

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

Spanish 1 Curriculum Guide

Pacing Guide:

Spanish I 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.

Unit 1- Las actividades con los amigos- (2 weeks)

Unit 2- En la Escuela-(2 weeks)

Unit 3- Comiendo en Familia-(2 weeks)

Unit 4- En el tiempo libre -(2 weeks)

Unit 5- Bienvenidos a mi casa-(2 weeks)

Unit 6- La Salud y los Buenos Hábitos-(2 weeks)

Unit 7- Los Pasatiempos-(2 weeks)

Unit 8- Las Vacaciones-(2 weeks)

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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 Practices:</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

Note: Each district should review the various strategies noted below and determine which are applicable for their population within varied grade levels and languages and make edits where needed.

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><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. 	<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

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	<p>Modifications for Homework:</p> <ul style="list-style-type: none"> • Extended time to complete assignments • 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 	<ul style="list-style-type: none"> • Assign peer helper in class • Pair visual prompts with verbal presentations • 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"> • Provide verbal reminder of assignments • 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: World Language-Introduction			
Theme: Introduction to Avancemos Level I!			
Essential Questions: How do I develop communicative and writing competence? What resources are available to the students and the teacher?			
<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 • Verb Charts • Comic Book stories • Lecturas para Todos • Telehistorias • Additional homework practice • Listen and understand others • Individualized written practices • Extra Drill Practices 	<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 • Learn using many different resources/study strategies 	<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 and fill in exercises <p>Interpersonal (B)</p> <ul style="list-style-type: none"> • Discuss what kind of information you would expect to find in each section. <p>Presentational(C)</p> <ul style="list-style-type: none"> • Discuss topics and themes for upcoming lessons 	<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><u>Technology Standards:</u></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><u>21st Century Themes and Skills:</u></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> Quarter 1</p> <p><u>Materials:</u> Avancemos 1! Student text Student workbook Audio activities Program AvanzaRap CD Assessment Tools Resource Booklets Videos DVD PowerPoint slides Realia –teacher created Performance Assessments Internet Websites (my.hrw.com,classzone.com) English-Spanish dictionaries</p>
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Content: World Language-Salutations			
Theme: Leccion Preliminar-New York			
Essential Questions: How do students introduce and request essential information from each other?			
Culture: How does the Hispanic population in New York City celebrate their cultural heritage and how do artists portray their heritage through their work?			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • Greetings and goodbyes • Introductions • The Spanish alphabet • Stating where you are from • Spanish speaking countries • Numbers 1-10 • Exchanging phone numbers • Days of the Week • Weather Expressions • Classroom Phrases • NY Celebrations • Murals of Manuel Vega 	<p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • Ask and answer simple questions • Identify Spanish speaking countries • Dialogue with a classmate • Give and follow classroom instruction • State days of the week and weather expressions • Count to ten and solve basic math problems 	<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"> • Note taking, Choral Repetition Demonstrate comprehension by answering questions • Complete textbook and workbook activities • Exit activities: <i>Para y Piensa</i> <p>Interpersonal (B)</p> <ul style="list-style-type: none"> • Engage in dialogue/conversation about days of the week, weather expressions, numbers 1-10 along with introductions <p>Presentational(C)</p> <ul style="list-style-type: none"> • Create and perform dialogues • Multiple Format Quiz • Multiple Format Test <p>All of the above include culture questions</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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			<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 1 Student textbook Student workbook <i>Television</i>- Video DVD Internet websites Resource worksheets Audio Program</p>

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Content: World Language-Latino Culture			
Theme: ¿Qué te gusta hacer?- Los Estados Unidos (UIL1)			
Essential Questions: What do you and others like to do? Culture: What Latino cultural elements exist in San Antonio and Miami?			
<p>Content (<i>As a result of this learning segment, students will know...</i>)</p> <ul style="list-style-type: none"> • Subject Pronouns • The verb <i>Ser</i> in the Present Tense • The verb <i>Gustar</i> with infinitives • After school activities • Snack foods/beverages • Recycle: weather expressions • Beaches in Florida • Youth Award Shows • Art in Miami • Dual Language Schools in Florida 	<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 activities • Ask and answer where you are from using <i>Ser</i> and <i>De</i> • State likes and dislikes using <i>Gustar</i> • Compare activities students in dual language schools enjoy with what you like to do 	<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"> • Demonstrate comprehension of the <i>Telehistoria</i> episodes • Complete written practice activities • Respond to listening comprehension exercises • Graphic organizers <p>Interpersonal (B)</p> <ul style="list-style-type: none"> • Engage in dialogues/conversations about snack foods, beverages, • Interpret information found in a survey (bar graph) <p>Presentational (C)</p> <ul style="list-style-type: none"> • Create an email to a new friend in Puebla introducing yourself 	<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><u>Technology Standards:</u></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><u>21st Century Themes and Skills:</u></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>Materials:</u> Student textbook Student workbook <i>Telehistoria</i>- Video DVD Internet websites Resource worksheets Audio Program</p>

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Content: World Language-Mexico and Dominican Republic			
Theme: Somos estudiantes –México (U2L1)			
Essential Questions: How are schools in Spanish speaking countries different and similar to ours? Culture: What are some meeting places in Mexico and the Dominican Republic?			
<p>Content (As a result of this learning segment, students will know..)</p> <ul style="list-style-type: none"> • Daily schedules • Telling time • Numbers 11-100 • The verb <i>tener</i> and <i>tener que</i> • Expressions of frequency • Present tense of –ar verbs • Town squares/plazas • School Uniforms • Mexican Muralists • The National Museum of Anthropology 	<p>Skills (As a result of this learning segment, students will be able to...)</p> <ul style="list-style-type: none"> • Talk about school and when different courses meet • Ask and tell time • Say what you have and have to do • Describe groups of people and objects using singular and plural forms of nouns, articles, adjectives and <i>ser</i> • Discuss Diego Rivera and Frida Kahlo 	<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"> • Demonstrate comprehension of the <i>Telehistoria</i> episodes • Complete written practice activities • Respond to listening comprehension exercises • Note taking <p>Interpersonal (B)</p> <ul style="list-style-type: none"> • Engage in short conversations relating to school schedules and school activities • Description of a typical Saturday <p>Presentational (C)</p> <ul style="list-style-type: none"> • Create a poster depicting your school schedule include time (written) and visuals 	<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><u>Technology Standards:</u></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><u>21st Century Themes and Skills:</u></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: World Language-Mexico and Dominican Republic			
Theme: En la escuela (U2L2)			
Essential Questions: How do you describe places in the school setting?			
Culture: What are some Mexican and Dominican cultural elements?			
<p>Content (As a result of this segment, students will know...)</p> <ul style="list-style-type: none"> • Classroom objects • Places in school • Emotions • School supplies • The verb <i>estar</i> • Conjugated verb before the subject to ask a question • The verb <i>ir</i> • School system 	<p>Skills: (As a result of this segment, students will be able to...)</p> <ul style="list-style-type: none"> • Describe classes and classroom objects • Say where things are located • Say where you are going • Talk about how you feel 	<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"> • Demonstrate comprehension of the <i>Telehistoria</i> episodes • Complete written practice activities • Respond to listening comprehension exercises • Note taking • On level multiple format quiz • On level and Modified multiple format Test <p>Interpersonal (B)</p> <ul style="list-style-type: none"> • Engage in conversations relating to classroom objects, how do you feel, where do you go if... <p>Presentational (C)</p> <ul style="list-style-type: none"> • Write an article for the school newspaper about your typical school day. 	<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><u>Technology Standards:</u></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><u>21st Century Themes and Skills:</u></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: World Language-Puerto Rico			
Theme: Mi Comida Favorita (U3L1)			
Essential Questions: How do you discuss your favorite food and beverages?			
Culture: What are some traditional dishes of Puerto Rico?			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • Food and beverages (meals) • Interrogative words • <i>Gustar</i> with nouns • Present tense of <i>-er</i> and <i>-ir</i> verbs • The verb <i>hacer</i> • Traditional cooking • Historic landmarks in Puerto Rico • Grocery shopping 	<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 foods and beverages • Ask questions • Say which foods you and others like and don't like • Read a supermarket shopping list • Read a supermarket ad 	<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"> • Complete written practice activities • Respond to listening comprehension exercises • Note taking • On level multiple format quiz • On level and modified multiple format test <p>Test Interpersonal (B)</p> <ul style="list-style-type: none"> • Engage in conversations relating to food /beverages that you like/ dislike <p>Presentational (C)</p> <ul style="list-style-type: none"> • Write a letter to your principal about your school cafeteria 	<p>Standards (NJSL) 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: World Language-Traditions			
Theme: En mi Familia (U3L2)			
Essential Questions: How do you describe your family to others?			
Culture: What are some mealtime traditions in Puerto Rico?			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • Family • Numbers 200-1,000,000 • Months of the year • Possessive adjectives • Comparatives • Recycle: the verb <i>tener</i> • Numbers 11-100 • Meals in Puerto Rico • Portraits and instruments from 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"> • Talk about family • Ask and tell ages • Express possession • Give dates • Make comparisons • Discuss meals in Puerto Rico • Discuss portraits of Rafael Tufino and Fernando Sayan Polo 	<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"> • Complete written practice activities • Respond to listening comprehension exercises • Note taking • On Level multiple format quiz • On Level and modified multiple format test <p>Interpersonal (B)</p> <ul style="list-style-type: none"> • Engage in conversations relating to family members and possession • Asking and stating birthdays 	<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: 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: 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>Presentational (C)</p> <p>Create a family Tree Poster or Family Album with a real or fictitious family</p>	<p><u>Career Ready Practices:</u> CRP1 CRP2 CRP4 CRP7 CRP8 CRP10 CRP11 CRP12</p> <hr/> <p><u>Time Frame:</u> 10 days</p> <hr/> <p><u>Materials:</u> Student textbook Student workbook <i>Telehistoria</i>- Video DVD Internet websites Resource worksheets Audio Program</p>
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CONTENT: World Language-Clothing and Seasons			
Theme: Vamos de Compras (U4L1)			
Essential Questions: How do you spend your free time?			
Culture: How do teens in Chile, Guatemala and Spain spend their weekends?			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • Clothes, colors and seasons • <i>Tener</i> expressions • Stem-changing verbs: <i>e-ie</i> • Direct object pronouns • Landscapes 	<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 the clothes you want to buy • Say what you wear in different seasons 	<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"> • Demonstrate comprehension of the <i>Telehistoria</i> episodes • Complete written practice activities • Respond to listening comprehension exercises • Note taking • On level multiple format quiz • On level and modified multiple format test <p>Interpersonal (B)</p> <ul style="list-style-type: none"> • Engage in conversations relating to weekend plans <p>Presentational (C)</p> <ul style="list-style-type: none"> • Create a menu and present it in class with a partner 	<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: 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: 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 I

			<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> Student textbook Student workbook <i>Telehistoria</i>- Video DVD Internet websites Resource worksheets Audio Program</p>

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CONTENT: World Language-Directions and Transportation			
Theme: ¿Qué hacemos esta noche? (U4L2)			
Essential Questions: How do you get around the city?			
Culture: What messages can an artist communicate through a painting?			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • Places in town • Means of transportation • Ordering a meal • The verb <i>ver, ir + a + infinitive</i> • Stem-changing verbs <i>o-ue</i> • Stem-changing verbs <i>e-i</i> 	<p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • Describe places and events around town • Talk about types of transportation • Say what you are going to do • Order from a menu 	<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"> • Complete written practice activities • Respond to listening comprehension exercises • Note taking • On Level multiple format quiz • On Level and modified multiple format test <p>Interpersonal (B)</p> <ul style="list-style-type: none"> • Engage in conversations relating to family members and possession • Asking and stating birthdays <p>Presentational (C)</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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			<p><u>Time Frame:</u> 10 days</p>
			<p><u>Materials:</u> Student textbook Student workbook <i>Telehistoria</i>- Video DVD Internet websites Resource worksheets Audio Program Practice Games</p>

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CONTENT: World Language-Geography			
Theme: Vivimos Aquí (U5L1)			
Essential Questions: How do you describe where you live? Culture: How does a country's location in the world make it unique?			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • Rooms of a house • Furniture, household items • The verb <i>tener</i> • The verbs <i>ser and estar</i> • Ordinal numbers • Important geographical locations • Houses and apartments in Ecuador 	<p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • Describe a house and household items • Indicate the order of things • Describe people and locations • Compare and contrast different living arrangements 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <p><i>Interpretive (A)</i></p> <ul style="list-style-type: none"> • Complete written practice activities • Respond to listening comprehension exercises • Note taking • On level multiple format quiz • On level and modified multiple format test <p><i>Interpersonal (B)</i></p> <ul style="list-style-type: none"> • Engage in conversations relating to describing people and locations along with household items <p><i>Presentational (C)</i></p> <ul style="list-style-type: none"> • Create a small poster layout of three rooms in your home and compare and contrast with a partner 	<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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			<p><u>Time Frame:</u> 10 days</p>
			<p><u>Materials:</u> Student textbook Student workbook <i>Telehistoria</i>- Video DVD Internet websites Resource worksheets Audio Program Realia</p>

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CONTENT: World Language-Social Activities			
Theme: Una fiesta en Casa (U5L2)			
Essential Questions: How do you plan a party and delegate responsibilities to others? Culture: What celebrations take place in Ecuador and Panama?			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • Household chores • Party activities/preparations • Irregular verbs • Affirmative <i>tú</i> commands • <i>Acabar de</i> + infinitive • Birthday parties • Festival in Quito • Traditional dances of Ecuador and Panama 	<p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • Plan a party • Talk about chores and responsibilities • Tell someone what to do • Say what you just did • Discuss importance of different festivals and compare and contrast with our own • Talk about traditional dances 	<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"> • Complete written practice activities • Respond to listening comprehension exercises • On level multiple format quiz • On level and modified multiple format test <p>Interpersonal (B)</p> <ul style="list-style-type: none"> • Engage in conversations relating to planning a party • Dialogues relating to chores and responsibilities <p>Presentational (C)</p> <ul style="list-style-type: none"> • Create a menu and present it in class 	<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: 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: 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: World Language-Republica Dominicana			
Theme: Staying Healthy: ¿Cuál es tu deporte favorito? (U6L1)			
Essential Questions: How do you discuss sports and sports equipment?			
Culture: What sports are popular in the Dominican Republic and Venezuela?			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • Sports • Places where sports are played • Sports equipment • The verb <i>jugar</i> • The verbs <i>saber and conocer</i> • The personal a • <i>Recycle: using gustar with nouns</i> 	<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 sports you and others play • Talk about whom you know • Talk about what you know in the world of sports • Read a flier for a sports club in Dominican Republic 	<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"> • Demonstrate comprehension of the Telehistoria episodes • Complete written practice activities • Respond to listening comprehension exercises • On level multiple format quiz • On level and modified multiple format test <p>Interpersonal (B)</p> <ul style="list-style-type: none"> • Engage in conversations relating to sports • Partner flashcards <p>Presentational (C)</p> <ul style="list-style-type: none"> • Partner dialogues 	<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: 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: 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: World Language-Lifestyles			
Theme: La Salud (U6L2)			
Essential Questions: How do you maintain good health?			
Culture: What outdoor activities are practiced in the Dominican Republic?			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • Activities to stay healthy • Parts of the body • The verb <i>doler</i> • Preterite of <i>-ar</i> verbs • Preterite of <i>-car,-gar,-zar</i> verbs • Famous athletes and outdoor sports 	<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 parts of the body • Use <i>doler</i> to say what hurts and make excuses • Say what you and others did • Talk about staying healthy • Discuss athletes and outdoor sports 	<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"> • Complete written practice activities • Respond to listening comprehension exercises • On level multiple format quiz • On level and Modified multiple format Test <p>Interpersonal (B)</p> <ul style="list-style-type: none"> • Engage in conversations relating to staying fit and healthy • Partner dialogues about past events <p>Presentational (C)</p> <ul style="list-style-type: none"> • Create a “diamond” poem about something that makes you feel healthy 	<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: World Language-Argentina			
Theme: Una Semana Fenomenal: En el Cibercafe (U7L1)			
Essential Questions: How do you describe a past event alongside with technology?			
Culture: What is Lunfardo and how do you protect your computers?			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • Technology-related activities • Parts of a computer • Preterite of <i>-er and -ir</i> verbs • Affirmative and negative words 	<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 technology • Talk about a series of events • Say what you did • Talk about indefinite or negative situations 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <p>Intrapersonal (A)</p> <ul style="list-style-type: none"> • <i>Telehistoria</i> episodes • Complete written practice activities • Respond to listening comprehension exercises • On level multiple format quiz • On level and modified multiple format test <p>Interpersonal (B)</p> <ul style="list-style-type: none"> • Engage in conversations relating to technology • Partner dialogues about past events <p>Presentational (C)</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: World Language-Costa Rica			
Theme: Un día en el parque de diversiones (U7L2)			
Essential Questions: How do you describe a family trip? Culture: What are some important cultural sites of Costa Rica?			
<p>Content (<i>As a result of this learning segment, students will know...</i>)</p> <ul style="list-style-type: none"> • <i>Qué</i> + adjective • Preterite of <i>ir, ser, and hacer</i> • Pronouns after prepositions • Family names • Places to visit 	<p>Skills (<i>As a result of this learning segment, students will be able to...</i>)</p> <ul style="list-style-type: none"> • Talk on the phone • Say where you went, how it was and what you did • Extend invitations 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <p>Intrapersonal (A)</p> <ul style="list-style-type: none"> • <i>Telehistoria</i> episodes • Complete written and audio practice activities • On level multiple format quiz • On level and modified multiple format test <p>Interpersonal (B)</p> <ul style="list-style-type: none"> • Engage in conversations relating to amusement parks and other fun activities • Partner dialogues about past events <p>Presentational (C)</p> <ul style="list-style-type: none"> • Description of a past event using lesson vocabulary 	<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> <p>Career Ready Practices:</p> <p>CRP1 CRP2 CRP4 CRP7 CRP8 CRP10</p>

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			CRP11 CRP12
			<u>Time Frame:</u> 10 days
			<u>Materials:</u> Student textbook Student workbook <i>Telehistoria</i> - Video DVD Internet websites Resource worksheets Audio Program

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CONTENT: World Languages- Costa Rica			
Theme: Pensando en las vacaciones (U8L1)			
Essential Questions: How do you plan for vacations? Culture: What are some popular tourists' attractions in Costa Rica?			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • Daily routines • Personal-care items • Landscapes and vacation destinations • Ways to travel • Reflexive verbs • Present progressive 	<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 a typical day • Talk about what you are doing • Talk about your daily routine while on vacation • Discuss Costa Rican vacation spots 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <p>Intrapersonal (A)</p> <ul style="list-style-type: none"> • <i>Telehistoria</i> episodes • Complete written and audio practice activities • On level multiple format quiz • On level and modified multiple format test <p>Interpersonal (B)</p> <ul style="list-style-type: none"> • Engage in conversations about daily routines and making vacation plans <p>Presentational (C)</p> <ul style="list-style-type: none"> • Description of a past event using lesson vocabulary 	<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><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> <p><u>Career Ready Practices:</u> CRP1 CRP2 CRP4 CRP7 CRP8 CRP10 CRP11 CRP12</p>

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CONTENT: World Language-Vacation Activities			
Theme: Vamos de vacaciones (U8L2)			
Essential Questions: What memorabilia do you bring back from a trip? Culture: Where do the people of Uruguay and Costa Rica go for vacation?			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • Vacation activities • Handicrafts • Jewelry • Bargaining expressions • Indirect object pronouns • Demonstrative adjectives 	<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 buying souvenirs on vacation • Talk about vacation activities • Role play bargaining at local markets • Ask for places 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <p>Intrapersonal (A)</p> <ul style="list-style-type: none"> • <i>Telehistoria</i> episodes • Complete written and audio practice activities • On level multiple format quiz • On level and modified multiple format test <p>Interpersonal (B)</p> <ul style="list-style-type: none"> • Engage in conversations about bargaining and asking for shopping places <p>Presentational (C)</p> <ul style="list-style-type: none"> • Partner dialogues 	<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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