

SPANISH II GRADES 9-12

THE EWING PUBLIC SCHOOLS
2099 Pennington Road
Ewing, NJ 08618

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Written by: EHS World Language Teachers

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Superintendent

In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.

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PREFACE

This curriculum guide is intended to provide vertical and horizontal framework for the World Languages program of the Ewing Township Public Schools. It is designed to identify the essential components needed by teachers when they prepare instruction in the language of Spanish which will best meet the needs of their students. The teacher's knowledge of their students' level of development, learning styles, and general readiness of the student to learn should be the guiding factors in selecting the most appropriate ways to reach the goals and objectives defined by the guide.

The selected published materials are intended to provide resources to teacher in their preparation of instructional activities and teachers should feel free to integrate other resources where appropriate as long as they are consistent with the goals and philosophy as outlined. Integration of concepts and skill developed in the Spanish language into other content areas is encouraged to stimulate real-life experiences and meaning.

All students are not the same. They have different needs, learning styles, and levels of readiness. Therefore, teachers will need to make choices in planning instruction so that the needs of each student are addressed and the scope of the curriculum is accomplished.

21st Century Life and Careers

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

The 12 Career Ready Practices

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness, Exploration, and Preparation

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education

Technology Integration

8.1 Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

8.2 Technology Education, Engineering, Design and Computational Thinking - Programming

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Unit 1: La Salud y El Médico (2 Weeks)

Class Instructional Time: Block scheduling (83 min.) – 5 days a week

Why Is This Unit Important?

Students will be able to explain a minor illness to a doctor, and be able to use indirect object pronouns with the verb *doler*. They will be able to have a prescription filled at a drugstore.

Enduring Understandings/Unit Objectives:

- Express health and feelings using the verb *estar*
- Describe characteristics of a person using the verb *ser*
- State one's location, and state where something or someone is from

Essential Questions:

- ¿Qué te duele?
- ¿Cómo estás?
- ¿Cuáles son tus síntomas?
- ¿Cuántas veces al día tomas las píldoras?
- ¿Dónde estás?
- ¿De dónde eres? ¿Cómo eres tú?
- ¿De dónde son los alumnos?

Acquired Knowledge:

- Use SER and ESTAR in correct situations
- Use indirect object pronouns with the verb DOLER

Acquired Skills:

- Apply *ser* and *estar* rules
- Use the indirect object pronouns **me**, **te**, and **nos** with the verb *doler* and other such verbs (*gustar*, *encantar*, etc.)

Assessments:

Formative:

- Quizzes
- Homework
- Pair share
- Mini dialogues

Summative:

- Composition
- Original dialogs
- Speaking test

Benchmark:

- Unit test

Alternative:

- Socrative
- Quizziz
- Kahoot
- Quizlet
- Simulated conversations

Instructional Materials:

Core:

- Senderos. Vista Higher Learning. New York, NY: 2023

Supplemental

- Accompanying Chapter Audio CDs
- Accompanying Chapter Video (DVD)
- Accompanying Chapter Computer program
- Web-based learning/practice sites as listed below

2020 NJCS:

- 7.1.NH.IPRET.1
- 7.1.NH.IPRET.3
- 7.1.NH.IPRET.4
- 7.1.NH.IPRET.6
- 7.1.NH.IPRES.1
- 7.1.NH.IPRES.2
- 7.1.NH.IPRES.3
- 7.1.NH.IPRES.4
- 7.1.NH.PRSNT.1
- 7.1.NH.PRSNT.2

Instructional Strategies/Suggested Learning Experiences:

- Reading cultural material in target language
- Writing in target language
- Listening to authentic material
- Web-based practice activities (www.spanish.glencoe.com, www.studyspanish.com, www.conjuguemos.com, www.socrative.com, www.kahoot.com, www.quizlet.com, www.yabla.com, www.edpuzzle.com, www.quizziz.com, www.videoEle.com, www.plickers.com, and www.quia.com)
- Dialog creations and presentations
- Picture descriptions

Unit 2: El Verano y El Invierno (2 Weeks)

Class Instructional Time: Block scheduling (83 min.) – 5 days a week

Why Is This Unit Important?

Students will be able to talk about summer and winter weather conditions and the sports or hobbies one can do during these seasons. Students will also discuss activities in the past.

Enduring Understandings/Unit Objectives:

- State weather conditions
- State past actions
- Compare and contrast the seasons in the northern and southern hemispheres

Essential Questions:

- ¿Qué tiempo hace hoy?
- ¿En qué estación estamos?
- ¿Cómo está el cielo? ¿En qué mes llueve mucho?
- ¿Qué tiempo hace durante el invierno/el verano?
- ¿Cuál es tu deporte favorito?
- ¿Qué usas para jugar este deporte?
- ¿Qué haces durante el verano, el invierno, el otoño y la primavera?

Acquired Knowledge:

- Hacer + weather expressions
- Summer sports activities (tennis, water skiing, surfing, swimming, scuba diving)
- Winter sports activities (skiing, snow boarding, etc.)
- Preterit tense of –AR verbs (regular and spelling change verbs)
- Preterit forms of SER and IR
- Direct object pronouns

Acquired Skills:

- Use the preterit tense to describe past actions
- Use direct object pronouns to answer questions

Assessments:

Formative:

- Quizzes
- Homework
- Pair share
- Mini dialogues

Summative:

- Composition
- Original dialogs
- Speaking test

Benchmark:

- Unit test

Alternative:

- Socrative
- Quizziz
- Kahoot
- Quizlet
- Yabla assessments
- Simulated conversations
- Mi estación favorita Project
- Postcard project

Instructional Materials:

Core:

- Senderos. Vista Higher Learning. New York, NY: 2023

Supplemental:

- Accompanying Chapter Audio CDs
- Accompanying Chapter Video (DVD)
- Accompanying Chapter Computer program
- Web-based learning/practice sites as listed below

2020 NJCS:

- 7.1.NH.IPRET.1
- 7.1.NH.IPRET.2
- 7.1.NH.IPRET.3
- 7.1.NH.IPRET.4
- 7.1.NH.IPRET.8
- 7.1.NH.IPERS.1
- 7.1.NH.IPERS.2
- 7.1.NH.IPERS.3
- 7.1.NH.IPERS.4
- 7.1.NH.PRSNT.1
- 7.1.NH.PRSNT.2

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- Dialog creations and presentations
- Picture descriptions

Unit 3: Diversiones Culturales (2 Weeks)

Class Instructional Time: Block scheduling (83 min.) – 5 days a week

Why Is This Unit Important?

Students will be able to discuss cultural activities involving the arts, museums, theater and the movies. Students will also identify Hispanic artists such as Fridah Kahlo, Garcia Lorca, El Greco, etc.

Enduring Understandings/Unit Objectives:

- Relate past actions and events
- Tell for whom something is done
- Discuss cultural events such as going to the movies, the theater and museums
- Compare and contrast dating customs in the US vs. Hispanic countries

Essential Questions:

- ¿Adónde fuiste con tus amigos anoche?
- ¿Te gusta ir a Nueva York a ver obras de teatro?
- ¿Cuánto cuestan las entradas?
- ¿Dónde las compras o las compraste?
- ¿Qué decidieron hacer tú y tus amigos?
- ¿Ir al cine?
- ¿Ir al teatro?
- ¿Cuántas películas viste el mes pasado?
- ¿Cuándo fue la última vez que fuiste a un museo?
- ¿Cómo fue la obra escolar?

Acquired Knowledge:

- Preterit forms of –ER and –IR verbs
- Preterit forms of irregular verbs DAR and VER
- Indirect object pronouns

Acquired Skills:

- Discuss cultural events
- State how to purchase tickets
- Express for whom something is done
- State differences in dating customs in Spanish speaking world and US
- Talk about past actions

Assessments:

Formative:

- Quizzes
- Homework
- Pair share
- Mini dialogues

Summative:

- Composition
- Original dialogs
- Speaking test

Benchmark:

- Unit test

Alternative:

- Socrative
- Quizziz
- Quizlet
- Yabla assessments
- Simulated conversations
- Spanish movies activity

Instructional Materials:

Core:

- Senderos. Vista Higher Learning. New York, NY: 2023

Supplemental:

- Accompanying Chapter Audio CDs
- Accompanying Chapter Video (DVD)
- Accompanying Chapter Computer program
- Web-based learning/practice sites as listed below

NJSLS Standards:

- 7.1.IL.IPRET.1
- 7.1.NH.IPRET.2
- 7.1.NH.IPRET.3
- 7.1.NH.IPRET.4
- 7.1.NH.IPRET.5
- 7.1.NH.IPRET.7
- 7.1.IL.IPERS.1
- 7.1.NH.IPERS.2
- 7.1.NH.IPERS.3
- 7.1.NH.IPERS.4
- 7.1.NH.IPERS.5
- 7.1.NH.PRSNT.1
- 7.1.NH.PRSNT.2

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- Dialog creations and presentations
- Picture descriptions

Unit 4: Un Viaje En Avión (2 Weeks)

Class Instructional Time: Block scheduling (83 min.) – 5 days a week

Why Is This Unit Important?

The student will be able to make flight arrangements and understand the procedures of checking in for a departure and going through customs on arrival. The student will also understand the importance of air travel in Latin America.

Enduring Understandings/Unit Objectives:

- Understand procedures involved when flying on a plane
- Tell what people are currently doing
- Tell what you know and whom you know
- Discuss the importance of air travel in South America

Essential Questions:

- ¿Quiénes son los miembros de una tripulación?
- ¿Cuál es el verbo que indica que el avión está saliendo/llegando?
- ¿Dónde se espera un vuelo?
- ¿Qué documentos se usan para viajar dentro de un país y para viajar a un país extranjero?
- ¿Cuándo es necesario pasar por la aduana?
- ¿Dónde se recoge el equipaje?

Acquired Knowledge:

- Present tense of the irregular verbs: *poner, salir, hacer* and *traer*
- Present participle formation and use of the present progressive tense
- *saber* and *conocer*

Acquired Skills:

- How to check in for a flight
- How to talk about the airplane crew and the services they provide
- How to get through the airport after deplaning
- How to tell what one is currently doing
- How to tell what one knows and whom one knows

Assessments:

Formative:

- Quizzes
- Homework
- Pair share
- Mini dialogues

Summative:

- Composition
- Original dialogs
- Speaking test

Benchmark:

- Unit test

Alternative:

- Socratic
- Plickers
- Quizlet
- Simulated conversations
- Mi viaje en avión presentation

Instructional Materials:

Core:

- Senderos. Vista Higher Learning. New York, NY: 2023

Supplemental:

- Accompanying Chapter Audio CDs
- Accompanying Chapter Video (DVD)
- Accompanying Chapter Computer program
- Web-based learning/practice sites as listed below

2020 NJCS:

- 7.1.IL.IPRET.1
- 7.1.IL.IPRET.2
- 7.1.NH.IPRET.3
- 7.1.NH.IPRET.4
- 7.1.NH.IPRET.5
- 7.1.NH.IPRET.7
- 7.1.IL.IPERS.1
- 7.1.IL.IPERS.2
- 7.1.NH.IPERS.3
- 7.1.NH.IPERS.4
- 7.1.NH.IPERS.5
- 7.1.NH.PRSNT.1
- 7.1.NH.PRSNT.2
- 7.1.NH.PRSNT.5

Instructional Strategies/Suggested Learning Experiences:

- Reading cultural material in target language
- Writing in target language
- Listening to authentic material
- Web-based practice activities (www.spanish.glencoe.com, www.studyspanish.com, www.conjuguemos.com, www.socrative.com, www.kahoot.com, www.quizlet.com, www.yabla.com, www.edpuzzle.com, www.quizziz.com, www.videoEle.com, www.plickers.com, and www.quia.com)
- Dialog creations and presentations
- Picture descriptions

Unit 5: Una Gira (2 Weeks)

Class Instructional Time: Block scheduling (83 min.) – 5 days a week

Why Is This Unit Important?

The student will discuss personal grooming habits and why they are essential to an everyday routine. The student will also discuss his/her daily routine and activities that are good for general health and relieving stress.

Enduring Understandings/Unit Objectives:

- Describe personal grooming habits
- Express daily routine
- Express how to do things for themselves and how others do things for themselves
- Differentiate between a service done for one's self and an action done for someone else
- Talk about a backpacking trip

Essential Questions:

- ¿A qué hora te despiertas?
- ¿A qué hora... te levantas? te acuestas? ...te duermes?
- ¿Puedes describir tu rutina diaria?

Acquired Knowledge:

- Reflexive verbs
- Present tense
- Preterit tense

Acquired Skills:

- Talk about daily routine in present and past
- Describe personal grooming habits
- Talk about an outside activity

Assessments:

Formative:

- Quizzes
- Homework
- Pair share
- Mini dialogues

Summative:

- Composition
- Original dialogs
- Speaking test

Benchmark:

- Unit test

Alternative:

- Socrative
- Yabla assessments
- Mi rutina diaria presentation

Instructional Materials:

Core:

- Senderos. Vista Higher Learning. New York, NY: 2023

Supplemental:

- Accompanying Chapter Audio CDs
- Accompanying Chapter Video (DVD)
- Accompanying Chapter Computer program
- Web-based learning/practice sites as listed below

NJSLS Standards:

- 7.1.IL.IPRET.1
- 7.1.IL.IPRET.2
- 7.1.IL.IPRET.3
- 7.1.NH.IPRET.4
- 7.1.NH.IPRET.5
- 7.1.NH.IPRET.6
- 7.1.IL.IPERS.1
- 7.1.IL.IPERS.2
- 7.1.IL.IPERS.3
- 7.1.NH.IPERS.4
- 7.1.NH.IPERS.5
- 7.1.IL.PRSNT.1
- 7.1.NH.PRSNT.2
- 7.1.NH.PRSNT.3
- 7.1.NH.PRSNT.5

Instructional Strategies/Suggested Learning Experiences:

- Reading cultural material in target language
- Writing in target language
- Listening to authentic material
- Web-based practice activities (www.spanish.glencoe.com, www.studyspanish.com, www.conjuguemos.com, www.socratic.com, www.kahoot.com, www.quizlet.com, www.yabla.com, www.edpuzzle.com, www.quizziz.com, www.videoEle.com, www.plickers.com, and www.quia.com)
- Dialog creations and presentations
- Picture descriptions

Unit 6: Un Viaje En Tren (2 Weeks)

Class Instructional Time: Block scheduling (83 min.) – 5 days a week

Why Is This Unit Important?

Students will expand upon means of travel in addition to a car, a bus, or an airplane by discussing traveling on a train.

Enduring Understandings/Unit Objectives:

- Purchasing a train ticket and request information about arrival and departure
- Use expressions related to train travel to plan a train trip

Essential Questions:

- ¿Dónde espera la gente el tren?
- ¿Dónde venden o despachan los billetes?
- ¿Qué venden en el quiosco?
- ¿Qué tipo de trenes hay?

Acquired Knowledge:

- Use of words and expressions related to train travel
- How to describe various types of trains and train service
- Past tense forms of irregular verbs: hacer, querer, venir, estar, andar, tener, poder, poner and saber
- Past and present tense of the verb decir

Acquired Skills:

- Purchase a train ticket
- Request information about arrival and departure
- Talk about past actions and events
- Discuss a previous trip

Assessments:

Formative:

- Quizzes
- Homework
- Pair share
- Mini dialogues

Summative:

- Composition
- Original dialogs
- Speaking test

Benchmark:

- Unit test

Alternative:

- Socrative
- Quizziz
- Plickers
- Quizlet

Instructional Materials:

Core:

- Senderos. Vista Higher Learning. New York, NY: 2023

Supplemental:

- Accompanying Chapter Audio CDs
- Accompanying Chapter Video (DVD)
- Accompanying Chapter Computer program
- Web-based learning/practice sites as listed below

2020 NJCS:

- 7.1.IL.IPRET.1
- 7.1.IL.IPRET.2
- 7.1.IL.IPRET.3
- 7.1.IL.IPRET.4
- 7.1.NH.IPRET.5
- 7.1.NH.IPRET.7
- 7.1.IL.IPERS.1
- 7.1.IL.IPERS.2
- 7.1.IL.IPERS.3
- 7.1.IL.IPERS.4
- 7.1.NH.IPERS.5
- 7.1.IL.PRSNT.1
- 7.1.IL.PRSNT.2
- 7.1.NH.PRSNT.5

Instructional Strategies/Suggested Learning Experiences:

- Reading cultural material in target language
- Writing in target language
- Listening to authentic material
- Web-based practice activities (www.spanish.glencoe.com, www.studyspanish.com, www.conjuguemos.com, www.socrative.com, www.kahoot.com, www.quizlet.com, www.yabla.com, www.edpuzzle.com, www.quizziz.com, www.videoEle.com, www.plickers.com, and www.quia.com)
- Dialog creations and presentations
- Picture descriptions

Unit 7: En El Restaurante (2 Weeks)

Class Instructional Time: Block scheduling (83 min.) – 5 days a week

Why Is This Unit Important?

The student will be able to make a reservation as well as order food and drink at a restaurant. The student will describe typical meals of the Hispanic culture.

Enduring Understandings/Unit Objectives:

- Students will be able to order foods and beverages in a restaurant
- Identify eating utensils and dishes
- Make a reservation at a restaurant
- Describe some cuisines of different Spanish-speaking countries

Essential Questions:

- ¿Qué hay de comer/de beber?
- ¿Quién sirve la comida en un restaurante?
- ¿Quién paga la cuenta?
- ¿Qué dejas al mesero o al camarero después de comer?
- ¿Quién cocina la cena en la cocina?
- ¿Qué haces cuando tienes hambre/sed?

Acquired Knowledge:

- Food and beverage vocabulary
- Eating utensils vocabulary
- Present tense of E – I stem changing verbs
- Preterit tense of E – I stem changing verbs

Acquired Skills:

- How to order food, drink and necessary utensils at a restaurant
- How to make a reservation at a restaurant
- How to pay the bill at a restaurant
- How to state past actions
- How to identify differences between cuisine of the Caribbean countries

Assessments:

Formative:

- Quizzes
- Homework
- Pair share
- Mini dialogues

Summative:

- Composition
- Original dialogs
- Speaking test

Benchmark:

- Unit test

Alternative:

- Quizziz
- Plickers
- Yabla assessments
- Menu project

Instructional Materials:

Core:

- Senderos. Vista Higher Learning. New York, NY: 2023

Supplemental:

- Accompanying Chapter Audio CDs
- Accompanying Chapter Video (DVD)
- Accompanying Chapter Computer program
- Web-based learning/practice sites as listed below
- Senderos. Vista Higher Learning. New York, NY: 2023

2020 NJCS:

- 7.1.IL.IPRET.1
- 7.1.IL.IPRET.2
- 7.1.IL.IPRET.3
- 7.1.IL.IPRET.4
- 7.1.IL.IPRET.5
- 7.1.IL.IPRET.6
- 7.1.IL.IPRET.7
- 7.1.IL.IPERS.1
- 7.1.IL.IPERS.2
- 7.1.IL.IPERS.3
- 7.1.IL.IPERS.4
- 7.1.IL.IPERS.5
- 7.1.IL.PRSNT.1
- 7.1.IL.PRSNT.2
- 7.1.IL.PRSNT.3
- 7.1.IL.PRSNT.4
- 7.1.IL.PRSNT.5

Instructional Strategies/Suggested Learning Experiences:

- Reading cultural material in target language
- Writing in target language
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- Dialog creations and presentations
- Picture descriptions

Rubrics

ACTFL	Novice Low	Novice Low/Mid	Novice Mid	Novice Mid/High	Novice High / Intermediate Low	Intermediate Low	Intermediate Low/Mid
Year 3						1	2
Year 2				1	2	3	4
Year 1	1	2	3	4			
Pronunciation(Text Type Response	Speakers' pronunciation may be unintelligible.	Speakers may be understood with difficulty even by the sympathetic interlocutors accustomed to dealing with non natives	The speaker can sometimes respond in intelligible sentences, but it will not be able to sustain sentence level discourse	The speaker can respond in intelligible sentences, but may be able to sustain sentence level discourse	The speaker can respond in intelligible sentences, and it is able to sustain sentence level discourse	Almost always correct; may be strongly influenced by native language	Uses words, phrases, chunk of language and lists.
Sentence Structure (Accuracy)	Their language consists primarily of short and sometimes incomplete sentences in the present, and it may be hesitant or inaccurate.	Often a rehearsed complete sentence. When responding to direct questions they may say only two or three words at a time or give occasional stock answers	Their language consists primarily of short and sometimes incomplete sentences in the present, and it may be hesitant or inaccurate. Sometimes a rehearsed complete sentence	Can devise original sentence by replacing a single word/phrase. Struggles to sustain sentence-level discourse.	Nearly all responses in are in complete sentences, with frequent inaccuracies.	Nearly all responses are in complete sentences, through they may be formulaic and take considerable time to formulate.	Responds to a limited number of formulaic questions. may use repetition or resort to English.
Usage of Vocabulary (Context/Content) (Global tasks and Functions)	Isolated words or phrases. Require heavy prompting and/or visuals	Sometimes will match correct vocabulary to situation. Require heavy prompting and/or visuals	Functional vocabulary at the ready in all responses. Responds accurately but simply to basic social question.	Substantial vocabulary relating to one context. Manages straightforward social situations well. Can ask a few formulaic questions	Substantial vocabulary relating to activities, preferences and immediate needs. Can move tentatively beyond basic social situations to purchasing/consumerism.	Substantial vocabulary from basic situations may be recycled in more advanced settings (commerce, business, technical)	Is most accurate with memorized language, including phrases. Accuracy decreases when creating and trying to express personal meaning.
<div style="display: flex; justify-content: space-between; align-items: center;"> + ■ Speaking ▾ Writing ▾ Listening ▾ Reading ▾ </div>							

ACTFL	Novice Low	Novice Low/Mid	Novice Mid	Novice Mid/High	Novice High / Intermediate Low	Intermediate Low	Intermediate Low/Mid
Year 3						1	2
Year 2				1	2	3	4
Year 1	1	2	3	4			
Linguistic Complexity	Single words, set of phrases or chunks of simple language; varying amounts of text may be copied or adapted; adapted text contains original language	Phrases and short sentences; varying amount of text may be copied or adapted; some attempt at organization may be evidenced.	Simple and expanded sentences that show emerging complexity used to provide detail	A variety of sentence lengths of varying linguistic complexity; emerging cohesion used to provide detail and clarity.	Writers at the Novice High sublevel are able to meet limited basic practical writing needs using lists, short messages, postcards, and simple notes. They are able to express themselves within the context in which the language was learned, relying mainly on practiced material.	Writers at the Intermediate Low sublevel are able to meet some limited practical writing needs. They can create statements and formulate questions based on familiar material. Most sentences are recombinations of learned vocabulary and structures	Students are able to meet some limited practical writing needs. They can create statements and formulate questions based on familiar material. Most sentences are recombinations of learned vocabulary and structures.
Vocabulary Usage	Usage of high frequency vocabulary from school setting and content areas	Usage of general language related to the content area; lack of vocabulary may be evident	Usage of general and some specific language related to the content area; lack of needed vocabulary may be evident	Usage of specific and some technical language related to the content area; lack of needed vocabulary may be occasionally evident	Novice High writers are able to recombine learned vocabulary and structures to create simple sentences on very familiar topics, but are not able to sustain sentence-level writing all the time. Due to inadequate vocabulary and/or grammar, writing at this level may only partially communicate the intentions of the writer	Short and simple conversational-style sentences with basic word order. They are written almost exclusively in present time. Writing tends to consist of a few simple sentences, often with repetitive structure.	These are short and simple conversational-style sentences with basic word order. They are written almost exclusively in present time.
Language Control	Generally comprehensible when text is copied or adapted from model or source text; comprehensibility may be significantly impeded in original text	Generally comprehensible when text is adapted from model or source text, or when original text is limited to simple text; comprehensibility may be often impeded by errors when attempting to produce more complex text.	Generally comprehensible when writing in sentences; comprehensibility may from time to time be impeded by errors when attempting to produce more complex text.	Generally comprehensible at all times, errors don't impede the overall meaning; such errors may reflect first language interference.	Novice High writing is often comprehensible to natives used to the writing of non-natives, but gaps in comprehension may occur.	There may be basic errors in grammar, word choice, punctuation, spelling, and in the formation and use of non-alphabetic symbols. Their writing is understood by natives used to the writing of non-natives, although additional effort may be	Writing tends to consist of a few simple sentences, often with repetitive structure

ACTFL	Novice Low	Novice Mid	Novice Mid/High	Novice High	Novice High / Intermediate Low	Intermediate Low	Intermediate Low/Mid
Year 3						1	2
Year 2				1	2	3	4
Year 1	1	2	3	4			
Comprehensive Listening	The student is able occasionally to recognize isolated words or very high-frequency phrases when those are strongly supported by context. These listeners show virtually no comprehension of any kind of spoken message, not even within the most basic personal and social contexts.	The student can recognize and begin to understand a number of high-frequency, highly contextualized words and phrases including aural cognates and borrowed words. Typically, they understand little more than one phrase at a time, and repetition may be required.	The student is often but not always able to understand information from sentence-length speech, one utterance at a time, in basic personal and social contexts where there is contextual or extralinguistic support, though comprehension is often uneven. They are able to understand speech dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.	The student is able to understand some information from sentence-length speech, one utterance at a time, in basic personal and social contexts, though comprehension is often uneven. Listener show little or no comprehension of oral texts typically understood by Advanced-level listeners.	The student is often but not always able to understand information from sentence-length speech, one utterance at a time, in basic personal and social contexts where there is contextual or extralinguistic support, though comprehension may often be very uneven. They are able to understand speech dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.	The student is able to understand some information from sentence-length speech, one utterance at a time, in basic personal and social contexts, though comprehension is often uneven. At the Intermediate Low sublevel, listeners show little or no comprehension of oral texts typically understood by Advanced-level listeners.	The student is able to understand simple, sentence-length speech, one utterance at a time, in a variety of basic personal and social contexts. Comprehension is most often accurate with highly familiar and predictable topics although a few misunderstandings may occur. Intermediate Mid listeners may get some meaning from oral texts typically understood by Advanced-level listeners.
Interpretive Listening	Understands individual words. It needs to hear something more than once. They need visual cues such as pictures in order to understand what they hear.	Understands words and phrases. It may need to hear something more than once. It needs visual cues such as pictures, their own knowledge of a topic, and words that are similar to English in order to understand what they hear.	The student understands words, phrases and an occasional simple sentence. It may need to hear something more than once. You may need visual cues such as pictures, your own knowledge of a topic, familiarity with parts of words or words that are similar to English in order to understand what they hear.	Student likely understands the main idea in short passages on very familiar topics, but rarely the supporting facts. It usually needs to hear the passage more than once. The student may need visual cues such as pictures, their own knowledge of a topic, familiarity with parts of words or words that are similar to English in order to understand what they hear.	Student likely understands the main idea and possibly some supporting facts in short passages on very familiar topics. It usually needs to hear the passage more than once. It usually needs visual cues, context clues, and prior knowledge to help you understand what they hear.	Student clearly understands the main idea and possibly some supporting facts in short passages on very familiar topics. May not need to hear the passage more than once. It usually needs visual cues, context clues, and prior knowledge to help you understand what they hear.	Student clearly understands the main idea and usually some supporting facts in short passages on very familiar, and possibly some unfamiliar topics. May not need to hear the passage more than once. May not require visual cues, context clues, and prior knowledge to help you understand what they hear.

ACTFL	Novice Low	Novice Mid	Novice High	Novice Mid/High	Novice High / Intermediate Low	Intermediate Low	Intermediate Low/Mid
Year 3						1	2
Year 2				1	2	3	4
Year 1	1	2	3	4			
	At the Novice Low sublevel, readers are able to recognize a limited number of letters, symbols or characters. They are occasionally able to identify high-frequency words and/or phrases when strongly supported by context.	At the Novice Mid sublevel, readers are able to recognize the letters or symbols of an alphabetic or syllabic writing system or a limited number of characters in a character-based language. They can identify a number of highly contextualized words and phrases including cognates and borrowed words but rarely understand material that exceeds a single phrase. Rereading is often required.	At the Novice High sublevel, readers can understand, fully and with relative ease, key words and cognates, as well as formulaic phrases across a range of highly contextualized texts. Where vocabulary has been learned, they can understand predictable language and messages such as those found on train schedules, roadmaps, and street signs. Readers at the Novice High sublevel are typically able to derive meaning from short, non-complex texts that convey basic information for which there is contextual or extralinguistic support.	At the Novice Mid sublevel, readers are able to recognize the letters or symbols of an alphabetic or syllabic writing system or a limited number of characters in a character-based language. They can identify a number of highly contextualized words and phrases including cognates and borrowed words but rarely understand material that exceeds a single phrase. Rereading is often required.	At the Novice High sublevel, readers can understand, fully and with relative ease, key words and cognates, as well as formulaic phrases across a range of highly contextualized texts. Where vocabulary has been learned, they can understand predictable language and messages such as those found on train schedules, roadmaps, and street signs. Readers at the Novice High sublevel are typically able to derive meaning from short, non-complex texts that convey basic information for which there is contextual or extralinguistic support.	At the Intermediate Low sublevel, readers are able to understand some information from the simplest connected texts dealing with a limited number of personal and social needs, although there may be frequent misunderstandings. Readers at this level will be challenged to derive meaning from connected texts of any length.	At the Intermediate Low sublevel, readers are able to understand some information from the simplest connected texts dealing with a limited number of personal and social needs, although there may be frequent misunderstandings. Readers at this level will be challenged to derive meaning from connected texts of any length.
<div style="display: flex; justify-content: space-between; align-items: center; background-color: #f0f0f0; padding: 5px;"> + ■ Speaking ▾ Writing ▾ Listening ▾ Reading ▾ </div>							

Sample Standards Integration

21st Century Skills & Career Readiness Practices

CRP4. Communicate clearly and effectively and with reason.

For Example: In Chapter 9, students will discuss their favorite season and explain why, giving as much detail as possible (stating weather and specific activities).

CRP10. Plan education and career paths aligned to personal goals. In the beginning of the course, students learn the importance of learning Spanish.

For Example: In Chapter 10, after having learned about the importance of art, music and dance in the Hispanic world, students will discuss their personal interests, future education and career goals, and the benefit of learning another language to enhance job opportunities.

CRP12. Work productively in teams while using cultural global competence.

For Example: In Chapter 11, while planning a plane trip to a Spanish-speaking country, students will search the web and discuss information about hotel accommodations, where to eat and what historical places to visit.

9.3.12.AR.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.

This applies to personal goals and the importance of being fluent in the target language.

Technology Integration

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

For Example: In Chapter 14, students will create an original menu using Google docs and present it to classmates for review and evaluation.

Interdisciplinary Connection

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence

Students write claims in Spanish in response to prompts.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

In multiple units students use Google docs to collaborate in writing assignments and projects.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

For Example: In Chapter 11, students will work in pairs and will use Google docs to plan a trip to a Spanish-speaking country by plane. They will search the internet to find accommodations, plan the travel schedule and indicate what they will see and eat while visiting the country.

LGBTQ/Disabilities Resources

[LGBTQ+Terms in English and Spanish that You Should Know](#)