Somerset County Vocational and Technical High School
SCVTHS

Spanish 2 Curriculum Updated – October 2021

By

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Presented to

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The following curriculum is directly applied to students enrolled in Spanish level 2. The definition of the world language learner on each of the three modes of communication is a follows:

Interpretive Mode of Communication

In the Interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of one-way reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines.”

Interpersonal Mode of Communication

In the Interpersonal mode of communication, students engage in direct oral and/or written communication with others. Examples of this “two-way” communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages.

Presentational Mode of Communication

In the Presentational mode of communication, students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this one-to-many mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

Proficiency Levels of the learner in the target language for Spanish level 1 as:

Novice Mid & Novice High
Core Ideas

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

World Languages Practices

At the Somerset County Vocational and Technical High School we understand that the successful practices of our graduates are measured by their adaptation to the workforce where diversity is a fact and where speaking another language is a must have skill in today's globalized world. It is for this reason that the present curriculum welcomes the 5 Cs as defined by ACTFL.

Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Cultures Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Connections Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Comparisons Develop insight into the nature of language and culture in order to interact with cultural competence.

Communities Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Integration of the 21st Century Skills

SCVTHS is a strong promoter of 21st Century skills in all subjects and all standards and World Language is not the exception. We aim to incorporate the following skills into our curriculum:

- *Global awareness*
- *Financial, economic, business, and entrepreneurial literacy*
- *Civic literacy*
- *Health literacy*
- *Learning and innovation skills,*
- *Creativity and innovation*
- *Critical thinking and problem solving*
- *Communication and collaboration*
- *Information, media, and technology skills*
- *Life and career skills*
- *flexibility and adaptability*
- *Initiative and self direction*
- *Social and cross-cultural skills*
- *Productivity and accountability*
- *Leadership and responsibility.*

Career & Technical Education (CTE) Content Area: 21st Century Life and Careers

CTE is being considered in the sense that the curriculum will include some activities that are of interests and needs of its students. Here are the skills or CTE clusters:

- Agriculture, Food & Natural Resources Career Cluster
- Architecture & Construction Career Cluster
- Arts, A/V Technology & Communications Career Cluster
- Business Management and Administration Career Cluster
- Education & Training Career Cluster
- Finance Career Cluster
- Government & Public Administration Career Cluster
- Health Science Career Cluster
- Hospitality & Tourism Career Cluster
- Human Services Career Cluster
- Information Technology Career Cluster
- Law, Public Safety, Corrections & Security Career Cluster
- Manufacturing Career Cluster
- Marketing Career Cluster
- Science, Technology, Engineering & Mathematics Career Cluster
- Transportation, Distribution & Logistics Career Cluster

The following curriculum pace is based on traditional pacing of a 40 minutes' class periods schedule. The daily lessons are divided on the following learning/teaching activities:

Warm-up/Activate

Present

Practice

Communicate/Culture

Reflect

Conclude

Connect

Special emphasis is placed on **student's and teacher's reflections** on daily lesson plans. The present curriculum applies to 9th to 12th grades.

Abstract

Spanish level 2 is a course where students have the opportunity to develop their proficiency stills. Students are able to describe their daily routines, make summer plans, talk about the past, say what they like or would like to do. Students have the opportunity to do research in a Spanish speaking country and talk about eco-tourism and also climate change and how we are all interconnected. Emphasis is placed on correct use of the language in informal conversations. Students acquired much more vocabulary from shopping, housing, vacations, and how to conjugate stem changing verbs. Spanish level 2 curriculum promotes and presents a lot of cultural aspects of Spanish speaking countries.

Spanish 2 – Grades: 9, 10, 11 and 12

Month/ Marking Period	September	October	November	December	January
World Language Standards New Jersey June 2020	*7.1.NM.IPRET.1-5* *7.1.NM.IPERS.1-6* *7.1.NM.PRSNT.1-6* *7.1.NH.IPRET.1-8* *7.1.NH.IPERS.1-6* *7.1.NH.PRSNT.1-6*	*7.1.NM.IPRET.1-5* *7.1.NM.IPERS.1-6* *7.1.NM.PRSNT.1-6* *7.1.NH.IPRET.1-8* *7.1.NH.IPERS.1-6* *7.1.NH.PRSNT.1-6*	*7.1.NM.IPRET.1-5* *7.1.NM.IPERS.1-6* *7.1.NM.PRSNT.1-6* *7.1.NH.IPRET.1-8* *7.1.NH.IPERS.1-6* *7.1.NH.PRSNT.1-6*	*7.1.NM.IPRET.1-5* *7.1.NM.IPERS.1-6* *7.1.NM.PRSNT.1-6* *7.1.NH.IPRET.1-8* *7.1.NH.IPERS.1-6* *7.1.NH.PRSNT.1-6*	*7.1.NM.IPRET.1-5* *7.1.NM.IPERS.1-6* *7.1.NM.PRSNT.1-6* *7.1.NH.IPRET.1-8* *7.1.NH.IPERS.1-6* *7.1.NH.PRSNT.1-6*
Units of Study	***Las Vacaciones***	***Mi Casa es Su Casa***	***De Compras***	***De Compras***	***La Rutina Diaria***
Essential Questions	How do people discuss and plan a vacation? How do people talk about how they feel? What are some popular vacation destinations in the Spanish-speaking world and why?	What does a house and its contents tell us about the people who live there? What are some of the differences in housing in Latin America in comparison with housing in the United States?	How do people talk about shopping and describe clothing? How do people talk about events in the past?	What types of markets are common in the Spanish-speaking world and why?	How do people describe their daily routines? How do people talk about what they and others like and don't like? How do routines inside and outside home reflect cultural values?
Enduring Understanding/ Can do statements	I can talk with someone about my travel and vacation plans. I can tell someone the time and date of an important event. I can give dates and weather information. I can use ordinal	I can identify items in the kitchen and dining room, I can talk about plans and preferences, I can describe different houses in Colombia and Venezuela, I can identify some of the rooms of a house, I can express wishes using	I can understand and use words related to clothes and shopping. I can use adjectives to describe people and items,	I can specify an object's color. I can describe clothing in terms of color and fabric, I can identify parts of the body.	I can talk about my own daily routine and that of others. I can talk about household chores,

	numbers to tell someone where something is located or to share the order of events.	querer and gustaría, I can make request using stem-changing verbs, I can read and discuss a poem by Rafael Pombo.			
Contents	Estar with conditions and emotions, the present progressive, ser and estar, direct object nouns and pronouns.	Tener que and deber Stem-changing verbs e to ie The verb decir The verbs querer and the use of gustaría. Tener to express feelings. Stem-changing verbs e to i The verbs pedir and preguntar and their differences. .	Clothing and shopping Negotiating a price and buying Colors More adjectives Saber y conocer, indirect object pronouns, preterit tense of regular verbs, demonstrative adjectives and pronouns. Adjectives	Mercados al aire libre, Cuba, Reading: el palacio de la ganga, tiendas, galerías y comprar en los mercados. Past tense of er and ir verbs. Talk about gifts and accessories, use diminutives, process and payment practices in a store, Mercado de Otavalo	Reflexive verbs, indefinite and negative words, preterit of ser and ir, preterit tense of oír and traer, preterit tense of ar verbs, preterite of ser and ir. Verbs like gustar, reflexive pronouns (me, te, se, nos, os , se)
Skills and Topics	Use estar with adjectives to describe the physical condition of places and things. Compare and contrast the present progressive with the Gerund form of the verb in English. Use ser and estar with adjectives and understand their differences. Direct object nouns and pronouns (me, te, lo, la, nos, os los, las)Turismo ecológico en Puerto Rico.	La cocina, expressing obligations with tener que and deber, stem-changing verbs e to ie, Los venezolanos y sus casas, Los venezolanos y sus comidas, ¿Qué hay en la mesa?, demonstrative adjectives, la casa de Julián, the verb decir, expressing wishes with querer or gustaría, las diferentes casa colombianas, el patio	Pronunciation of the consonants t and d. Carolina Herrera La Ropa. Compare and contrast the verbs saber versus conocer and when to use them. Indirect Object Pronouns (me, te, le, nos, os, les) Pretérito de verbos regulares ar.	Demonstrative adjectives (este, esta, ese, esa, aquel, aquella, estos, estas, esos, esas. aquellos , aquellas) Almacén Corona – Reading. Escritura: How to report an interview and Escuchar: listening for linguistic cues.	Reading strategy: Predicting content from the title, writing with sequential events, listening using background information,
	Using Chromebooks in the classroom in alignment with learning apps such as Google Classroom, Quizlet, SeeSaw, Flipgrid, Edpuzzle, Quizizz, Blooket. Here are the quizlets for Spanish 5-9:				

Integration of Technology	https://quizlet.com/_a2mrqj?x=1jqt&i=wa17d https://quizlet.com/_a2qpjw?x=1jqt&i=wa17d https://quizlet.com/_a2qqp7?x=1jqt&i=wa17d https://quizlet.com/_a2qrgv?x=1jqt&i=wa17d https://quizlet.com/_a2qs0u?x=1jqt&i=wa17d
Online Help **Textbooks**	Websites were students and teacher can interact and get much more deeper into concepts: This websites are free: https://studyspanish.com/ https://personal.colby.edu/~bknelson/SLC/ https://www.profedeele.es/ https://aprenderespanol.org/ https://www.blooket.com/ https://info.flipgrid.com/ https://edpuzzle.com/ **Textbooks:** EMC: ¡Qué Chévere! Level 1, We have hard copies in the classroom. VHL: Descubre 1, Holt McDougal: Avancemos 1 Extra textbooks: Dímelo 1, Paso a Paso 1.
Required Benchmarks	1. Teach/Present the 17 sustainable development goals from the United Nations. Students can research one goal and apply it to any Spanish speaking country. https://sdgs.un.org/goals 2. Students can register to participate in the Goals Project 2022. https://www.goalsproject.org/ 3. Students can create a google site with a common goal for the entire class but every student will research a Spanish speaking country. Sources: https://teachun.org/ https://www.un.org/en/ https://asiasociety.org/education https://www.un.org/sustainabledevelopment/cities/
	The following benchmarks are options for the teacher to apply in real context with this curriculum based on the Integration of 21st Century Themes and Skills and Interdisciplinary Connections **Hispanic Heritage Month:** Celebrated from September 15 to October 15. There are many ideas to develop in class. Here are some of them: From AATSP: https://www.aatsp.org/page/NationalTeachSpanishWeek From Discovery Education: https://blog.discoveryeducation.com/blog/tag/hispanic-heritage-month/ From PBS: https://www.pbs.org/specials/hispanic-heritage-month/ From National Geographic: :https://www.nationalgeographic.com/history/article/everything-need-know-hispanic-heritage-month From Pinterest: https://www.pinterest.com/pin/99994054213914893/ Radio: https://radioambulante.org/

Benchmarks	**Amistad Law:** 1. Students can use the celebration of Black History Month to research and present important contributions from Hispanic African Descendants. 2. Students from guest speakers such as Mr. Hector Morales about the origin of Latin music and how slaves contribute to current rhythms and music. 3. Students can read short stories from history books. Sources: https://web.cocc.edu/cagatucci/classes/hum211/linksdiaspora.htm https://slate.com/news-and-politics/2021/09/atlantic-slave-trade-history-animated-interactive.html **Holocaust Law:** 1. Students can research a Latin American dictator from a specific Spanish speaking country in history, then compare and contrast with current events domestically and around the world. 2. Students can see the movie: La Noche de los Lápices, and learn about the Mothers of Plaza de Mayo in Argentina. 3. Students can learn different styles of governments and leadership styles from past genocides that occurred in Latin America such as the war in El Salvador, Medellín and Mexican Cartels. Sources: https://www.sundance.org/initiatives/womenatsundance/four-decades/las-madres-de-la-plaza-de-mayo https://abuelas.org.ar/idiomas/english/history.htm http://www1.udel.edu/leipzig/254/lasmadres.htm https://www.bbc.com/mundo/noticias-america-latina-38613136 https://www.pbs.org/wgbh/pages/frontline/shows/karadzic/genocide/neveragain.html https://www.transparency.org/en **LGBTQ:** 1. Students can compare and contrast Subject Pronouns in Spanishn and current LGBTQ Pronouns 2. Students can create a poster, or draw a selfie of themselves and write the pronouns that apply to them 3. Studenta can research an LGBTQ famous Latin Americsan person from the arts, cinema, literature, sports, science, create a google site and present to the class. 4. Students can celebrate the Pride month and research the different flags associated with every group and present them to the class. 5. Students can compare and contrast the machismo/masculinity cultural aspect from Latin America versus the United States. Sources: https://www.cnn.com/2021/09/25/entertainment/gonzorella-nonbinary-childrens-tv-cec/index.html https://lgbtq.missouri.edu/resources/gender-pronouns/ https://www.bbc.com/news/magazine-34901704 https://www.hrc.org/resources/sexual-orientation-and-gender-identity-terminology-and-definitions

	https://everfi.com/
Formative Assessments	Listening exercises, speaking exercises, student self-assessments, journal entries, scoring rubrics, quizzes, class participation, Quizzes.
Summative Assessments	Benchmarks, mini-projects, tests, listening activities, communicative activities, video creation, individual/team presentations,
Integrated Performance Assessment Rubric and Suggestions	**PERFORMANCE TASK** **All responses and communication must be in Spanish.** **Context:** You are traveling to Colombia. Two of your friends have given you money to bring back clothing for them because they are interested in getting something unique from the Spanish-speaking world. Each of your friends, one male and one female, has given you $25, so you'll need to check the current exchange rate to find out how many pesos you have to spend. **Interpretive task** Read the brochure for Almacén Corona on pages 216–217 of your textbook. Make a list of the items you plan to buy, and their respective prices, for each of your friends. **Interpersonal task** When you arrive at the store, you ask a salesperson to help you find the items you'd like to buy. Work with a partner to play the roles of the customer and the salesperson. Describe at least four items you are looking for and how much you intend to pay for each of them. The salesperson can tell you what colors, sizes, and patterns are available. **Presentational task** Write an email to each of your friends from home. Describe at least two items you bought for each of them. Include as much detail as you can. **ASSESSMENT** **Integrated Performance Assessment Rubric** **Interpretive** 5 Points The student can identify several items he or she would like to buy. 3 Points The student can identify a few items he or she would like to buy. 1 Point The student has difficulty identifying items he or she would like to buy.

	Interpersonal 5 Points The student can complete an interview demonstrating mutual understanding. The result of the interview is a clear list of what the student will purchase. 3 Points The student can complete an interview with only some difficulty in mutual understanding. The result of the interview is a clear list of what the student will purchase. 1 Point The student can complete an interview but does not reach mutual understanding. The student is not able to make a clear list of what he or she will purchase. **Presentational** 5 Points The student can provide relevant information about what he or she purchased for each friend, with sufficient details. 3 Points Details are missing about what the student purchased. 1 Point The email lacks detail and it is not clear what the student purchased.				
Interdisciplinary Connections	**ELA:** RI.9-12.1-10 **Mathematics:** 1.OA.5.6, 1.NBT.1. **Sciences:** HS-PS1-8, HS-PS2-6, HS-PS3-5, HS-PS4-5, HS-LS4-6, HS-ESS1-6. **Health/PE:** 2.1.12.PGD.1-2, 2.1.12.PP.1-9, 2.1.12.EH.1-4, 2.1.12.SSH.1-10, 2.1.12.CHSS.1-9. **Computer Science and Design Thinking:** 8.1.12.CS.1-4, 8.1.12.IN.1-4, 8.1.12.IC.1-3, 8.1.12.DA.1-6, 8.1.12.AP.1-9. **Social Studies:** 6.1.12.CivicsPI.1.a, 6.1.12.CivicsPD.1.a, 6.1.12.GeoGI.1.a, 6.1.12.EconGE.1.a, 6.1.12.HistoryCC.1.a, 6.1.12.CivicsPI.2.a,b, 6.1.12.CivicsPD.2.a,	**ELA**: RI.9-12.1-10 **Mathematics**: 1.OA.5.6, 1.NBT.1. **Sciences:** HS-PS1-8, HS-PS2-6, HS-PS3-5, HS-PS4-5, HS-LS4-6, HS-ESS1-6. **Health/PE**: 2.1.12.PGD.1-2, 2.1.12.PP.1-9, 2.1.12.EH.1-4, 2.1.12.SSH.1-10, 2.1.12.CHSS.1-9. **Computer Science and Design Thinking:** 8.1.12.CS.1-4, 8.1.12.IN.1-4, 8.1.12.IC.1-3, 8.1.12.DA.1-6, 8.1.12.AP.1-9. **Social Studies:** 6.1.12.CivicsPI.1.a, 6.1.12.CivicsPD.1.a, 6.1.12.GeoGI.1.a, 6.1.12.EconGE.1.a, 6.1.12.HistoryCC.1.a, 6.1.12.CivicsPI.2.a,b, 6.1.12.CivicsPD.2.a, 6.1.12.CivicsPR.2.a,	**ELA**: RI.9-12.1-10 **Mathematics**: 1.OA.5.6, 1.NBT.1. **Sciences**: HS-PS1-8, HS-PS2-6, HS-PS3-5, HS-PS4-5, HS-LS4-6, HS-ESS1-6. **Health/PE**: 2.1.12.PGD.1-2, 2.1.12.PP.1-9, 2.1.12.EH.1-4, 2.1.12.SSH.1-10, 2.1.12.CHSS.1-9. **Computer Science and Design Thinking:** 8.1.12.CS.1-4, 8.1.12.IN.1-4, 8.1.12.IC.1-3, 8.1.12.DA.1-6, 8.1.12.AP.1-9. **Social Studies:** 6.1.12.CivicsPI.1.a, 6.1.12.CivicsPD.1.a, 6.1.12.GeoGI.1.a, 6.1.12.EconGE.1.a, 6.1.12.HistoryCC.1.a, 6.1.12.CivicsPI.2.a,b, 6.1.12.CivicsPD.2.a, 6.1.12.CivicsPR.2.a, 6.1.12.GeoPP.2.a,b, 6.1.12.EconEM.2.a,b,c,	**ELA**: RI.9-12.1-10 **Mathematics:** 1.OA.5.6, 1.NBT.1. **Sciences:** HS-PS1-8, HS-PS2-6, HS-PS3-5, HS-PS4-5, HS-LS4-6, HS-ESS1-6. **Health/PE:** 2.1.12.PGD.1-2, 2.1.12.PP.1-9, 2.1.12.EH.1-4, 2.1.12.SSH.1-10, 2.1.12.CHSS.1-9. **Computer Science and Design Thinking:** 8.1.12.CS.1-4, 8.1.12.IN.1-4, 8.1.12.IC.1-3, 8.1.12.DA.1-6, 8.1.12.AP.1-9. **Social Studies:** 6.1.12.CivicsPI.1.a, 6.1.12.CivicsPD.1.a, 6.1.12.GeoGI.1.a, 6.1.12.EconGE.1.a, 6.1.12.HistoryCC.1.a, 6.1.12.CivicsPI.2.a,b, 6.1.12.CivicsPD.2.a,	**ELA**: RI.9-12.1-10 **Mathematics**: 1.OA.5.6, 1.NBT.1. **Sciences**: HS-PS1-8, HS-PS2-6, HS-PS3-5, HS-PS4-5, HS-LS4-6, HS-ESS1-6. **Health/PE:** 2.1.12.PGD.1-2, 2.1.12.PP.1-9, 2.1.12.EH.1-4, 2.1.12.SSH.1-10, 2.1.12.CHSS.1-9. **Computer Science and Design Thinking:** 8.1.12.CS.1-4, 8.1.12.IN.1-4, 8.1.12.IC.1-3, 8.1.12.DA.1-6, 8.1.12.AP.1-9. **Social Studies:** 6.1.12.CivicsPI.1.a, 6.1.12.CivicsPD.1.a, 6.1.12.GeoGI.1.a, 6.1.12.EconGE.1.a, 6.1.12.HistoryCC.1.a, 6.1.12.CivicsPI.2.a,b, 6.1.12.CivicsPD.2.a,

Interdisciplinary Connections	6.1.12.CivicsPR.2.a, 6.1.12.GeoPP.2.a,b, 6.1.12.EconEM.2.a,b,c, 6.1.12.HistoryCC.2.a,b, 6.1.12.HistoryUP.2.a,b,c, 6.1.12.HistorySE.2.a, 6.1.12.HistoryCA.2.a. 6.1.12.CivicsPD.16.a, 6.1.12.GeoHE16.a, 6.1.12.EconNE.16.b, 6.1.12.HistoryUP.16.a, **Career Readiness, Life Literacies, and Key Skills:** 9.1.12.CFR.1-6 9.2.12.CAP.1-23 9.4.12.CI.1--3 9.4.12.CT.1-4 9.4.12.DC.1-8 9.4.12.GCA.1 9.4.12.IML.1-9 9.4.12.TL.1-4 Financial Health, Financial Landscape, Money Management, Career Awareness and Planning, Creativity and Innovation, Critical Thinking and Problem-solving, Digital Citizenship, Global and Cultural Awareness, Information and Media Literacy, Technology Literacy, **Career Readiness, Life Literacies, and Key Skills Practices**	6.1.12.GeoPP.2.a,b, 6.1.12.EconEM.2.a,b,c, 6.1.12.HistoryCC.2.a,b, 6.1.12.HistoryUP.2.a,b,c, 6.1.12.HistorySE.2.a, 6.1.12.HistoryCA.2.a. 6.1.12.CivicsPD.16.a, 6.1.12.GeoHE16.a, 6.1.12.EconNE.16.b, 6.1.12.HistoryUP.16.a, **Career Readiness, Life Literacies, and Key Skills:** 9.1.12.CFR.1-6 9.2.12.CAP.1-23 9.4.12.CI.1--3 9.4.12.CT.1-4 9.4.12.DC.1-8 9.4.12.GCA.1 9.4.12.IML.1-9 9.4.12.TL.1-4 Financial Health, Financial Landscape, Money Management, Career Awareness and Planning, Creativity and Innovation, Critical Thinking and Problem-solving, Digital Citizenship, Global and Cultural Awareness, Information and Media Literacy, Technology Literacy, **Career Readiness, Life Literacies, and Key Skills Practices**	6.1.12.HistoryCC.2.a,b, 6.1.12.HistoryUP.2.a,b,c, 6.1.12.HistorySE.2.a, 6.1.12.HistoryCA.2.a. 6.1.12.CivicsPD.16.a, 6.1.12.GeoHE16.a, 6.1.12.EconNE.16.b, 6.1.12.HistoryUP.16.a, **Career Readiness, Life Literacies, and Key Skills:** 9.1.12.CFR.1-6 9.2.12.CAP.1-23 9.4.12.CI.1--3 9.4.12.CT.1-4 9.4.12.DC.1-8 9.4.12.GCA.1 9.4.12.IML.1-9 9.4.12.TL.1-4 Financial Health, Financial Landscape, Money Management, Career Awareness and Planning, Creativity and Innovation, Critical Thinking and Problem-solving, Digital Citizenship, Global and Cultural Awareness, Information and Media Literacy, Technology Literacy, **Career Readiness, Life Literacies, and Key Skills Practices**	6.1.12.CivicsPR.2.a, 6.1.12.GeoPP.2.a,b, 6.1.12.EconEM.2.a,b,c, 6.1.12.HistoryCC.2.a,b, 6.1.12.HistoryUP.2.a,b,c , 6.1.12.HistorySE.2.a, 6.1.12.HistoryCA.2.a. 6.1.12.CivicsPD.16.a, 6.1.12.GeoHE16.a, 6.1.12.EconNE.16.b, 6.1.12.HistoryUP.16.a, **Career Readiness, Life Literacies, and Key Skills:** 9.1.12.CFR.1-6 9.2.12.CAP.1-23 9.4.12.CI.1--3 9.4.12.CT.1-4 9.4.12.DC.1-8 9.4.12.GCA.1 9.4.12.IML.1-9 9.4.12.TL.1-4 Financial Health, Financial Landscape, Money Management, Career Awareness and Planning, Creativity and Innovation, Critical Thinking and Problem-solving, Digital Citizenship, Global and Cultural Awareness, Information and Media Literacy, Technology Literacy, **Career Readiness, Life Literacies, and Key Skills Practices**	6.1.12.CivicsPR.2.a, 6.1.12.GeoPP.2.a,b, 6.1.12.EconEM.2.a,b,c, 6.1.12.HistoryCC.2.a,b 6.1.12.HistoryUP.2.a,b,c, 6.1.12.HistorySE.2.a, 6.1.12.HistoryCA.2.a. 6.1.12.CivicsPD.16.a, 6.1.12.GeoHE16.a, 6.1.12.EconNE.16.b, 6.1.12.HistoryUP.16.a, **Career Readiness, Life Literacies, and Key Skills**: 9.1.12.CFR.1-6 9.2.12.CAP.1-23 9.4.12.CI.1--3 9.4.12.CT.1-4 9.4.12.DC.1-8 9.4.12.GCA.1 9.4.12.IML.1-9 9.4.12.TL.1-4 Financial Health, Financial Landscape, Money Management, Career Awareness and Planning, Creativity and Innovation, Critical Thinking and Problem-solving, Digital Citizenship, Global and Cultural Awareness, Information and Media Literacy, Technology Literacy, **Career Readiness, Life Literacies, and Key Skills Practices**

Month/ Marking Period	February	March	April	May	June
2020 NJSLS	*7.1.NM.IPRET.1-5* *7.1.NM.IPERS.1-6* *7.1.NM.PRSNT.1-6* *7.1.NH.IPRET.1-8* *7.1.NH.IPERS.1-6* *7.1.NH.PRSNT.1-6*	*7.1.NM.IPRET.1-5* *7.1.NM.IPERS.1-6* *7.1.NM.PRSNT.1-6* *7.1.NH.IPRET.1-8* *7.1.NH.IPERS.1-6* *7.1.NH.PRSNT.1-6*	*7.1.NM.IPRET.1-5* *7.1.NM.IPERS.1-6* *7.1.NM.PRSNT.1-6* *7.1.NH.IPRET.1-8* *7.1.NH.IPERS.1-6* *7.1.NH.PRSNT.1-6*	*7.1.NM.IPRET.1-5* *7.1.NM.IPERS.1-6* *7.1.NM.PRSNT.1-6* *7.1.NH.IPRET.1-8* *7.1.NH.IPERS.1-6* *7.1.NH.PRSNT.1-6*	*7.1.NM.IPRET.1-5* *7.1.NM.IPERS.1-6* *7.1.NM.PRSNT.1-6* *7.1.NH.IPRET.1-8* *7.1.NH.IPERS.1-6* *7.1.NH.PRSNT.1-6*
Units of Study	***Lan Rutina Diaria***	***La Comida***	***La Comida***	***Las Fiestas***	***Las Fiestas***
Essential Questions	Can you describe some special customs from the Spanish-speaking world?	How do people talk about what they eat at each meal? How do people make comparisons about people, places, and things?	What are some common foods and dishes in the Spanish-speaking world?	How do people talk about celebrations? How do people ask and answer questions about the past?	Can you describe some traditional celebrations in the Spanish-speaking world?How do ancient civilizations live on in the present?
Enduring Understanding/ Can do statements	I can talk about my own daily routine and that of others.	I can talk about how people spend their time in Spain, I can talk about preparing a meal, I can talk about party preparations. I can recognize a variety of foods and classify them.	I can describe stages of life and personal relationships. I can recognize words and expressions related to parties and celebrations. I can order food in a restaurant, I can talk about food and I can describe it,	I can recognize words and expressions related to parties and celebrations. 2. I can describe stages of life and personal relationships.	I can describe my favorite Spanish speaking country, talk about what I liked, using the preterit of gustar, talk about summer plans, discuss the mythology and the importance of the Popol Vuh.

Contents	Identify and describe foods, make comparisons, preterit tense of dar and estar. pronunciation of the consonant r, words like algo, alguien, nada, alguno, algún, siempre, también, nada, nadie, ninguno, ningún, ni..ni, nunca, jamás, tampoco.	la siesta, la hora del café en el mundo Hispano, Reading: Una mañana desastrosa, tapas para todos los días, Perú. words like mejor, peor, mayor, menor, bueno, malo , grande, pequeño, joven, viejo.	Preterite of stem-changing verbs, double object pronouns, comparisons and superlatives, verbs like servir, dormir, DOPs (me, te, le, nos, os , les + lo, los, la, las) words like menos que, más que, tan como, tanto como.	Verbs like poder, conocer, saber, poder, querer, prepositional pronouns: (mí, ti, usted, él, ella, nosotros/as. vosotros/as, ellos, ellas, ustedes,	Irregular preterites, verbs that change meaning in the preterite, ¿Qué? And ¿Cuál?, pronouns after prepositions. Verbs tener, venir, decir in preterite,
Skills and Topics	Describe my daily routine, talk about personal hygiene, reassuring someone, time expressions, la siesta, el mate. El cuidado personal, costumbres especiales de México y El Salvador, Costa Rica, Argentina.	Gastronomía la feria del maíz, reading for the main idea, writing by expressing and supporting opinions, escuchar by jotting down notes as you listen, Cultura: la comida Latina. Type of meals. Reading a menu.	Guatemala, Antilla y Chichicastenango, frutas y verduras de América, Ferran Adriá: arte en la cocina, viaje y turismo y platos típicos, pronunciación letters ll, ñ, c, and z. Una cena romántica, la comida: frutas, pescados y mariscos, carnes, verduras.	Planning and writing a comparative analysis, listening and guessing the meaning of words through context.	Semana Santa - vacaciones y tradición, fiestas patrias Chile, recognizing word families, vida social matrimonio, fiesta de quince años.
Integration of Technology **Online Help**	Using Chromebooks in the classroom in alignment with learning apps such as Google Classroom, Quizlet, SeeSaw, Flipgrid, Edpuzzle, Quizizz, Blooket. Here are the quizlets for Spanish 1 units 1 to 5: https://quizlet.com/_a2m52d?x=1jqt&i=wa17d https://quizlet.com/_a2ja35?x=1jqt&i=wa17d https://quizlet.com/_a2m9gx?x=1jqt&i=wa17d https://quizlet.com/_a2m9p1?x=1jqt&i=wa17d https://quizlet.com/_a2mrqj?x=1jqt&i=wa17d Websites were students and teacher can interact and get much more deeper into concepts: This websites are free: https://studyspanish.com/ https://personal.colby.edu/~bknelson/SLC/				

Online Textbooks	https://www.profedeele.es/ https://aprenderespanol.org/ https://www.blooket.com/ https://info.flipgrid.com/ https://edpuzzle.com/ **Textbooks:** EMC: ¡Qué Chévere! Level 1, VHL: Descubre 1, Holt McDougal: Avancemos 1 Extra textbooks: Dímelo 1, Paso a Paso 1.
Benchmarks	The following benchmarks are options for the teacher to apply in real context with this curriculum based on the Integration of 21st Century Themes and Skills and Interdisciplinary Connections. **Hispanic Heritage Month:** Celebrated from September 15 to October 15. There many ideas to develop in class. Here are some of them: From AATSP: https://www.aatsp.org/page/NationalTeachSpanishWeek From Discovery Education: https://blog.discoveryeducation.com/blog/tag/hispanic-heritage-month/ From PBS: https://www.pbs.org/specials/hispanic-heritage-month/ From National Geographic: :https://www.nationalgeographic.com/history/article/everything-need-know-hispanic-heritage-month From Pinterest: https://www.pinterest.com/pin/99994054213914893/ Radio: https://radioambulante.org/ **Sustainable Development:** 1. Teach/Present the 17 sustainable development goals from the United Nations. Students can research one goal and apply it to any Spanish speaking country. https://sdgs.un.org/goals 2. Students can register to participate in the Goals Project 2022. https://www.goalsproject.org/ 3. Students can create a google site with a common goal for the entire class but every student will research a Spanish speaking country. Sources: https://teachun.org/ https://www.un.org/en/ https://asiasociety.org/education https://www.un.org/sustainabledevelopment/cities/ **Amistad Law:** 1. Students can use the celebration of Black History Month to research and present important contributions from Hispanic African Descendants. 2. Students from guest speakers such as Mr. Hector Morales about the origin of Latin music and how slaves contribute to current rhythms and music.

	3. Students can read short stories from history books. Sources: https://web.cocc.edu/cagatucci/classes/hum211/linksdiaspora.htm https://slate.com/news-and-politics/2021/09/atlantic-slave-trade-history-animated-interactive.html **Holocaust Law:** 1. Students can research a Latin American dictator from a specific Spanish speaking country in history, then compare and contrast with current events domestically and around the world. 2. Students can see the movie: La Noche de los Lápices, and learn about the Mothers of Plaza de Mayo in Argentina. 3. Students can learn different styles of governments and leadership styles from past genocides that occurred in Latin America such as the war in El Salvador, Medellín and Mexican Cartels. Sources: https://www.sundance.org/initiatives/womenatsundance/four-decades/las-madres-de-la-plaza-de-mayo https://abuelas.org.ar/idiomas/english/history.htm http://www1.udel.edu/leipzig/254/lasmadres.htm https://www.bbc.com/mundo/noticias-america-latina-38613136 https://www.pbs.org/wgbh/pages/frontline/shows/karadzic/genocide/neveragain.html **LGBTQ and Dissability Law:** 1. Students can compare and contrast Subject Pronouns in Spanishn and current LGBTQ Pronouns 2. Students can create a poster, or draw a selfie of themselves and write the pronouns that apply to them 3. Studenta can research an LGBTQ famous Latin Americsan person from the arts, cinema, literature, sports, science, create a google site and present to the class. 4. Students can celebrate the Pride month and research the different flags associated with every group and present them to the class. 5. Students can compare and contrast the machismo/masculinity cultural aspect from Latin America versus the United States. Sources: https://www.cnn.com/2021/09/25/entertainment/gonzorella-nonbinary-childrens-tv-cec/index.html https://lgbtq.missouri.edu/resources/gender-pronouns/ https://www.bbc.com/news/magazine-34901704 **https://www.hrc.org/resources/sexual-orientation-and-gender-identity-terminology-and-definitions** **https://everfi.com/**
Formative Assessments	Listening exercises, speaking exercises, student self-assessments, journal entries, scoring rubric, Quizzes

Summative Assessments	Benchmarks, mini-projects, tests, listening activities, communicative activities, video creation, individual/team presentations,
Integrated Performance Assessment Rubric and Suggestions	**PERFORMANCE TASK** **All responses and communication must be in Spanish.** Context: You are traveling to Colombia. Two of your friends have given you money to bring back clothing for them because they are interested in getting something unique from the Spanish-speaking world. Each of your friends, one male and one female, has given you $25, so you'll need to check the current exchange rate to find out how many pesos you have to spend. *Interpretive task* Read the brochure for Almacén Corona on pages 216–217 of your textbook. Make a list of the items you plan to buy, and their respective prices, for each of your friends. **Interpersonal task** When you arrive at the store, you ask a salesperson to help you find the items you'd like to buy. Work with a partner to play the roles of the customer and the salesperson. Describe at least four items you are looking for and how much you intend to pay for each of them. The salesperson can tell you what colors, sizes, and patterns are available. **Presentational task** Write an email to each of your friends from home. Describe at least two items you bought for each of them. Include as much detail as you can. **ASSESSMENT** **Integrated Performance Assessment Rubric** **Interpretive** 5 Points The student can identify several items he or she would like to buy. 3 Points The student can identify a few items he or she would like to buy. 1 Point The student has difficulty identifying items he or she would like to buy. **Interpersonal** 5 Points The student can complete an interview demonstrating mutual understanding. The result of the interview is a clear list of what the student will purchase. 3 Points The student can complete an interview with only some difficulty in mutual understanding. The result of the interview is a clear list of what the student will purchase. 1 Point The student can complete an interview but does not reach mutual understanding. The student is not able to make a clear list of what he

	or she will purchase. **Presentational** 5 Points The student can provide relevant information about what he or she purchased for each friend, with sufficient details. 3 Points Details are missing about what the student purchased. 1 Point The email lacks detail and it is not clear what the student purchased.				
Interdisciplinary Connections	**ELA**: RI.9-12.1-10 **Mathematics**: 1.OA.5.6, 1.NBT.1. **Sciences**: HS-PS1-8, HS-PS2-6, HS-PS3-5, HS-PS4-5, HS-LS4-6, HS-ESS1-6. **Health/PE**: 2.1.12.PGD.1-2, 2.1.12.PP.1-9, 2.1.12.EH.1-4, 2.1.12.SSH.1-10, 2.1.12.CHSS.1-9. **Computer Science and Design Thinking**: 8.1.12.CS.1-4, 8.1.12.IN.1-4, 8.1.12.IC.1-3, 8.1.12.DA.1-6, 8.1.12.AP.1-9. **Social Studies:** 6.1.12.CivicsPI.1.a, 6.1.12.CivicsPD.1.a, 6.1.12.GeoGI.1.a, 6.1.12.EconGE.1.a, 6.1.12.HistoryCC.1.a, 6.1.12.CivicsPI.2.a,b, 6.1.12.CivicsPD.2.a, 6.1.12.CivicsPR.2.a, 6.1.12.GeoPP.2.a,b, 6.1.12.EconEM.2.a,b,c,	**ELA**: RI.9-12.1-10 **Mathematics**: 1.OA.5.6, 1.NBT.1. **Sciences**: HS-PS1-8, HS-PS2-6, HS-PS3-5, HS-PS4-5, HS-LS4-6, HS-ESS1-6. **Health/PE**: 2.1.12.PGD.1-2, 2.1.12.PP.1-9, 2.1.12.EH.1-4, 2.1.12.SSH.1-10, 2.1.12.CHSS.1-9. **Computer Science and Design Thinking**: 8.1.12.CS.1-4, 8.1.12.IN.1-4, 8.1.12.IC.1-3, 8.1.12.DA.1-6, 8.1.12.AP.1-9. **Social Studies:** 6.1.12.CivicsPI.1.a, 6.1.12.CivicsPD.1.a, 6.1.12.GeoGI.1.a, 6.1.12.EconGE.1.a, 6.1.12.HistoryCC.1.a, 6.1.12.CivicsPI.2.a,b, 6.1.12.CivicsPD.2.a, 6.1.12.CivicsPR.2.a, 6.1.12.GeoPP.2.a,b, 6.1.12.EconEM.2.a,b,c	**ELA**: RI.9-12.1-10 **Mathematics**: 1.OA.5.6, 1.NBT.1. **Sciences**: HS-PS1-8, HS-PS2-6, HS-PS3-5, HS-PS4-5, HS-LS4-6, HS-ESS1-6. **Health/PE**: 2.1.12.PGD.1-2, 2.1.12.PP.1-9, 2.1.12.EH.1-4, 2.1.12.SSH.1-10, 2.1.12.CHSS.1-9. **Computer Science and Design Thinking**: 8.1.12.CS.1-4, 8.1.12.IN.1-4, 8.1.12.IC.1-3, 8.1.12.DA.1-6, 8.1.12.AP.1-9. **Social Studies:** 6.1.12.CivicsPI.1.a, 6.1.12.CivicsPD.1.a, 6.1.12.GeoGI.1.a, 6.1.12.EconGE.1.a, 6.1.12.HistoryCC.1.a, 6.1.12.CivicsPI.2.a,b, 6.1.12.CivicsPD.2.a, 6.1.12.CivicsPR.2.a, 6.1.12.GeoPP.2.a,b,	**ELA**: RI.9-12.1-10 **Mathematics**: 1.OA.5.6, 1.NBT.1. **Sciences**: HS-PS1-8, HS-PS2-6, HS-PS3-5, HS-PS4-5, HS-LS4-6, HS-ESS1-6. **Health/PE**: 2.1.12.PGD.1-2, 2.1.12.PP.1-9, 2.1.12.EH.1-4, 2.1.12.SSH.1-10, 2.1.12.CHSS.1-9. **Computer Science and Design Thinking**: 8.1.12.CS.1-4, 8.1.12.NI.1-4, 8.1.12.IC.1-3, 8.1.12.DA.1-6, 8.1.12.AP.1-9. **Social Studies:** 6.1.12.CivicsPI.1.a, 6.1.12.CivicsPD.1.a, 6.1.12.GeoGI.1.a, 6.1.12.EconGE.1.a, 6.1.12.HistoryCC.1.a, 6.1.12.CivicsPI.2.a,b, 6.1.12.CivicsPD.2.a, 6.1.12.CivicsPR.2.a, 6.1.12.GeoPP.2.a,b, 6.1.12.EconEM.2.a,b,c,	**ELA**: RI.9-12.1-10 **Mathematics**: 1.OA.5.6, 1.NBT.1. **Sciences**: HS-PS1-8, HS-PS2-6, HS-PS3-5, HS-PS4-5, HS-LS4-6, HS-ESS1-6. **Health/PE**: 2.1.12.PGD.1-2, 2.1.12.PP.1-9, 2.1.12.EH.1-4, 2.1.12.SSH.1-10, 2.1.12.CHSS.1-9. **Computer Science and Design Thinking**: 8.1.12.CS.1-4, 8.1.12.IN.1-4, 8.1.12.IC.1-3, 8.1.12.DA.1-6, 8.1.12.AP.1-9. **Social Studies:** 6.1.12.CivicsPI.1.a, 6.1.12.CivicsPD.1.a, 6.1.12.GeoGI.1.a, 6.1.12.EconGE.1.a, 6.1.12.HistoryCC.1.a, 6.1.12.CivicsPI.2.a,b, 6.1.12.CivicsPD.2.a, 6.1.12.CivicsPR.2.a, 6.1.12.GeoPP.2.a,b, 6.1.12.EconEM.2.a,b,c

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Seal of Biliteracy

The State Seal of Biliteracy (N.J.A.C. 6A: 8-5.3) identifies graduating high school students who are able to demonstrate high levels of proficiency in

English in addition to one or more world languages. The Seal of Biliteracy seeks to: encourage students to study languages; provide employers with a method of identifying people with language and biliteracy skills; provide universities with a method to recognize and award academic credit to applicants seeking admission; and strengthen intergroup relationships, affirm the value of diversity, and honor the multiple cultures and languages of communities. Students who meet all requirements to be eligible for a Seal of Biliteracy receive a notation on local transcripts and a certificate from the New Jersey Department of Education.

Student's Accommodations

The team of special education at Somerset County Vocational and Technical High school work diligently to ensure that the needs of students are met with IEPs and 504s. That responsibility is taken seriously by our administrators and faculty. In other words, teachers are very aware of modifications and accommodations in their daily lesson plans. The following list are some of the accommodations currently in place in the school.

CONTENT/MATERIAL
Access to accurate notes
Provide copy of class notes
Additional time to complete tasks/long-term projects with adjusted due dates
Adjust number of items student is expected to complete
Limit number of items student is expected to learn at one time
Allow extra time for task completion
Allow verbal rather than written responses
Allow typed rather than handwritten responses
Use of calculator
Use of a math grid
Access to electronic text (e.g. Downloaded books)

Provide books on tape, CD or read aloud computer software
Modified homework assignments (modify content, modify amount, as appropriate)
Provision of study guides
ORGANIZATION
Assistance with organization of planner/schedule
Assistance with organization of materials/notebooks
Use a consistent daily routine
Assist student in setting short-term goals
Break down tasks into manageable units
Provide benchmarks for long-term assignments and/or projects
Use of checklists
Use of an assignment notebook or planner
Check homework on a daily basis
Provide timelines for work completion
Develop monthly calendars with assignment due dates marked
Provide organizers/study guides
Require classroom notebooks and/or folders
INSTRUCTION
Frequently check for understanding
Color code important information
Simplify task directions
Provide hands-on learning activities
Provide modeling
Provide guided instruction
Modify pace of instruction to allow additional processing time
Provide small group instruction
Present information via the visual modality(written material to supplement oral explanation, models, illustrations, assignments written on board)
Provide outline in advance of lecture
Demonstrate directions and provide a model or example of completed task

Emphasize multi-sensory presentation of data
Encourage use of mnemonic devices
Provide oral as well as written instructions/directions
Allow for repetition and/or clarification of directions, as needed
Reinforce visual directions with verbal cues
Give direct and uncomplicated directions
Orient to task and provide support to complete task
Provide easier tasks first
Help to develop metacognitive skills (self-talk and self-correction)
Directions repeated, clarified or reworded
Have student demonstrate understanding of instructions/task before beginning assignment
Allow wait time for processing before calling on student for response
Read directions aloud
Administer work in small segments
Provide visual models of completed tasks
Give verbal as well as written directions
Use interests to increase motivation
Use marker (e.g. index card, ruler) for visual tracking
Enlarge print
One-on-one conferencing
Introduce new vocabulary in context before a reading assignment. Give student ample opportunity to discuss new word and to use them in original sentences.
ASSESSMENT
Modified grading
Additional time to complete classroom tests/quizzes
Announce test with adequate prep time
Small group administration of classroom tests/quizzes
Provide larger white work space on quizzes and tests, particularly in math
Modified tests/quizzes
Modify the number of choices on tests/quizzes
Modify length of test

Modify the content of tests/quizzes
Adjust test format to student's ability level
Provide manipulative examples
Develop charts, visual outlines, diagrams, etc.
Verbally guide student through task steps
Allow for oral rather than written responses on tests
Allow for oral follow-up for student to expand on written response
Allow use of a computer
Provide a word bank for fill-in-the blank tests
Allow dictated responses in lieu of written responses
Do not penalize for spelling errors
Allow typed rather than handwritten responses
Allow student to circle responses directly on test rather than use Scantron
Provide word banks for recall tests
Read test aloud
Allow student to make test corrections for credit
Mark answers in test booklet
Alternate test-taking site
ATTENTION/FOCUS
Seat student near front of room
Preferential seating
Monitor on-task performance
Arrange private signal to cue student to off-task behavior
Establish and maintain eye contact when giving oral directions
Stand in proximity to student to focus attention
Provide short breaks when refocusing is needed
Arrange physical layout to limit distractions
Frequently ask questions to engage student
Refocusing and redirection
Behavior/time management system

WRITTEN LANGUAGE
Include brainstorming as a pre-writing activity
Edit written work with teacher guidance
Allow use of chromebook
Use graphic organizers
Give student the opportunity to read silently prior to oral reading
SOCIAL/BEHAVIORAL
Discuss behavioral issues privately with student
Provide opportunities for peer interactions
Utilize student in development of tasks/goals
Encourage student to self-advocate
Minimize negative behavior
Present alternatives to negative behavior
Establish positive scripts
Desensitize student to anxiety causing events
Monitor for overload, excess stimuli
Identify triggers
Help student manage antecedents
Develop signal for when break is needed
Give student choices to allow control
Provide positive reinforcement
Provide consistent praise to elevate self-esteem
Model and role play problem solving
Provide access to counselors
Access to the Linkages Counselors