

**Pine Hill Public Schools Curriculum**

Content Area:		World Languages	
Course Title/ Grade Level:		Spanish III Advanced/9-12	
Unit 1:	Who are you? ¿Quién eres?	Marking Period:	1 (Weeks 1-9)
Unit 2:	What do people do in your Community? ¿Qué hace la gente en tu comunidad?	Marking Period:	2 (Weeks 1-9)
Unit 3:	Keep yourself healthy ¡Mantente en forma! Daily routine- Vida diaria	Marking Period:	3 (Weeks 1-9)
Unit 4:	Environment now and before/ Ambiente ahora y anteriormente	Marking Period:	4 (Weeks 1-9)
BOE Approval Date:		July 17, 2012	

<b>Pine Hill Public Schools World Languages' Curriculum</b>	
<b>Unit Title:</b> Who are you? ¿Quién eres?	<b>Unit #:</b> 1
<b>Course:</b> Spanish III Advanced	<b>Length of Time:</b> 9 Weeks
<b>Date Created:</b> June 2013	<b>BOE Approval Date:</b>
<b>Pacing</b>	Marking Period 1: Weeks 1-9
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How does one demonstrate proficiency of Level I and Level II concepts?</li> <li>• How does one describe people, routines and activities?</li> <li>• How does one express likes and dislikes?</li> <li>• How does one offer help and talk about chores?</li> </ul>
<b>Content</b>	<p><b><u>Language/Vocabulary</u></b></p> <ul style="list-style-type: none"> <li>• Vocabulary words Chapter 1: Vocabulary words to describe people,</li> </ul> <p><b><u>Language/grammar</u></b></p> <ul style="list-style-type: none"> <li>• Review of Spanish I and Spanish II concepts via oral discussion, reading and writing in the target language.</li> <li>• Greetings and goodbyes</li> <li>• Introductions</li> <li>• Subject pronouns</li> <li>• Present tense of “Ser” p. 7</li> <li>• Present tense of gustar p.8</li> <li>• Nouns and adjective agreement p. 10</li> <li>• Present tense of regular and stem changing verbs pp.12-14</li> <li>• Offering help and talking about chores p. 19</li> <li>• Talking about plans and places p. 20</li> <li>• Idioms with tener and verbs followed by infinitives p. 22</li> <li>• Present progressive (estar + ando and iendo) . p. 24 and</li> <li>• Direct object pronouns. p. 24.</li> </ul> <p><b><u>Nations:</u></b></p> <ul style="list-style-type: none"> <li>• Latin American Countries geographical locations and their similarities and differences.</li> <li>• Mexico City, México; Mayas and Aztecs: History, Geography, Celebrations, Food, Architecture, Art, Government, Economy.p. 1-2</li> </ul> <p><b><u>Culture</u></b></p> <ul style="list-style-type: none"> <li>• Importance of learning other languages</li> <li>• Languages people learn in Latin American countries’ schools and in The United States of America pp 16-17</li> <li>• Cultural similarities and differences per region North, Central and the Caribbean and South America.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Recall vocabulary, grammar, and grammatical concepts from Spanish Level I and Level II concepts</li> <li>• Identify, list and create sentences describing people using noun, adjective and verb agreement.</li> </ul>

<p><b>21<sup>st</sup> century skills</b></p>	<ul style="list-style-type: none"> <li>● Identify, list and construct sentences to express likes and dislikes</li> <li>● Identify, list and create paragraphs and dialogues using regular and stem changing verbs in the present tense.</li> <li>● Identify, label, list and apply the vocabulary to offer help, talk about chores talk about plans and places pp. 18-20</li> <li>● Students will read and create questions using topics of the grammar described above at the individual teacher's discretion.</li>   <li>● Students will identify and list the different geographical areas in Latin America</li> <li>● Students will create an individual brochure identifying places to visit in Latin America.</li> <li>● Students will create a group work talking about different aspects of the economy, culture, archeology, celebrations arts, History and traditions of México.</li> <li>● Students will prepare and essay about who you are.</li> <li>● Students will prepare a speech about who you are.</li> <li>● Students will prepare and present alternate assessments using the grammar concepts and vocabulary presented in the marking period at the individual teacher's discretion.</li> </ul>
<p><b>Assessments</b></p>	<p><u>Formative:</u></p> <ul style="list-style-type: none"> <li>● Class Participation.</li> <li>● Class Work.</li> <li>● Homework.</li> <li>● Audio Activities</li> <li>● Writing activities</li> <li>● Ask and answer questions in the target language</li> </ul> <p><u>Summative:</u></p> <ul style="list-style-type: none"> <li>● Quizzes.</li> <li>● Tests.</li> <li>● Alternative Assessments.</li> <li>● Benchmark Exam.</li> <li>● Computer presentations</li> </ul> <p>*Other appropriate assessments at individual teacher's discretion*.</p>
<p><b>Interventions /Differentiate d Instruction</b></p>	<ul style="list-style-type: none"> <li>● Varied grouping (individual/partner/small group/whole group)</li> <li>● Heterogeneous ability pairing/grouping</li> <li>● Multi-sensory approach (visual/auditory/tactile/kinesthetic)</li> <li>● Alternative assignments/assessments (rubrics/checklists)</li> <li>● Preferential seating</li> <li>● Positive reinforcement</li> <li>● Specific feedback</li> <li>● Objective-sharing</li> <li>● 1:1 assistance</li> <li>● Provide notes/outlines/study guides</li> <li>● Extended time for assignments/assessments</li> <li>● Leveled/supplemental materials/resources</li> <li>● Break up material into smaller parts</li> <li>● Advanced organizers</li> <li>● Assignment book</li> </ul>

	<ul style="list-style-type: none"> <li>• Repeated review/drill</li> <li>• Verbal and written directions</li> <li>• Memory-aids</li> <li>• Parent Contacts</li> </ul> <p>**Other appropriate interventions/differentiation at individual teacher's discretion 88</p>
<b>Inter-Disciplinary Connections</b>	<p>Social Studies: The culture and geography of Mexico City, México; Art: Paintings and Painters in Latin America</p> <p>Literature: Reading selections of different Spanish writers</p>
<b>Lesson Resources / Activities</b>	<p>Humbach, Nancy, et al. <u>Exprésate 2</u>. Orlando: Holt, 2008.</p> <p>Humbach, Nancy, et al. <u>Exprésate 2 Teacher's Edition</u>. Orlando: Holt, 2008.</p> <p>Exprésate Ancillaries: 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> <p>You Tube. Quizzlet.com. Prezi.</p> <p>Other appropriate supplemental materials/resources at individual teacher's discretion</p>
<b>2009 NJCCCS</b>	
<p><b>Standard: 7.1 World Languages:</b> 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><b>Strand A Interpretive Mode:</b> 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><b>Strand B Interpersonal Mode:</b> 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><b>Strand C Presentational Mode:</b> 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.</p>	
<p><b>Content Statement:</b></p> <p>The Intermediate-Low language learner understands and communicates at the sentence level and can <i>use simple sentences</i> independently to:</p> <p>Identify the main idea and some supporting details when reading.</p> <p>Understand the gist and some supporting details of</p>	<p><b>CPI:</b></p> <p>7.1.IL.A.1</p> <p>Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.IL.A.2</p>

<p>conversations dealing with everyday life.          Infer the meaning of some unfamiliar words when used in familiar contexts.          The Intermediate-Mid language learner understands and communicates at the sentence level and can <i>use strings of 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 Intermediate-Mid language learner understands and communicates at the sentence level and can <i>use strings of 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>Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.          7.1.IL.A.3          Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.          7.1.IL.A.4          Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.          7.1.IL.A.5          Demonstrate comprehension of conversations and written information on a variety of topics.          7.1.IL.A.6          Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.          7.1.IL.A.7          Infer the meaning of a few unfamiliar words in some new contexts.          7.1.IL.A.8          Compare and contrast unique linguistic elements in English and the target language.          7.1.IL.B.1          Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.          7.1.IL.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 in familiar and some unfamiliar situations.          7.1.IL.B.3          Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.          7.1.IL.B.4          Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.          7.1.IL.B.5          Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.          7.1.IL.C.1</p>
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	<p>Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. 7.1.IL.C.2</p> <p>Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports. 7.1.IL.C.3</p> <p>Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations. 7.1.IL.C.4</p> <p>Synthesize information found in age- and level-appropriate culturally authentic materials. 7.1.IL.C.5</p> <p>Compare the cultural perspectives of the target culture(s) with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each.</p>
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**21<sup>st</sup> Century Themes**

X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
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**21<sup>st</sup> Century Skills**

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

<b>Pine Hill Public Schools World Languages' Curriculum</b>	
<b>Unit Title:</b> What do people do in your Community? ¿Qué hace la gente en tu vecindario?	<b>Unit #:</b> 2
<b>Course:</b> Spanish III Advanced	<b>Length of Time:</b> 9 Weeks
<b>Date Created:</b> June 2013	<b>BOE Approval Date:</b>
<b>Pacing</b>	Marking Period 2: Weeks 1-9
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How does one talk about what people do for a living, introduce people and respond to introductions?</li> <li>• How does one describe a house and say what needs to be done and complain?</li> <li>• How does one ask for and give information?</li> <li>• How does one talk about where someone went and what he or she did?</li> </ul>

<p><b>Content</b></p>	<p><b><u>Language/Vocabulary</u></b></p> <ul style="list-style-type: none"> <li>• Vocabulary words Chapter 2: Professions and the activities in the house p.77</li> <li>• Vocabulary words Chapter 3.1 Parts of a Town , things permitted and things people did there</li> </ul> <p><b><u>Language/Grammar:</u></b></p> <ul style="list-style-type: none"> <li>• Indirect objects and indirect object pronouns p.50</li> <li>• Present tense of dar and decir with indirect object pronouns p. 50</li> <li>• Saber and conocer p. 52</li> <li>• Ser vs estar p. 62</li> <li>• Expressions followed by infinitives p. 64</li> <li>• Regular preterite verbs with ar, er and ir endings.</li> <li>• Impersonal se and passive se</li> <li>• Preterite of car, gar, zar and conocer</li> <li>• Irregular preterites andar, venir, tener, dar and ver,</li> </ul> <p><b><u>Nations:</u></b></p> <p><b>Cuzco, Perú and the Incas</b></p> <ul style="list-style-type: none"> <li>• History, Geography, Celebrations, Food, Architecture, Art, Government, Economy</li> </ul> <p><b><u>Culture</u></b></p> <ul style="list-style-type: none"> <li>• Professions in Latin American Countries and in the USA pp 56-57</li> <li>• Neighborhoods in Latin America and in the USA pp86-87</li> <li>• Proverbs/refranes of Spain and Latin America</li> </ul>
<p><b>Skills</b></p> <p><b>21<sup>st</sup> Century Skills</b></p>	<ul style="list-style-type: none"> <li>• Identify, label, list and apply the vocabulary to talk about what people do for living p.46</li> <li>• Identify compare and contrast sentences using indirect object pronouns with the present tense of dar and decir p. 50</li> <li>• Identify, compare and differentiate the present tense of saber vs. conocer p. 52</li> <li>• Identify, label, list and create sentences using the present tense of ser with adjectives of nationality p. 54</li> <li>• Identify, compare and contrast the present tense of ser vs. estar p. 62</li> <li>• Identify, label, list and create sentences using deber, tener que, hay que, hacer el favor de and favor de followed by infinitives to express obligation and what has to be done pp. 64-65</li> <li>• Identify, label, list and create sentences using the preterite tense of ir and hacer Text p. 66</li> </ul> <ul style="list-style-type: none"> <li>• Students will identify and list the different geographical areas in Cuzco, Perú and how it influenced the lives of people living there by doing an essay.</li> <li>• Students will create a group computer presentation comparing and contrasting professions in Latin America and the USA.</li> <li>• Students will write an essay in Spanish indicating what they want to be and why.</li> </ul> <p>**Students will prepare and present alternate assessments using the grammar concepts and vocabulary presented in the marking period at the individual teacher's discretion++.</p>

<b>Assessments</b>	<p><u>Formative:</u></p> <ul style="list-style-type: none"> <li>• Class Participation.</li> <li>• Class Work.</li> <li>• Homework.</li> <li>• Audio Activities</li> <li>• Writing activities</li> <li>• Ask and answer questions in the target language</li> </ul> <p><u>Summative:</u></p> <ul style="list-style-type: none"> <li>• Quizzes.</li> <li>• Tests.</li> <li>• Alternative Assessments.</li> <li>• Benchmark Exam.</li> <li>• Computer presentations</li> </ul> <p>*Other appropriate assessments at individual teacher's discretion*.</p>
<b>Interventions /Differentiate d Instruction</b>	<ul style="list-style-type: none"> <li>• Varied grouping (individual/partner/small group/whole group)</li> <li>• Heterogeneous ability pairing/grouping</li> <li>• Multi-sensory approach (visual/auditory/tactile/kinesthetic)</li> <li>• Alternative assignments/assessments (rubrics/checklists)</li> <li>• Preferential seating</li> <li>• Positive reinforcement</li> <li>• Specific feedback</li> <li>• Objective-sharing</li> <li>• 1:1 assistance</li> <li>• Provide notes/outlines/study guides</li> <li>• Extended time for assignments/assessments</li> <li>• Leveled/supplemental materials/resources</li> <li>• Break up material into smaller parts</li> <li>• Advanced organizers</li> <li>• Assignment book</li> <li>• Repeated review/drill</li> <li>• Verbal and written directions</li> <li>• Memory-aids</li> <li>• Parent Contacts</li> </ul>
<b>Inter-Disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Social Studies: The culture and geography of Cuzco, Perú (time permitted).</li> <li>• Art: Paintings and Painters in Latin America, (time permitted)</li> <li>• Literature: Reading selections of different Spanish writers (time permitted)</li> <li>• Life and careers: Wellness practices in Latin America and the USA; careers in Latin America and the USA.</li> </ul>
<b>Lesson Resources / Activities</b>	<p>Humbach, Nancy, et al. <u>Exprésate 2</u>. Orlando: Holt, 2008.</p> <p>Humbach, Nancy, et al. <u>Exprésate 2 Teacher's Edition</u>. Orlando: Holt, 2008.</p> <p>Exprésate Ancillaries: 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</p>

	<p>Storytelling Book, Cuaderno de Vocabulario y Gramática, Grammar Tutor for Students of Spanish, Teaching Transparencies, Cuaderno de Actividades, Assessment Program, Exprésate para Hispanohablantes.</p> <p>Other appropriate supplemental materials/resources at individual teacher's discretion</p>
<b>2009 NJCCCS</b>	
<p><b>Standard: 7.1 World Languages:</b> 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>	
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<p><b>Content Statement:</b></p> <p>The Intermediate-Low language learner understands and communicates at the sentence level and can <i>use simple sentences</i> independently to:</p> <p>Identify the main idea and some supporting details when reading.</p> <p>Understand the gist and some supporting details of conversations dealing with everyday life.</p> <p>Infer the meaning of some unfamiliar words when used in familiar contexts.</p> <p>The Intermediate-Mid language learner understands and communicates at the sentence level and can <i>use strings of sentences</i> independently to:</p> <p>Ask and answer questions related to everyday life.</p> <p>Handle simple transactions related to everyday life:</p> <p>Initiate, maintain, and end a conversation.</p> <p>Ask for and give permission.</p> <p>Express needs.</p> <p>Give reasons.</p> <p>Request, suggest, and make arrangements.</p> <p>Extend, accept, and decline an invitation.</p> <p>Express an opinion and preference.</p> <p>The Intermediate-Mid language learner understands</p>	<p><b>CPI:</b></p> <p>7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.1.IL.A.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.</p> <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p>7.1.IL.A.6</p>

<p>and communicates at the sentence level and can <i>use strings of sentences</i> independently to:</p> <p>Handle simple transactions related to everyday life</p> <p>Express needs.</p> <p>Give reasons.</p> <p>Express an opinion and preference.</p> <p>Request and suggest.</p>	<p>Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.</p> <p>7.1.IL.A.7</p> <p>Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.1.IL.A.8</p> <p>Compare and contrast unique linguistic elements in English and the target language.</p> <p>7.1.IL.B.1</p> <p>Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.</p> <p>7.1.IL.B.2</p> <p>Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.</p> <p>7.1.IL.B.3</p> <p>Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.</p> <p>7.1.IL.B.4</p> <p>Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.</p> <p>7.1.IL.B.5</p> <p>Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.</p> <p>7.1.IL.C.1</p> <p>Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.IL.C.2</p> <p>Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>7.1.IL.C.3</p> <p>Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p> <p>7.1.IL.C.4</p> <p>Synthesize information found in age- and level-appropriate culturally authentic materials.</p> <p>7.1.IL.C.5</p>
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				Compare the cultural perspectives of the target culture(s) with those of one’s own culture, as evidenced through the cultural products and cultural practices associated with each.			
<b>21<sup>st</sup> Century Themes</b>							
X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	X	Health Literacy
<b>21<sup>st</sup> Century Skills</b>							
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
	Media Literacy	X	ICT Literacy	X	Life and Career Skills		

<b>Pine Hill Public Schools World Languages' Curriculum</b>	
<b>Unit Title:</b> Keep yourself healthy ¡Mantente en forma! Daily routine- Vida diaria	<b>Unit #: 3</b>
<b>Course:</b> Spanish III Advanced	<b>Length of Time:</b> 9 Weeks
<b>Date Created:</b> June 2013	<b>BOE Approval Date:</b>
<b>Pacing</b>	Marking Period 3: Weeks 1-9
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How does one describe the actions of people in the preterite “past tense?”</li> <li>• How does one talk about how something turned out and reacted to events?</li> <li>• How does one talk about getting hurt?</li> <li>• How does one ask for and give advice?</li> <li>• How does someone tell someone to hurry?</li> </ul>
<b>Content</b>	<p><b><u>Language/ vocabulary</u></b></p> <ul style="list-style-type: none"> <li>• Vocabulary words Chapter 4: Vocabulary to talk about how things turned out and reacting to events p. 126-127</li> <li>• Vocabulary words Chapter 5: about to tell someone to hurry and to express interest and disinterest.p.167-168.</li> </ul> <p><b><u>Language/ Grammar</u></b></p> <ul style="list-style-type: none"> <li>• Irregular preterites of ponerse, decir, ser and estar p.130</li> <li>• Preterites of stem changing verbs “ir” verbsp.p. 132</li> <li>• Preterite of ser and estar p.134</li> <li>• Verbs with reflexive pronouns and direct object p.142</li> <li>• Past participles adjectives p.144</li> <li>• Preterite verbs as caer, oír, ver. P.146</li> <li>• Reflexive verbs p.167</li> </ul> <p><b><u>Nations:</u></b></p> <ul style="list-style-type: none"> <li>• Miami,Florida USA, San José, Costa Rica (time permitted) : History, Geography, Celebrations, Food, Architecture, Art, Government, Economy</li> </ul>

	<p><b><u>Culture</u></b></p> <ul style="list-style-type: none"> <li>• Sports in Latin America and USA</li> <li>• Arrival times for formal and informal occasions in Latin America and the USA (time permitted)</li> <li>• Things people used to like and dislike in Latin America and the USA</li> <li>• Proverbs/refranes/poems in Latin America</li> </ul>
<p><b>Skills</b></p> <p><b>21<sup>st</sup> century skills</b></p>	<ul style="list-style-type: none"> <li>• Identify, label, list and create sentences using vocabulary to talk about how something turned out and talking about getting hurt; asking and giving advice p. 157</li> <li>• Identify, label, list and create sentences using vocabulary to tell someone to hurry and express interest and disinterest. P.197</li> <li>• Identify, compare and contrast irregular preterites: ponerse and decir, ser and estar, pp. 130-131 and 134-135</li> <li>• Identify, label, list and create sentences using the preterite of stem changing- Ir verbs pp. 132-133</li> <li>• Identify, label, list compare and contrast and create sentences using the preterite verbs ending in –er, –er, –uir and oír pp. 146-147, 226-227</li> <li>• Compare and contrast Families in Chile and the USA</li> <li>• Compare and contrast Sports in Latin America and USA</li> <li>• Compare and contrast arrival times for formal and informal occasions in Latin America and the USA (time permitted)</li> <li>• Identify, label, list and create sentences using vocabulary dealing with competitions and emotional reactions.</li> <li>• Identify, label, list and create sentences using vocabulary dealing with parts of the body, injuries, illnesses, treatments and advice.</li> <li>• Students will create a group project presentation in which they recommend an innovative wellness program in the school using the technology of their preference (time)</li> <li>• Students will write an essay in Spanish in how to keep themselves healthy.</li> <li>• Students will read and create questions using topics of the grammar described above at the individual teacher's discretion.</li> </ul>
<p><b>Assessments</b></p>	<p><b><u>Formative:</u></b></p> <ul style="list-style-type: none"> <li>• Class Participation.</li> <li>• Class Work.</li> <li>• Homework.</li> <li>• Audio Activities</li> <li>• Writing activities</li> <li>• Ask and answer questions in the target language</li> </ul> <p><b><u>Summative:</u></b></p> <ul style="list-style-type: none"> <li>• Quizzes.</li> <li>• Tests.</li> <li>• Alternative Assessments.</li> <li>• Benchmark Exam.</li> <li>• Computer presentations</li> </ul> <p>*Other appropriate assessments at individual teacher's discretion*.</p>

<b>Interventions /Differentiate d Instruction</b>	<ul style="list-style-type: none"> <li>• Varied grouping (individual/partner/small group/whole group)</li> <li>• Heterogeneous ability pairing/grouping</li> <li>• Multi-sensory approach (visual/auditory/tactile/kinesthetic)</li> <li>• Alternative assignments/assessments (rubrics/checklists)</li> <li>• Preferential seating</li> <li>• Positive reinforcement</li> <li>• Specific feedback</li> <li>• Objective-sharing</li> <li>• 1:1 assistance</li> <li>• Provide notes/outlines/study guides</li> <li>• Extended time for assignments/assessments</li> <li>• Leveled/supplemental materials/resources</li> <li>• Break up material into smaller parts</li> <li>• Advanced organizers</li> <li>• Assignment book</li> <li>• Repeated review/drill</li> <li>• Verbal and written directions</li> <li>• Memory-aids</li> <li>• Parent Contacts</li> </ul>
<b>Inter-Disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Social Studies: The culture and geography of Miami, Florida and San José Costa Rica.</li> <li>• Art: Paintings and Painters in Latin America, (time permitted)</li> <li>• Literature: Reading selections of different Spanish writers (time permitted)</li> <li>• Health and Physical education: Things people do to keep themselves healthy</li> <li>• Science: Environmental Issues affecting Latin America</li> </ul>
<b>Lesson Resources / Activities</b>	<p>Humbach, Nancy, et al. <u>Exprésate 2</u>. Orlando: Holt, 2008.</p> <p>Humbach, Nancy, et al. <u>Exprésate 2 Teacher's Edition</u>. Orlando: Holt, 2008.</p> <p>Exprésate Ancillaries: 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> <p>Other appropriate supplemental materials/resources at individual teacher's discretion</p>
<b>2009 NJCCCS</b>	
<p><b>Standard: 7.1 World Languages:</b> 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><b>Strand A Interpretive Mode:</b> 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</p>	

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 Intermediate-Low language learner understands and communicates at the sentence level and can *use 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 Intermediate-Mid language learner understands and communicates at the sentence level and can *use strings of 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 Intermediate-Mid language learner understands and communicates at the sentence level and can *use strings of 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.IL.A.1

Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.IL.A.2

Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.

7.1.IL.A.3

Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.

7.1.IL.A.4

Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.

7.1.IL.A.5

Demonstrate comprehension of conversations and written information on a variety of topics.

7.1.IL.A.6

Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.

7.1.IL.A.7

Infer the meaning of a few unfamiliar words in some new contexts.

7.1.IL.A.8

Compare and contrast unique linguistic elements in English and the target language.

7.1.IL.B.1

Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.

7.1.IL.B.2

					<p>Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations. 7.1.IL.B.3</p> <p>Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations. 7.1.IL.B.4</p> <p>Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations. 7.1.IL.B.5</p> <p>Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations. 7.1.IL.C.1</p> <p>Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. 7.1.IL.C.2</p> <p>Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports. 7.1.IL.C.3</p> <p>Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations. 7.1.IL.C.4</p> <p>Synthesize information found in age- and level-appropriate culturally authentic materials. 7.1.IL.C.5</p> <p>Compare the cultural perspectives of the target culture(s) with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each.</p>
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**21<sup>st</sup> Century Themes**

X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	X	Health Literacy
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**21<sup>st</sup> 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		

<b>Pine Hill Public Schools World Languages' Curriculum</b>	
<b>Unit Title:</b> Environment now and before/ Ambiente ahora y anteriormente	<b>Unit #:</b> 4
<b>Course:</b> Spanish III Advanced	<b>Length of Time:</b> 9 Weeks
<b>Date Created:</b> June 2013	<b>BOE Approval Date:</b>
<b>Pacing</b>	Marking Period 4: Weeks 1-9
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How to tell someone to hurry?</li> <li>• How to tell someone to remember something?</li> <li>• How to tell someone interest and disinterest?</li> <li>• How do you tell someone things you used to do?</li> <li>• How do you tell someone how things looked like?</li> <li>• How do you tell someone where thing were located?</li> </ul>
<b>Content</b>	<p><b><u>Language/Vocabulary</u></b></p> <ul style="list-style-type: none"> <li>• Vocabulary words Chapter 5 and Chapter 6: to discuss what one used to like, dislike, and what one used to do. 178-181, p 237.</li> <li>• Vocabulary Chapter 9.2 Talking about what you and others will do in the future. ****time permitted****.</li> </ul> <p><b><u>Language/Grammar</u></b></p> <ul style="list-style-type: none"> <li>• Preterite of poder and traer</li> <li>• Verbs with reflexive pronouns</li> <li>• Verbs with reciprocal actions</li> <li>• Verbs in the imperfect tense in the regular and irregular form</li> <li>• Verbs in the future tense **** time permitted****</li> </ul> <p><b><u>Nations:</u></b></p> <ul style="list-style-type: none"> <li>• Segovia, España: History, Geography, Celebrations, Food, Architecture, Art, Government, Economy</li> </ul> <p><b><u>Culture</u></b></p> <ul style="list-style-type: none"> <li>• How other cultures influenced the Language, architecture, economy and culture of Spain.</li> <li>• What people tourists do in Spain, Latin America and the USA (time permitted)</li> <li>• Proverbs/refranes/ poems in Latin America</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Identify how to tell someone to do things fast or take their time.</li> <li>• Identify, label, list compare and contrast and create sentences using irregular preterites: poder and traer.</li> <li>• Identify, label, list and create sentences using vocabulary dealing with past times, interests and time expressions.</li> </ul>
<b>21<sup>st</sup> Century skills</b>	<ul style="list-style-type: none"> <li>• Identify, label, list and create sentences using imperfect tense verbally and in writing</li> <li>• Students will interview and create a story about their <u>senior relatives</u> and how was their environment when they were little.</li> <li>• *** Students will talk about their future plans for the Summer and future careers time</li> </ul>

	<p>permitting ***</p> <ul style="list-style-type: none"> <li>• Read and create questions using topics of the grammar described above at the individual teacher's discretion.</li> </ul>
<b>Assessments</b>	<p><u>Formative:</u></p> <ul style="list-style-type: none"> <li>• Class Participation.</li> <li>• Class Work.</li> <li>• Homework.</li> <li>• Audio Activities</li> <li>• Writing activities</li> <li>• Ask and answer questions in the target language</li> </ul> <p><u>Summative:</u></p> <ul style="list-style-type: none"> <li>• Quizzes.</li> <li>• Tests.</li> <li>• Alternative Assessments.</li> <li>• Benchmark Exam.</li> </ul> <p>*Other appropriate assessments at individual teacher's discretion*.</p>
<b>Interventions /Differentiated Instruction</b>	<ul style="list-style-type: none"> <li>• Varied grouping (individual/partner/small group/whole group)</li> <li>• Heterogeneous ability pairing/grouping</li> <li>• Multi-sensory approach (visual/auditory/tactile/kinesthetic)</li> <li>• Alternative assignments/assessments (rubrics/checklists)</li> <li>• Preferential seating</li> <li>• Positive reinforcement</li> <li>• Specific feedback</li> <li>• Objective-sharing</li> <li>• 1:1 assistance</li> <li>• Provide notes/outlines/study guides</li> <li>• Extended time for assignments/assessments</li> <li>• Leveled/supplemental materials/resources</li> <li>• Break up material into smaller parts</li> <li>• Advanced organizers</li> <li>• Assignment book</li> <li>• Repeated review/drill</li> <li>• Verbal and written directions</li> <li>• Memory-aids</li> <li>• Parent Contacts</li> </ul>
<b>Inter-Disciplinary Connections</b>	<p>Social Studies: Segovia, Spain and San Juan, Puerto Rico.</p> <p>Arts and performing arts: Paintings and Painters in Latin America and singers (time permitted.)</p> <p>Literature: Reading selections of different Spanish writers.</p> <p>Science: Environmental Issues affecting Latin America (time permitted)</p>
<b>Lesson Resources / Activities</b>	<p>Humbach, Nancy, et al. <u>Exprésate 2</u>. Orlando: Holt, 2008.</p> <p>Humbach, Nancy, et al. <u>Exprésate 2 Teacher's Edition</u>. Orlando: Holt, 2008.</p>

Exprésate Ancillaries: 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.

Other appropriate supplemental materials/resources at individual teacher's discretion

**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.”

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**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 Intermediate-Low language learner understands and communicates at the sentence level and can *use 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 Intermediate-Mid language learner understands and communicates at the sentence level and can *use strings of 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.

**CPI:**

7.1.IL.A.1

Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.IL.A.2

Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.

7.1.IL.A.3

Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.

7.1.IL.A.4

Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.

<p>Request, suggest, and make arrangements.          Extend, accept, and decline an invitation.          Express an opinion and preference.          The Intermediate-Mid language learner understands and communicates at the sentence level and can <i>use strings of 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>7.1.IL.A.5          Demonstrate comprehension of conversations and written information on a variety of topics.          7.1.IL.A.6          Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.          7.1.IL.A.7          Infer the meaning of a few unfamiliar words in some new contexts.          7.1.IL.A.8          Compare and contrast unique linguistic elements in English and the target language.          7.1.IL.B.1          Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.          7.1.IL.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 in familiar and some unfamiliar situations.          7.1.IL.B.3          Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.          7.1.IL.B.4          Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.          7.1.IL.B.5          Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.          7.1.IL.C.1          Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.          7.1.IL.C.2          Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.          7.1.IL.C.3          Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p>
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	7.1.IL.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials. 7.1.IL.C.5 Compare the cultural perspectives of the target culture(s) with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each.
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**21<sup>st</sup> Century Themes**

X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
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**21<sup>st</sup> Century Skills**

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

Revised: August 27, 2013