

TOWNSHIP OF UNION PUBLIC SCHOOLS



Honors Spanish III

Curriculum Guide

Curriculum Guide Re Approved December 2018



Board Members

Vito Nufrio, President

David Arminio, Vice President

Steven Le

Guy Francis

Ronald McDowell

Jeff Monge

Angel Salcedo

Nancy Zuena



TOWNSHIP OF UNION PUBLIC SCHOOLS
Administration

SuperintendentMr. Gregory Tatum
Assistant SuperintendentDr. Noreen Lishak
Assistant Superintendent.....Ms. Ann Moses
Director of Student Information/TechnologyMs. Ann M. Hart
Director of Athletics, Health, Physical Education and Nurses.....Ms. Linda Ionta

DEPARTMENT SUPERVISORS

All Academic Areas K-2	Ms. Maureen Corbett
Language Arts/Social Studies 3-5	Mr. Robert Ghiretti
Mathematics/Science 3-5	Ms. Theresa Matthews
Guidance K-12/SAC	Ms. Nicole Ahern
Language Arts.....	Ms. Randi Moran
Math 8-12.....	Mr. Jeremy Cohen
Science 6-12.....	Ms. Maureen Guilfoyle
Social Studies/Business.....	Ms. Libby Galante
Gifted & Talented / Computer Technology K-8.....	Ms. Ann Hart
World Language/ESL/Career Education.....	Ms. Yvonne Lorenzo
Art/Music	Mr. Ronald Rago

Honors Spanish III

**Linda Maria Castañeda
and
Nicole Marie Placca**

Table of Contents

Title Page

Board Members

Administration

Department Supervisors

Curriculum Committee

Table of Content

District Mission/Philosophy Statement

District Goals

Course Description

Recommended Texts

Course Proficiencies

Curriculum Units

Appendix: New Jersey Core Curriculum Content Standards/Rubrics

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 honors level of the third course in the study of the Spanish language. It is a full academic year course designed to enhance the third year language level and challenge the language student, while familiarizing the student with the culture, including literary excerpts, of the Spanish-speaking world. It will provide the students with a rich vocabulary and amplified grammatical foundation for more in-depth communication. The goals of this course are to expand language development of understanding, speaking, reading and writing of Spanish above the Novice - mid proficiency strand 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)**

Course Proficiencies continued

- **Make recommendations and give advice (Negative familiar commands)**
- **Express and describe events in the past (Past participle/ Present Perfect tense) & (Imperfect Progressive tenses)**
- **Give polite advice to others (Polite plural commands/ Imperative Case)**
- **Suggest what we should do (Command us/ Imperative Case)**
- **Make comparisons (Comparative Case)**
- **Single out something (Superlative)**
- **Describe in detail where things are located or what something entails (Usage of prepositions, after infinitives)**

Discuss what is not known/ certain (Conjugation & beginning of Subjunctive Mood)

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

Unit 7: Buen provecho/Preparing Meals (Optional)

Unit 8: La Buena salud/Health (Optional)

Unit 9: Última Moda/ Fashion (Optional)

Unit 10: Nuestro futuro/Our Future (Optional)

Pacing Guide- Course

<u>Content</u>	Number of Days
<u>Unit 1:</u> ¡Bienvenidos! /Welcome! Getting Re-acquainted	25/ 5 wks
<u>Unit 2:</u> En familia /Family Interaction	25/ 5 wks
<u>Unit 3:</u> ¿Qué pasa en el mundo? /Current Events	25/ 5 wks
<u>Unit 4:</u> Entre amigos /Friendship	25/ 5 wks
<u>Unit 5:</u> Ciudad y campo /Cities and Towns (Part A)	20/ 4 wks
<u>Unit 6:</u> De viaje /Travel (Part A: Future Tense/Part B: Conditional Tense)	15/ 3 wks
<u>Unit 7:</u> Buen provecho /Preparing Meals (Part A only excluding Passive Voice) Optional	15/ 3 wks
<u>Unit 8:</u> La Buena salud /Health (Part A: doler; Hace/hacía que/ Part B: Prepositions) Optional	10/ 2 wks
<u>Unit 9:</u> Última Moda /Fashion (Part A: Diminutivos/Aumentativos/ Part B: Possessive adj/pron) Opt.	10/ 2 wks
<u>Unit 10:</u> Nuestro future /Our Future (Part A: iar/uar verbs; Subjunctive conjugation optional) Optional	10/ 2 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>-To greet friends at school -Cultural context1: Colombia</p> <p>-El presente indicative p6 -Talk about after school activities</p> <p>-Verbos que terminan en cer, cir p8</p> <p>-Usos del presente p11 - Talk about school classes and schedules</p> <p>-Cultural context 2: Bogotá</p> <p>Número y género de los adjetivos p18</p> <p>-Usos de ser y estar con adjetivos p19 -Describe others in terms of personality</p> <p>-Talk about after-school jobs And after school activities</p> <p>-Describe occupations Cultural Context1: Venezolanos/Venezuela</p>	<p>Video El Cuarto Misterioso Episodios 1-5 Opt review</p> <p>Part A Voc I pp2-3,#1&2 Diálogo I p4, #3-5 Cultura Viva p5, #6</p> <p>p7, #7&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 p23 Internet</p> <p>Part B Voc I p24 p25, #1&2 Diálogo I p26, #3-5 Cultura Viva p27, #6</p>	<ul style="list-style-type: none"> • Oral/written responses to text /wkb • Daily Participation • Oral presentations/ Projects • Teacher Observation & Student feedback • Map Activities Colombia/S Amer. • Group work/station activities • Games/Team competition • Songs in Spanish or circumlocution to describe vocab Schedules&classes • Aventura Quiz/Test

<p>Unit 1 continued</p> <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>-Ask for information Interrogativos: ¿Qué es? o ¿Cuál es? p28 Ser para describir ocupaciones/profesiones p30</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 -Gustos/el verbo gustar p36 -Verbos para expresar opinión p38 *Reading excerpts of José Martí / AP/Honor Society prep p42 for rhythm and rhyme *Writing Strategies p44 for Writing the main idea</p>	<p>p28 pp28&29, #7-10</p> <p>pp30-31, #11-14</p> <p>Voc II pp32-33, #15&16 Diálogo II p34, #17-19</p> <p>Cultura Viva II: p35, #20</p> <p>p37, #21-23</p> <p>pp38&39, #24-26</p> <p>-Review: Lectura personal p40, #27&28 Autoevaluación p41 Internet w/add'l voc&expressions Versos sencillos, p43, #A&B Venn diagraming 44 and add'l projects p45 Internet REPASO Obj & Culture p46 p47 Voc. for review Video El Cuarto Misterioso Episodio 1 of this level</p>	<ul style="list-style-type: none"> • Oral/written responses to text /wkb • Daily Participation • Songs in Spanish or circumlocution to describe vocab • Map Activities Venezuela/SAmer • Group work/station activities • Games/Team competition • Oral presentations/ Projects Hispanic Heritage • Teacher Observation & Student feedback • Aventura Quiz/Test
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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&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 Palabras afirmativas y negativas p54 Expresiones afirmativas y negativas p55</p> <p>-To name different areas of house/household items</p> <p>-Culture context 2: <i>La Fiesta de San Antonio</i> -Repaso: Los Complementos p62</p> <p>-El presente progresivo p63-Talk about activities in progress</p> <p>-Se en expresiones impersonales p66</p> <p>-Make generalized statements</p>	<p>Video <i>El Cuarto Misterioso</i> Episodios 6-10/Opt Review</p> <p>Part A Voc. I pp50-51, #1&2 Diálogo I, p52, #3-5 pp49& Cultura Viva p53, #6; pp55&57, #11 p54, #7</p> <p>p56-57, #8-10</p> <p>Voc. II p58-59, #12&13 Diálogo II p60, #14-16 Cultura Viva II p61,#17</p> <p>p62, #18</p> <p>pp64&65, #19-24 pp66&67, #25-28 Cultural Reading p68 Autoevaluación p69,Internet w/add'l voc&expressions</p>	<ul style="list-style-type: none"> • Oral/written responses to text /wkb • Daily Participation • Songs in Spanish or circumlocution to describe vocab • Map skills Spanish-speak'g US states • Group work/station activities • Games/Team competition • Oral presentations/ Projects • Teacher Observation & Student feedback

<p>Unit 2: continued ¿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&96</p>	<p>-Talk about daily routine</p> <p>-Cultural Context1:Anuncios -Construcciones/Verbos reflexivos p74 -Otros usos de construcciones reflexivas p76 -Describe emotions and relationships -Acciones reciprocas p78 -Talk about household chores Cultura Context2:Museo del barrio Los mandatos informales afirmativos p84 -Tell others what to do -Las preposiciones de lugar p87</p> <p>*Reading excerpts de Juan Rulfo /AP Prep p90 for Visualizing strategy -Writing Strategies p94 for Combining sentences</p>	<p>Part B Voc I p70 p71, #1&2 Diálogo I p72, #3-5 Cultura Viva p73,#6 pp74&75, #7-10</p> <p>pp76, 11</p> <p>pp77&78, #12-14</p> <p>pp78-79, #15-18 Voc.II p80-81,#19-21 Diálogo II p82,#22-24 Cultura Viva IIp83, #25 <i>La gran manzana</i></p> <p>pp84-86, #26-31 p87, #32</p> <p>-Review: Lectura personal p88, #33&34 Autoevaluación p89 Internet w/add'l voc&expressions ¿No oyes ladrar los perros? p91-93,#A&B Episodio 2 this level Write film scene and add'l projects p95 InternetRev96</p>	<ul style="list-style-type: none"> • Aventura Quiz/Test • Oral/written responses to text /wkb • Daily Participation • Songs in Spanish or circumlocution to daily routine voc • Map skills Spanish-speak'g US states • Group work/station activities • Games/Team competition • Oral presentations/ Projects • Teacher Observation & Studentfeedback • Aventura Quiz/Test
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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>-Classify news in corresponding sections Cultural context I: España</p> <p>-Rev: el pretérito reg y cambios para yo p104</p> <p>-Verbos Irregulares en el pretérito p105</p> <p>-Verbos Irregulares en el pretérito II p107</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>-Expresiones de tiempo con hace p114</p> <p>-Talk about how long something has been going on</p> <p>-El imperfecto p115</p> <p>Cultural Context 2: Los jóvenes españoles y la lectura</p>	<p>Video <i>El Cuarto Misterioso</i> Episodios 11-20</p> <p>Part A Voc I pp100-,#1&2 Diálogo I p102, #3-5 Cultura Viva p103, #6</p> <p>P104-5, #7&8</p> <p>Pp106-107#9-11</p> <p>pp108-109, #12-16</p> <p>Voc II, p110-11, #17&18 Diálogo II p112, #19-21 Cultura Viva p113, #22</p> <p>p114, #23&24</p> <p>pp116&117, #25-30 Cultural Reading p118,#31-2 Autoevaluación p119Internet Add'l voc&expressions</p>	<ul style="list-style-type: none"> • Oral/written responses to text /wkb • Daily Participation • Songs in Spanish or circumlocution to voc on media • Map skills Spain • Group work/station activities • Games/Team competition • Oral presentations/ Projects • Teacher Observation & Student feedback • Aventura Quiz/Test

<p>Unit 3: continued</p> <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>¿Qué habías dicho? / What had you said/told?</p> <p>¿Dime lo que habías dicho? Tell me what you said...</p> <p>4 key questions at beginning and end of unit 3 p98 and p1</p>	<p>-Comment on news and events in the media p120 Cultural context 1:Almería -Usos del pretérito y del imperfecto p124 -Recall and talk about events in the past -Cambio del significado en el pretérito y el imperfecto p127 -React to news events</p> <p>Cultural context2: Sevilla -El participio pasado y el pretérito pluscuamperfecto p134 -Link parts of sentences -Los pronombres relativos p136</p> <p>*Reading excerpt of Don Quijote/ AP prep p143 for use of prior knowledge *Writing Strategies p144 for using snappy introductions</p>	<p>Part B Voc I p120-121,#1&2 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&18 Diálogo II p132, #19-21 Cultura Viva II p133, #22 P135-136, #23-25</p> <p>pp38&39, #24-26 p137, #26-28</p> <p>-Review: Lectura personal <i>Toledo</i> p138, #29&30 Autoevaluación p139Internet w/add'l voc&expressions <i>De la segunda salida de Don Quijote</i> pp141-3 #A&B</p> <p>Creating atmospherep144 and add'l projects p145Inter REPASO Obj &Culture p146 P147 Voc. for review Video <i>El Cuarto Misterioso</i> Episodios 21-24/or 3 lev3</p>	<ul style="list-style-type: none"> • Oral/written responses to text/wb • Daily Participation • Songs in Spanish or circumlocution to voc on media • Map skills Spain • Group work/station activities • Games/Team competition • Reading/Dramatization of Don Quijote excerpts • Oral presentations/ Projects • Teacher Observation &Student feedback • Aventura Quiz/Test
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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 ha pasado?</p> <p>¿Era un/una gran..?</p>	<p>Describe your personality and that of your friends p150-151</p> <p>Cultural context1 Puerto Rico</p> <p>Más sobre verbos y pronombres p154</p> <p>Los complementos directos e indirectos en una misma oración p155</p> <p>-Talk about personal relationships and apologies</p> <p>-Cultural context2:Los jóvenes y la salsa</p> <p>-Los participios pasados y el pretérito perfecto p162</p> <p>-Express events in the past</p> <p>-La posición del adjetivo y su significado p164</p> <p>Cultural context3 (Song)</p> <p>En mi Viejo San Juan</p>	<p>Video <i>El Cuarto Misterioso</i> Episodios 25-28</p> <p>Part A Voc I pp150-151, #1&2</p> <p>Diálogo I p152, #3-5</p> <p>Cultura Viva p153, #6</p> <p>P154, #7</p> <p>Pp156-157, #8-11</p> <p>Voc II, p158-159, #12&13</p> <p>Diálogo II p160, #14-16</p> <p>Cultura Viva p161, #17</p> <p>pp162&163, #18-21</p> <p>p 164&165, #22-24</p> <p>Cultural Reading p166, #25&26</p> <p>Autoevaluación p167Inter-net;add'l voc&expressions</p>	<ul style="list-style-type: none"> • Oral/written responses to text /wkb • Daily Participation • Songs in Spanish or circumlocution to voc descriptions • Map skills Puerto Rico • Group work/station activities • Games/Team competition • Oral presentations/ Projects • Teacher Observation & Student feedback • Aventura Quiz/Test

<p>Unit 4: continued</p> <p>¿Cómo te llevas con tu...? How do you get along with your...?</p> <p>¡No lo hagas! /Don't do it!</p> <p>¿Llamaste a Miguel? Did you call ...?</p> <p>¿Estaba caminando tu amigo tanto tiempo? Was your friend walking that long?</p> <p>4 key questions at beginning and end of unit2 p148 and</p>	<p>-Talk about family relationships p168</p> <p>-Cultural context 1: <i>Juan Luis Guerra, un canto de esperanza</i></p> <p>-Los mandatos negativos informales p172</p> <p>-Give recommendations and advice p172</p> <p>-Los usos de la preposición "a" p176</p> <p>-Receive and place phone calls</p> <p>Cultural context2:<i>Los Dominicanos de hoy</i></p> <p>-El imperfecto progresivo p182</p> <p>-Talk about actions that lasted for an extended time</p> <p>Reading excerpts of Julia de Burgos/AP prep p186 Writing strategies p188 for transitions</p>	<p>Part B Voc I p168; practica p169 #1&2 Diálogo I p170, #3-5 Cultura Viva I p171, #6 pp173-175, #7-13</p> <p>pp176-177, #14-16</p> <p>Voc II pp178-179, #17&18 Diálogo II p180, #19-21</p> <p>Cultura Viva II: p181, #22</p> <p>P183, #23-25</p> <p>-Review: Lectura personal P184, #26&27 Autoevaluación p185 Internet w/add'l voc&expressions A Julia Burgosp186-7#A&B Causa y efecto p188;add'l projects p189 Int/REPASO Obj &Cul p190; Voc. p191 Video El Cuarto Misterioso Episodios 28-35</p>	<ul style="list-style-type: none"> • Oral/written responses to text/wk • Daily Participation • Songs in Spanish or circumlocution to voc relationships • Map skills Dominican Rep. • Group work/station activities • Games/Team competition • Oral presentations/ Projects • Teacher Observation & Student feedback <p>Aventura Quiz/Test</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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>¿Quieres que busque ...? Do you want me to look for...?</p>	<p>-Give advice about driving in the city p194&195</p> <p>-Cultural context: El transporte en Buenos Aires</p> <p>-Los mandatos formales y plurales p198 -Tell others what to do</p> <p>-Los mandatos con nosotros p200 -Ask for and give directions</p> <p>Cultural context 2: <i>Mafalda</i></p> <p>-Preguntar y pedir p206</p> <p>-El subjuntivo: verbos regulares y con cambios ortográficos p207</p> <p>Cultural context: El tango</p>	<p>Video <i>El Cuarto Misterioso</i> Episodios 37-43</p> <p>Part A Voc I pp1194&195,#1&2 Diálogo I p196, #3-5 Cultura Viva I p197, #6</p> <p>pp199&200, #7-10 p201, #11-13</p> <p>Voc II, p202&203, #14&15 Diálogo II p204, #16-18 Cultura Viva II p205, #17-19 P206, #20</p> <p>Pp208&209, #21-25</p> <p>Cultural Reading p210, #26&27 Autoevaluación p211Internet;add'l voc &expressions</p>	<ul style="list-style-type: none"> • Oral/written responses to text/wk • Daily Participation • Songs in Spanish or circumlocution to voc geographic location/transportation • Map skills/Buenos Aires, Argentina Groupwork/station activities • Games/Team competition • Oral presentations/ Projects • Teacher Observation &Student feedback <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</p> <p>-Cultural context 2:San Blas</p> <p>-El future p254 Cultural context 2: El Canal</p> <p>-Make lodging arrangements</p> <p>(Optional)</p> <p>-Cultural context 1:El volcán</p> <p>-El condicional p266 -State wishes and preferences</p>	<p>Video El Cuarto Misterioso Episodios 44-49 Part A Voc. I pp242-&243 #1&2</p> <p>Diálogo I p244, #3-5</p> <p>Cultura Viva I p245, #6</p> <p>Voc II, p250&251#13&14</p> <p>Diálogo II p252, #15-17</p> <p>Cultura Viva II p253, #18 (optional)</p> <p>p254-256, #19-23</p> <p>Cultural Reading p260, #30&31</p> <p>Autoevaluación p261opt ; add'l voc &expressions</p> <p>Part B Voc I pp262&263, #1&2</p> <p>Diálogo I p264, #3-5</p> <p>Cultura Viva I:p265, #6(Opt)</p> <p>P266-269, #7-12</p> <p>Autoevaluación p279Internet w/add'l voc&expressions</p> <p>Video El Cuarto Misterioso Episodios 44-49</p>	<ul style="list-style-type: none"> • Oral/written responses to text /wkb • Daily Participation • Songs in Spanish or circumlocution to voc on travel • Map skills Panamá Central Amer. • Group work/station activities • Games/Team competition • Oral presentations/ Projects The Dating Game • Teacher Observation &Studentfeedback Aventura Quiz/Test

Unit 7: Buen provecho/ Preparing meals

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>¿Qué cuesta más ...o...? Which costs more?</p> <p>¿Cocino peor que tú? Do I cook worse than you?</p> <p>¿Cuesta... tanto como...? Does it cost as much as...?</p> <p>¿Es este mercado el mejor de la ciudad? Is this the best market in the city?</p> <p>¿Está hecha la comida? Is the food cooked/ prepared?</p> <p>4 key questions at beginning and end of unit6 p240 and p285</p>	<p>-Talk about grocery shopping</p> <p>-Cultural context I: Bolivia</p> <p>-El comparativo p292 -Make comparisons -El comparativo de igualdad p293</p> <p>-El superlativo p295 -To single out something</p> <p>-Discuss food preparations *(Voz pasiva opcional) -Estar y el participio pasado p304 -Mas usos del “se” p306</p> <p>Cultural context: Las dos capitales de Bolivia</p>	<p>Video El Cuarto Misterioso Episodios 63-66 Part A Voc. I pp288&289 #1&2</p> <p>Diálogo I, p291(optional) pp292&293, #7&8</p> <p>pp293&294, #9-11</p> <p>pp296&297, #12-16</p> <p>Voc. II pp298&299, #17-19</p> <p>pp304&305, #28-30</p> <p>pp306&307, #31-34</p> <p>Cultural Reading p308, #35&36 or Carnaval p291 Autoevaluación p309 Internet add'l voc. & expressions Video El Cuarto Misterioso Episodios 63-66</p>	<ul style="list-style-type: none"> • Oral/written responses to text /wkb • Daily Participation • Songs in Spanish or circumlocution to voc on shopping • Map skills Bolivia. • Group work/station activities • Games/Team competition • Oral presentations/ Projects • Teacher Observation & Student feedback <p>Aventura Quiz/Test</p>

Unit 8: La buena salud/Health

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>4 key questions at beginning and end of unit 8 p334 and p374</p> <p>¿Qué te duele? What hurts you?</p> <p>¿Qué remedio ha tomado? What remedies/medicine have you taken?</p> <p>¿Cuánto tiempo hace/hacía que...? How long has it been since.?</p> <p>¿Qué alimentos nutritivos tiene nuestra dieta? What nutrients does our diet have</p> <p>¿Qué haces después de comer? What do you do after eating?</p>	<p>-Inquire and give advice about health</p> <p>-El verbo doler p340</p> <p>-Talk about symptoms and remedies</p> <p>-Expresiones con hace/hacia p348</p> <p>-Express length of time</p> <p>-Talk about a healthy diet</p> <p>-Preposiciones y pronombres p362</p> <p>-Preposiciones seguidas de infinitivo p363</p> <p>Cultural contexts: Guatemala, Miguel Angel Asturias, Honduras, Medicina maya or el Cacao (any optional)</p>	<p>Video <i>El Cuarto Misterioso</i> Episodios 67-70</p> <p>Part A Voc. I pp336&337 #1&2</p> <p>Diálogo I, p338(optional) p340, #7</p> <p>Voc. II pp344&345, #12&13</p> <p>Diálogo I, p346(optional) p346, #14-16</p> <p>pp348&349, #18-21</p> <p>Part B Voc.II p358&359, #11-13 (Diálogo II optional) pp362&363, #18&19</p> <p>pp363-365, #20-24</p> <p>Cultural Readings p336,347, 350,352,361, or 366</p> <p>Autoevaluación p309Internet add'l voc. & expressions</p> <p>Video <i>El Cuarto Misterioso</i> Episodios 67-70</p>	<ul style="list-style-type: none"> • Oral/written responses to text /wkb • Daily Participation • Songs in Spanish or circumlocution to voc on health • Map skills Guatemala Central Amer. • Group work/station activities • Games/Team competition • Oral presentations/ Projects • Teacher Observation & Student feedback <p>Aventura Quiz/Test</p>

Unit 9: Última moda / Latest Fashion

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>4 key questions at beginning and end of unit 9 p376 and p422</p> <p>¿Qué colores de ropa prefiere? / What colors do you prefer in your wardrobe?</p> <p>¿Es un tazón, una taza o una tacita? ¿Son los guantes tuyos o los míos? Are the gloves yours or mine? ¿Son tuyos o míos Are they yours or mine?</p> <p>¿Es el cantar una gozada? Is singing a pleasure/joy?</p>	<p>-Describe clothes and accessories</p> <p>-Adjetivos para describir colores p392</p> <p>-Diminutivos y aumentativos p394</p> <p>-Talk about cleaning and tailoring clothing items</p> <p>-Cultural context: Macario, diseñador mexicano</p> <p>Los adjetivos y pronombres posesivos p405</p> <p>-Say to whom things belong</p> <p>-Discuss jewelry, gifts and artisan crafts</p> <p>Otros usos del infinitive p410</p> <p>-Cultural contexts: México, Trajes tradicionales aztecas, De compras por los tianguis, Los muralistas mexicanos, Revistas para chavos y chavas, or Los tarahumara</p>	<p>Video <i>El Cuarto Misterioso</i> Episodios 79-82</p> <p>Part A Voc.II pp388&389 #19&20</p> <p>Diálogo I,p390(opt'l) #21-23 pp392&393, #25-27</p> <p>p395, #28-30</p> <p>Part B Voc.I p398&399,#1&2 Diálogo I p400(opt'l), #3-5) Cultura Viva I p401,#6</p> <p>p405, #12</p> <p>Voc. II pp406&407, #13&14</p> <p>Pp410&411, #19-21</p> <p>Cultural Readings p381,391, 396,409 or 414</p> <p>Autoevaluación p415Internet add'l voc. & expression</p>	<ul style="list-style-type: none"> • Oral/written responses to text /wkb • Daily Participation • Songs in Spanish or circumlocution to voc on Fashion • Map skills México/ North Amer. • Group work/station activities • Games/Team competition • Oral presentations/ Projects • Teacher Observation & Student feedback <p>Aventura Quiz/Test</p>

Unit 10: Nuestro futuro/ Our Future

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>4 key questions at beginning and end of unit 10 p424 and p468</p> <p>¿En quién te vas a confiar? In whom can you confide/trust?</p> <p>¿Tiene su curriculum vitae hecho? Do you have a resume done?</p> <p>¿Crees que tiene el dinero o que no lo tenga?</p> <p>4 key questions at beginning and end of unit 10 p424 and p468</p>	<p>-Talk about projects for the future</p> <p>-Cultural context I: España, -Las primeras universidades de la Península Ibérica -Verbos que terminan en iar/uar p430</p> <p>-Prepare for a job interview</p> <p>-Cultural context: España, ¿Cómo se hace un curriculum en España?</p> <p>-Usos del subjuntivo o del indicativo p436</p>	<p>Video El Cuarto Misterioso Episodios 83-86 Part A Voc. I pp426&427 #1&2 Diálogo I,p428(opt'l) #3-5 Cultura Viva I, p429, #6</p> <p>p431, #7-9</p> <p>Voc. II pp432&433, #10&11 Diálogo II,p434(opt'l) #12-14</p> <p>Cultura Viva I, p435, #15</p> <p>Pp410&411, #19-21 Cultural Readings p381,391, 396,409 or 414 pp437&438, #16-20</p> <p>Autoevaluación p461Internet add'l voc. & expressions</p> <p>Video El Cuarto Misterioso Episodios 83-86</p>	<ul style="list-style-type: none"> • Oral/written responses to text /wkb • Daily Participation • Songs in Spanish or circumlocution to voc on planning the future • Map skills Spain/Iberian Peninsula • Group work/station activities • Games/Team competition • Oral presentations/ Projects • Teacher Observation & Student feedback Aventura Quiz/Test

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:

Generic Rubric for Oral Presentations–Cultural Role Play				
	4	3	2	1
Pronunciation	accurate throughout, near native	understandable, with very few errors	some errors, but still understandable	poor pronunciation very anglicized
Fluency	smooth delivery	fairly smooth	unnatural pauses	halting; hesitant; long gaps
Comprehensibility	easily understood	understood	difficult to understand	incomprehensible
Vocabulary	extensive use of targeted vocabulary	some use of targeted vocabulary	minimal use of targeted vocabulary	fails to use targeted vocabulary
Credibility (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
Performance	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)

	Outstanding 3	Satisfactory 2	Poor 1
Spelling/Pronunciation	spelling and punctuation almost always correct	some errors throughout	careless; numerous errors
Grammar	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
Effort	more than required	meets requirement	some items missing; work appears hastily assembled
Creativity	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