

# TOWNSHIP OF UNION PUBLIC SCHOOLS



## *Spanish 2*

### Curriculum Guide

Curriculum Guide Re Approved December 2018



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# ***Spanish 2***

**Nicole Marie Placca  
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## **Mission Statement**

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

## **Philosophy Statement**

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

## **Statement of District Goals**

- **Develop reading, writing, speaking, listening, and mathematical skills.**
- **Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.**
- **Acquire and use the skills and habits involved in critical and constructive thinking.**
- **Develop a code of behavior based on moral and ethical principles.**
- **Work with others cooperatively.**
- **Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.**
- **Acquire a knowledge and understanding of the physical and biological sciences.**
- **Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.**
- **Appreciate and understand literature, art, music, and other cultural activities.**
- **Develop an understanding of the historical and cultural heritage.**
- **Develop a concern for the proper use and/or preservation of natural resources.**
- **Develop basic skills in sports and other forms of recreation.**



## **Course Description**

This is the second high school course in the study of the Spanish language. Students will continue to develop the fundamentals of correct pronunciation, verb conjugations and speaking with more fluency. This course exposes students to common regular and irregular verb structures in present and past tense structures alongside of Hispanic Culture. They will also acquire an expanded vocabulary while reading and writing at the mid-novice level.

## **Recommended Textbooks**

Aventura, Español 2

by Rolando Castellanos  
Paul J. Hoff  
Charise Litteken

## Course Proficiencies

### **Students will be able to...**

- utilize regular and irregular verbs in future, present, and past tenses to express themselves verbally and through writing
- express opinions, including disagreements, involving technology, ecology and daily activities
- discuss general situations by using the “se impersonal”
- utilize direct and indirect object pronouns
- discuss daily routines, personal grooming habits and health ailments that incorporate reflexive verbs
- identify body parts and bathroom objects
- give and follow instructions that incorporate regular and irregular verbs
- describe nouns and add emphasis to descriptions by using forms of “ser” and additions to adjectives
- identify destinations in cities and towns
- discuss their knowledge / familiarity with someone or something by using the verbs “saber” and “conocer”
- name items that are sold in specific stores
- express possession by using possessive adjectives
- discuss the past tense through use of the preterit and the imperfect
- express length of time

## **Curriculum Units**

Unit 1: Technology

Unit 2: Vacations & Activities of Leisure

Unit 3: The Body, Health, and Bathroom Objects

Unit 4: Around Town

Unit 5: The Amusement Park

Unit 6: In the Supermarket

## Pacing Guide- Spanish 2

<u>Content</u>	<u>Number of Days</u>
<u>Unit 1:</u> Technology	8 weeks
<u>Unit 2:</u> Vacations & Activities of Leisure	8 weeks
<u>Unit 3:</u> The Body, Health, and Bathroom Objects	6 weeks
<u>Unit 4:</u> Around Town	4 weeks
<u>Unit 5:</u> In the Amusement Park	4 weeks
<u>Unit 6:</u> In the supermarket	2 week

## Unit 1: Technology

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What are the terms for current and outdated technology in Spanish?</p> <p>What are the opinions of you and your classmates regarding current technology?</p> <p>What situations do and your currently use technology for?</p> <p>What are the verb tenses needed to discuss actions in the present?</p> <p>What is the verb tense needed to describe actions in the future?</p> <p>What situations are you and your acquaintances going to use technology for?</p> <p>What are cyber cafes like in Quito, Ecuador and how do they compare to those in the United States and other Hispanic countries?</p>	<p>technology terms</p> <p>present tense regular verbs</p> <p>present tense irregular verbs, including stem-changing verbs</p> <p>future tense verbs</p>	<p>Aventura textbook pages 2-6, 11</p> <p>Aventura Grammar &amp; Vocabulary workbook, page 1, pages 8- 9, page 12, lesson B activity 1</p> <p>DVD listening exercises corresponding to textbook pages 3-4 &amp; 13-14</p> <p>Audio Manual workbook, pages 1-6 &amp; corresponding Audio CD</p> <p>Aventura CD, Flashcard Maker, Chapter 1, lesson A</p> <p>El Cuarto Misterioso DVD 3, track 4, episode 11 &amp; corresponding activity in manual</p> <p>Teacher generated speaking / writing activities</p>	<ul style="list-style-type: none"> <li>• Completion of textbook, workbook and teacher generated activities</li> <li>• Participation</li> <li>• Textbook / teacher generated speaking assessments</li> <li>• Teacher observation</li> <li>• Games</li> <li>• Project / assignment regarding the cyber cafes in Quito, Ecuador</li> <li>• Teacher generated / Aventura Quizzes</li> <li>• Teacher generated / Aventura Tests</li> <li>• Group work / station activities</li> </ul>

## Unit 2: Vacations & Activities of Leisure

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What are Spanish terms related to vacationing and activities of leisure?</p> <p>What activities/vacations do you and your families participate in presently?</p> <p>What activities / vacations are you and your family going to participate in?</p> <p>What vacations / activities have you participated in?</p> <p>What items should be packed for vacations?</p> <p>What are the stem-changing verb tenses needed to discuss actions in the present?</p> <p>What is the verb tense needed to describe actions in the future?</p> <p>What are popular Hispanic destinations for vacations?</p>	<p>vocabulary referring to vacationing and activities of leisure</p> <p>regular preterit tense verbs</p> <p>irregular preterit tense verbs</p> <p>the present progressive tense</p> <p>(present tense, and future tense will be recycled throughout)</p>	<p>Aventura textbook pages 7-10, 13-35</p> <p>Aventura Grammar &amp; Vocabulary workbook, pages 2-8, 10 &amp; 13</p> <p>DVD listening exercises corresponding to textbook pages 23-24 &amp; 33-34</p> <p>Audio Manual workbook, pages 7-18 &amp; corresponding Audio CD</p> <p>Flashcard Maker, Aventura CD, chapter 1, lesson B</p> <p>El Cuarto Misterioso DVD 3, track 4, episode 11 &amp; corresponding activity in manual <i>*episode can be re-used from last unit to reinforce past and new material</i></p> <p>Teacher generated speaking / writing activities</p>	<ul style="list-style-type: none"> <li>• Completion of textbook, workbook and teacher generated activities</li> <li>• Participation</li> <li>• Textbook / teacher generated speaking assessments</li> <li>• Teacher observation</li> <li>• Games</li> <li>• Project / assignment on Hispanic vacation spots</li> <li>• Teacher generated / Aventura Quizzes</li> <li>• Teacher generated / Aventura Test</li> <li>• Group work / station activities</li> </ul>

### Unit 3: The Body, Health, and Bathroom Objects

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What are your daily hygiene routines and what objects do you need for them?</p> <p>How do you refer to parts of the body in Spanish?</p> <p>How do you use reflexive verbs and what is their purpose?</p> <p>What pronouns are used to refer to an object without calling it by its proper name?</p> <p>How do you use verbs that incorporate indirect object pronouns?</p> <p>How can you discuss general situations without using a proper noun as the subject?</p>	<p>reflexive verbs</p> <p>objects needed for having good hygiene</p> <p>identification of body parts</p> <p>indirect object pronouns used with verbs</p> <p>the “se” impersonal</p>	<p>Aventura textbook pages 48-89</p> <p>Aventura Grammar &amp; Vocabulary workbook page16-34</p> <p>DVD listening exercises corresponding to textbook pages 51-52, 61-62, 71-72 &amp; 79-80</p> <p>Audio Manual workbook, pages 19-34 &amp; corresponding Audio CD</p> <p>Aventura CD, Flashcard Maker, chapter 2 lesson A &amp; B</p> <p>El Cuarto Misterioso DVD 3, track 13, Episode 12 &amp; corresponding activity in manual</p> <p>Teacher generated activities</p>	<ul style="list-style-type: none"> <li>• Completion of textbook, workbook and teacher generated activities</li> <li>• Participation</li> <li>• Textbook / teacher generated speaking assessments</li> <li>• Teacher observation</li> <li>• Games</li> <li>• Teacher generated / Aventura Quizzes</li> <li>• Teacher generated / Aventura Tests</li> <li>• Group work / station activities</li> </ul>

### Unit 4: Around Town

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What are Spanish terms for destinations around town and what items are sold / associated with them?</p> <p>How do you express possession of objects?</p> <p>How do the neighborhoods in Spain differ from American cities and towns?</p> <p>How do you ask for directions in Spanish?</p> <p>How do you give commands using regular and irregular verbs?</p> <p>What can you state your familiarity of someone or something?</p> <p>How can you state your knowledge of facts?</p>	<p>identification of places in town</p> <p>giving and receiving directions</p> <p>regular and irregular commands</p> <p>the difference between <i>saber</i> and <i>conocer</i></p>	<p>Aventura textbook pages 96-127</p> <p>Aventura Grammar &amp; Vocabulary workbook pages 35-50</p> <p>DVD listening exercises corresponding to textbook pages 99-100, 107-108 &amp; 121-122</p> <p>Audio Manual workbook, pages 35-53 &amp; corresponding Audio CD</p> <p>Aventura CD, Flashcard Maker, chapter 3, lesson A&amp;B</p> <p>El Cuarto Misterioso DVD 3, track 19, episode 13 &amp; corresponding activity in manual</p> <p>Teacher generated activities</p>	<ul style="list-style-type: none"> <li>• Completion of textbook, workbook and teacher generated activities</li> <li>• Participation</li> <li>• Textbook / teacher generated speaking assessments</li> <li>• Teacher observation</li> <li>• Games</li> <li>• Project / assignment comparing neighborhoods in Spain compared to the U.S.</li> <li>• Teacher generated / Aventura Quizzes</li> <li>• Teacher generated / Aventura Tests</li> <li>• Group work / station activities</li> </ul>



### Unit 5: The Amusement Park

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What are components of an amusement park and what are they like?</p> <p>How do you add emphasis to a description?</p> <p>What activities can be experienced at a carnival?</p> <p>What do you plan on doing at an amusement park?</p> <p>How do you express activities that you used to participate in at an earlier age or time frame?</p> <p>What was your life like as a child and what activities did you participate in?</p>	<p>the imperfect tense</p> <p>vocabulary referring to activities and things at a carnival</p> <p>adjective endings for emphasis</p>	<p>Aventura textbook pages 146-185</p> <p>DVD listening exercises corresponding to textbook pages 149-150, 157-159 &amp; 173-174</p> <p>Aventura Grammar &amp; Vocabulary workbook pages 51-62</p> <p>Audio Manual workbook, 54-73 &amp; corresponding Audio CD</p> <p>Aventura CD Flashcard Maker, chapter 5 lesson A &amp; B</p> <p>El Cuarto Misterioso DVD 3, track 29, episode 14 &amp; corresponding activity in manual</p> <p>Teacher generated activities</p>	<ul style="list-style-type: none"> <li>• Completion of textbook, workbook and teacher generated activities</li> <li>• Participation</li> <li>• Textbook / teacher generated speaking assessments</li> <li>• Teacher observation</li> <li>• Games</li> <li>• Teacher generated / Aventura Quizzes</li> <li>• Teacher generated / Aventura Tests</li> <li>• Group work / station activities</li> </ul>

### Unit 6: In the Supermarket

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What items are found in a supermarket?</p> <p>How do the supermarkets in Spanish speaking countries differ from those in the United States?</p> <p>What verb tenses are needed to discuss what was happening in the past?</p> <p>How can length of time be expressed in Spanish?</p>	<p>vocabulary referring to items found in a supermarket</p> <p>the imperfect vs. preterit</p> <p>Expressing time using "hace...que"</p>	<p>Aventura textbook pages 202-243</p> <p>Aventura Grammar &amp; Vocabulary workbook pages 51-71</p> <p>DVD listening exercises corresponding to textbook pages 203-204 &amp; 213-214</p> <p>Audio Manual workbook, page 74-90 &amp; corresponding Audio CD</p> <p>Flashcard Maker, lesson A</p> <p>El Cuarto Misterioso DVD 3, track 40, episode 15</p> <p>Teacher generated activities</p>	<ul style="list-style-type: none"> <li>• Completion of textbook, workbook and teacher generated activities</li> <li>• Participation</li> <li>• Textbook / teacher generated speaking assessments</li> <li>• Teacher observation</li> <li>• Games</li> <li>• Project / assignment comparing supermarkets in Spanish speaking countries compared to the U.S.</li> <li>• Teacher generated / Aventura Quizzes</li> <li>• Teacher generated / Aventura Tests</li> <li>• Group work / station activities</li> </ul>

**New Jersey Core Curriculum Content Standards**

**Spanish P-12: NJCCCS 7.1**

**New Jersey Scoring Rubrics:**

<b>Generic Rubric for Oral Presentations–Cultural Role Play</b>				
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Pronunciation</b>	accurate throughout, near native	understandable, with very few errors	some errors, but still understandable	poor pronunciation very anglicized
<b>Fluency</b>	smooth delivery	fairly smooth	unnatural pauses	halting; hesitant; long gaps
<b>Comprehensibility</b>	easily understood	understood	difficult to understand	incomprehensible
<b>Vocabulary</b>	extensive use of targeted vocabulary	some use of targeted vocabulary	minimal use of targeted vocabulary	fails to use targeted vocabulary
<b>Credibility</b> (shows knowledge of culture)	credible role play; reflects the culture	credible role play; somewhat reflects the culture	limited credibility; little connection to target culture	not credible; no connection to target culture visible
<b>Performance</b>	lively, enthusiastic; good eye contact	general enthusiasm; some eye contact	little enthusiasm; limited eye contact	reads from cards; monotonous; no eye contact

**Generic Rubric for Written Material–General**

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Grammar</b>	perfect	uses well what is being studied	some errors with what is being studied	doesn't seem to understand what is being studied
<b>Vocabulary</b>	creative use of vocabulary	vocabulary at present level of study	some use of current vocabulary; key words missing	minimal use of targeted vocabulary at present level of study; words used incorrectly
<b>Spelling</b>	perfect	very few errors in spelling and accent marks	some errors in spelling and accent marks	many errors in spelling and accent marks

**Generic Rubric for Written Materials—Creative Writing (3rd- or 4th-year students)**

	<b>Outstanding 3</b>	<b>Satisfactory 2</b>	<b>Poor 1</b>
<b>Spelling/Pronunciation</b>	spelling and punctuation almost always correct	some errors throughout	careless; numerous errors
<b>Grammar</b>	at current level of study or above with very few errors	some errors—subjects and verbs don't always match, wrong tenses are sometimes used; does not always represent current level of study	writing is a 1st- or 2nd-year level; many grammatical errors—frequent mismatched subjects and verbs; writing is mostly in present tense
<b>Effort</b>	more than required	meets requirement	some items missing; work appears hastily assembled
<b>Creativity</b>	creative, original descriptions; realistic characters; well illustrated; neat	some creativity; simple descriptions; mostly neat	shows no creativity or planning; incomplete descriptions; unrealistic characters; haphazard illustrations or no illustrations