitives • Stem-Changing Verbs • Negative Informal Commands • Object Pronouns <p><u>Science</u></p> <ul style="list-style-type: none"> • Hygiene • Body Parts • Health Advice
Lesson Resources / Activities	<ul style="list-style-type: none"> • Humbach, Nancy, et al. <u>Exprésate</u>. Orlando: Holt, 2008. • Humbach, Nancy, et al. <u>Exprésate Teacher's Edition</u>. Orlando: Holt, 2008. • <u>Exprésate Ancillaries</u> go.hrw.com, my.hrw.com, One Stop Planner CD-ROM, Video Program, DVD Tutor, Interactive Tutor CD-ROM, Holt Puzzle Pro CD-ROM, Puente: Customized Level 1 Review, Lab Book, Audio CD's, Activities for Communication, TPR Storytelling Book, Cuaderno de Vocabulario y Gramática, Grammar Tutor for Students of Spanish, Teaching Transparencies, Cuaderno de Actividades, Assessment Program, Exprésate para Hispanohablantes. <p>*Other appropriate resources/activities at individual teacher's discretion.*</p>
2009 NJCCCS	
<p>Standard: 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p>	
<p>Strand A Interpretive Mode: The mode of communication in which students demonstrate understanding of spoken and written communication within the appropriate cultural context. Examples of “one-way” reading or listening include cultural interpretations of print, video, and online texts, movies, radio and television broadcasts, and speeches. Interpretation beyond the Novice level differs from comprehension because it implies the ability to read or listen “between the lines” and “beyond the lines.”</p>	
<p>Strand B Interpersonal Mode: The mode of communication in which students engage in direct oral and/or written communication with others (e.g., conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, exchanging personal letters or e-mail messages).</p>	
<p>Strand C Presentational Mode: The mode of communication in which students present, through oral and/or</p>	

written communications, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication are making a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

<p>Content Statement: 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 <i>use words, lists, and simple sentences</i> independently to: Identify the main idea and some supporting details when reading. Understand the gist and some supporting details of conversations dealing with everyday life. Infer the meaning of some unfamiliar words when used in familiar contexts. 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 <i>use words, lists, and simple sentences</i> independently to: Ask and answer questions related to everyday life. Handle simple transactions related to everyday life: Initiate, maintain, and end a conversation. Ask for and give permission. Express needs. Give reasons. Request, suggest, and make arrangements. Extend, accept, and decline an invitation. Express an opinion and preference. 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 <i>use words, lists, and simple sentences</i> independently to: Handle simple transactions related to everyday life: Express needs. Give reasons. Express an opinion and preference. Request and suggest.</p>	<p>CPI: 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. 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</p>
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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 simulate common cultural practices.

21st Century Themes

X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	X	Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy	X	ICT Literacy	X	Life and Career Skills		