

Secaucus
Board of
Education

Spanish IV

Course Code: 5420

World Language Department



Born on January 2017

Aligned to the NJSLs for World Language (2014), Technology (2014), Career Readiness (2014)

Adopted by the Secaucus Board of Education on: January 19, 2017

Secaucus
Board of
Education

Spanish IV

Course Code: 5420

World Language Department



Born on January 2017

Aligned to the NJSLs for World Language (2014), Technology (2014), Career Readiness (2014)

Adopted by the Secaucus Board of Education on: January 19, 2017

District Equity Statement

The Board of Education directs that all students enrolled in the schools of this district shall be afforded equal educational opportunities in strict accordance with the law. No students shall be denied access to or benefit from any educational program or activity or from a co-curricular or athletic activity on the basis of the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability. The Board directs the Superintendent to allocate faculty, administrators, support staff members, curriculum materials, and instructional equipment supplies among and between the schools and classes of this district in a manner that ensures equivalency of educational opportunity throughout this district. The school district's curricula in the following areas will eliminate discrimination, promote mutual acceptance and respect among students, and enable students to interact effectively with others, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability:

1. School climate/learning environment
2. Courses of study, including Physical Education
3. Instructional materials and strategies
4. Library materials
5. Software and audio-visual materials
6. Guidance and counseling
7. Extra-curricular programs and activities
8. Testing and other assessments.

Excerpt from Secaucus Board of Education, Policy 5750, Edited September 2016.

Course Description

Throughout this course students will develop and improve oral and written communication through the continued study of the language and cultural facts. They will acquire a working knowledge of thematic vocabulary and advanced grammatical structures to enhance their ability to communicate in writing and orally. Students will read a variety of texts/excerpts and articles on literature, contemporary topics, news and other materials relevant to the theme being learned. Upon completion, students should be able to communicate and discuss using grammatically correct structures and idioms.

Language learners can be expected to move through levels of proficiency at different rates. In addition, language learners may demonstrate differing proficiencies depending upon the communicative mode in which they are functioning such as interpersonal, interpretive or presentational.

Interdisciplinary Connections

Students will engage in oral and/or written discourse in a variety of time frames on topics of personal or social interest or on topics studied in other content areas, such as:

- English
- Science
- Social Studies
- Math
- Culinary Arts
- Physical Education
- Career Awareness
- Entrepreneurial Literacy

Course Modifications (ELLs, Special Education, Gifted and Talented)

The course instructor will determine, with the assistance of guidance counselors, teacher assistant/aides, and/or special education teachers, what modifications will be made for his/her students. Such examples of modifications can include, but not be limited to:

- Extended time as needed
- Modification of tests and quizzes
- Preferential seating
- Alternative/Formative assessment (projects)
- Effective teacher questioning (ranging from simple recall to higher order critical thinking questions)
- Supplemental materials
- Cooperative learning
- Teacher tutoring
- Peer tutoring
- Differentiated Instruction

<p>Unit 1:</p>	<ul style="list-style-type: none"> ● Everyday expressions ● Present, past and imperfect verb tenses. ● Vocabulary pertaining to daily routine, hobbies and pastimes. ● Outdoor and indoor activities. ● The use of the verb “to be” in different contexts.
<p>Timing:</p>	<p>4 weeks</p>
<p>Standards:</p>	<p><u>NJSLS World Language</u> 7.1.AL.A.A.1, 7.1.AL.A.8, 7.1.AL.B.5, 7.1.AL.C.3, 7.1.AL.C.6</p> <p><u>NJSLS Technology</u> 8.1.8.A.2, 8.1.8.B.1, 8.1.8.C.1, 8.1.8.D.1-5</p> <p><u>NJSLS Career Ready Practices</u> CRP1, CRP2, CRP4, CRP6, CRP11, CRP12</p> <p><u>NJSLS English Language Arts Literacy</u> WHST. 11-12.4, WHST. 11-12.5</p>
<p>Essential Questions:</p>	<p>Objectives:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Comprehend and produce vocabulary on an expanding variety of themes, including some abstract topics related to interest and aptitude.
<ul style="list-style-type: none"> ● Will students be able to communicate in written and spoken language on a variety of topics in the target language? ● Will students be able to describe events that took place in the past? ● What pastimes or activities are 	<p>Activities, Investigations and Student Experiences:</p> <ul style="list-style-type: none"> ● Interactive Whiteboard Presentations ● Engage in the lesson by doing group activities. ● Analyze written and oral text. ● Synthesize written and oral text. ● Participate in class discussion of various topics.

<p>typical of the country/countries of the target language?</p> <p><u>Enduring Understandings:</u></p> <ul style="list-style-type: none"> ● Several aspects of communication help to develop and reinforce an understanding and application of the target language: <ul style="list-style-type: none"> ○ Oral and written conversation (Intrapersonal) ○ Listening and reading to a variety of communication formats (Interpretive) ○ Presenting information (Presentation) ● Understanding of the role cultural perspectives play. Some topics that assist in the development of this understanding include: current events and contemporary and emerging global issues, problems and challenges. 	<ul style="list-style-type: none"> ● Employ high frequency vocabulary. ● Speak using correct grammatical structures, pronunciation & work usage. ● Emphasize on some grammatical concepts: verb tenses with irregular forms, stem-changing forms & spelling-change forms (present, imperfect, preterit.) 	<ul style="list-style-type: none"> ● Review/recall basic grammar points. ● Go over hobbies and pastimes. ● Review present, past and imperfect verb tenses using them in real context. ● Describe past events – things they did over the summer. ● Produce oral presentations. ● Create short stories. ● Act out skits. ● Sing along or write the lyrics of their own songs. ● Attend audio lab sessions to practice listening comprehension and paired conversations. Record their voices and conversations. ● Watch mini series/movies related to the topic being learned. ● Start an electronic portfolio in the target language to show language structures and cultural experiences.
<p>Assessments</p>	<p>Materials:</p>	<p>Resources:</p>

<p>Warm-up activities, exploratory activities, homework assignments, class discussions, student participation, self assessment, peer evaluation, quizzes, tests, listening assessments.</p> <p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Produce oral responses ● Respond to comprehension checks ● Provide written responses ● Apply rubrics ● Conduct peer assessment ● Complete exit interviews/cards ● Maintain student/teacher journals <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Present portfolio ● Achieve proficiency on quizzes ● Achieve proficiency on exams ● Compose essays ● Develop reports ● Conduct research projects ● Create formal presentations 	<ul style="list-style-type: none"> ● Interactive WhiteBoard ● Audio lab ● Document Camera ● Computer with Internet Connection ● DVD player ● Interactive Student Response Devices 	<ul style="list-style-type: none"> ● Realidades 4 Textbook Series ● La Vampirata, Vida o Muerte en el Cusco, La Vida según Rosa y Fabián Readers ● <u>Realidades E-Text and Activities</u> ● Google Classroom ● www.quizlet.com ● http://spanishlistening.org ● http://www.123teachme.com ● http://www.drlemon.com ● http://www.youtube.com ● http://www.bbc.co.uk/languages/spanish ● http://univision.com ● vimeo.com ● www.zachary-jones.com/zambombazo.co ● www.goanimate.com ● Department Created Presentations and Assessments ● <u>Web links for language teachers</u> ● <u>World language news and newspapers</u> ● <u>UCLA Language Materials Project</u> ● <u>Materials for teaching and learning</u> ● <u>World Language lesson plans and resources</u> ● <u>Online electronic field trips</u> ● <u>Language teacher's resources</u> ● <u>Instructional technology resources for language teachers</u> ● <u>Teaching ideas for language teachers</u>
--	---	---

	<p>Unit 2:</p> <ul style="list-style-type: none"> ● Present, past and imperfect verb tenses ● Adjectives ● Continuous review of everyday expressions ● Feeling sick and remedies ● Preferences, feelings, emotions and opinions ● Foods & Nutrition, Physical Education and Health
	<p>Timing:</p> <p>4 weeks</p>
	<p>Standards:</p> <p><u>NJSLS World Language</u> 7.1.AL.A.2, 7.1.AL.A.6, 7.1.AL.A.7, 7.1.AL.B.1, 7.1.AL.B.3, 7.1.AL.B.5, 7.1.AL.C.6</p> <p><u>NJSLS Technology</u> 8.1.8.A.2, 8.1.8.B.1, 8.1.8.C.1, 8.1.8.D.1-5</p> <p><u>NJSLS Career Ready Practices</u> CRP1, CRP2, CRP4, CRP6, CRP11, CRP12</p> <p><u>NJSLS English Language Arts Literacy</u> WHST. 11-12.4, WHST. 11-12.5</p>
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● Will the students describe a picture prompt using the present and past 	<p>Objectives:</p> <p>Students will be able to:</p>
	<p>Activities, Investigations and Student Experiences:</p> <ul style="list-style-type: none"> ● Interactive Whiteboard Presentations ● Engage in the lesson by doing group

<p>participle?</p> <ul style="list-style-type: none"> ● Will students interpret a proverb and be able to use it in real context? ● How have the contributions of scientists of the target culture changed the world? <p><u>Enduring Understandings:</u></p> <ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Identify some grammatical errors in control of aspect ● Use specialized and precise vocabulary for a wide range of topics 	<p>activities.</p> <ul style="list-style-type: none"> ● Analyze written and oral text. ● Synthesize written and oral text. ● Read and answer comprehension questions on various topics. ● Attend audio lab sessions to practice listening comprehension and paired conversations. Record their voices and conversations. ● Use common proverbs and expressions in context. ● Compare and contrast present progressive vs. past participle. ● Adjectives. ● Communication of preferences, feelings, emotions and opinions. ● Discuss symptoms and remedies. ● Participate in class discussion of various topics. ● Review/recall basic grammar points. ● Review past and imperfect verb tenses and use them in real context. ● Produce oral presentations. ● Create short stories using the thematic vocabulary. ● Act out skits. ● Sing along or write the lyrics of their own songs. ● Watch mini series/movies related to the topic being learned. ● Add information to the electronic portfolio
--	--	--

<p>Assessments</p> <p>Warm-up activities, exploratory activities, homework assignments, class discussions, student participation, self assessment, peer evaluation, quizzes, tests, listening assessments.</p> <p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Produce oral responses ● Respond to comprehension checks ● Provide written responses ● Apply rubrics ● Conduct peer assessment ● Complete exit interviews/cards ● Maintain student/teacher journals <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Present portfolio ● Achieve proficiency on quizzes ● Achieve proficiency on exams ● Compose essays ● Develop reports ● Conduct research projects ● Create formal presentations ● Benchmark 1 		<p>Materials:</p> <ul style="list-style-type: none"> ● Interactive WhiteBoard ● Audio lab ● Document Camera ● Computer with Internet Connection ● DVD player ● Interactive Student Response Devices 	<p>by describing a healthy lifestyle.</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Realidades 4 Textbook Series ● La Vampirata, Vida o Muerte en el Cusco, La Vida según Rosa y Fabián Readers ● Realidades E-Text and Activities ● Google Classroom ● www.quizlet.com ● http://spanishlistening.org ● http://www.123teachme.com ● http://www.drlemon.com ● http://www.youtube.com ● http://www.bbc.co.uk/languages/spanish ● http://univision.com ● vimeo.com ● www.zachary-jones.com/zambombazo.com ● www.goanimate.com ● Department Created Presentations and Assessments ● Web links for language teachers ● World language news and newspapers ● UCLA Language Materials Project ● Materials for teaching and learning ● World Language lesson plans and resources ● Online electronic field trips ● Language teacher's resources
---	--	--	--

		<ul style="list-style-type: none">• <u>Instructional technology resources for language teachers</u>• <u>Teaching ideas for language teachers</u>
--	--	---

Unit 3:	<ul style="list-style-type: none">• Exchanging Ideas• Traveling vocabulary• Verbs in present, future and conditional
----------------	--

<p>Timing:</p> <p>Standards:</p>	<p>4 weeks</p> <p><u>NJSLS World Language</u> 7.1.AL.A.A.1, 7.1.AL.A.1, 7.1.AL.A.5, 7.1.AL.A.6, 7.1.AL.B.3, 7.1.AL.B.5, 7.1.AL.B.6, 7.1.AL.C.6</p> <p><u>NJSLS Technology</u> 8.1.8.A.2, 8.1.8.B.1, 8.1.8.C.1, 8.1.8.D.1-5</p> <p><u>NJSLS Career Ready Practices</u> CRP1, CRP2, CRP4, CRP6, CRP11, CRP12</p> <p><u>NJSLS English Language Arts Literacy</u> WHST. 11-12.4, WHST. 11-12.5</p>	<p>Activities, Investigations and Student Experiences:</p> <ul style="list-style-type: none"> ● Interactive Whiteboard Presentations ● Engage in the lesson by doing group activities. ● Analyze written and oral text. ● Synthesize written and oral text. ● Participate in class discussion of various topics, such as planning a trip. ● Review/recall basic grammar points. ● Review present, past and imperfect verb tenses using them in real context. ● Produce oral presentations. ● Create short stories. ● Act out skits.
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What are some ways the students can make connections between the target language and the other subject areas? ● What are the benefits to being able to communicate in another language? <p><u>Enduring Understandings:</u></p> <ul style="list-style-type: none"> ● All of the following aspects of communication help to develop and 	<p>Objectives:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines. 	<p>Activities, Investigations and Student Experiences:</p> <ul style="list-style-type: none"> ● Interactive Whiteboard Presentations ● Engage in the lesson by doing group activities. ● Analyze written and oral text. ● Synthesize written and oral text. ● Participate in class discussion of various topics, such as planning a trip. ● Review/recall basic grammar points. ● Review present, past and imperfect verb tenses using them in real context. ● Produce oral presentations. ● Create short stories. ● Act out skits.

<p>reinforce an understanding and application of the target language:</p> <ul style="list-style-type: none"> ○ Oral and written conversation (Intrapersonal) ○ Listening and reading to a variety of communication formats (Interpretive) ○ Presenting information (Presentation) 		<ul style="list-style-type: none"> ● Sing along or write the lyrics of their own songs. ● Attend audio lab sessions to practice listening comprehension and paired conversations. Record their voices and conversations. ● Watch mini series/movies related to the topic being learned. ● Act out the part of a travel agent. ● Do translations on miscellaneous topics. ● Plan a trip using the future tense to talk about places and things students want to do. ● Talk about ideal vacations. ● Exchanging ideas. ● Recall everyday vocabulary and function words. ● Include cross-cultural experiences related to traveling in the electronic portfolio.
<p>Assessments</p> <p>Warm-up activities, exploratory activities, homework assignments, class discussions, student participation, self assessment, peer evaluation, quizzes, tests, listening assessments.</p> <p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Produce oral responses 	<p>Materials:</p> <ul style="list-style-type: none"> ● Interactive WhiteBoard ● Audio lab ● Document Camera ● Computer with Internet Connection ● DVD player ● Interactive Student 	<p>Resources:</p> <ul style="list-style-type: none"> ● Realidades 4 Textbook Series ● La Vampirata, Vida o Muerte en el Cusco, La Vida según Rosa y Fabián Readers ● Realidades E-Text and Activities ● Google Classroom ● www.quizlet.com ● http://spanishlistening.org

<ul style="list-style-type: none"> ● Respond to comprehension checks ● Provide written responses ● Apply rubrics ● Conduct peer assessment ● Complete exit interviews/cards ● Maintain student/teacher journals <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Present portfolio ● Achieve proficiency on quizzes ● Achieve proficiency on exams ● Compose essays ● Develop reports ● Conduct research projects ● Create formal presentations ● Benchmark 1 	<p>Response Devices</p>	<ul style="list-style-type: none"> ● http://www.123teachme.com ● http://www.drlemon.com ● http://www.youtube.com ● http://www.bbc.co.uk/languages/spanish ● http://univision.com ● vimeo.com ● www.zachary-jones.com/zambombazo.com ● www.goanimate.com ● Department Created Presentations and Assessments ● Web links for language teachers ● World language news and newspapers ● UCL A Language Materials Project ● Materials for teaching and learning ● World Language lesson plans and resources ● Online electronic field trips ● Language teacher's resources ● Instructional technology resources for language teachers ● Teaching ideas for language teachers
--	-------------------------	--

<p>Unit 4:</p>	<ul style="list-style-type: none"> ● Places in the city ● Around the town ● Transportation ● Idiomatic expressions ● Informal and formal commands ● High frequency daily expressions
-----------------------	--

<p>Timing:</p>	<p>4 weeks</p>
<p>Standards:</p>	<p><u>NJSLS World Language</u> 7.1.AL.B.2, 7.1.AL.C.1, 7.1.AL.C.3</p> <p><u>NJSLS Technology</u> 8.1.8.A.2, 8.1.8.B.1, 8.1.8.C.1, 8.1.8.D.1-5</p> <p><u>NJSLS Career Ready Practices</u> CRP1, CRP2, CRP4, CRP6, CRP11, CRP12</p> <p><u>NJSLS English Language Arts Literacy</u> WHST. 11-12.4, WHST. 11-12.5</p>
<p>Essential Questions:</p>	<p>Objectives:</p>
<p>Activities, Investigations and Student Experiences:</p>	

<ul style="list-style-type: none"> • What strategies and resources will help me learn another language? • How will learning a language enhance my life? <p><u>Enduring Understandings:</u></p> <ul style="list-style-type: none"> • Learning another language will open the door to a new culture. • Language and culture are inextricably linked. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Compare cities in other countries to those in the United States. • Describe an ideal city. • Give directions. • Read and translate various types of materials such as short stories, poems & news articles. 	<ul style="list-style-type: none"> • Engage in the lesson by doing group activities. • Analyze written and oral text. • Synthesize written and oral text. • Participate in class discussion of various topics. • Review/recall basic grammar points. • Review present, past and imperfect verb tenses using them in real context. • Discuss the utopian city. • Translate miscellaneous texts, including advertisements • Review/recall formal and informal commands and use them in context. • Produce oral presentations. • Create short stories. • Act out skits. • Sing along or write the lyrics of their own songs. • Attend audio lab sessions to practice listening comprehension and paired conversations. Record their voices and conversations. • Watch mini series/movies related to the topic being learned. • Act out the part of a real estate agent. • Exchanging ideas. • Recall everyday vocabulary and function words.
--	---	---

Assessments	Materials:	Resources:
<p>Warm-up activities, exploratory activities, homework assignments, class discussions, student participation, self assessment, peer evaluation, quizzes, tests, listening assessments.</p> <p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Produce oral responses ● Respond to comprehension checks ● Provide written responses ● Apply rubrics ● Conduct peer assessment ● Complete exit interviews/cards ● Maintain student/teacher journals <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Present portfolio ● Achieve proficiency on quizzes ● Achieve proficiency on exams ● Compose essays ● Develop reports ● Conduct research projects ● Create formal presentations ● Midterm Exam 	<ul style="list-style-type: none"> ● Interactive WhiteBoard ● Audio lab ● Document Camera ● Computer with Internet Connection ● DVD player ● Interactive Student Response Devices 	<ul style="list-style-type: none"> ● Realidades 4 Textbook Series ● La Vampirata, Vida o Muerte en el Cusco, La Vida según Rosa y Fabián Readers ● Realidades E-Text and Activities ● Google Classroom ● www.quizlet.com ● http://spanishlistening.org ● http://www.123teachme.com ● http://www.drlemon.com ● http://www.youtube.com ● http://www.bbc.co.uk/languages/spanish ● http://univision.com ● vimeo.com ● www.zachary-jones.com/zambombazo.com ● www.goanimate.com ● Department Created Presentations and Assessments ● Web links for language teachers ● World language news and newspapers ● UCLA Language Materials Project ● Materials for teaching and learning ● World Language lesson plans and resources ● Online electronic field trips ● Language teacher's resources

		<ul style="list-style-type: none">• <u>Instructional technology resources for language teachers</u>• <u>Teaching ideas for language teachers</u>
--	--	---

<p>Unit 5:</p>	<ul style="list-style-type: none"> ● Idiomatic expressions ● Adverbs ● Present and past progressive ● Food and expressions of courtesy in a restaurant ● High frequency daily expressions
<p>Timing:</p>	<p>4 weeks</p>
<p>Standards:</p>	<p><u>NJSLS World Language</u> 7.1.AL.A.3, 7.1.AL.B.2, 7.1.AL.B.6, 7.1.AL.C.3, 7.1.AL.C.4</p> <p><u>NJSLS Technology</u> 8.1.8.A.2, 8.1.8.B.1, 8.1.8.C.1, 8.1.8.D.1-5</p> <p><u>NJSLS Career Ready Practices</u> CRP1, CRP2, CRP4, CRP6, CRP11, CRP12</p> <p><u>NJSLS English Language Arts Literacy</u> WHST. 11-12.4, WHST. 11-12.5, WHST. 11-12.6</p>
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What qualities do I need to learn a second language? ● What language learning skills do I already have? <p><u>Enduring Understandings:</u></p>	<p>Objectives:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Describe what is taking place or already took place ● Order food and making reservations in a restaurant. <p>Activities, Investigations and Student Experiences:</p> <ul style="list-style-type: none"> ● Interactive Whiteboard Presentations ● Discuss topics related to food and eating habits. ● Create restaurant skits and act them out. ● Use adverbs in context. ● Do reading comprehension activities on Internet resources and/or short story

<ul style="list-style-type: none"> ● Accuracy is the result of experience (deliberate speaking and listening) and self-reflection. ● People have different styles of learning a language. 		<p>books.</p> <ul style="list-style-type: none"> ● Engage in the lesson by doing group activities. ● Analyze written and oral text. ● Synthesize written and oral text. ● Review/recall basic grammar points. ● Review present, past and imperfect verb tenses using them in real context. ● Translate miscellaneous texts, including menus, restaurants information, etc. ● Produce oral presentations. ● Write short stories and illustrate them. ● Sing along or write the lyrics of their own songs. ● Attend audio lab sessions to practice listening comprehension and paired conversations. Record their voices and conversations. ● Watch mini series/movies related to the topic being learned. ● Exchanging ideas. ● Recall everyday vocabulary and function words.
<p>Assessments</p>	<p>Materials:</p>	<p>Resources:</p>

<p>Warm-up activities, exploratory activities, homework assignments, class discussions, student participation, self assessment, peer evaluation, quizzes, tests, listening assessments.</p> <p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Produce oral responses ● Respond to comprehension checks ● Provide written responses ● Apply rubrics ● Conduct peer assessment ● Complete exit interviews/cards ● Maintain student/teacher journals <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Present portfolio ● Achieve proficiency on quizzes ● Achieve proficiency on exams ● Compose essays ● Develop reports ● Conduct research projects ● Create formal presentations 	<ul style="list-style-type: none"> ● Interactive WhiteBoard ● Audio lab ● Document Camera ● Computer with Internet Connection ● DVD player ● Interactive Student Response Devices 	<ul style="list-style-type: none"> ● Realidades 4 Textbook Series ● La Vampirata, Vida o Muerte en el Cusco, La Vida según Rosa y Fabián Readers ● Realidades E-Text and Activities ● Google Classroom ● www.quizlet.com ● http://spanishlistening.org ● http://www.123teachme.com ● http://www.drlemon.com ● http://www.youtube.com ● http://www.bbc.co.uk/languages/spanish ● http://univision.com ● vimeo.com ● www.zachary-jones.com/zambombazo.co ● www.goanimate.com ● Department Created Presentations and Assessments ● Web links for language teachers ● World language news and newspapers ● UCLA Language Materials Project ● Materials for teaching and learning ● World Language lesson plans and resources ● Online electronic field trips ● Language teacher's resources ● Instructional technology resources for language teachers ● Teaching ideas for language teachers
--	---	--

<p>Unit 6:</p>	<ul style="list-style-type: none"> • Food and ordering in the restaurant vocabulary • Idiomatic expressions • High frequency verbs • Present, past and future verb tenses • High frequency daily expressions
<p>Timing:</p>	<p>4 weeks</p>
<p>Standards:</p>	<p><u>NJSLS World Language</u> 7.1.AL.A.2, 7.1.AL.A.6, 7.1.AL.A.7, 7.1.AL.C.3</p> <p><u>NJSLS Technology</u> 8.1.8.A.2, 8.1.8.B.1, 8.1.8.C.1, 8.1.8.D.1-5</p> <p><u>NJSLS Career Ready Practices</u> CRP1, CRP2, CRP4, CRP6, CRP11, CRP12</p> <p><u>NJSLS English Language Arts Literacy</u> WHST. 11-12.4, WHST. 11-12.5, WHST. 11-12.6</p>
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How are words, phrases & sentences different and similar in English and the target language? • Why don't you have to translate everything? 	<p>Objectives:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Emphasize verb tenses in present and past progressive, and preterit. • Model correct grammar and
<p>Activities, Investigations and Student Experiences:</p> <ul style="list-style-type: none"> • Interactive Whiteboard Presentations • Discuss various topics in the target language related to the lesson. • Use the appropriate verb tense in free compositions. 	

<p><u>Enduring Understandings:</u></p> <ul style="list-style-type: none"> • Structures and writing systems of the target language and English have similarities and differences. • Different linguistic structures communicate different meanings. • Cultural comparisons help one to understand the world by developing tolerance and appreciation of other cultures. • Cultural comparisons help the students understand that language is a tool that can be used to communicate with others. 	<p>pronunciation as well as word usage.</p> <ul style="list-style-type: none"> • Speak using correct grammatical structures, pronunciation and word usage. 	<ul style="list-style-type: none"> • Create skits and act them out. • Use adverbs in context. • Do reading comprehension activities on Internet resources and/or short story books. • Engage in the lesson by doing group activities. • Analyze written and oral text. • Synthesize written and oral text. • Review/recall basic grammar points. • Review present, past and imperfect verb tenses using them in real context. • Translate miscellaneous texts, including menus, restaurants information, etc. • Produce oral presentations. • Create short stories and illustrate them. • Sing along or write the lyrics of their own songs. • Attend audio lab sessions to practice listening comprehension and paired conversations. Record their voices and conversations. • Watch mini series/movies related to the topic being learned. • Exchange ideas. • Recall everyday vocabulary and function words.
<p>Assessments</p>	<p>Materials:</p>	<p>Resources:</p>

<p>Warm-up activities, exploratory activities, homework assignments, class discussions, student participation, self assessment, peer evaluation, quizzes, tests, listening assessments.</p> <p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Produce oral responses ● Respond to comprehension checks ● Provide written responses ● Apply rubrics ● Conduct peer assessment ● Complete exit interviews/cards ● Maintain student/teacher journals <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Present portfolio ● Achieve proficiency on quizzes ● Achieve proficiency on exams ● Compose essays ● Develop reports ● Conduct research projects ● Create formal presentations 	<ul style="list-style-type: none"> ● Interactive WhiteBoard ● Audio lab ● Document Camera ● Computer with Internet Connection ● DVD player ● Interactive Student Response Devices 	<ul style="list-style-type: none"> ● Realidades 4 Textbook Series ● La Vampirata, Vida o Muerte en el Cusco, La Vida según Rosa y Fabián Readers ● Realidades E-Text and Activities ● Google Classroom ● www.quizlet.com ● http://spanishlistening.org ● http://www.123teachme.com ● http://www.drlemon.com ● http://www.youtube.com ● http://www.bbc.co.uk/languages/spanish ● http://univision.com ● vimeo.com ● www.zachary-jones.com/zambombazo.co ● www.goanimate.com ● Department Created Presentations and Assessments ● Web links for language teachers ● World language news and newspapers ● UCLA Language Materials Project ● Materials for teaching and learning ● World Language lesson plans and resources ● Online electronic field trips ● Language teacher's resources ● Instructional technology resources for language teachers ● Teaching ideas for language teachers
--	---	---

<p>Unit 7:</p>	<ul style="list-style-type: none"> ● Idiomatic expressions ● High frequency verbs ● Formal and informal commands including negative forms ● Future tense ● The environment vocabulary ● High frequency daily expressions
<p>Timing:</p>	<p>4 weeks</p>
<p>Standards:</p>	<p><u>NJSLS World Language</u> 7.1.AL.A.2, 7.1.AL.A.4, 7.1.AL.A.6, 7.1.AL.A.8, 7.1.AL.B.2, 7.1.AL.C.3, 7.1.AL.C.6</p> <p><u>NJSLS Technology</u> 8.1.8.A.2, 8.1.8.B.1, 8.1.8.C.1, 8.1.8.D.1-5</p> <p><u>NJSLS Career Ready Practices</u> CRP1, CRP2, CRP4, CRP6, CRP11, CRP12</p> <p><u>NJSLS English Language Arts Literacy</u> WHST. 11-12.4, WHST. 11-12.5, WHST. 11-12.6</p>
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How well can a person interact with a native speaker in the target language? ● How does one express preferences, 	<p>Objectives:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Apply vocabulary knowledge on different topics such as the environment and <p>Activities, Investigations and Student Experiences:</p> <ul style="list-style-type: none"> ● Discuss various topics in the target language related to the lesson, including those related to the environment. ● Discuss and write about a

<p>feelings, emotions, and opinions in detail in the target language?</p> <p><u>Enduring Understandings:</u></p> <ul style="list-style-type: none"> ● Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential. 	<p>problems/solutions.</p> <ul style="list-style-type: none"> ● Write in various formats using correct grammatical structure and vocabulary. 	<p>problems/solutions related to the environment</p> <ul style="list-style-type: none"> ● Reading, writing, and listening comprehension using authentic material. ● Add to the electronic portfolio in the target language. Present the most critical pollution/environmental problems and their solution. ● Use the appropriate verb tense in free compositions. ● Create skits and act them out. ● Use adverbs in context. ● Do reading comprehension activities on Internet resources and/or short story books. ● Engage in the lesson by doing group activities. ● Analyze written and oral text. ● Synthesize written and oral text. ● Review/recall basic grammar points. ● Review present, past, imperfect and future verb tenses and use them in real context. ● Translate miscellaneous texts. ● Produce oral presentations. ● Sing along, listen to or write the lyrics of a song. ● Attend audio lab sessions to practice listening comprehension and paired conversations. Record their voices and conversations.
--	---	--

		<ul style="list-style-type: none"> • Watch mini series/movies related to the topic being learned. • Recall everyday vocabulary and function words.
<p>Assessments</p> <p>Warm-up activities, exploratory activities, homework assignments, class discussions, student participation, self assessment, peer evaluation, quizzes, tests, listening assessments.</p> <p>Formative Assessments:</p> <ul style="list-style-type: none"> • Produce oral responses • Respond to comprehension checks • Provide written responses • Apply rubrics • Conduct peer assessment • Complete exit interviews/cards • Maintain student/teacher journals <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Present portfolio • Achieve proficiency on quizzes • Achieve proficiency on exams • Compose essays • Develop reports • Conduct research projects • Create formal presentations 	<p>Materials:</p> <ul style="list-style-type: none"> • Interactive WhiteBoard • Audio lab • Document Camera • Computer with Internet Connection • DVD player • Interactive Student Response Devices 	<p>Resources:</p> <ul style="list-style-type: none"> • Realidades 4 Textbook Series • La Vampirata, Vida o Muerte en el Cusco, La Vida según Rosa y Fabián Readers • Realidades E-Text and Activities • Google Classroom • www.quizlet.com • http://spanishlistening.org • http://www.123teachme.com • http://www.drlemon.com • http://www.youtube.com • http://www.bbc.co.uk/languages/spanish • http://univision.com • vimeo.com • www.zachary-jones.com/zambombazo.com • www.goanimate.com • Department Created Presentations and Assessments • Web links for language teachers • World language news and newspapers • UCLA Language Materials Project • Materials for teaching and learning

		<ul style="list-style-type: none">● <u>World Language lesson plans and resources</u>● <u>Online electronic field trips</u>● <u>Language teacher's resources</u>● <u>Instructional technology resources for language teachers</u>● <u>Teaching ideas for language teachers</u>
--	--	---

<p>Unit 8:</p>	<ul style="list-style-type: none"> • Idiomatic expressions • High frequency verbs • Negative expressions • Formal and informal commands • Future verb tense • The environment vocabulary including recycling • Describing a problem and its solutions vocabulary • High frequency daily expressions
<p>Timing:</p>	<p>4 weeks</p>
<p>Standards:</p>	<p><i>NJSLS World Language</i> 7.1.AL.A.4, 7.1.AL.B.4, 7.1.AL.C.1, 7.1.AL.C.2, 7.1.AL.C.5, 7.1.AL.C.6</p> <p><i>NJSLS Technology</i> 8.1.8.A.2, 8.1.8.B.1, 8.1.8.C.1, 8.1.8.D.1-5</p> <p><i>NJSLS Career Ready Practices</i> CRP1, CRP2, CRP4, CRP6, CRP11, CRP12</p> <p><i>NJSLS English Language Arts Literacy</i> WHST. 11-12.4, WHST. 11-12.5, WHST. 11-12.6</p>
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What language learning skills do I already have? 	<p>Objectives:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Write in various formats using
	<p>Activities, Investigations and Student Experiences:</p> <ul style="list-style-type: none"> • Discuss environmental problems and possible solutions, endangered species,

<ul style="list-style-type: none"> • How do I determine the most effective language learning style for me? • How do I best learn other skills? • What strategies and resources will help me learn another language? <p><u>Enduring Understandings:</u></p> <ul style="list-style-type: none"> • Language requires you to solve problems. • Learning a language is an ongoing process. Refinement comes from practice. • All aspects of communication help to develop and reinforce an understanding and application of the target language: oral and written conversation; listening and reading to a variety of communication formats; presenting information. 	<p>correct grammatical structure and vocabulary</p> <ul style="list-style-type: none"> • Read various types of materials such as short stories, poems and news articles • Speak using correct grammatical structures, pronunciation and word usage 	<p>recycling programs, etc.</p> <ul style="list-style-type: none"> • Write about problems/solutions related to the environment • Reading, writing, and listening comprehension using authentic material. • Create a PowerPoint to present recycling programs. • Use the appropriate verb tense in free compositions. • Create skits and act them out. • Do reading comprehension activities on Internet resources and/or short story books. • Analyze written and oral text. • Synthesize written and oral text. • Review/recall basic grammar points. • Review present, past, imperfect and future verb tenses and use them in real context. • Translate miscellaneous texts. • Produce oral presentations. • Sing along, listen to or write the lyrics of a song. • Attend audio lab sessions to practice listening comprehension and paired conversations. Record their voices and conversations. • Watch mini series/movies related to the topic being learned.
<p>Assessments</p>	<p>Materials:</p>	<p>Resources:</p>

<p>Warm-up activities, exploratory activities, homework assignments, class discussions, student participation, self assessment, peer evaluation, quizzes, tests, listening assessments.</p> <p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Produce oral responses ● Respond to comprehension checks ● Provide written responses ● Apply rubrics ● Conduct peer assessment ● Complete exit interviews/cards ● Maintain student/teacher journals <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Present portfolio ● Achieve proficiency on quizzes ● Achieve proficiency on exams ● Compose essays ● Develop reports ● Conduct research projects ● Create formal presentations ● Final Exam 	<ul style="list-style-type: none"> ● Interactive WhiteBoard ● Audio lab ● Document Camera ● Computer with Internet Connection ● DVD player ● Interactive Student Response Devices 	<ul style="list-style-type: none"> ● Realidades 4 Textbook Series ● La Vampirata, Vida o Muerte en el Cusco, La Vida según Rosa y Fabián Readers ● Realidades E-Text and Activities ● Google Classroom ● www.quizlet.com ● http://spanishlistening.org ● http://www.123teachme.com ● http://www.drlemon.com ● http://www.youtube.com ● http://www.bbc.co.uk/languages/spanish ● http://univision.com ● vimeo.com ● www.zachary-jones.com/zambombazo.co ● www.goanimate.com ● Department Created Presentations and Assessments ● Web links for language teachers ● World language news and newspapers ● UCLA Language Materials Project ● Materials for teaching and learning ● World Language lesson plans and resources ● Online electronic field trips ● Language teacher's resources ● Instructional technology resources for language teachers ● Teaching ideas for language teachers
--	---	--

