

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

Spanish III Curriculum Guide

**Pacing Guide**

**Spanish III 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- Vamos a la playa y a acampar- (2 weeks)

Unit 2- Ayudando a la Comunidad-(2 weeks)

Unit 3- El Futuro-(2 weeks)

Unit 4- La inspiración y los héroes-(2 weeks)

Unit 5- Nuevos mundos- (2 weeks)

Unit 6- Dentro y fuera de la Ciudad- (2 weeks)

Unit 7-Nuevos Principios- (2 weeks)

Unit 8- La Literatura- (2 weeks)

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<p><b>Technology Standards:</b>  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.</p> <p>8.1.12.A.3: Participate in online courses, learning communities, social networks or a virtual world as resources for lifelong learning.</p> <p>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</p> <p>8.2.12.D.4: Assess the impacts of emerging technologies on developing countries</p> <p>8.2.12.E.1: Demonstrate an understanding of the problem-solving capacity of computers in our world</p>
<p><b>21<sup>st</sup> Century Skills Standards:</b>  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</p> <p>9.1.12.A.9: Analyze how personal and cultural values impact spending and other financial decisions</p> <p>9.1.12.D.2: Assess the impact of inflation on economic decisions and lifestyles</p> <p>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</p> <p>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><b>Career Ready Practice:</b></p>	<p>CRP1- Act as a responsible and contributing citizen and employee</p> <p>CRP2- Apply appropriate academic and technical skills</p> <p>CRP4- Communicate clearly and effectively and with reason</p> <p>CRP7– Employ valid and reliable research strategies</p> <p>CRP8- Utilize critical thinking to make sense of problems and persevere in solving them</p> <p>CRP10- Plan education and career paths aligned to personal goals</p> <p>CRP11- Use technology to enhance productivity</p> <p>CRP12- Work productively in teams while using cultural global competence</p>

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**Differentiation/Accommodations/Modifications**

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

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	<p><b>Modifications for Homework:</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete assignments</li> <li>• Internet text translators</li> <li>• Use of graphic organizers</li> <li>• Modified homework assignments</li> <li>• Internet bilingual dictionaries.</li> <li>• Provide student with clearly stated and written expectations and grading criteria for homework</li> </ul>	<ul style="list-style-type: none"> <li>• Provide verbal reminder of assignments</li> <li>• Check student independent work</li> <li>• Assist student with planning of assignments</li> </ul> <p><b>Modifications for Homework and Assignments:</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete assignments</li> <li>• Simplify complicated assignments into smaller units in phases as needed by student</li> <li>• Provide student with clearly stated and written expectations and grading criteria for assignments.</li> </ul> <p><b>Modifications for Assessments:</b></p> <ul style="list-style-type: none"> <li>• Extended time for tests and quizzes</li> <li>• Restate and clarify directions and questions</li> <li>• Provide study guides for classroom tests</li> <li>• Establish procedures for accommodations/modifications for assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Assist student with planning of assignments</li> <li>• Assist with technology</li> </ul> <p><b>Modifications for Homework and Assignments:</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete assignments</li> <li>• Simplify complicated assignments into smaller units in phases as needed by student</li> <li>• Provide student with clearly stated and written expectations and grading criteria for assignments</li> </ul> <p><b>Modifications for Assessments:</b></p> <ul style="list-style-type: none"> <li>• Extended time for tests and quizzes</li> <li>• Restate and clarify directions and questions</li> <li>• Provide study guides for classroom tests</li> <li>• Establish procedures for accommodations/modifications for assessment</li> </ul>
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<b>CONTENT:</b> World Language- Level 3			
<b>Theme:</b> Introduction to Avancemos 3			
<b>Essential Questions:</b> What strategies and resources are available to help me communicate in linguistically and culturally appropriate ways?			
<p><b>Content</b> <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> <li>• Verb Charts</li> <li>• Comic Book Stories</li> <li>• <i>Lecturas para Todos</i></li> <li>• <i>Telehistorias</i></li> <li>• Additional homework practice</li> </ul>	<p><b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> <li>• Navigate the student edition of the text</li> <li>• Read a map</li> <li>• Read for ComprehensionLearn using many different resources/study strategies</li> <li>• Listen and understand others</li> <li>• Individualized written practices</li> <li>• Extra Drill Practices</li> <li>• Learn how to use an English-Spanish Dictionary</li> </ul>	<p><b>Assessments</b> (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"> <li>• Matching and fill in exercises</li> </ul> <p>Interpersonal (B)</p> <ul style="list-style-type: none"> <li>• Discuss the kind of information you would expect to find in each section</li> </ul> <p>Presentational (C)</p> <ul style="list-style-type: none"> <li>• Class discussions</li> </ul>	<p><b>Standards (NJSLs)</b></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><b><u>Technology Standards:</u></b></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><b><u>21<sup>st</sup> Century Themes and Skills:</u></b></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><b><u>Career Ready Practices:</u></b>  CRP1  CRP2  CRP4  CRP7  CRP8  CRP10  CRP11  CRP12</p> <p><b><u>Time Frame:</u></b>  Quarterly 1</p> <p><b><u>Materials:</u></b>  Student Text And Workbook  Audio Activities Program  Assessment Tools  Resource Booklets  Video/ DVD  PowerPoint Slides  Realia (teacher created)  Performance Assessments  Internet Websites  (my.hrw.com, classzone.com)  English-Spanish dictionaries  Program Tools and Resources</p>
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<b>CONTENT:</b> World Language -Mexico			
<b>Theme:</b> Vamos a Acampar (UIL1)			
<b>Essential Questions:</b> How do you describe a camping trip and what is needed for the outdoors? How does the geography of a country influence forms of recreation?			
<p><b>Content</b> <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> <li>• Outdoor activities</li> <li>• Activities in the Past Tense</li> <li>• Irregular Preterite Verbs</li> <li>• The poetry of Octavio Paz</li> </ul>	<p><b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> <li>• Describe a camping trip</li> <li>• Talk about what you did with friends</li> <li>• Talk about nature</li> </ul>	<p><b>Assessments</b> (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"> <li>• Sentence completion</li> <li>• Listening/reading comprehension</li> <li>• Para y Piensa Exercise</li> </ul> <p>Interpersonal (B)</p> <ul style="list-style-type: none"> <li>• Discuss with a partner the kind of information you would expect to find in various sections</li> </ul> <p>Presentational (C)</p> <ul style="list-style-type: none"> <li>• Oral dialogue w/partners</li> <li>• Question/Answer student-to-student</li> </ul>	<p><b>Standards (NJSLs)</b></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><b>Technology Standards:</b></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><b>21<sup>st</sup> Century Themes and Skills:</b></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><b><u>Career Ready Practices:</u></b> CRP1 CRP2 CRP4 CRP7 CRP8 CRP10 CRP11 CRP12</p>
			<p><b><u>Time Frame:</u></b> 10 days</p>
			<p><b><u>Materials:</u></b> Student Text And Workbook Audio Activities Program Assessment Tools Resource Booklets Videos/DVD Powerpoint Slides Realia (teacher created) Performance Assessments Internet Websites (my.hrw.com, classzone.com)</p>

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<b>CONTENT:</b> World Language-La Playa			
<b>Theme:</b> Vamos a la playa (UIL2)			
<b>Essential Questions:</b> How do you talk about family vacations and how do you describe a place and its climate?			
<b>Culture:</b> Why do people participate in extreme sports?			
<p><b>Content</b> <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> <li>• Family relations</li> <li>• Beach activities</li> <li>• Practice the Imperfect Tense</li> <li>• Practice the Preterite And Imperfect</li> <li>• La Quebrada</li> <li>• Life in rural Mexico 1900's</li> </ul>	<p><b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> <li>• Talk about family vacations</li> <li>• Discuss activities, skills, and abilities</li> <li>• Describe a place and its climate</li> <li>• <i>Como Agua para Chocolate</i> (excerpt)</li> </ul>	<p><b>Assessments</b> (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"> <li>• Sentence Completion</li> <li>• Listening/Reading Comprehension</li> <li>• Para y Piensa Exercise</li> </ul> <p>Interpersonal (B)</p> <ul style="list-style-type: none"> <li>• Discuss with a partner the kind of information you would expect to find in various sections</li> </ul> <p>Presentational (C)</p> <ul style="list-style-type: none"> <li>• Oral dialogue w/partners</li> <li>• Question/Answer student-to-student</li> <li>• Autobiography</li> </ul>	<p><b>Standards (NJSLs)</b></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><b>Technology Standards:</b></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><b>21<sup>st</sup> Century Themes and Skills:</b></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><b><u>Career Ready Practices:</u></b> CRP1 CRP2 CRP4 CRP7 CRP8 CRP10 CRP11 CRP12</p>
			<p><b><u>Time Frame:</u></b> 10 days</p>
			<p><b><u>Materials:</u></b> Student Text And Workbook Audio Activities Program Assessment Tools Resource Booklets Videos/DVD PowerPoint Slides Realia (teacher created) Performance Assessments Internet Websites (my.hrw.com, classzone.com) Movie: Instructions Not Included</p>

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<b>CONTENT:</b> World Language- Estados Unidos			
<b>Theme:</b> Todos para uno y Uno para Todos (U2L1)			
<b>Essential Questions:</b> How do you persuade or influence others? <b>Culture:</b> What role do artists play within a community?			
<p><b>Content</b> <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> <li>• Volunteer work</li> <li>• Organizing Community Service</li> <li>• Affirmative and Negative tú Commands</li> <li>• Review of other Command Forms</li> <li>• Pablo O’Higgins</li> </ul>	<p><b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> <li>• Describe volunteer activities</li> <li>• Organize people to do a project</li> <li>• Persuade or influence others</li> <li>• Discuss the Pablo O’Higgins community</li> </ul>	<p><b>Assessments</b> (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"> <li>• Sentence Completion</li> <li>• Listening/Reading Comprehension</li> <li>• Para y Piensa Exercise</li> </ul> <p>Interpersonal (B)</p> <ul style="list-style-type: none"> <li>• Discuss with a partner the kind of information you would expect to find in each section</li> </ul> <p>Presentational (C)</p> <ul style="list-style-type: none"> <li>• Oral dialogue w/partners</li> <li>• Question/Answer student-to-student</li> </ul>	<p><b>Standards (NJSLs)</b></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><b>Technology Standards:</b></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><b>21<sup>st</sup> Century Themes and Skills:</b></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><b><u>Career Ready Practices:</u></b>                  CRP1                  CRP2                  CRP4                  CRP7                  CRP8                  CRP9                  CRP10                  CRP11                  CRP12</p> <p><b><u>Time Frame:</u></b>                  10 days</p> <p><b><u>Materials:</u></b>                  Student Text And Workbook                  Audio Activities Program                  Assessment Tools                  Resource Booklets                  Videos/DVD                  PowerPoint Slides                  Realia (teacher created)                  Performance Assessments                  Internet Websites                  (my.hrw.com, classzone.com)</p>
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<b>CONTENT:</b> World Language-Communications			
<b>Theme:</b> ¿Cómo nos organizamos? (U2L2)			
<b>Essential Questions:</b> How do you make requests and recommendations?			
<b>Culture:</b> Why are Spanish newspapers in the United States important?			
<p><b>Content</b> (<i>As a result of this learning segment, students will know...</i>)</p> <ul style="list-style-type: none"> <li>• Media related and fundraising vocabulary</li> <li>• Impersonal <i>se</i></li> <li>• Pronouns with Commands Impersonal Expressions with Infinitives</li> <li>• <i>Las Mananitas</i> song</li> </ul>	<p><b>Skills</b> (<i>As a result of this learning segment, students will be able to...</i>)</p> <ul style="list-style-type: none"> <li>• Make requests and recommendations</li> <li>• Express opinions</li> <li>• Talk about the media and the community</li> <li>• Discuss Spanish newspapers and types of music</li> <li>• Read about <i>Sandra Cisneros</i></li> </ul>	<p><b>Assessments</b> (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"> <li>• Sentence Completion</li> <li>• Listening/Reading Comprehension</li> <li>• Para y Piensa</li> </ul> <p>Interpersonal (B)</p> <ul style="list-style-type: none"> <li>• Discuss with a partner the kind of information you would expect to find in each section</li> </ul> <p>Presentational (C)</p> <ul style="list-style-type: none"> <li>• Oral dialogue w/partners</li> <li>• Question/Answer student-to-student</li> </ul>	<p><b>Standards (NJSLs)</b></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><b>Technology Standards:</b></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><b>21<sup>st</sup> Century Themes and Skills:</b></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><b><u>Time Frame:</u></b> 10 days</p>
			<p><b><u>Materials:</u></b> Student Text And Workbook Audio Activities Program Assessment Tools Resource Booklets Videos/DVD PowerPoint Slides Realia (teacher created) Performance Assessments Internet Websites (my.hrw.com, classzone.com)</p>

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<b>CONTENT:</b> World Language – Centroamerica			
<b>Theme:</b> ¿Cómo sera el futuro? (U3L1)			
<b>Essential Questions:</b> How do you express environmental concerns and possibilities? <b>Culture:</b> Why is it important to protect endangered species?			
<p><b>Content</b> (<i>As a result of this learning segment, students will know...</i>)</p> <ul style="list-style-type: none"> <li>• Issues that affect the environment</li> <li>• Uses of the <i>Future Tense</i></li> <li>• <i>Por vs Para</i></li> <li>• <i>La Mejor Edad</i></li> <li>• <i>El Mar Caribe</i></li> </ul>	<p><b>Skills</b> (<i>As a result of this learning segment, students will be able to...</i>)</p> <ul style="list-style-type: none"> <li>• Discuss the impact of technology</li> <li>• Express environmental concerns and possibilities</li> <li>• Make predictions and discuss causes and effects</li> <li>• Discuss an essay written by Carlos Balaguer</li> </ul>	<p><b>Assessments</b> (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"> <li>• Sentence Completion</li> <li>• Listening/Reading Comprehension</li> <li>• Para y Piensa Exercise</li> </ul> <p>Interpersonal (B)</p> <ul style="list-style-type: none"> <li>• Discuss with a partner the kind of information you would expect to find in each section</li> </ul> <p>Presentational (C)</p> <ul style="list-style-type: none"> <li>• Oral dialogue w/partners</li> <li>• Question/Answer student-to-student</li> </ul>	<p><b>Standards (NJSLs)</b></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><b>Technology Standards:</b></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><b>21<sup>st</sup> Century Themes and Skills:</b></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><b><u>Career Ready Practices:</u></b> CRP1 CRP2 CRP4 CRP7 CRP8 CRP10 CRP11 CRP12</p>
			<p><b><u>Time Frame:</u></b> 10 days</p>
			<p><b><u>Materials:</u></b> Student Text And Workbook Audio Activities Program Assessment Tools Resource Booklets Videos/DVD PowerPoint Slides Realia (teacher created) Performance Assessments Internet Websites (my.hrw.com, classzone.com)</p>

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<b>CONTENT:</b> World Language-Government and Society			
<b>Theme:</b> Por un futuro mejor (U3L2)			
<b>Essential Questions:</b> How do you discuss obligations and responsibilities?			
<b>Culture:</b> How do artists represent the world that surrounds them?			
<p><b>Content</b> <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> <li>• Government, Society and Business</li> <li>• The <i>Subjunctive</i> with <i>Impersonal Expressions</i></li> <li>• Irregular forms of the Subjunctive</li> <li>• A Mayan fable</li> </ul>	<p><b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> <li>• Discuss obligations and responsibilities</li> <li>• Present and support an opinion</li> <li>• Express a point of view and make recommendations</li> <li>• Discuss the Mayan Civilization</li> </ul>	<p><b>Assessments</b> (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"> <li>• Sentence Completion</li> <li>• Listening/Reading Comprehension</li> <li>• Para y Piensa Exercise</li> </ul> <p>Interpersonal (B)</p> <ul style="list-style-type: none"> <li>• Discuss with a partner the kind of information you would expect to find in each section</li> </ul> <p>Presentational (C)</p> <ul style="list-style-type: none"> <li>• Oral dialogue w/partners</li> <li>• Question/Answer student-to-student</li> </ul>	<p><b><u>NJ World Language Standards:</u></b>                  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><b><u>Technology Standards:</u></b>                  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><b><u>21<sup>st</sup> Century Themes and Skills:</u></b>                  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><b><u>Career Ready Practices:</u></b>                  CRP1                  CRP2                  CRP4                  CRP7                  CRP8                  CRP10                  CRP11                  CRP12</p> <p><b><u>Time Frame:</u></b>                  10 days</p> <p><b><u>Materials:</u></b>                  Student Text And Workbook                  Audio Activities Program                  Assessment Tools                  Resource Booklets                  Videos/DVD                  PowerPoint Slides                  Realia (teacher created)                  Performance Assessments                  Internet Websites                  (my.hrw.com, classzone.com)</p>
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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
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<b>CONTENT:</b> World Language- El Caribe			
<b>Theme:</b> ¿Quién te inspira? (U4L1)			
<b>Essential Questions:</b> How do you express wishes and desires? <b>Culture:</b> How do celebrities help others?			
<p><b>Content</b> (<i>As a result of this learning segment, students will know...</i>)</p> <ul style="list-style-type: none"> <li>• Personal Characteristics, Descriptions and Professions</li> <li>• The <i>Subjunctive</i> with <i>Ojala</i> and verbs of hope</li> <li>• The <i>Subjunctive</i> with verbs of influence</li> <li>• Suffixes that change adjectives to nouns</li> </ul>	<p><b>Skills</b> (<i>As a result of this learning segment, students will be able to...</i>)</p> <ul style="list-style-type: none"> <li>• Describe people</li> <li>• Tell others what to do</li> <li>• Express wishes and desires</li> <li>• Discuss Juan Luis Guerra and Roberto Clemente</li> </ul>	<p><b>Assessments</b> (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"> <li>• Sentence completion</li> <li>• Listening/reading comprehension</li> <li>• Para y Piensa</li> </ul> <p>Interpersonal (B)</p> <ul style="list-style-type: none"> <li>• Discuss with a partner the kind of information you would expect to find in each section</li> </ul> <p>Presentational (C)</p> <ul style="list-style-type: none"> <li>• Oral dialogue w/partners</li> <li>• Question/Answer student-to-student</li> <li>• Finish the story <i>Los Solucionistas</i></li> </ul>	<p><b>Standards (NJSLs)</b></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><b>Technology Standards:</b></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><b>21<sup>st</sup> Century Themes and Skills:</b></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><b><u>Career Ready Practices:</u></b> CRP1 CRP2 CRP4 CRP7 CRP8 CRP10 CRP11 CRP12</p>
			<p><b><u>Time Frame:</u></b> 10 days</p>
			<p><b><u>Materials:</u></b> Student Text And Workbook Audio Activities Program Assessment Tools Resource Booklets Videos/DVD PowerPoint Slides Realia (teacher created) Performance Assessments Internet Websites (my.hrw.com, classzone.com)</p>

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<b>CONTENT:</b> World Language- El Caribe			
<b>Theme:</b> Quienes son los héroes? (U4L2)			
<b>Essential Questions:</b> How do you express doubt, denial and disbelief? <b>Culture:</b> How do artists represent their heroes?			
<p><b>Content</b> (<i>As a result of this learning segment, students will know...</i>)</p> <ul style="list-style-type: none"> <li>• Personal Qualities needed for various professions</li> <li>• The uses of the <i>subjunctive</i> with doubt and emotion</li> <li>• The superlative forms</li> <li>• <i>Subjunctive vs Indicative</i></li> <li>• Amelia Pelaez</li> <li>• Oscar Ortiz</li> </ul>	<p><b>Skills</b> (<i>As a result of this learning segment, students will be able to...</i>)</p> <ul style="list-style-type: none"> <li>• Describe people and things</li> <li>• Express doubt, denial and disbelief</li> <li>• Express positive and negative emotions</li> <li>• Discussion of Puerto Rican and Cuban artists</li> </ul>	<p><b>Assessments</b> (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"> <li>• Sentence Completion</li> <li>• Listening/Reading Comprehension</li> <li>• Para y Piensa Exercise</li> </ul> <p>Interpersonal (B)</p> <ul style="list-style-type: none"> <li>• Discuss with a partner the kind of information you would expect to find in each section</li> </ul> <p>Presentational (C)</p> <ul style="list-style-type: none"> <li>• Oral dialogue w/partners</li> <li>• Question/Answer student-to-student</li> <li>• Class discussion</li> </ul>	<p><b>Standards (NJSLs)</b></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><b>Technology Standards:</b></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><b>21<sup>st</sup> Century Themes and Skills:</b></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><b>Career Ready Practices:</b></p> <p>CRP1 CRP2 CRP4 CRP7 CRP8</p>

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			CRP10 CRP11 CRP12
			<b><u>Time Frame:</u></b> 10 days
			<b><u>Materials:</u></b> Student Text And Workbook Audio Activities Program Assessment Tools Resource Booklets Videos/DVD PowerPoint Slides Realia (teacher created) Performance Assessments Internet Websites (my.hrw.com, classzone.com)

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
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<b>CONTENT:</b> World Language- Los Paises Andinos			
<b>Theme:</b> Comuniquemonos entre Naciones (U5L1)			
<b>Essential Questions:</b> How do we communicate with others around us? <b>Culture:</b> Why is indigenous art important?			
<p><b>Content</b> <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> <li>• Personal items, computers and the Internet</li> <li>• <i>Tú</i> Commands</li> <li>• Expressions with <i>sea</i></li> <li>• The uses of <i>subjunctive</i> with conjunction and the unknown</li> <li>• El arte de Tigua</li> <li>• Museo de Metales Preciosos</li> </ul>	<p><b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> <li>• Discuss personal items and requirements</li> <li>• Express what does and doesn't exist</li> <li>• Discuss how language reflects a person's personality</li> </ul>	<p><b>Assessments</b> (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"> <li>• Sentence Completion</li> <li>• Listening/Reading Comprehension</li> <li>• Para y Piensa Exercises</li> </ul> <p>Interpersonal (B)</p> <ul style="list-style-type: none"> <li>• Discuss with a partner the kind of information you would expect to find in each section</li> </ul> <p>Presentational (C)</p> <ul style="list-style-type: none"> <li>• Oral dialogue w/partners</li> <li>• Question/Answer student-to-student</li> </ul>	<p><b>Standards (NJSLs)</b></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><b>Technology Standards:</b></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><b>21<sup>st</sup> Century Themes and Skills:</b></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><b><u>Career Ready Practices:</u></b> CRP1 CRP2 CRP4 CRP7 CRP8 CRP10 CRP11 CRP12</p>
			<p><b><u>Time Frame:</u></b> 10 days</p>
			<p><b><u>Materials:</u></b> Student Text And Workbook Audio Activities Program Assessment Tools Resource Booklets Videos/DVD PowerPoint Slides Realia (teacher created) Performance Assessments Internet Websites (my.hrw.com, classzone.com)</p>

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<b>CONTENT:</b> World Language-Daily Activities			
<b>Theme:</b> Nuevos amigos, nuevas oportunidades (U5L2)			
<b>Essential Questions:</b> How do you discuss the day's activities? <b>Culture:</b> How is Andean culture unique?			
<p><b>Content</b> <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> <li>• Leisure Activities</li> <li>• <i>Qué</i> and <i>cúal</i></li> <li>• <i>Conditional Tense</i></li> <li>• Reported speech</li> <li>• Geographic variety and music in the Andean countries</li> </ul>	<p><b>Skills</b> <i>(As a result of this learning segment, students will be able to do...)</i></p> <ul style="list-style-type: none"> <li>• Say what would or would not happen</li> <li>• Report what someone said</li> <li>• Talk about the day's activities</li> </ul>	<p><b>Assessments</b> (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"> <li>• Sentence Completion</li> <li>• Listening/Reading Comprehension</li> <li>• Para y Piensa Exercises</li> </ul> <p>Interpersonal (B)</p> <ul style="list-style-type: none"> <li>• Discuss with a partner the kind of information you would expect to find in each section</li> </ul> <p>Presentational (C)</p> <ul style="list-style-type: none"> <li>• Oral dialogue w/partners</li> <li>• Question/Answer student-to-student</li> <li>• In class presentations</li> </ul>	<p><b>Standards (NJSLs)</b></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><b>Technology Standards:</b></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><b>21<sup>st</sup> Century Themes and Skills:</b></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><b><u>Career Ready Practices:</u></b> CRP1 CRP2 CRP4 CRP7 CRP8 CRP10 CRP11 CRP12</p>
			<p><b><u>Time Frame:</u></b> 10 days</p>
			<p><b><u>Materials:</u></b> Student Text And Workbook Audio Activities Program Assessment Tools Resource Booklets Videos/DVD PowerPoint Slides Realia (teacher created) Performance Assessments Internet Websites (my.hrw.com, classzone.com)</p>

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<b>CONTENT:</b> World Language- Spain			
<b>Theme:</b> La vida en la Ciudad (U6L1)			
<b>Essential Questions:</b> How do you describe your neighborhood? <b>Culture:</b> What are some characteristics of the architecture and music of Spain?			
<p><b>Content</b> (<i>As a result of this learning segment, students will know...</i>)</p> <ul style="list-style-type: none"> <li>• Things you find in an apartment</li> <li>• Places in a neighborhood</li> <li>• The <i>Past Participle</i> as <i>Adjectives</i></li> <li>• The <i>Present Perfect Tense</i></li> <li>• Antoni Gaudi</li> <li>• <i>Flamenco</i> music</li> </ul>	<p><b>Skills</b> (<i>As a result of this learning segment, students will be able to...</i>)</p> <ul style="list-style-type: none"> <li>• Talk about the neighborhood</li> <li>• Describe places and things</li> <li>• Say what has happened in the recent past</li> <li>• Describing states of being using past participles as adjectives</li> </ul>	<p><b>Assessments</b> (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"> <li>• Sentence Completion</li> <li>• Listening/Reading Comprehension</li> <li>• Para y Piensa Exercises</li> </ul> <p>Interpersonal (B)</p> <ul style="list-style-type: none"> <li>• Discuss with a partner the kind of information you would expect to find in each section</li> </ul> <p>Presentational (C)</p> <ul style="list-style-type: none"> <li>• Oral dialogue w/partners</li> <li>• Question/Answer student-to-student</li> </ul>	<p><b>Standards (NJSLs)</b></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><b>Technology Standards:</b></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><b>21<sup>st</sup> Century Themes and Skills:</b></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><b><u>Career Ready Practices:</u></b> CRP1 CRP2 CRP4 CRP7 CRP8 CRP10 CRP11 CRP12</p>
			<p><b><u>Time Frame:</u></b> 10 days</p>
			<p><b><u>Materials:</u></b> Student Text And Workbook Audio Activities Program Assessment Tools Resource Booklets Videos/DVD PowerPoint Slides Realia (teacher created) Performance Assessments Internet Websites (my.hrw.com, classzone.com)</p>

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<b>CONTENT:</b> World Language-Spain			
<b>Theme:</b> Fuera de la Ciudad (U6L2)			
<b>Essential Questions:</b> How do you describe an excursion? <b>Culture:</b> How do people identify themselves with specific regions of Spain?			
<p><b>Content</b> <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> <li>• Describing an excursion</li> <li>• The <i>Present Perfect Tense</i></li> <li>• The <i>Future Perfect Tense</i></li> <li>• Casas de Techos Rojos</li> <li>• <i>Las Autonomias Espanolas</i></li> <li>• El Greco y Toledo</li> </ul>	<p><b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> <li>• Describe an excursion real or imaginary</li> <li>• Express what will have happened</li> <li>• Talk about the history of a place</li> </ul>	<p><b>Assessments</b> (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"> <li>• Sentence Completion</li> <li>• Listening/Reading Comprehension</li> <li>• Para y Piensa Exercises</li> </ul> <p>Interpersonal (B)</p> <ul style="list-style-type: none"> <li>• Discuss with a partner the kind of information you would expect to find in each section</li> </ul> <p>Presentational (C)</p> <ul style="list-style-type: none"> <li>• Oral dialogue w/partners</li> <li>• Question/Answer student-to-student</li> </ul>	<p><b>Standards (NJSLs)</b></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><b>Technology Standards:</b></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><b>21<sup>st</sup> Century Themes and Skills:</b></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><b><u>Career Ready Practices:</u></b> CRP1 CRP2 CRP4 CRP7 CRP8 CRP10 CRP11 CRP12</p>
			<p><b><u>Time Frame:</u></b> 10 days</p>
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<b>CONTENT:</b> World Language- Colombia y Venezuela			
<b>Theme:</b> Tu pasado y tu futuro (U7L1)			
<b>Essential Questions:</b> How do you express past assumptions and emotions? Culture: What are some celebrations in Colombia?			
<p><b>Content</b> <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> <li>• Words that relate to work and school activities</li> <li>• The uses of <i>Imperfect Subjunctive Mood</i></li> <li>• The <i>Subjunctive of Perfect Tenses</i></li> <li>• Recycle: The <i>Conditional Tense</i></li> <li>• El Carnaval</li> </ul>	<p><b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> <li>• Relate what others wanted you to do</li> <li>• Express work and past assumptions and emotions</li> <li>• Discuss work and school activities</li> </ul>	<p><b>Assessments</b> (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"> <li>• Sentence Completion</li> <li>• Listening/Reading Comprehension</li> <li>• Para y Piensa Exercise</li> </ul> <p>Interpersonal (B)</p> <ul style="list-style-type: none"> <li>• Discuss with a partner the kind of information you would expect to find in each section</li> </ul> <p>Presentational (C)</p> <ul style="list-style-type: none"> <li>• Oral dialogue w/partners</li> <li>• Question/Answer student-to-student</li> </ul>	<p><b>Standards (NJSLs)</b></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><b><u>Technology Standards:</u></b></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><b><u>21<sup>st</sup> Century Themes and Skills:</u></b></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><b><u>Career Ready Practices:</u></b> CRP1 CRP2 CRP4 CRP7 CRP8 CRP10 CRP11 CRP12</p>
			<p><b><u>Time Frame:</u></b> 10 days</p>
			<p><b><u>Materials:</u></b> Student Text And Workbook Audio Activities Program Assessment Tools Resource Booklets Videos/DVD PowerPoint Slides Realia (teacher created) Performance Assessments Internet Websites (my.hrw.com, classzone.com)</p>

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<b>CONTENT:</b> World Language-Schools and Careers			
<b>Theme:</b> Nuevos Principios (U7L2)			
<b>Essential Questions:</b> How do you discuss career options and qualifications?			
<b>Culture:</b> Schools in Venezuela and Colombia?			
<p><b>Content</b> (<i>As a result of this learning segment, students will know...</i>)</p> <ul style="list-style-type: none"> <li>• Career and professional qualities vocabulary</li> <li>• Using <i>Si</i> clauses</li> <li>• Sequence of tenses</li> <li>• <i>Universidad de Santo Tomás</i></li> <li>• <i>Universidad Autónoma de Viejalinda</i></li> </ul>	<p><b>Skills</b> (<i>As a result of this learning segment, students will be able to do...</i>)</p> <ul style="list-style-type: none"> <li>• Talk about career possibilities</li> <li>• Hypothesize</li> <li>• Narrate in the past</li> <li>• Explain when to use the present subjunctive and when to use the imperfect subjunctive</li> </ul>	<p><b>Assessments</b> (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"> <li>• Sentence Completion</li> <li>• Listening/Reading Comprehension</li> <li>• Para y Piensa Exercises</li> </ul> <p>Interpersonal (B)</p> <ul style="list-style-type: none"> <li>• Discuss with a partner the kind of information you would expect to find in each section</li> </ul> <p>Presentational (C)</p> <ul style="list-style-type: none"> <li>• Oral dialogue w/partners</li> <li>• Question/Answer student-to-student</li> </ul>	<p><b>Standards (NJSLs)</b></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><b>Technology Standards:</b></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><b>21<sup>st</sup> Century Themes and Skills:</b></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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<b>CONTENT:</b> World Language- El Cono Sur			
<b>Theme:</b> Hablemos de literature: Cuentos y Poesía (U8L1)			
<b>Essential Questions:</b> How do you discuss and critique literature? <b>Culture:</b> How do you relate the different manifestations of art?			
<p><b>Content</b> <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> <li>• Use vocabulary to discuss and critique literature</li> <li>• Past progressive tenses and conjunctions</li> <li>• Literature and the movies</li> <li>• <i>Roberto Matta</i></li> </ul>	<p><b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> <li>• Discuss and critique literature</li> <li>• Talk about what you are doing in the past tense</li> <li>• Link events and ideas-Present to Past</li> </ul>	<p><b>Assessments</b> (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"> <li>• Sentence Completion</li> <li>• Listening/Reading Comprehension</li> <li>• Para y Piensa Exercises</li> </ul> <p>Interpersonal (B)</p> <ul style="list-style-type: none"> <li>• Discuss with a partner what kind of information you would expect to find in each section</li> </ul> <p>Presentational (C)</p> <ul style="list-style-type: none"> <li>• Oral dialogue w/partners</li> <li>• Question/Answer student-to-student</li> <li>• Summary for the school newspaper</li> </ul>	<p><b>Standards (NJSLs)</b></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><b>Technology Standards:</b></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><b>21<sup>st</sup> Century Themes and Skills:</b></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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<b>CONTENT:</b> World Language-Drama			
<b>Theme:</b> El drama (U8L2)			
<b>Essential Questions:</b> How do you read and interpret a short play and express opinions about a text? <b>Culture:</b> How are celebrations related to the country?			
<p><b>Content</b> <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> <li>• Vocabulary words to interpret a short play</li> <li>• <i>Se</i> for unintentional occurrences</li> <li>• Review uses of the subjunctive mood in various contexts</li> <li>• Use <i>Past Tense</i> forms</li> <li>• Carnaval in Uruguay</li> <li>• Teatro Colón</li> </ul>	<p><b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> <li>• Read and interpret a short play</li> <li>• Talk about unplanned or accidental occurrences</li> <li>• Express opinions about a text or in context</li> <li>• Discuss carnivals and theatrical plays</li> </ul>	<p><b>Assessments</b> (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"> <li>• Sentence Completion</li> <li>• Listening/Reading Comprehension</li> <li>• Para y Piensa Exercise</li> </ul> <p>Interpersonal (B)</p> <ul style="list-style-type: none"> <li>• Discuss with a partner the kind of information you would expect to find in each section</li> </ul> <p>Presentational (C)</p> <ul style="list-style-type: none"> <li>• Oral dialogue w/partners</li> <li>• Question/Answer student-to-student</li> <li>• Letter of support for a project in the works</li> </ul>	<p><b>Standards (NJSLS)</b></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><b>Technology Standards:</b></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><b>21<sup>st</sup> Century Themes and Skills:</b></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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