

Spanish 2 Curriculum

This curricula and accompanying instructional materials have been developed to align with the NJSLs and in accordance with the NJ Department of Education's guidelines to include: Curriculum designed to meet grade level expectations, integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students, assessments including benchmarks, formative, summative, and alternative assessments, a list of core instructional and supplemental materials, pacing guide, interdisciplinary connections, integration of 21st century skills, integration of technology, and integration of 21st Century Life and Career standards.

About the Standards

In 1996, the New Jersey State Board of Education adopted the state's first set of academic standards called the Core Curriculum Content Standards. The standards described what students should know and be able to do upon completion of a thirteen-year public school education. Over the last twenty years, New Jersey's academic standards have laid the foundation for local district curricula that is used by teachers in their daily lesson plans.

Revised every five years, the standards provide local school districts with clear and specific benchmarks for student achievement in nine content areas. Developed and reviewed by panels of teachers, administrators, parents, students, and representatives from higher education, business, and the community, the standards are influenced by national standards, research-based practice, and student needs. The standards define a "Thorough and Efficient Education" as guaranteed in 1875 by the New Jersey Constitution. Currently the standards are designed to prepare our students for college and careers by emphasizing high-level skills needed for tomorrow's world.

The New Jersey Student Learning Standards include Preschool Teaching and Learning Standards, as well as nine K-12 standards for the following content areas: [21st Century Life and Careers, Comprehensive Health and Physical Education, English Language Arts, Mathematics, Science, Social Studies, Technology, Visual and Performing Arts, World Languages.](#)

The most recent review and revision of the standards occurred in 2014. However, the standards in language arts and math underwent an additional review in 2015 with adoption by the New Jersey State Board of Education in May 2016.

Interdisciplinary Connections

Social Studies- 6.1.12.EconNE.16.a: Make evidenced-based inferences regarding the impact of technology on the global workforce and on entrepreneurship.

Integration of Technology

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data
9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments. • 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

21. Century Skills

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.
9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).
9.4.12.DC.5: Debate laws and regulations that impact the development and use of software.
9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).

9.4.12.DC.8: Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.

9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).

9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information. • 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)

9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).

9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).

9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).

9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

Career Education

9.2.12.CAP.1: Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession. • 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.

9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.

9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.

9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

9.2.12.CAP.9: Locate information on working papers, what is required to obtain them, and who must sign them.

9.2.12.CAP.10: Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).

9.2.12.CAP.11: Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education.

9.2.12.CAP.12: Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.2.12.CAP.14: Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.

9.2.12.CAP.15: Demonstrate how exemptions, deductions, and deferred income (e.g., retirement or medical) can reduce taxable income.

9.2.12.CAP.16: Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments.

9.2.12.CAP.17: Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.

9.2.12.CAP.18: Differentiate between taxable and nontaxable income from various forms of employment (e.g., cash business, tips, tax filing and withholding).

9.2.12.CAP.19: Explain the purpose of payroll deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay, including the cost of employee benefits to employers and self-employment income. • 9.2.12.CAP.20: Analyze a Federal and State Income Tax Return.

9.2.12.CAP.21: Explain low-cost and low-risk ways to start a business.

9.2.12.CAP.22: Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.

9.2.12.CAP.23: Identify different ways to obtain capital for starting a business.

Lower Cape May Regional School District Spanish 2 Curriculum	
Content Area: Spanish	
Course Title: Spanish 2	Grade level: 9-12
Unit 1: Tu día escolar	40 Days
Unit 2: Un evento especial	40 Days
Unit 3: Tú y tu comunidad	40 Days
Unit 4: Recuerdos del pasado	40 Days

Unit 5: En las noticias	40 Days
Date Created: August 2018	Board Approved On: 09/26/19

Lower Cape May Regional School District Spanish 2 Curriculum	
Unit 1 Overview	
Content Area: Spanish	
Unit Title: Tu día escolar	
Target Course/Grade Level: Spanish 2: 9-12	
Unit Summary: <ul style="list-style-type: none"> ● Classroom objects and activities ● Classroom rules. ● Affirmative and negative ideas ● School rules and customs in other countries compared to American schools. ● Extracurricular activities ● Comparisons of people and things ● What people know or what they know how to do. ● Whom or what people are familiar with. ● Asking and telling how long something has been going on. ● Cultural perspectives on extracurricular activities. 	
Learning Targets	
7.1.NM.IPRET.1	<ul style="list-style-type: none"> • 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.

7.1.NM.IPRET.2	<ul style="list-style-type: none"> • 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics
7.1.NM.IPRET.3	<ul style="list-style-type: none"> • 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPRET.5	7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
7.1.NM.IPERS.4	<ul style="list-style-type: none"> • 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NM.IPERS.5	<ul style="list-style-type: none"> • 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
7.1.NM.IPERS.1	<ul style="list-style-type: none"> • 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPERS.2	<ul style="list-style-type: none"> • 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.PRSNT.1	<ul style="list-style-type: none"> • 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

7.1.NM.PRSNT.3	• 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.PRSNT.4	• 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.PRSNT.5	7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.PRSNT.6	• 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● How do I describe my own classroom? ● How is my school similar and/or different to other schools in Spanish speaking countries? ● How do the activities in my school compare to those of a school in a Spanish speaking country? ● What do I need to need to know to tell how long something has been occurring? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● I recognize and describe classroom objects and actions. ● I compare my own school with schools in Spanish speaking countries ● I compare school activities and extracurricular activities with those of Spanish speaking countries. ● I describe duration of time passed using “<i>Hace (amount of time passed)</i>”
<p>Unit Objectives:</p> <p><i>Students will know....</i></p> <ul style="list-style-type: none"> ● Classroom and school activities vocabulary. ● Affirmative and negative words. ● Comparative phrases. ● Saber vs Conocer ● Hacer + expression of time 	<p>Unit Objectives:</p> <p><i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Describe the classroom and the activities in which they participate at school. ● Describe situations with affirmative and negative adjectives and pronouns. ● Compare 2 items, events, or people. ● Describe what they know and what/who they are familiar with. ● Describe duration of time

Lower Cape May Regional School District Spanish 2 Curriculum

Unit 2 Overview

Content Area: Spanish

Unit Title: Un evento especial

Target Course/Grade Level: Spanish 2: 9-12

Unit Summary:

Students will be able to:

- Describe getting ready for a special event
- Talk about daily routines
- Describe people and things
- Express possession
- Understand cultural perspectives on clothing
- Describe clothing and fashion
- Talk about going shopping
- Describe events in the past
- Point out specific objects
- Avoid repetitions when comparing similar things
- Understand cultural perspectives on parties

Learning Targets

CPI #

7.1.NM. IPRET.1

• 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.

7.1.NM.IPRET.2	7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
7.1.NM.IPRET.3	7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPRET.5	<ul style="list-style-type: none"> • 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
7.1.NM.IPERS.4	<ul style="list-style-type: none"> • 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NM.IPERS.5	7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
7.1.NM.IPERS.1	<ul style="list-style-type: none"> • 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPERS.6	<ul style="list-style-type: none"> • 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

7.1.NM.PRSNT.1	<ul style="list-style-type: none"> • 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NM.PRSNT.3	7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits
7.1.NM.PRSNT.4	<ul style="list-style-type: none"> • 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM. PRSNT.5	7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.PRSNT.6	7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● How can I talk about a special event/party? ● What are the aspects of my daily routine? ● How can I tell what belongs to me and to others? ● How can I tell what things and events are in stores? ● How can I talk about past events. ● How can I give directions for getting to places? ● How can I give a friend directions for a task ● What do I need to know to discuss driving and good driving habits? ● What do I need to know to understand cultural perspectives on neighborhoods? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● I use vocabulary related to parties and special events. ● I use reflexive verbs to describe my daily routine ● I use possessive adjectives to talk about what belongs to me or other people. ● I use vocabulary related to stores and things to talk about them. ● I use the preterite tense ● I use the command forms and vocabulary related to cities and roads ● I use the familiar commands ● I use vocabulary related to cities, roads and driving ● I compare Spanish neighborhoods to american neighborhoods

<p>Unit Objectives:</p> <p><i>Students will know....</i></p> <ul style="list-style-type: none"> ● Party vocabulary ● Daily routine and reflexive verbs ● Possessive adjectives. ● Shopping vocabulary. ● Preterite AR verbs. ● Directions vocabulary to get to places ● Driving vocabulary and good driving habits ● Cultural perspectives on neighborhoods 	<p>Unit Objectives:</p> <p><i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Identify the actions and objects of a party. ● Describe their own daily routine using reflexive actions. ● Describe what belongs to them and belongs to others. ● Identify what events and things they may find in a store. ● Narrate in the past using the preterite form of -AR verbs. ● Understand cultural perspectives on shopping ● Give directions for getting to places ● Give a friend directions for a task ● Discuss driving and good driving habits ● Understand cultural perspectives on neighborhoods
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<p>Lower Cape May Regional School District Spanish 2 Curriculum</p> <p>Unit 3 Overview</p>
<p>Content Area: Spanish</p>
<p>Unit Title: Tú y tu comunidad</p>
<p>Target Course/Grade Level: Spanish 2: 9-12</p>

Unit Summary:

- Things students did and where they did them
- Why they couldn't do certain things
- Things students bought and why they bought them
- Cultural perspectives on shopping
- Giving directions for getting to places
- Giving a friend directions for a task
- Driving and good driving habits
- Cultural perspectives on neighborhoods

Learning Targets

CPI # 7.1.NM.IPRET.1	• 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPRET.2	7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
7.1.NM.IPRET.3	7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPERS.1	• 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

7.1.NM.IPERS.2	<ul style="list-style-type: none"> • 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.IPERS.5	<ul style="list-style-type: none"> • 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
7.1.NM.IPERS.3	<ul style="list-style-type: none"> • 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
7.1.NM.IPERS.6	<ul style="list-style-type: none"> • 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
7.1.NM.PRSNT.1	<ul style="list-style-type: none"> • 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NM.PRSNT.3	7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits
7.1.NM.PRSNT.4	7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.PRSNT.5	<ul style="list-style-type: none"> • 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

<p>7.1.NM.PRSNT.6</p>	<p>7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.</p>
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● How can I talk about actions I did and where I did them? ● How can I explain why I couldn't do certain things? ● How can I help a friend reach a destination correctly? ● How can I give a friend directions for a task? ● What do I need to know to discuss driving and good driving habits? ● What do I need to know to understand cultural perspectives on neighborhoods? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● I use the preterite forms of the verbs ir and ser ● I use no and the preterite forms of the verbs poder, hacer, tener, and estar ● I use the command forms and vocabulary related to cities and roads ● I use the familiar commands ● I use vocabulary related to cities, roads and driving ● I compare Spanish neighborhoods to american neighborhoods
<p>Unit Objectives:</p> <p><i>Students will know....</i></p> <ul style="list-style-type: none"> ● Irregular preterite verbs: ir and ser ● Preterite irregular verbs of estar, hacer and poder used in a negative context ● Vocabulary related to clothing and clothing stores ● Informal commands ● Places, directions, and driving vocabulary ● Driving and good driving habits ● Cultural perspectives on shopping ● Cultural perspectives on neighborhoods 	<p>Unit Objectives:</p> <p><i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Talk about things they did and where they did them ● Explain why they couldn't do certain things ● Describe things they bought and why they bought them ● Give directions for getting to places ● Give a friend directions for a task ● Discuss driving and good driving habits ● Understand cultural perspectives on shopping ● Understand cultural perspectives on neighborhoods

Lower Cape May Regional School District Spanish 2 Curriculum

Unit 4 Overview

Content Area: Spanish

Unit Title: Recuerdos del pasado

Target Course/Grade Level: Spanish 2: 9-12

Unit Summary:

- Childhood toys and games
- Describing what they were like as children
- Activities that you used to do as a child
- To or for whom something is done
- Understanding cultural perspectives on childhood songs
- Holiday celebrations
- Family and relatives
- People, places, and situations in the past
- How people interact
- Cultural perspectives on holidays and special events

Learning Targets

7.1.NM.IPRET.1

• 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.

7.1.NM.IPRET.2

• 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.

7.1.NM.IPRET.3

7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions

7.1.NM.IPRET.5	<ul style="list-style-type: none"> • 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
7.1.NM.IPERS.4	<ul style="list-style-type: none"> • 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NM.IPERS.1	<ul style="list-style-type: none"> • 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPERS.3	<ul style="list-style-type: none"> • 7.1.NM.IPERS.3: Express one’s own and react to others’ basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
7.1.NM.IPERS.2	<p>7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p>
7.1.NM.PRSNT.1	<p>7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</p>
7.1.NM.PRSNT..2	<ul style="list-style-type: none"> • 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.PRSNT.4	<ul style="list-style-type: none"> • 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.PRSNT.5	<ul style="list-style-type: none"> • 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Unit Enduring Questions:

- What do I need to know to talk about my childhood toys and games?
- What do I need to know to describe myself when I was a child?
- How do I talk about activities I used to do as a child?
- How do I say to or for whom something is done?
- What do I need to know to understand cultural perspectives on childhood songs
- What do I need to know to describe holiday celebrations?
- What do I need to know to talk about family and relatives?
- How do I describe places, people and situations in the past?
- What do I need to know to describe how people interact in Spanish-speaking countries?
- What do I need to know about cultural perspectives on holidays and special events

Unit Enduring Understandings:

- I use vocabulary related to childhood toys and games
- I use vocabulary related to family, home, nursery, pre-school and school and the verbs: ser, estar and ir in the imperfect tense
- I use the imperfect tense to talk about habitual actions in the past
- I use me, te, le, nos, os, les
- Children are raised differently according to their culture but some elements are the same such as nursery rhymes, songs etc
- I use the vocabulary related to the local area and particular characteristics of the holiday
- I use vocabulary related to family members relationships and home life
- I use the preterite and imperfect tense to describe situations in the past
- I use reflexive pronouns such as “se” and “nos”
- I need to understand the background of these celebrations such as the religious origins behind holidays, parades and event

Unit Objectives:***Students will know....***

- Vocabulary related to childhood toys and games
- Vocabulary related to family, home, nursery, pre-school and school and the verbs: ser, estar and ir in the imperfect tense
- The imperfect tense to talk about habitual actions in the past
- Indirect object pronouns: me, te, le, nos, os, les
- Children are raised differently according to their culture but some elements are the same such as nursery rhymes, songs etc
- Vocabulary related to the local area and particular characteristics of the holiday
- Vocabulary related to family members relationships and home life
- The preterite and imperfect tenses to describe situations in the past
- Reflexive pronouns such as “se” and “nos”
- the background of these celebrations such as the religious origins behind holidays, parades and events

Unit Objectives:***Students will be able to.....***

- Discuss childhood toys and games
- Describe what they were like as a child
- Talk about activities that they used to do as a child
- Discuss to or for whom something is done
- Understand cultural perspectives on childhood songs
- Describe holiday celebration
- Talk about their family and relatives
- Describe people, places, and situations in the past
- Talk about how people interact
- Understand cultural perspectives on holidays and special events

Lower Cape May Regional School District Spanish 2 Curriculum

Unit 5 Overview

Content Area: Spanish

Unit Title: En las noticias

Target Course/Grade Level: 9-12

Unit Summary:

- Emergency events and responses to emergencies.
- Describe what happened in emergency events.
- Understand cultural perspectives on disasters and emergencies.
- Describe accidents and injuries.
- Describe what someone did in an accident.
- Understand the practices and perspectives of health organizations in Spanish speaking countries

Learning Targets

7.1.NM.IPRET.1

• 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.

7.1.NM.IPRET.2	<ul style="list-style-type: none"> • 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
7.1.NM.IPRET.3	<p>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions</p>
7.1.NM.IPRET.4	<ul style="list-style-type: none"> • 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
7.1.NM.IPRET.5	<ul style="list-style-type: none"> • 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
7.1.NH.IPERS.1	<ul style="list-style-type: none"> • 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPERS.2	<p>7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.</p>
7.1.NH.IPERS.3	<ul style="list-style-type: none"> • 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.
7.1.NH.IPERS.4	<ul style="list-style-type: none"> • 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
7.1.NH.IPERS.5	<ul style="list-style-type: none"> • 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

7.1.NH.IPERS.6	<ul style="list-style-type: none"> • 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
7.1.NH.PRSNT.1	7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.
7.1.NH.PRSNT.2	<ul style="list-style-type: none"> • 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRSNT.4	<ul style="list-style-type: none"> • 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.PRSNT.5	<ul style="list-style-type: none"> • 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.
7.1.IL.IPRET.1	<ul style="list-style-type: none"> • 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
7.1.IL.IPRET.2	<ul style="list-style-type: none"> • 7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.
• 7.1.IL.IPRET.4	7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.IL.IPRET.5:	<ul style="list-style-type: none"> • 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.

7.1.IL.IPERS.1	<ul style="list-style-type: none"> • 7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
7.1.IL.IPERS.2	<ul style="list-style-type: none"> • 7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
7.1.IL.IPERS.3	<ul style="list-style-type: none"> • 7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
7.1.IL.PRSNT.1	<ul style="list-style-type: none"> • 7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
7.1.IL.PRSNT.2	<p>7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.</p>
7.1.IL.PRSNT.3	<ul style="list-style-type: none"> • 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.PRSNT.5	<ul style="list-style-type: none"> • 7.1.IL.PRSNT.5: Compare and contrast global issues facing target language regions of the world and those facing the students' own regions

<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● What do I need to know about emergency situations and natural events? ● What do I need to know about accidents and injuries? ● How can I describe what was happening in a situation when another event interrupted? ● What do I need to know about the cultural perspectives on natural events and accidents? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● I use vocabulary to identify and describe natural events and emergency situations. ● I use vocabulary to accurately describe what happened in an accident and what is necessary in a healthcare setting. ● I use the imperfect and the preterite tenses together to accurately describe events that were occurring. ● I will understand how different societies have overcome natural disasters and the variety of healthcare options in the Spanish speaking world.
<p>Unit Objectives:</p> <p><i>Students will know....</i></p> <ul style="list-style-type: none"> ● Vocabulary related to natural events and emergencies. ● Vocabulary related to accidents and a trip to the emergency room ● The use of the preterite and imperfect together to interrupt an already occurring action. ● The use of specific verbs to describe destruction and natural events in the preterite. ● Irregular verbs in the preterite. ● The cultural impact of health organizations on the Spanish speaking world. 	<p>Unit Objectives:</p> <p><i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Describe a natural disaster and its effects. ● Describe an accident scene and a trip to the hospital to receive care. ● Describe events in the past occurring simultaneously. ● Talk about natural events that occurred in the past. ● Describe where they were, what they said, what they had, and what they brought to a situation. ● Discuss and compare the cultural impacts of organizations such as the World Health Organization in the Spanish speaking world.

Evidence of Learning

Specific Formative Assessments Utilized in Daily Lessons:

- Written Formal Assessments
- Kahoot
- Observation
- Peer Assessment
- Exit Ticket
- Quiz
- Choral Response
- Oral Questioning
- Kahoot
- Quizlet
- FlipGrid
- Google Forms

Alternative Assessments:

- Oral assessment. Cooperative group Project. Project-based learning.

Summative Assessment Utilized throughout Units:

- Students complete assessments based on core topics

Benchmark Assessment Utilized throughout Units:

- Each unit has Benchmark Assessments based on specific curriculum components

Modifications for ELL's: teacher tutoring, peer tutoring, translated materials

Special Education: Leveled materials, Span/English Dictionary, word banks

504: Cooperative learning, note taking.

Gifted and Talented Students: Modified Assignments/ Project Based Learning, Enrichment Activities.

Modifications for students at Risk of Failure: Teacher/Student/Parent Communication Log, Opportunity to make up missing work, Opportunity to retes

Project-based Learning Tasks:

- Teachers have created individual Project-based tasks throughout the curriculum. Examples of these projects may include travel brochures, school club posters, clothes shopping sprees, daily routine item advertisements, designing a city, and a cultural celebration poster.

Vocabulary:

- In-text vocabulary should be incorporated into every unit. Word journals, vocabulary walls, and/or various other activities should be utilized by the instructor to teach vocabulary.

The Research Process:

- The research process must be integrated within each course curriculum. Student will be provided with opportunities to investigate issues from thematic units of study. As the NJSLS indicate, students will develop proficiency with MLA or APA format as applicable.
- Some websites used while researching may include the following:
 - <https://www.cia.gov/library/publications/the-world-factbook/>
 - <http://www.everyculture.com/>
 - <http://www.lonelyplanet.com/>
 - <http://www.xe.com/currencyconverter/>

Technology:

- Students must engage in technology applications integrated throughout the curriculum. Applicable technology utilized in this curricula are included below:
 - Google Suite
 - Google Arts and Culture
 - Auténtico Online Textbook
 - YouTube
 - FlipGrid
 - EdPuzzle
 - Kahoot
 - Quizlet
 - Conjuguemos

Curriculum development Resources/Instructional Materials:

or Link Ancillary Resources and Curriculum Materials Here:

- <https://mypearsontraining.com/products/successnet-plus>
- <https://www.nj.gov/education/aps/cccs/wl/>

Board of Education Approved Text(s)

- Auténtico Saavas Learning