

# TOWNSHIP OF UNION PUBLIC SCHOOLS



## ***Spanish III*** **Curriculum Guide**

Curriculum Guide Re Approved December 2018



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# ***Spanish III***

**Linda Maria Castañeda  
and  
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 third course in the study of the Spanish language. It is a full year course designed to improve the language level and make the students familiar with the culture and people of the Spanish speaking world. It will provide the students with an enhanced vocabulary and a solid grammar base in the language. The goals of this course are to expand language development of understanding, speaking, reading and writing of Spanish at or above Novice-Mid proficiency level of the NJCCCS.**

**Recommended Textbook: ¡Aventura! EMC Español 3**

**Author Alejandro Vargas Bonilla**

**And by Rolando Castellanos  
Paul J. Hoff  
Charise Litteken**

**Course Proficiencies**

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

- **Converse about many topics in the present tense**
- **Ask for information (Use of Interrogatives)**
- **Describe friends and family in terms of personality**
- **Express negation or disagreement**
- **Discuss activities in progress (Present Progressive tense)**
- **Make generalizations/impersonal statements (Use of se)**
- **Discuss daily routines with reflexive actions**
- **Describe emotions and relationships**
- **Command/ tell others what to do in a friendly manner**
- **React or comment on news, media events and internet**
- **Talk about how long something has been going on (Use of hace que)**
- **Recall events in the past and discuss what happened (Preterit and Imperfect tenses)**
- **Talk about personal relationships and make apologies**
- **Discuss what will or would happen (Future and Conditional tenses)**

## Curriculum Units

Unit 1: ¡Bienvenidos! /Welcome! Getting Re-acquainted

Unit 2: En familia/Family Interaction

Unit 3: ¿Qué pasa en el mundo? /Current Events

Unit 4: Entre amigos/Friendship

Unit 5: Ciudad y campo/Cities and Towns

Unit 6: De viaje/Travel

## Pacing Guide- Course

### Content

### Number of Days

Unit 1: ¡Bienvenidos! /Welcome! Getting Re-acquainted

25-40/ 8 wks

Unit 2: En familia /Family Interaction

25-40/ 8 wks

Unit 3: ¿Qué pasa en el mundo? /Current Events

25-30/ 6 wks

Unit 4: Entre amigos /Friendship

15-20/ 4 wks

Unit 5: Ciudad y campo /Cities and Towns (Part A)

15-20/ 3 wks

Unit 6: De viaje /Travel (Part A: Future Tense/Part B: Conditional Tense)

15-20/ 3 wks

Unit 1: ¡Bienvenidos! /Welcome! Getting Re-acquainted

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>4 key questions at beginning and end of unit 1 p1 and p46</p> <p>¿Me reconoces? / Do you recognize me?</p> <p>¿Qué haces...?/ What are you doing?</p> <p>¿Qué asignatura tienes y a qué hora? / Y Cuándo? What classes do you have and at what time? When?</p> <p>¿Quién es y Cómo es? Who is he/she and what is he/she like?</p> <p><b>Unit 1 continued</b></p>	<p>-To greet friends at school -Cultural context1: Colombia</p> <p><b>-El presente indicative p6</b> -Talk about after school activities</p> <p><b>-Verbos que terminan en cer, cir p8</b> <b>-Usos del presente p11</b> - Talk about school classes and schedules</p> <p>-Cultural context 2: Bogotá <b>Número y género de los adjetivos p18</b> <b>-Usos de ser y estar con adjetivos p19</b> -Describe others in terms of personality</p> <p>-Talk about after-school jobs And after school activities -Describe occupations Cultural Context1: Venezolanos/Venezuela</p> <p>-Ask for information</p>	<p><b>Video El Cuarto Misterioso Episodios 1-5 Opt review Part A</b> Voc I pp2-3,#1&amp;2 Diálogo I p4, #3-5 Cultura Viva p5, #6</p> <p>p7, #7&amp;8/ P13, #18</p> <p>pp8-10, #9-14</p> <p>pp11-13, #15-18 Voc II, p14-15, #19-21 Diálogo II p16, #22-24 Cultura Viva p17, #25 p18, #26</p> <p>pp20-21, #27-30 Cultural Reading p22 Auto-evaluación p23Internet</p> <p><b>Part B</b> Voc I p24 p25, #1&amp;2 Diálogo I p26, #3-5 Cultura Viva p27, #6</p> <p>p28</p>	<ul style="list-style-type: none"> <li>• Oral/written responses to text /wkb</li> <li>• Daily Participation</li> <li>• Oral presentations/ Projects</li> <li>• Teacher Observation &amp; Student feedback</li> <li>• Map Activities <b>Colombia/S Amer.</b></li> <li>• Group work/station activities</li> <li>• Games/Team competition</li> <li>• Songs in Spanish or circumlocution to describe vocab <b>Sch/Classes</b></li> <li>• Aventura Quiz/Test</li> </ul>

<p>¿Qué es? o ¿Cuál es..?/ What or which is it?</p> <p>¿Qué vemos esta noche? What are we seeing/should we see tonight?</p> <p>¿Qué película te/le fascina /gusta? Which movie do you like?</p> <p>¿Qué te encanta/interesa/ importa/molesta?</p> <p>¿Qué opinas? (Open-ended)</p> <p>4 key questions at beginning and end of unit 1 p1 and p46</p>	<p><b>Interrogativos: ¿Qué es? o ¿Cuál es? p28</b> <b>Ser para describir ocupaciones/profesiones p30</b></p> <p>-Describe movies and programs</p> <p>Cultural context 2: Venezuela y la industria de la telenovela</p> <p>-Talk about likes/dislikes -To express taste/preference <b>-Gustos/el verbo gustar p36</b> <b>-Verbos para expresar opinión p38</b></p>	<p>pp28&amp;29, #7-10</p> <p>pp30-31, #11-14</p> <p>Voc II pp32-33, #15&amp;16 Diálogo II p34, #17-19</p> <p>Cultura Viva II: p35, #20</p> <p>p37, #21-23</p> <p>pp38&amp;39, #24-26</p> <p><b>-Review:</b> Lectura personal p40, #27&amp;28 Autoevaluación p41 Internet w/add'l voc&amp;expressions</p> <p><b>Hispanic Heritage</b> add'l projects p45 Internet REPASO Obj &amp; Culture p46 p47 Voc. for review <b>Video El Cuarto Misterioso Episodio 1 of this level</b></p>	<ul style="list-style-type: none"> <li>• Oral/written responses to text /wkb</li> <li>• Daily Participation</li> <li>• Songs in Spanish or circumlocution to describe vocab <b>Media</b></li> <li>• Map Activities <b>VenezuelaSAmer</b></li> <li>• Group work/station activities</li> <li>• Games/Team competition</li> <li>• Oral presentations/ Projects <b>Hispanic Heritage</b></li> <li>• Teacher Observation &amp; Student feedback</li> <li>• Aventura Quiz/Test</li> </ul>
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## Unit 2: La familia/ The Family

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>4 key questions at beginning and end of unit 2, p p48&amp;96</p> <p>¿Qué/Cómo son? / What are they and what are they like?</p> <p>¿Qué está/s/n haciendo? / What are you doing?</p> <p>¿Se permite...?</p>	<p>-Describe family members</p> <p>-Cultural context1: USA/ Estados Unidos/Spanglish <b>Palabras afirmativas y negativas p54</b> <b>Expresiones afirmativas y negativas p55</b></p> <p>-To name different areas of house/household items</p> <p>-Culture context 2: <i>La Fiesta de San Antonio</i> <b>-Repaso: Los Complementos p62</b></p> <p><b>-El presente progresivo p63</b>-Talk about activities in progress</p> <p><b>-Se en expresiones impersonales p66</b></p> <p>-Make generalized statements</p>	<p><b>Video <i>El Cuarto Misterioso</i> Episodios 6-10/Opt Review</b></p> <p><b>Part A</b> Voc. I pp50-51, #1&amp;2 Diálogo I, p52, #3-5 pp49&amp; Cultura Viva p53, #6; pp55&amp;57, #11 p54, #7</p> <p>p56-57, #8-10</p> <p>Voc. II p58-59, #12&amp;13 Diálogo II p60, #14-16 Cultura Viva II p61,#17</p> <p>p62, #18</p> <p>pp64&amp;65, #19-24 pp66&amp;67, #25-28 Cultural Reading p68 Autoevaluación p69,Internet w/add'l voc&amp;expressions</p>	<ul style="list-style-type: none"> <li>• Oral/written responses to text /wkb</li> <li>• Daily Participation</li> <li>• Songs in Spanish or circumlocution to describe vocab <b>extended family</b></li> <li>• Map skills <b>Spanish-speak'g US states</b></li> <li>• Group work/station activities</li> <li>• Games/Team competition</li> <li>• Oral presentations/ Projects</li> <li>• Teacher Observation &amp; Student feedback</li> </ul>
<b><u>Unit 2: continued</u></b>		<p><b>Part B</b> Voc I p70 p71, #1&amp;2 Diálogo I p72, #3-5 Cultura Viva p73,#6 pp74&amp;75, #7-10</p>	
		pp76, 11	

<p>¿Qué haces cuando te levantas? / What do you do when you get up?</p> <p>¿Porqué se pelean? / Why are they fighting/do they fight?</p> <p>¿Qué hago? Haz... What do I do / Do...</p> <p>¿Dónde están? / Where are they/you pl?</p> <p>4 key questions at beginning and end of unit 2,p p48&amp;96</p>	<p>-Talk about daily routine</p> <p>-Cultural Context1:Anuncios <b>-Construcciones/Verbos reflexivos p74</b> <b>-Otros usos de construcciones reflexivas p76</b> -Describe emotions and relationships <b>-Acciones reciprocas p78</b> -Talk about household chores Cultura Context2:Museo del barrio <b>Los mandatos informales afirmativos p84</b> -Tell others what to do <b>-Las preposiciones de lugar p87</b></p>		<ul style="list-style-type: none"> <li>• Aventura Quiz/Test</li> <li>• Oral/written responses to text /wkb</li> <li>• Daily Participation</li> <li>• Songs in Spanish or circumlocution to <b>daily routine</b> voc</li> <li>• Map skills <b>Spanish-speak'g US states</b></li> <li>• Group work/station activities</li> <li>• Games/Team competition</li> <li>• Oral presentations/ Projects</li> <li>• Teacher Observation &amp; Student feedback</li> <li>• Aventura Quiz/Test</li> </ul>
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**Unit 3: ¿Qué pasa en el mundo? /Current Events**



Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>¿Qué pasó? / What happened?</p> <p>¿Te gustó la película? Did you like the film?</p> <p>¿Cuánto tiempo hace que..? How long has it been...?</p> <p>¿Qué pasaba entonces...? What happened/was happening then...?</p> <p><b>Unit 3: continued</b></p>	<p>-Classify news in corresponding sections Cultural context I: <b>España</b></p> <p><b>-Rev: el pretérito reg y cambios para yo p104</b></p> <p><b>-Verbos Irregulares en el pretérito p105</b></p> <p><b>-Verbos Irregulares en el pretérito II p107</b></p> <p>-Talk about activities of the media p110</p> <p>-Cultural context2: El <i>Festival Internacional de Cine de San Sebastián</i></p> <p><b>-Expresiones de tiempo con hace p114</b></p> <p>-Talk about how long something has been going on</p> <p><b>-El imperfecto p115</b></p> <p>Cultural Context 2: Los jóvenes españoles y la lectura</p>	<p><b>Video <i>El Cuarto Misterioso</i> Episodios 11-20</b></p> <p><b>Part A</b> Voc I pp100-,#1&amp;2 Diálogo I p102, #3-5 Cultura Viva p103, #6</p> <p>P104-5, #7&amp;8</p> <p>Pp106-107#9-11</p> <p>pp108-109, #12-16</p> <p>Voc II, p110-11, #17&amp;18 Diálogo II p112, #19-21 Cultura Viva p113, #22</p> <p>p114, #23&amp;24</p> <p>pp116&amp;117, #25-30 Cultural Reading p118,#31-2 Autoevaluación p119Internet Add'l voc&amp;expressions</p> <p><b>Part B</b> Voc I p120-121,#1&amp;2</p>	<ul style="list-style-type: none"> <li>• Oral/written responses to text /wkb</li> <li>• Daily Participation</li> <li>• Songs in Spanish or circumlocution to voc on <b>media</b></li> <li>• Map skills <b>Spain</b></li> <li>• Group work/station activities</li> <li>• Games/Team competition</li> <li>• Oral presentations/ Projects</li> <li>• Teacher Observation &amp; Student feedback</li> <li>• Aventura Quiz/Test</li> </ul>
	<p>-Comment on news and events in the media p120 Cultural context 1:Almería</p> <p><b>-Usos del pretérito y del imperfecto p124</b></p> <p>-Recall and talk about events in the past</p> <p><b>Cambio del significado</b></p>		<ul style="list-style-type: none"> <li>• Oral/written responses to text/wb</li> <li>• Daily Participation</li> <li>• Songs in Spanish or circumlocution to voc on <b>media</b></li> </ul>

<p>¿Qué anunciaron en las noticias? What did they announce on the news?</p> <p>¿Quién lo sabía/supo? / Who knew it/found out?</p> <p>¿Dime cuál, este o ese o aquel? Tell me which... this one, that one or the one over there?</p> <p>Quién escribió Don Quijote de la Mancha? Who wrote <i>Man of La Mancha</i>?</p> <p>4 key questions at beginning and end of unit 3 p98 and p1</p>		<p>Diálogo I p122, #3-5 Cultura Viva p123, #6</p> <p>pp124-127, #7-12</p> <p>pp127-129, #13-16</p> <p>Voc II pp130-131, #17&amp;18 Diálogo II p132, #19-21 Cultura Viva II p133, #22 P135-136, #23-25</p> <p>pp38&amp;39, #24-26 p137, #26-28</p> <p><b>-Review:</b> Lectura personal <i>Toledo</i> p138, #29&amp;30 Autoevaluación p139Internet w/add'l voc&amp;expressions <b><i>De la segunda salida de Don Quijote</i></b> pp141-3 #A&amp;B</p> <p>Creating atmospherep144 and add'l projects p145Inter REPASO Obj &amp;Culture p146 P147 Voc. for review <b>Video <i>El Cuarto Misterioso</i></b> <b>Episodios 21-24/or 3 lev3</b></p>	
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**Unit 4: Entre amigos / Between Friends (Friendship)**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>4 key questions at beginning and end of unit2 p148 and p190</p> <p>¿Porqué eres/son tan...?</p> <p>¿Estás escribiéndome?</p> <p>¿Quién se los va a dar?</p> <p>¿Me disculpas?</p> <p>¿Qué pasó/ pasaba?</p> <p>¿Era un/una gran..?</p> <p><b>Unit 4: continued</b></p>	<p>Describe your personality and that of your friends p150-151 Cultural context1 Puerto Rico</p> <p><b>Más sobre verbos y pronombres p154</b> <b>Los complementos directos e indirectos en una misma oración p155</b> -Talk about personal relationships and apologies -Cultural context2:<b>Los jóvenes y la salsa</b></p> <p><b>(Review preterit and introduce Imperfect)</b> -Express events in the past <b>-La posición del adjetivo y su significado p164</b> Cultural context3 (Song) <b>En mi Viejo San Juan</b></p>	<p><b>Video El Cuarto Misterioso Episodios 25-28</b> <b>Part A</b> Voc I pp150-151,#1&amp;2 Diálogo I p152, #3-5 Cultura Viva p153, #6</p> <p>P154, #7</p> <p>Pp156-157, #8-11</p> <p>Voc II, p158-159, #12&amp;13 Diálogo II p160, #14-16 Cultura Viva p161, #17</p> <p>pp162&amp;163, #18-21 p 164&amp;165, #22-24</p> <p>Cultural Reading p166,#25&amp;26 Autoevaluación p167Inter-net;add'lvoc&amp;expressions</p>	<ul style="list-style-type: none"> <li>• Oral/written responses to text /wkb</li> <li>• Daily Participation</li> <li>• Songs in Spanish or circumlocution to voc <b>descriptions</b></li> <li>• Map skills <b>Puerto Rico</b></li> <li>• Group work/station activities</li> <li>• Games/Team competition</li> <li>• Oral presentations/ Projects</li> <li>• Teacher Observation &amp; Studentfeedback</li> <li>• Aventura Quiz/Test</li> </ul>
	<p>-Talk about family relationships p168</p> <p>-Cultural context 1: <i>Juan</i></p>	<p><b>Part B</b> Voc I p168; practica p169 #1&amp;2 Diálogo I p170, #3-5 Cultura Viva I p171, #6 pp173-175, #7-13</p>	<ul style="list-style-type: none"> <li>• Oral/written responses to text/wk</li> <li>• Daily Participation</li> <li>• Songs in Spanish or circumlocution to voc</li> </ul>
	<p><i>Luis Guerra, un canto de esperanza</i></p>	<p>pp176-177, #14-16</p>	<p>circumlocution to voc</p>

¿Cómo te llevas con tu...?  
How do you get along with  
your...?

¡No lo hagas! /Don't do it!

¿Llamaste a Miguel?  
Did you call ...?

¿Estaba caminando tu  
amigo tanto tiempo?  
Was your friend walking that  
long?

4 key questions at beginning  
and end of unit2 p148 and

**Unit 5: Ciudad y campo/ City and Country (Town)**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>4 key questions at beginning and end of unit5 p192 and p239</p> <p>¿Sabes conducir un coche? Do you know how to drive a car?</p> <p>¿Qué hacemos? Hagan... What do we do? Do...</p> <p>¿Cómo se llega a ...? How does one get to..?</p> <p>¿Les preguntas si van a pedir dinero? Are you asking if they are going to ask for money?</p> <p>Bailas el tango? Do you dance the Tango? What are its origins?</p>	<p>-Give advice about driving in the city p194&amp;195</p> <p>-Cultural context: El transporte en Buenos Aires</p> <p><b>-Los mandatos formales y plurales p198</b></p> <p>-Tell others what to do</p> <p><b>-Los mandatos con nosotros p200</b></p> <p>-Ask for and give directions</p> <p>Cultural context 2: <i>Mafalda</i></p> <p><b>-Preguntar y pedir p206</b></p> <p>Cultural context: <b>El tango</b> Origenes</p>	<p><b>Video <i>El Cuarto Misterioso</i> Episodios 37-43</b></p> <p><b>Part A</b> Voc I pp1194&amp;195,#1&amp;2 Diálogo I p196, #3-5 Cultura Viva I p197, #6</p> <p>pp199&amp;200, #7-10 p201, #11-13</p> <p>Voc II, p202&amp;203, #14&amp;15 Diálogo II p204, #16-18 Cultura Viva II p205, #17-19 P206, #20</p> <p>Pp208&amp;209, #21-25</p> <p>Cultural Reading p210, #26&amp;27 Autoevaluación p211Internet;add'l voc &amp; expressions</p>	<ul style="list-style-type: none"> <li>• Oral/written responses to text/wk</li> <li>• Daily Participation</li> <li>• Songs in Spanish or circumlocution to voc geographic location/<b>transportation</b></li> <li>• Map skills/<b>Buenos Aires, Argentina</b> Groupwork/station activities</li> <li>• Games/Team competition</li> <li>• Oral presentations/ Projects</li> <li>• Teacher Observation &amp; Student feedback</li> </ul> <p>Aventura Quiz/Test</p>

## Unit 6: De viaje / Travel

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>4 key questions at beginning and end of unit6 p240 and p285</p> <p>¿Cuánto durará el viaje?/ How long will the trip take?</p> <p>¿Qué tiempo hará? / What will the weather be?</p> <p>¿Qué pasará? / What will happen?</p> <p>¿Dónde nos quedaríamos? / Where will we stay?</p> <p>¿Qué harías? What would you do?</p> <p>4 key questions at beginning and end of unit6 p240 and p285</p>	<p>-Make travel plans</p> <p>Cultural context 1: Panamá</p> <p>-Make weather predictions -Cultural context 2:San Blas</p> <p><b>-El future p254</b> Cultural context 2: <b>El Canal</b></p> <p>-Make lodging arrangements (Optional) -Cultural context 1:El volcán</p> <p><b>-El condicional p266</b> -State wishes and preferences</p>	<p><b>Video El Cuarto Misterioso Episodios 44-49</b> <b>Part A</b> Voc. I pp242-&amp;243 #1&amp;2 Diálogo I p244, #3-5 Cultura Viva I p245, #6 Voc II, p250&amp;251#13&amp;14 Diálogo II p252, #15-17 Cultura Viva II p253, #18 (optional) p254-256, #19-23 Cultural Reading p260, #30&amp;31 Autoevaluación p261opt ; add'l voc &amp;expressions</p> <p><b>Part B</b> Voc I pp262&amp;263, #1&amp;2 Diálogo I p264, #3-5 Cultura Viva I:p265, #6(Opt) P266-269, #7-12 Autoevaluación p279Internet w/add'l voc&amp;expressions</p> <p><b>Video El Cuarto Misterioso Episodios 44-49</b></p>	<ul style="list-style-type: none"> <li>• Oral/written responses to text /wkb</li> <li>• Daily Participation</li> <li>• Songs in Spanish or circumlocution to voc on <b>travel</b></li> <li>• Map skills <b>Panamá Central Amer.</b></li> <li>• Group work/station activities</li> <li>• Games/Team competition</li> <li>• Oral presentations/ Projects <b>The Dating Game</b></li> <li>• Teacher Observation &amp;Studentfeedback Aventura Quiz/Test</li> </ul>

## New Jersey Core Curriculum Content Standards

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

<http://www.state.nj.us/education/cccs/standards/7/index1>

### 7.1 World Languages

- A. Interpretive Mode
- B. Interpersonal Mode
- C. Presentational Mode
- Proficiency Levels - All Strands
  - Novice-Mid
  - Novice-High
  - Intermediate-Low
  - Intermediate-Mid
  - Intermediate-High
  - Advanced-Low

### New Jersey Scoring Rubrics

- Various samples of rubrics that apply to World Languages ranging from novice-mid to intermediate high can be found at the site: <http://flenj.org/CAPS/?page=147>
- Haciendo un Mapa : Mapa de (name of country)                      Nombre del estudiante                      Nombre del maestro/a: Sr. De Tal

CATEGORY	4	3	2	1
Conocimiento Ganado	Cuando se le muestra un mapa en blanco, el estudiante puede rápidamente y con precisión marcar por lo menos 10 características.	Cuando se le muestra un mapa en blanco, el estudiante puede rápidamente y con precisión marcar de 8-9 características.	Cuando se le muestra un mapa en blanco, el estudiante puede rápidamente y con precisión marcar de 6-7 características.	Cuando se le muestra un mapa en blanco, el estudiante puede rápidamente y con precisión marcar menos de 6 características.
Ortografía/Puntuación	95-100% de las palabras en el mapa están correctamente deletreadas.	94-85% de las palabras en el mapa están correctamente deletreadas.	84-75% de las palabras en el mapa están correctamente deletreadas.	Menos del 75% de las palabras en el mapa están correctamente deletreadas.
Nitidez del Color y las Líneas	Todas las líneas están dibujadas con una regla y los errores han sido ingeniosamente corregidos y las características específicas están coloreadas completamente.	Todas las líneas están dibujadas con una regla y la mayoría de los errores han sido ingeniosamente corregidos y la mayoría de las características específicas están coloreadas completamente.	La mayoría de las líneas derechas están dibujadas con una regla, la mayoría de los errores han sido ingeniosamente corregidos y la mayoría de las características están coloreadas correctamente.	Muchas líneas, errores de corrección, y/o las características específicas no están ingeniosamente hechas.
Escala	Todas las características en el mapa están dibujadas a escala y la escala usada está claramente indicada en el mapa.	La mayoría de las características en el mapa están dibujadas a escala y la escala usada está claramente indicada en el mapa.	Muchas características del mapa no están dibujadas a escala aunque ésta está claramente indicada en el mapa.	Muchas características del mapa no están dibujadas a escala y/o no hay un indicador de escala en el mapa.



**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 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