

Secaucus
Board of
Education

Spanish III
Course Code: 5320

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

Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics. This course provides a review and expansion of the essential skills of the foreign language. Emphasis is on the study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate effectively, accurately, and creatively about the past, present, and future. Listening comprehension is reinforced with audio tapes and/or CD Roms outside the classroom. This course is a review of grammar with special emphasis on idiomatic construction and expressions.

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 (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 ● Adjectives and personal characteristics ● Present and past tense of verbs 	
<p>Timing:</p>	<p>4 weeks</p>	
<p>Standards:</p>	<p><i>NJSLS World Language</i> 7.1.IH.A. 7.1.IH.B, 7.1.IH.C 7.1. IH.A.1, 7.1.IH.A.2., IH.A.5, 7.1.IH.B.2, 7.1.IH.C.3</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</p>	
<p>Essential Questions:</p>	<p>Objectives:</p>	<p>Activities, Investigations and Student Experiences:</p>
<ul style="list-style-type: none"> ● What qualities of your personality would you like to highlight? ● How did you spend your time on summer vacation? <p><u>Enduring Understandings:</u></p> <ul style="list-style-type: none"> ● Citizens who can communicate in 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Use vocabulary knowledge on different topics ● Write in various formats using correct grammatical structure & vocabulary. ● Speak using correct 	<ul style="list-style-type: none"> ● Interactive Whiteboard Presentations ● Analyze written and oral text. ● Synthesize written and oral text. ● Identify most supporting details in written and oral text. ● Review basic grammatical structures. (present & past)

<p>more than one language have unprecedented career opportunities, marketability, and earning potential.</p>	<p>grammatical structures, pronunciation & work usage</p>	<ul style="list-style-type: none"> ● Create “This is all about me” project. ● Introducing yourself and others by using descriptive adjectives. ● Survey the hobbies of classmates and make a bar graph ● Participate in describing personality, qualities, and characteristics about yourself and others with the verb “to be.” ● Identify vocabulary through crossword puzzle, word search, scrabble, etc. ● Develop flashcards to study vocabulary and to organize sentences with appropriate grammar structure. ● Use pictures to introduce new vocabulary and to orally construct a sentence in the target language ● Respond to everyday questions, written and oral d Divide the class in two groups; one group will receive flash cards with the vocabulary list (verbs) and the other group will get the pictures; have students pair the words with pictures; then have students write sentences using them to tell if they like or dislike the activity directions upon requests.
<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 3 Textbook Series ● Pobre Ana, Casi se Muere, Fiesta Fatal 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 ● Instructional technology resources for language teachers ● Teaching ideas for language teachers
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<p>Unit 2:</p>	<ul style="list-style-type: none"> ● Continuation of everyday expressions ● Parts of the body ● Health and fitness ● Food and beverages ● Hobbies, pastimes, daily routine ● Present and past tense of verbs 	
<p>Timing:</p>	<p>4 weeks</p>	
<p>Standards:</p>	<p><u>NJSLS World Language</u> 7.1.IH.A, 7.1.IH.B, 7.1.IH.C 7.1.IH.A.7, 7.1.IH.B.3, 7.1.IH.B.4, 7.1.IH.C.1, 7.1.IH.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 are the main problems that you would say affect our society in reference to health and fitness and 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Speak using correct grammatical structures, 	<ul style="list-style-type: none"> ● Interactive Whiteboard Presentations ● Analyze written and oral text. ● Synthesize written and oral text.

<p>why?</p> <ul style="list-style-type: none"> • What activities can you plan during your free time? • How could you describe to a Foreigner what you do on a daily basis? • What should you do to avoid getting sick and maintain a healthy lifestyle? <p><u>Enduring Understandings:</u></p> <ul style="list-style-type: none"> • Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural perspectives play in how these issues are perceived and how they are addressed. 	<p>pronunciation & work usage</p> <ul style="list-style-type: none"> • Discuss and read about food preparation and customs, family life, and health and medicine. 	<ul style="list-style-type: none"> • Review present and past tenses. • Review parts of the body. • Engage in talking about how you are feeling. • Discuss health and fitness, talk about exercise and good eating habits. • Engage in topics pertaining to hobbies, pastimes, school/daily routine, reflexive verbs vocabulary. • Review parts of body and food vocabulary. • Identify vocabulary through crossword puzzle, word search, scrabble, etc. • Develop flashcards to study vocabulary and to organize sentences with appropriate grammar structure. • Use pictures to introduce new vocabulary and to orally construct a sentence in the target language
<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 	<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 3 Textbook Series • Pobre Ana, Casi se Muere, Fiesta Fatal readers • Realidades E-Text and Activities • Google Classroom • www.quizlet.com • http://spanishlistening.org • http://www.123teachme.com

<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 		<ul style="list-style-type: none"> ● 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 ● Instructional technology resources for language teachers ● Teaching ideas for language teachers
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<p>Unit 3:</p>	<ul style="list-style-type: none"> ● Childhood memories ● Past tense of verbs. (imperfect) ● Zodiac signs. Review of adjectives ● Review of possessive adjectives 	
<p>Timing:</p>	<p>4 weeks</p>	
<p>Standards:</p>	<p><i>NJSLS World Language</i> 7.1.IH.A, 7.1.IH.B, 7.1.IH.C 7.1.IH.A.1, 7.1.IH.A.7, 7.1.IH.B.4, 7.1.IH.B.5, 7.1.IH.C.3</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>	<p>Objectives:</p>	<p>Activities, Investigations and Student Experiences:</p>
<ul style="list-style-type: none"> ● How do you interact with family members and friends? ● You are making a scrapbook of your childhood to share at an upcoming family reunion. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Use verb tenses with irregular forms, (present and past tense) ● Model correct grammar and pronunciation as well as word 	<ul style="list-style-type: none"> ● Interactive Whiteboard Presentations ● Analyze written and oral text. ● Synthesize written and oral text. ● Compare and contrast about things from past to the present.

<ul style="list-style-type: none"> • What activities, places, people and things would you include? <p><u>Enduring Understandings:</u></p> <ul style="list-style-type: none"> • Examination of the roles of race, ethnicity, gender, and religion through world history and across cultures assists in understanding the current sociopolitical landscape. 	<p>usage</p> <ul style="list-style-type: none"> • Compare past and present leisure time activities. 	<ul style="list-style-type: none"> • Write about daily horoscopes. • Review possessive adjectives. • Teach imperfect verb tense <ul style="list-style-type: none"> ○ Childhood memories/habits ○ Talk about how things were ○ Describing events in the past • Write a relevant paragraph using the verbs and vocabulary learned and acquired in this unit. • Develop flashcards to study vocabulary and to organize sentences with appropriate grammar structure. • Use pictures to introduce new vocabulary and to orally construct a sentence in the target language • Benchmark 1
<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 	<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 3 Textbook Series • Pobre Ana, Casi se Muere, Fiesta Fatal 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

<ul style="list-style-type: none"> ● 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"> ● 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 ● Instructional technology resources for language teachers ● Teaching ideas for language teachers
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<p>Unit 4:</p>	<ul style="list-style-type: none"> ● Correct usage of direct object and indirect object pronouns ● Making suggestions ● Descriptive vocabulary ● Expressing interest in a specific product ● Future and Imperative form of verbs ● Offering advice 	
<p>Timing:</p>	<p>4 weeks</p>	
<p>Standards:</p>	<p><u><i>NJSLS World Language</i></u> 7.1.IH.A, 7.1.IH.B, 7.1.IH.C 7.1.IH.A.3, 7.1.IH.A.6, 7.1.IH.A.7, 7.1.IH.A.8, 7.1.IH.B.2, 7.1.IH.B.5, 7.1.IH.C.5</p> <p><u><i>NJSLS Technology</i></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><i>NJSLS Career Ready Practices</i></u> CRP1, CRP2, CRP4 , CRP6, CRP11, CRP12</p> <p><u><i>NJSLS English Language Arts Literacy</i></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"> You are selling a product in a Foreign country. How would you go about creating an advertisement ad for your product? <p><u>Enduring Understandings:</u></p> <ul style="list-style-type: none"> Being able to view one’s own culture through the lens of others assists in understanding global issues. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Speak using correct grammatical structures, pronunciation & work usage Emphasize object pronouns Use gestures associated with speaking and interacting with others. 	<ul style="list-style-type: none"> Interactive Whiteboard Presentations Analyze written and oral text. Synthesize written and oral text. Participate in discussion grammatical structures as needed. Model conjugation of Future and Command form of verbs. Identify vocabulary through crossword puzzle, word search, scrabble, etc. Develop flashcards to study vocabulary and to organize sentences with appropriate grammar structure. Use pictures to introduce new vocabulary and to orally construct a sentence in the target language Narrate and describe across a wide-range of topics. Recall Direct object & Indirect object pronouns. Engage in giving advice/persuading. Participate in expressing opinion. Compare and contrast authentic products. Translating and making advertisements. Midterm – 2nd assessment
<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 la ● Document Camera ● Computer with Internet Connection ● DVD player ● Interactive Student Response Devices 	<ul style="list-style-type: none"> ● Realidades 3 Textbook Series ● Pobre Ana, Casi se Muere, Fiesta Fatal 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 ● Instructional technology resources for language teachers ● Teaching ideas for language teachers
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<p>Unit 5:</p>	<ul style="list-style-type: none"> ● Correct usage of present subjunctive verb tense ● Review of adjectives and object pronouns ● Recall the usage of the verb “to be” 	
<p>Timing:</p>	<p>4 weeks</p>	
<p>Standards:</p>	<p><i>NJSLS World Language</i> 7.1.IH.A, 7.1.IH.B, 7.1.IH.C 7.1.IH.A.2, 7.1.IH.A.8, 7.1.IH.B.2, 7.1.IH.C.2, 7.1.IH.C.3, 7.1.IH.C.5</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</p>	
<p>Essential Questions:</p>	<p>Objectives:</p>	<p>Activities, Investigations and Student Experiences:</p>
<ul style="list-style-type: none"> ● Will the students be able to engage in authentic and purposeful communication in the target language through poetry? ● Will the students be able to explore cultural diversity and multiple perspectives? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Research current events ● Create a poem on any topic following the Cinquain or or Diamante format ● Use conditional, adjectives and object pronouns. 	<ul style="list-style-type: none"> ● Interactive Whiteboard Presentations ● Analyze written and oral text. ● Synthesize written and oral text. ● Identify some cultural perspectives. ● Engage in class discussion of the following topics. ● Participate in the conjugation of the

<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>Conditional verb tense.</p> <ul style="list-style-type: none"> ● Create Diamante and or Cinquain poems ● Review adjectives, object pronouns & the verb “to be” ● Generate discussion of an Ideal Friend and giving advice ● Participate in world language poetry recitation contest ● Identify vocabulary through crossword puzzle, word search, scrabble, etc. ● Develop flashcards to study vocabulary and to organize sentences with appropriate grammar structure. ● Use pictures to introduce new vocabulary and to orally construct a sentence in the target language ● Write a relevant paragraph using the verbs and vocabulary learned and acquired in this unit.
<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 	<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 3 Textbook Series ● Pobre Ana, Casi se Muere, Fiesta Fatal readers ● Realidades E-Text and Activities ● Google Classroom ● www.quizlet.com ● http://spanishlistening.org ● http://www.123teachme.com ● http://www.drlemon.com

<ul style="list-style-type: none"> ● 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"> ● 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 ● Instructional technology resources for language teachers ● Teaching ideas for language teachers
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<p>Unit 6:</p>	<ul style="list-style-type: none"> • Famous people and their accomplishments • Geographical topics • Recognize songs, dances and music of around the world 	
<p>Timing:</p>	<p>4 weeks</p>	
<p>Standards:</p>	<p><i>NJSLS World Language</i> 7.1.IH.A, 7.1.IH.B, 7.1.IH.C 7.1.IH.A.1, 7.1.IH.A.2, 7.1.IH.A.4, 7.1.IH.A.8, 7.1.IH.B.2, 7.1.IH.B.4, 7.1.IH.C.3, 7.1.IH.C.4</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>	<p>Objectives:</p>	<p>Activities, Investigations and Student Experiences:</p>
<ul style="list-style-type: none"> • How would you compare the relationships with your family, friends and classmates to those of adolescence in a Foreign Country? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Discuss famous people including artists, performers, scientists, political figures, 	<ul style="list-style-type: none"> • Interactive Whiteboard Presentations • Analyze written and oral text. • Synthesize written and oral text.

<ul style="list-style-type: none"> • What messages do works of art give us? • Who are some of the principal famous people in Hispanic/Italian Culture? <p><u>Enduring Understandings:</u></p> <ul style="list-style-type: none"> • Observing and/or participating in the four art forms, across and within cultures, lead to an understanding of the shared human experience. 	<p>athletes, architects.</p> <ul style="list-style-type: none"> • Identify famous individuals in the target language and their contributions to society. • Research historical events which have influenced culture and continue to do so. 	<ul style="list-style-type: none"> • Engage in classroom discussion about Famous people. Students will be able to compare and contrast these individuals and their accomplishments. • Students will use a Venn Diagram using the information obtained from the research and the presentations. • Create a Cultural shield. • Participate in the annual Cultural festival. • Engage in discussions about a “best friend” in your life. • Engage in discussions about making and changing plans. • Model how to offer advice with examples. • Engage in discussion in handling a situation with a complication. • Expand on Formal and Informal Commands: negative and affirmative as well as the irregular ones. • Identify vocabulary through crossword puzzle, word search, scrabble, etc. • Develop flashcards to study vocabulary and to organize sentences with appropriate grammar structure. • Use pictures to introduce new vocabulary and to orally construct a sentence in the target language • Write a relevant paragraph using the verbs and vocabulary learned and acquired in this unit.
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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 	<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 3 Textbook Series ● Pobre Ana, Casi se Muere, Fiesta Fatal 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 ● Instructional technology resources for language teachers

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| | | <ul style="list-style-type: none">• Teaching ideas for language teachers |
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<p>Unit 7:</p>	<ul style="list-style-type: none"> ● Affirmative and negative commands ● Correct usage of the Subjunctive and Conditional tense ● Vocabulary pertaining to the environment 	
<p>Timing:</p>	<p>4 weeks</p>	
<p>Standards:</p>	<p><u>NJSLS World Language</u> 7.1.IH.A, 7.1.IH.B, 7.1.IH.C 7.1. IH.A.2, 7.1.IH.A.5, IH.A.1. 7., 7.1.IH.A.8, 7.1.IH.B.2, 7.1.IH.B.6, 7.1.IH.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>	<p>Objectives:</p>	<p>Activities, Investigations and Student Experiences:</p>
<ul style="list-style-type: none"> ● How would you discuss career plans and professions at a college interview? ● In what ways does the study of World Language open doors for individuals? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Use vocabulary associated with the Subjunctive mood, environment and going Green. ● Use affirmative Regular and Irregular “you” commands 	<ul style="list-style-type: none"> ● Interactive Whiteboard Presentations ● Analyze written and oral text. ● Synthesize written and oral text. ● Participate in discussions by offering and supporting opinions in reference to “Going Green.”

<p><u>Enduring Understandings:</u></p> <ul style="list-style-type: none"> The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently. 	<ul style="list-style-type: none"> Grammatical application of Conditional tense. 	<ul style="list-style-type: none"> Persuade someone to change a point of view. Participate in discussions on the conjugation of Subjunctive with vocabulary pertaining to the Environment. Generate and use function words/sequencing words Recall the Imperative and Conditional Verbs. Identify vocabulary through crossword puzzle, word search, scrabble, etc. Develop flashcards to study vocabulary and to organize sentences with appropriate grammar structure. Write a relevant paragraph using the verbs and vocabulary learned and acquired in this unit.
<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 	<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 3 Textbook Series Pobre Ana, Casi se Muere, Fiesta Fatal readers Realidades E-Text and Activities Google Classroom www.quizlet.com http://spanishlistening.org http://www.123teachme.com http://www.drlemon.com

<ul style="list-style-type: none"> ● 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"> ● 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 ● Instructional technology resources for language teachers ● Teaching ideas for language teachers
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<p>Unit 8:</p>	<ul style="list-style-type: none"> ● Professions and careers ● House vocabulary ● Conditional /future verb tense 	
<p>Timing:</p>	<p>4 weeks</p>	
<p>Standards:</p>	<p><i>NJSLS World Language</i> 7.1.IH.A, 7.1.IH.B, 7.1.IH.C 7.1.IH.A.1, 7.1.IH.A.2, 7.1.IH.A.8, 7.1.IH.B.1, 7.1.IH.B.5, 7.1.IH.B.6, 7.1.IH.C.1, 7.1.IH.C.5</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>	<p>Objectives:</p>	<p>Activities, Investigations and Student Experiences:</p>
<ul style="list-style-type: none"> ● Where would you prefer to live and why? ● What are the advantages and disadvantages of living in certain areas? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Vocabulary knowledge on different topics. ● 	<ul style="list-style-type: none"> ● Interactive Whiteboard Presentations ● Analyze written and oral text. ● Synthesize written and oral text. ● Identify some cultural perspectives. ● Narrate and describe across a wide-range

<ul style="list-style-type: none"> • How would you plan a trip to a Foreign country and successfully navigate through it? • How would you discuss career plans and professions? <p><u>Enduring Understandings:</u></p> <ul style="list-style-type: none"> • Modifying a Personalized Student Learning Plan requires an understanding of one’s own skill set and preferences, knowing one’s proficiency level in a second language, and developing transfer skills to prepare for careers. 	<ul style="list-style-type: none"> • Write in various formats using correct grammatical structure and vocabulary. • Read of various types of materials such as short stories, poems & news articles. • Model correct grammar and pronunciation as well as word usage. • Speak using correct grammatical structures, pronunciation & work usage. 	<p>of topics.</p> <ul style="list-style-type: none"> • Engage in conversation using the Future and Conditional tenses. • Write a relevant paragraph using the verbs and vocabulary learned and acquired in this unit. • Discuss professions, discuss career opportunities, make predictions Students will be able to discuss the importance of career choices. • Students will be able to discuss the lives of several famous people with outstanding careers. • Students will be able to compare and contrast several careers of the past with new careers that have surfaced in the 21st century. • Participate in discussions in reference to Food /Restaurant- ordering and making reservations • Discuss travel and tourist attractions • Engage in discussions about a dream house • 4th Benchmark/ Final Assessment
<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 3 Textbook Series ● Pobre Ana, Casi se Muere, Fiesta Fatal 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 ● Instructional technology resources for language teachers ● Teaching ideas for language teachers
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