

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
WORLD LANGUAGE DEPARTMENT
SPANISH II

Spanish 2 Curriculum Guide

Pacing Guide: Spanish II is a full year course that meets on a rotating basis for three (3) 55-minute blocks and one (1) 40-minute block for every five (5) day cycle.	Intro. to ¡Avancemos! Level 2	
	Unit 1 – Greetings	(Lección Preliminar and Unidad 1)- (2 weeks)
	Unit 2 – Costa Vamos de Viajar, Deportes	(Unidad 2) - (2weeks)
	Unit 3 – Puerto Rico Cómo me queda, Filmamos,	(Unidad 3) - (2weeks)
	Unit 4 – Archeological sites, Mexico, Nicaragua	(Unidad 4) - (2weeks)
	Unit 5 – España	(Unidad 5) - (2weeks)
	Unit 6 –Movies, Art, Cultural Identities	(Unidad 6) - (2weeks)
	Unit 7 – Dominicana, Familia	(Unidad 7) - (2weeks)
	Unit 8 –El Mundo de Hoy	(Unidad 8) - (2weeks)

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<p>Technology Standards: 8.1 Educational Technology</p> <p>8.2 Technology Education, Engineering, Design, and Computational Thinking – Programming</p>	<p>8.1.12.A.1: Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs and interpret the results. 8.1.12.A.3: Participate in online courses, learning communities, social networks or a virtual world as resources for lifelong learning. 8.1.12.A.4: Create a personalized digital portfolio that contains a resume, exemplary projects and activities reflecting personal and academic interests, achievements, and career aspirations.</p> <p>8.2.12.B.4: Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants 8.2.12.D.4: Assess the impacts of emerging technologies on developing countries 8.2.12.E.1: Demonstrate an understanding of the problem-solving capacity of computers in our world</p>
<p>21st Century Skills Standards: 9.1 Personal Financial Literacy</p> <p>9.2 Career Awareness, Exploration, and Preparation</p>	<p>9.1.12.A.3: Analyze the relationship between various careers and personal earning goals 9.1.12.A.9: Analyze how personal and cultural values impact spending and other financial decisions 9.1.12.D.2: Assess the impact of inflation on economic decisions and lifestyles 9.1.12.F.1: Relate a country’s economic system of production and consumption to building wealth and achieving societal responsibilities</p> <p>9.2.12.C.1: Review career goals and determine steps necessary for attainment 9.2.12.C.5: Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures</p>
<p>Career Ready Practice:</p>	<p>CRP1- Act as a responsible and contributing citizen and employee CRP2- Apply appropriate academic and technical skills CRP4- Communicate clearly and effectively and with reason CRP7– Employ valid and reliable research strategies CRP8- Utilize critical thinking to make sense of problems and persevere in solving them CRP10- Plan education and career paths aligned to personal goals CRP11- Use technology to enhance productivity CRP12- Work productively in teams while using cultural global competence</p>

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Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<p><i>(content, process, product and learning environment)</i></p> <p>Extension Activities</p> <ul style="list-style-type: none"> • Incorporate challenging assessments • Open forums and debates in the classroom regarding controversial issues. • Utilize advanced materials and resources to meet the needs of students. • Competitive and collaborative projects • Independent projects requiring research skills for assessing information • Anchor Activities • Advanced discussion techniques 	<p>Modifications for Homework/Assignments</p> <ul style="list-style-type: none"> • Modified in-class assignments • Building background information • Simplifying language for presentation • Internet bilingual dictionaries during class and during assignments. • Word banks for tests and quizzes • Developing content area vocabulary • Extended time for all assessments • Use of graphic organizers • Internet text translators • Simplification of requirements • Access to teacher designed Power Points and notes • Concept development • Collaboration between ESL and mainstream classroom teachers. • Pair novice ELLs with advanced ELL's. • High-interest / low-reading-level civics and history materials <p>Modifications for Homework:</p> <ul style="list-style-type: none"> • Extended time to complete 	<p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <ul style="list-style-type: none"> • In-Class-Support • Graphic Organizers • Provide study guides • Extended time on assessments • Research guides • Analogies • Highlighting/underlining • Note-taking guides • Cue cards • Establish timelines • Clarify assignments, directions, instructions • Chapter/lecture notes • Assistive technology • Provide computer programs to assist with written assignments • Highlight key vocabulary • Model skills/techniques • Parent/teacher communication • Provide books on tape/CD/digital media as requested by student when appropriate. • Assign peer helper in class • Pair visual prompts with verbal 	<p>Modifications for Classroom</p> <p>Pair visual prompts with verbal presentations</p> <ul style="list-style-type: none"> • Intervention and Referral Team (I&RS) in-house strategies for teachers. • Extra textbooks at home • Extended time for assignments • Highlight key vocabulary • Pair visual prompts with verbal presentations • Model skills/techniques • Modify assignments • Preferential seating as noted by teacher and student • Parent/teacher communication • Provide books on tape/CD/digital media as requested by student when appropriate. • Assign peer helper in class • Pair visual prompts with verbal presentations • Repetition and practice • Provide copy of class notes • Use of computers to complete assignments as requested by a student • Provide verbal reminder of assignments

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	<p>assignments</p> <ul style="list-style-type: none"> • Internet text translators • Use of graphic organizers • Modified homework assignments • Internet bilingual dictionaries. • Provide student with clearly stated and written expectations and grading criteria for homework 	<p>presentations</p> <ul style="list-style-type: none"> • Repetition and practice • Provide verbal reminder of assignments • Check student independent work • Assist student with planning of assignments <p>Modifications for Homework and Assignments:</p> <ul style="list-style-type: none"> • Extended time to complete assignments • Simplify complicated assignments into smaller units in phases as needed by student • Provide student with clearly stated and written expectations and grading criteria for assignments. <p>Modifications for Assessments:</p> <ul style="list-style-type: none"> • Extended time for tests and quizzes • Restate and clarify directions and questions • Provide study guides for classroom tests • Establish procedures for accommodations/modifications for assessments 	<ul style="list-style-type: none"> • Check student independent work • Assist student with planning of assignments • Assist with technology <p>Modifications for Homework and Assignments:</p> <ul style="list-style-type: none"> • Extended time to complete assignments • Simplify complicated assignments into smaller units in phases as needed by student • Provide student with clearly stated and written expectations and grading criteria for assignments <p>Modifications for Assessments:</p> <ul style="list-style-type: none"> • Extended time for tests and quizzes • Restate and clarify directions and questions • Provide study guides for classroom tests • Establish procedures for accommodations/modifications for assessment
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CONTENT: Spanish 2			
Theme: Introduction to Avancemos Level 2			
Essential Questions: How do I develop communicative competence? What strategies and available resources will help me to communicate in linguistically culturally appropriate ways?			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • Program tools and resources • Guided tour of student edition • Maps • El mundo hispanohablante • Cultures of Spanish countries • Table of contents • Literary Companion • Study “tips” • Verb Charts • Spanish-English dictionary • English –Spanish dictionary 	<p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • Navigate the student edition of the text • Read a map • Read for comprehension • Use the table of contents • Use many different resources/study strategies successfully 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <p>Interpretive (A)</p> <ul style="list-style-type: none"> • Matching exercises • Multiple choice • Sentence completion • Listening/reading comprehension • Identifying true/false statements <p>Interpersonal (B)</p> <ul style="list-style-type: none"> • Discuss with a partner what kind of information you would expect to find in each section <p>Presentational (C)</p> <ul style="list-style-type: none"> • Oral dialogue w/partners • Question/answer student-to-student 	<p>Standards (NJSLs)</p> <p>7.1 IM. A 1-8, B 1-5, C 1-5 WHST.9-10.1-10 WHST.11-12.1-10 RH.9-10.1-10 RH.11-12.1-10</p> <p>Technology Standards:</p> <p>8.1.12.A.1 8.1.12.A.3 8.1.12.A.4 8.2.12.B.4 8.2.12.D.4 8.2.12.E.1</p> <p>21st Century Themes and Skills:</p> <p>9.1.12.A.3 9.1.12.A.9 9.1.12.D.2 9.1.12.F.1 9.2.12.C.1 9.2.12.C.5</p>

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			<p><u>Career Ready Practices:</u> CRP1 CRP2 CRP4 CRP7 CRP8 CRP10 CRP11 CRP12</p>
			<p><u>Time Frame:</u> 10 days</p>
			<p><u>Materials:</u> Avancemos Level 2 Student textbook, workbook Audio Program CDs Telehistoria DVDs Avanza Rap DVD Resource books Assessment Program</p>

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CONTENT: Spanish 2			
Theme: Leccion preliminar			
Essential Questions: How do Spanish speakers greet each other, behave courteously, and request essential information?			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • Salutations & polite expressions • Selected classroom expressions and commands • Recognition of vocabulary & vocabulary in context • Describing people • Adjective agreement • Infinitives SER, TENER, ESTAR • Comparacion Cultural 	<p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • Greetings and taking leave of people appropriately • Knowledge of food vocabulary • Proper use of TENER, SER, ESTAR • Regular present tense verb forms Ir a + infinitive 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <p>Interpretive (A)</p> <ul style="list-style-type: none"> • Workbook and textbook activities • Multiple format quiz/test • Sentence completion • Listening/reading comprehension • Para y Piensa <p>Interpersonal (B)</p> <ul style="list-style-type: none"> • Discuss with a partner what kind of information you would expect to find in each section <p>Presentational (C)</p> <ul style="list-style-type: none"> • Oral dialogue w/partners <p>Question/answer student-to-student</p>	<p>Standards (NJSL)</p> <p>7.1 IM. A 1-8, B 1-5, C 1-5 WHST.9-10.1-10 WHST.11-12.1-10 RH.9-10.1-10 RH.11-12.1-10</p> <p>Technology Standards:</p> <p>8.1.12.A.1 8.1.12.A.3 8.1.12.A.4 8.2.12.B.4 8.2.12.D.4 8.2.12.E.1</p> <p>21st Century Themes and Skills:</p> <p>9.1.12.A.3 9.1.12.A.9 9.1.12.D.2 9.1.12.F.1 9.2.12.C.1 9.2.12.C.5</p>

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CONTENT: Spanish 2			
Theme: Unit 1 Costa Rica - Vamos de Viajar (U1-1)			
Essential Questions: How can students discuss travel preparations; talk about things needed to do at an airport, ask directions?			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • Personal ‘a’ • Indirect obj. pronouns • Direct obj. pronouns • Cultural: Pura Vida and the art of Adrian Gomez • Natural parks in Costa Rica and Chile • Preterite of –AR, IR, SER, HACER, VER, DAR • Costa Rican painter Jeannette Carballo 	<p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • Discuss travel preparations • Talk about things to do at an airport • Ask directions to get around town • Say where they went and what they did on vacation • Talk about buying gifts and souvenirs 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <p>Interpretive (A)</p> <ul style="list-style-type: none"> • Sentence completion • Listening/reading comprehension • Para y Piensa <p>Interpersonal (B)</p> <ul style="list-style-type: none"> • Discuss with a partner what kind of information you would expect to find in each section <p>Presentational (C)</p> <ul style="list-style-type: none"> • Oral dialogue w/partners <p>Question/answer student-to-student PowerPoint Travel Brochure to Costa Rica</p>	<p>Standards (NJSL)</p> <p>7.1 IM. A 1-8, B 1-5, C 1-5 WHST.9-10.1-10 WHST.11-12.1-10 RH.9-10.1-10 RH.11-12.1-10</p> <p>Technology Standards:</p> <p>8.1.12.A.1 8.1.12.A.3 8.1.12.A.4 8.2.12.B.4 8.2.12.D.4 8.2.12.E.1</p> <p>21st Century Themes and Skills:</p> <p>9.1.12.A.3 9.1.12.A.9 9.1.12.D.2 9.1.12.F.1 9.2.12.C.1 9.2.12.C.5</p>

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CONTENT: Spanish 2			
Theme: Unit 1 Costa Rica – Cuéntame de tus vacaciones (U1-2)			
Essential Questions: Where do you go on vacation and what do you do?			
<p>Content: <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • Interrogatives • Preterite of –AR, IR, SER, HACER, VER, DAR verbs • Cultural Vacation destinations in Costa Rica, Chile, and Puerto Rico 	<p>Skills: <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • Say where they went and what they did on vacation • Ask information questions • Talk about buying gifts and souvenirs 	<p>Assessments: (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <p>Interpretive (A)</p> <ul style="list-style-type: none"> • Sentence completion • Listening/reading comprehension • Para y Piensa <p>Interpersonal (B)</p> <ul style="list-style-type: none"> • Discuss with a partner what kind of information you would expect to find in each section <p>Presentational (C)</p> <ul style="list-style-type: none"> • Oral dialogue w/partners • Question/answer student-to-student • autobiography 	<p>Standards (NJSLs)</p> <p>7.1 IM. A 1-8, B 1-5, C 1-5 WHST.9-10.1-10 WHST.11-12.1-10 RH.9-10.1-10 RH.11-12.1-10</p> <p>Technology Standards:</p> <p>8.1.12.A.1 8.1.12.A.3 8.1.12.A.4 8.2.12.B.4 8.2.12.D.4 8.2.12.E.1</p> <p>21st Century Themes and Skills:</p> <p>9.1.12.A.3 9.1.12.A.9 9.1.12.D.2 9.1.12.F.1 9.2.12.C.1 9.2.12.C.5</p>

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CONTENT: Spanish 2			
Theme: Argentina La Copa Mundial (U2-1) Argentina			
Essential Questions: What sports and games do students practice? What is the World Cup?			
<p>Content: <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • Adverbs with –mente • Preterite of –ER, -IR verbs • Demonstrative adjectives and pronouns • Pensar + infinitive • Reflexive verbs • Present progressive • Cultural: World Cup (La Copa Mundial) • Cultures of Argentina and Spain 	<p>Skills: <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • Talking about sporting events and athletes • Discuss ways to sat healthy • Point out specific people and things • Re-tell events from the past • Discuss daily routine • Sequencing • Say what they and others are doing right now 	<p>Assessments: (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <p>Interpretive (A)</p> <ul style="list-style-type: none"> • Sentence completion • Listening/reading comprehension • Para y Piensa <p>Interpersonal (B)</p> <ul style="list-style-type: none"> • Discuss with a partner what kind of information you would expect to find in each section <p>Presentational (C)</p> <ul style="list-style-type: none"> • Oral dialogue w/partners <p>Question/answer student-to-student</p>	<p>Standards (NJSLs)</p> <p>7.1 IM. A 1-8, B 1-5, C 1-5 WHST.9-10.1-10 WHST.11-12.1-10 RH.9-10.1-10 RH.11-12.1-10</p> <p>Technology Standards:</p> <p>8.1.12.A.1 8.1.12.A.3 8.1.12.A.4 8.2.12.B.4 8.2.12.D.4 8.2.12.E.1</p> <p>21st Century Themes and Skills:</p> <p>9.1.12.A.3 9.1.12.A.9 9.1.12.D.2 9.1.12.F.1 9.2.12.C.1 9.2.12.C.5</p>

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CONTENT: Spanish 2			
Theme: ¿Qué vamos a hacer? (U2-2) Argentina			
Essential Questions: What is the life of a gaucho in Argentina and a cafetero in Colombia like? What are the cultures of Argentina and Colombia like?			
<p>Content: <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • Pensar + infinitive • Reflexive verbs • Present progressive • Parts of the body • Cultures of Argentina and Colombia 	<p>Skills: <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • Discuss daily routine • Sequencing • Say what they and others are doing right now 	<p>Assessments: (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <p>Interpretive (A)</p> <ul style="list-style-type: none"> • Sentence completion • Listening/reading comprehension • Para y Piensa <p>Interpersonal (B)</p> <ul style="list-style-type: none"> • Discuss with a partner what kind of information you would expect to find in each section <p>Presentational (C)</p> <ul style="list-style-type: none"> • Oral dialogue w/partners <p>Question/answer student-to-student</p>	<p>Standards (NJSLs)</p> <p>7.1 IM. A 1-8, B 1-5, C 1-5 WHST.9-10.1-10 WHST.11-12.1-10 RH.9-10.1-10 RH.11-12.1-10</p> <p>Technology Standards:</p> <p>8.1.12.A.1 8.1.12.A.3 8.1.12.A.4 8.2.12.B.4 8.2.12.D.4 8.2.12.E.1</p> <p>21st Century Themes and Skills:</p> <p>9.1.12.A.3 9.1.12.A.9 9.1.12.D.2 9.1.12.F.1 9.2.12.C.1 9.2.12.C.5</p>

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CONTENT: Spanish 2			
Theme: ¿Cómo me queda ?(U3-1) Puerto Rico			
Essential Questions: What are clothing stores like in your community? What are the cultures of Puerto Rico and Peru like?			
<p>Content: <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • Present of irregular YO verbs • Pronouns after prepositions • Clothing 	<p>Skills: <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • Talk about clothing, shopping, personal needs • Express opinions 	<p>Assessments: (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <p>Interpretive (A)</p> <ul style="list-style-type: none"> • Sentence completion • Listening/reading comprehension • Para y Piensa <p>Interpersonal (B)</p> <ul style="list-style-type: none"> • Discuss with a partner what kind of information you would expect to find in each section <p>Presentational (C)</p> <ul style="list-style-type: none"> • Oral dialogue w/partners <p>Question/answer student-to-student</p>	<p>Standards (NJSLs)</p> <p>7.1 IM. A 1-8, B 1-5, C 1-5 WHST.9-10.1-10 WHST.11-12.1-10 RH.9-10.1-10 RH.11-12.1-10</p> <p>Technology Standards:</p> <p>8.1.12.A.1 8.1.12.A.3 8.1.12.A.4 8.2.12.B.4 8.2.12.D.4 8.2.12.E.1</p> <p>21st Century Themes and Skills:</p> <p>9.1.12.A.3 9.1.12.A.9 9.1.12.D.2 9.1.12.F.1 9.2.12.C.1 9.2.12.C.5</p>

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CONTENT: Spanish 2			
Theme: Puerto Rico Filamamos en el Mercado (U3-2) Puerto Rico			
Essential Questions: What importance do traditions have in holidays? What are the cultures of Puerto Rico and Panama?			
<p>Content: <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • HACER + expressions of time • Irregular preterite verbs • Preterite of –IR stem-changing verbs • Family and chores • Cultural: traditional masks and holiday singers 	<p>Skills: <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • Describe past activities and events • Ask for and talk about items at a market place • Express yourself courteously 	<p>Assessments: (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <p>Interpretive (A)</p> <ul style="list-style-type: none"> • Sentence completion • Listening/reading comprehension • Para y Piensa <p>Interpersonal (B)</p> <ul style="list-style-type: none"> • Discuss with a partner what kind of information you would expect to find in each section <p>Presentational (C)</p> <ul style="list-style-type: none"> • Oral dialogue w/partners <p>Question/answer student-to-student</p>	<p>Standards (NJSLs)</p> <p>7.1 IM. A 1-8, B 1-5, C 1-5 WHST.9-10.1-10 WHST.11-12.1-10 RH.9-10.1-10 RH.11-12.1-10</p> <p>Technology Standards:</p> <p>8.1.12.A.1 8.1.12.A.3 8.1.12.A.4 8.2.12.B.4 8.2.12.D.4 8.2.12.E.1</p> <p>21st Century Themes and Skills:</p> <p>9.1.12.A.3 9.1.12.A.9 9.1.12.D.2 9.1.12.F.1 9.2.12.C.1 9.2.12.C.5</p>

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CONTENT: Spanish 2			
Theme: Mexico (U4-1)			
Essential Questions: What can we learn from archeological sites? What are the cultures of Mexico and Nicaragua like?			
<p>Content: <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • Past participles as adjectives • Imperfect tense • Preterite and imperfect • Culture – a Oaxacan legend • The art of Alfredo Zalce Torres 	<p>Skills: <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • Describe continuing activities in the past • Narrate past events and activities • Describe people, places, things • Weather expressions 	<p>Assessments: (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <p>Interpretive (A)</p> <ul style="list-style-type: none"> • Sentence completion • Listening/reading comprehension • Para y Piensa <p>Interpersonal (B)</p> <ul style="list-style-type: none"> • Discuss with a partner what kind of information you would expect to find in each section <p>Presentational (C)</p> <ul style="list-style-type: none"> • Oral dialogue w/partners <p>Question/answer student-to-student</p>	<p>Standards (NJSLs)</p> <p>7.1 IM. A 1-8, B 1-5, C 1-5 WHST.9-10.1-10 WHST.11-12.1-10 RH.9-10.1-10 RH.11-12.1-10</p> <p>Technology Standards:</p> <p>8.1.12.A.1 8.1.12.A.3 8.1.12.A.4 8.2.12.B.4 8.2.12.D.4 8.2.12.E.1</p> <p>21st Century Themes and Skills:</p> <p>9.1.12.A.3 9.1.12.A.9 9.1.12.D.2 9.1.12.F.1 9.2.12.C.1 9.2.12.C.5</p>

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
WORLD LANGUAGE DEPARTMENT
SPANISH II

			<p><u>Career Ready Practices:</u> CRP1 CRP2 CRP4 CRP7 CRP8 CRP10 CRP11 CRP12</p>
			<p>Time Frame: 10 days</p>
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 SPANISH II

CONTENT: Spanish 2			
Theme: México antiguo y modern (U4-2)			
Essential Questions: How can one language influence another? What are the indigenous cultures of México and Ecuador like?			
<p>Content: <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • Verbs with “I” to “y” spelling change in the preterite • Preterite of –car, -gar, -zar • More verbs with irregular preterite stems 	<p>Skills: <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • Describe early civilizations and their activities • Describe the layout of a modern city • Ask for and give directions • Cultural indigenous legacy in Mexico and Ecuador 	<p>Assessments: (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <p>Interpretive (A)</p> <ul style="list-style-type: none"> • Sentence completion • Listening/reading comprehension • Para y Piensa <p>Interpersonal (B)</p> <ul style="list-style-type: none"> • Discuss with a partner what kind of information you would expect to find in each section <p>Presentational (C)</p> <ul style="list-style-type: none"> • Oral dialogue w/partners <p>Question/answer student-to-student</p>	<p>Standards (NJSLs)</p> <p>7.1 IM. A 1-8, B 1-5, C 1-5 WHST.9-10.1-10 WHST.11-12.1-10 RH.9-10.1-10 RH.11-12.1-10</p> <p>Technology Standards:</p> <p>8.1.12.A.1 8.1.12.A.3 8.1.12.A.4 8.2.12.B.4 8.2.12.D.4 8.2.12.E.1</p> <p>21st Century Themes and Skills:</p> <p>9.1.12.A.3 9.1.12.A.9 9.1.12.D.2 9.1.12.F.1 9.2.12.C.1 9.2.12.C.5</p>

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 SPANISH II

CONTENT: Spanish 2			
Theme: España Qué Rico (U5-1)			
Essential Questions: What are the relationships between traditions and food? What is the culture of Spain like?			
<p>Content: <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • Adjectives ending in –ísimo • Usted/ustedes commands • Pronoun placement with commands • Culture foods in the poetry of Pablo Neruda 	<p>Skills: <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • Identify and describe ingredients • Talk about food preparation and follow recipes • Give instructions and to make recommendations 	<p>Assessments: (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <p>Interpretive (A)</p> <ul style="list-style-type: none"> • Sentence completion • Listening/reading comprehension • Para y Piensa <p>Interpersonal (B)</p> <ul style="list-style-type: none"> • Discuss with a partner what kind of information you would expect to find in each section <p>Presentational (C)</p> <ul style="list-style-type: none"> • Oral dialogue w/partners <p>Question/answer student-to-student</p>	<p>Standards (NJSLs)</p> <p>7.1 IM. A 1-8, B 1-5, C 1-5 WHST.9-10.1-10 WHST.11-12.1-10 RH.9-10.1-10 RH.11-12.1-10</p> <p>Technology Standards:</p> <p>8.1.12.A.1 8.1.12.A.3 8.1.12.A.4 8.2.12.B.4 8.2.12.D.4 8.2.12.E.1</p> <p>21st Century Themes and Skills:</p> <p>9.1.12.A.3 9.1.12.A.9 9.1.12.D.2 9.1.12.F.1 9.2.12.C.1 9.2.12.C.5</p>

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 SPANISH II

CONTENT: Spanish 2			
Theme: España Buen Provecho (U5-2)			
Essential Questions: Do you like eating in restaurants? What are some aspects of the culture of Spain, El Salvador, and Uruguay?			
<p>Content: <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • Affirmative and negative words • Double-object pronouns • Preposition of location • Dining schedules and specialties in Spain, El Salvador, and Uruguay 	<p>Skills: <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • Order meals in a restaurant • Talk about meals and dishes • Describe food and service 	<p>Assessments: (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <p>Interpretive (A)</p> <ul style="list-style-type: none"> • Sentence completion • Listening/reading comprehension • Para y Piensa <p>Interpersonal (B)</p> <ul style="list-style-type: none"> • Discuss with a partner what kind of information you would expect to find in each section <p>Presentational (C)</p> <ul style="list-style-type: none"> • Oral dialogue w/partners <p>Question/answer student-to-student</p>	<p>Standards (NJSLs)</p> <p>7.1 IM. A 1-8, B 1-5, C 1-5 WHST.9-10.1-10 WHST.11-12.1-10 RH.9-10.1-10 RH.11-12.1-10</p> <p>Technology Standards:</p> <p>8.1.12.A.1 8.1.12.A.3 8.1.12.A.4 8.2.12.B.4 8.2.12.D.4 8.2.12.E.1</p> <p>21st Century Themes and Skills:</p> <p>9.1.12.A.3 9.1.12.A.9 9.1.12.D.2 9.1.12.F.1 9.2.12.C.1 9.2.12.C.5</p>

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CONTENT: Spanish 2			
Theme: Estados Unidos (U6-1) Do you like the movies?			
Essential Questions: How do artists express their cultural identity? What is the importance of film festivals?			
<p>Content: <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • Vocab. Terms for movies and movie making • Vamos + a= infinitive • Affirmative ‘tu’ commands • Negative ‘tu’ commands 	<p>Skills: <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • Tell others what to do and not to do • Talk about movies and how they affect you • Make suggestions and future plans 	<p>Assessments: (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <p>Interpretive (A)</p> <ul style="list-style-type: none"> • Sentence completion • Listening/reading comprehension • Para y Piensa <p>Interpersonal (B)</p> <ul style="list-style-type: none"> • Discuss with a partner what kind of information you would expect to find in each section <p>Presentational (C)</p> <ul style="list-style-type: none"> • Oral dialogue w/partners <p>Question/answer student-to-student</p>	<p>Standards (NJSLs)</p> <p>7.1 IM. A 1-8, B 1-5, C 1-5 WHST.9-10.1-10 WHST.11-12.1-10 RH.9-10.1-10 RH.11-12.1-10</p> <p>Technology Standards:</p> <p>8.1.12.A.1 8.1.12.A.3 8.1.12.A.4 8.2.12.B.4 8.2.12.D.4 8.2.12.E.1</p> <p>21st Century Themes and Skills:</p> <p>9.1.12.A.3 9.1.12.A.9 9.1.12.D.2 9.1.12.F.1 9.2.12.C.1 9.2.12.C.5</p>

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CONTENT: Spanish 2			
Theme: Estados Unidos (U6-2)			
Essential Questions: Why do artists use different mediums?			
<p>Content: <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • Extending and responding to invitations • Making plans • Using the present subjunctive after ‘ojala’ 	<p>Skills: <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • Make future plans • Express hopes and wishes • Influence others • Extend and respond to invitations • Talk about technology 	<p>Assessments: (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <p>Interpretive (A)</p> <ul style="list-style-type: none"> • Sentence completion • Listening/reading comprehension • Para y Piensa <p>Interpersonal (B)</p> <ul style="list-style-type: none"> • Discuss with a partner what kind of information you would expect to find in each section <p>Presentational (C)</p> <ul style="list-style-type: none"> • Oral dialogue w/partners <p>Question/answer student-to-student</p>	<p>Standards (NJSLs)</p> <p>7.1 IM. A 1-8, B 1-5, C 1-5 WHST.9-10.1-10 WHST.11-12.1-10 RH.9-10.1-10 RH.11-12.1-10</p> <p>Technology Standards:</p> <p>8.1.12.A.1 8.1.12.A.3 8.1.12.A.4 8.2.12.B.4 8.2.12.D.4 8.2.12.E.1</p> <p>21st Century Themes and Skills:</p> <p>9.1.12.A.3 9.1.12.A.9 9.1.12.D.2 9.1.12.F.1 9.2.12.C.1 9.2.12.C.5</p>

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
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 SPANISH II

CONTENT: Spanish 2			
Theme: Republica Dominicana Soy periodista (U7-1)			
Essential Questions: How do school newspapers reflect school-related issues?			
<p>Content: <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • Discuss school-related issues • State and respond to opinions • Present logical and persuasive arguments 	<p>Skills: <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • Present vocab. Newspaper and newspaper jobs • Express and explain an opinion • Use impersonal expression with the subjunctive • Practice the pronunciation of ‘B’ and ‘V’ • Present POR and PARA 	<p>Assessments: (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <p>Interpretive (A)</p> <ul style="list-style-type: none"> • Sentence completion • Listening/reading comprehension • Para y Piensa <p>Interpersonal (B)</p> <ul style="list-style-type: none"> • Discuss with a partner what kind of information you would expect to find in each section <p>Presentational (C)</p> <ul style="list-style-type: none"> • Oral dialogue w/partners <p>Question/answer student-to-student</p>	<p>Standards (NJSLs)</p> <p>7.1 IM. A 1-8, B 1-5, C 1-5 WHST.9-10.1-10 WHST.11-12.1-10 RH.9-10.1-10 RH.11-12.1-10</p> <p>Technology Standards:</p> <p>8.1.12.A.1 8.1.12.A.3 8.1.12.A.4 8.2.12.B.4 8.2.12.D.4 8.2.12.E.1</p> <p>21st Century Themes and Skills:</p> <p>9.1.12.A.3 9.1.12.A.9 9.1.12.D.2 9.1.12.F.1 9.2.12.C.1 9.2.12.C.5</p>

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
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 SPANISH II

CONTENT: Spanish 2			
Theme: República Dominicana (U7-2)			
Essential Questions: Somos familia – How do we describe our family?			
<p>Content: <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • Vocab. For family relationships and family descriptions • Comparative forms • Practice diphthongs and triphthongs • Superlative forms • Encourage reading comprehension 	<p>Skills: <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • Identify and explain relationships • Compare personalities, attitudes, and appearance • Describe things and people • Long forms of possessive adjectives 	<p>Assessments: (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <p>Interpretive (A)</p> <ul style="list-style-type: none"> • Sentence completion • Listening/reading comprehension • Para y Piensa <p>Interpersonal (B)</p> <ul style="list-style-type: none"> • Discuss with a partner what kind of information you would expect to find in each section <p>Presentational (C)</p> <ul style="list-style-type: none"> • Oral dialogue w/partners <p>Question/answer student-to-student</p>	<p>Standards (NJSLs)</p> <p>7.1 IM. A 1-8, B 1-5, C 1-5 WHST.9-10.1-10 WHST.11-12.1-10 RH.9-10.1-10 RH.11-12.1-10</p> <p>Technology Standards:</p> <p>8.1.12.A.1 8.1.12.A.3 8.1.12.A.4 8.2.12.B.4 8.2.12.D.4 8.2.12.E.1</p> <p>21st Century Themes and Skills:</p> <p>9.1.12.A.3 9.1.12.A.9 9.1.12.D.2 9.1.12.F.1 9.2.12.C.1 9.2.12.C.5</p>

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 SPANISH II

CONTENT: Spanish 2			
Theme: Puerto Rico Filamamos en el Mercado (U3-2) Puerto Rico			
Essential Questions: What importance do traditions have in holidays? What are the cultures of Puerto Rico and Panama?			
<p>Content: <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • Present vocab. For environment and conservation • Problems and solutions • Using personal expressions • Using the subjunctive • Pronouncing the letter ‘P’ • Future tense of regular verbs 	<p>Skills: <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • Express what is true and not true • Discuss environmental problems and solutions • Talk about future actions or events 	<p>Assessments: (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <p>Interpretive (A)</p> <ul style="list-style-type: none"> • Sentence completion • Listening/reading comprehension • Para y Piensa <p>Interpersonal (B)</p> <ul style="list-style-type: none"> • Discuss with a partner what kind of information you would expect to find in each section <p>Presentational (C)</p> <ul style="list-style-type: none"> • Oral dialogue w/partners <p>Question/answer student-to-student</p>	<p>Standards (NJSLs) 7.1 IM. A 1-8, B 1-5, C 1-5 WHST.9-10.1-10 WHST.11-12.1-10 RH.9-10.1-10 RH.11-12.1-10</p> <p><u>Technology Standards:</u> 8.1.12.A.1 8.1.12.A.3 8.1.12.A.4 8.2.12.B.4 8.2.12.D.4 8.2.12.E.1</p> <p><u>21st Century Themes and Skills:</u> 9.1.12.A.3 9.1.12.A.9 9.1.12.D.2 9.1.12.F.1 9.2.12.C.1 9.2.12.C.5</p>

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CONTENT: Spanish 2			
Theme: Ecuador En el futuro...(U8-2) Los concursos intercolegiales			
Essential Questions: What is the benefit of academic competition for students?			
<p>Content: <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • Present vocab. for professions and hobbies • Talk about jobs • Present irregular verbs in the future • Pronunciation of words-cion, -ccion • Learn about unusual professionals in Ecuador and Venezuela 	<p>Skills: <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • Talk about events, predict future events • People’s actions and reactions • Talk about professions and future possibilities 	<p>Assessments: (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <p>Interpretive (A)</p> <ul style="list-style-type: none"> • Sentence completion • Listening/reading comprehension • Para y Piensa <p>Interpersonal (B)</p> <ul style="list-style-type: none"> • Discuss with a partner what kind of information you would expect to find in each section <p>Presentational (C)</p> <ul style="list-style-type: none"> • Oral dialogue w/partners <p>Question/answer student-to-student</p>	<p>Standards (NJSLs)</p> <p>7.1 IM. A 1-8, B 1-5, C 1-5 WHST.9-10.1-10 WHST.11-12.1-10 RH.9-10.1-10 RH.11-12.1-10</p> <p>Technology Standards:</p> <p>8.1.12.A.1 8.1.12.A.3 8.1.12.A.4 8.2.12.B.4 8.2.12.D.4 8.2.12.E.1</p> <p>21st Century Themes and Skills:</p> <p>9.1.12.A.3 9.1.12.A.9 9.1.12.D.2 9.1.12.F.1 9.2.12.C.1 9.2.12.C.5</p>

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