Somerset County Vocational and Technical High School
SCVTHS

Spanish 3 Honors Curriculum Updated – July 2022

By

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Presented to

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The following curriculum is directly applied to students enrolled in Spanish level 3 Honors at the Academy of Health and Medical Sciences. These students are in the Intermediate High Level of Language Proficiency. Intermediate High Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.

These are the three Modes of Communications based on this level of language proficiency.

Interpretive Mode of Communication: Intermediate High learners understand, with ease and confidence, sentence-length speech in basic personal and social contexts. Devise substantial meaning from some connected texts typically understood by advanced-level listeners and readers. They show evidence of the ability to make inferences about texts by identifying key details of spoken, viewed, and written materials.

Interpersonal Mode of Communication: Intermediate High learners exchange information in spontaneous spoken or written conversations and some discussions on a variety of familiar and some concrete topics that they have researched, using connected sentences that may form paragraphs and asking a variety of questions, often across various time frames.

Presentational Mode of Communication: Intermediate High learners use connected sentences and some paragraph level language independently to communicate information, make presentations, and express thoughts about familiar and some unfamiliar topics. They use increasingly complex vocabulary and structures, compare points of view and perspectives, and write or speak original pieces such as essays, stories, and poems. Intermediate High learners demonstrate evidence of Advanced Low proficiency but lack consistency in maintaining the advanced level.

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 and the 21st Century Skills.

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.*

Intercultural Statements

Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.

Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.

Possible Topics

Current events, contemporary and emerging global issues, population, migration, environment, discrimination, resources.

Impact of current events and global issues on the target culture societies and on the students' own society, effects of population growth and migration across the globe, environmental degradation and protections, discrimination and other conflicts that affect the world, and the allocation of scarce resources.

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: Do Now

Present

Practice

Communicate/Culture

Reflect

Conclude

Connect: Exit Ticket

Special emphasis is placed on **student's and teacher's reflections** on daily lesson plans. The present curriculum applies to juniors Academy students enrolled in 11th grade.

Course Description

The Spanish 3 Honors is a continuing course designed to deepen the students' knowledge of the Spanish language and Spanish and Hispanic cultures, as well as providing an introduction to literature from Spain and Latin America. It is a standards-based course that meets New Jersey World Language Standards. The course emphasizes effective, confident communication. Students speak Spanish in every class, give frequent, and often spontaneous, oral presentations, take written and listening comprehension examinations, read short stories in Spanish, and write brief essays inspired by their readings or current events. Project-based learning is an integral part of the course. Students will be expected to prepare one project per Marking Period. In addition, students will be expected to keep a journal (Diario) in which they will be asked to write about specific topics, generally opinions or personal experiences and reflections every week. Global competencies will be taught under the 17 Sustainable Development Goals with emphasis on Climate Change.

Spanish 3 Honors – Grade: 11

Month/ Marking Period	September	October	November	December	January
WLS/NJ- June 2020	*7.1.IH.IPRET.1-8* *7.1.IH.IPERS.1-6* *7.1.IH.PRSNT.1-6*	*7.1.IH.IPRET.1-8* *7.1.IH.IPERS.1-6* *7.1.IH.PRSNT.1-6*	*7.1.IH.IPRET.1-8* *7.1.IH.IPERS.1-6* *7.1.IH.PRSNT.1-6*	*7.1.IH.IPRET.1-8* *7.1.IH.IPERS.1-6* *7.1.IH.PRSNT.1-6*	*7.1.IH.IPRET.1-8* *7.1.IH.IPERS.1-6* *7.1.IH.PRSNT.1-6*
Units of Study	***Unidad Preliminar***	***La Naturaleza***	***La Naturaleza***	***En La Ciudad***	***En La Ciudad***

Essential Questions	*How accentuation and punctuation play a vital role in delivering a clear message without misunderstandings ?*	*How do people talk about the environment?* *How do people express beliefs and opinions?* *What are some features of mountain ranges in South America?*	*How do people talk about the environment?* *How do people express beliefs and opinions?* *What are some features of mountain ranges in South America?*	*How do people give advice to each other?* *How do people talk about errands and getting around the city?* *What are some interesting features of cities in the Spanish-speaking world?*	*How do people give advice to each other?* *How do people talk about errands and getting around the city?* *What are some interesting features of cities in the Spanish-speaking world?*
		I can recognize some details about nature and the environment. I can discuss environmental conservation.	I can recognize the author's purpose in a reading selection. I can recognize the message of a couple of fables.	I can identify popular businesses and their locations in a city. I can talk about banking. I can talk about basic interactions at a post office.	I can give and respond to commands given to a group that includes me I can identify the narrator's point of view in a reading selection.

Enduring Understanding/ Can do Statements		I can recognize phrases related to talking about the environment. I can suggest some solutions to environmental problems. I can use punctuation marks appropriately in Spanish. I can exchange some information with others about the Andes mountain range. I can distinguish between some regional terms Spanish speakers use to talk about nature. I can specify several facts about the Sierra Nevada de Santa Marta in Colombia. I can identify some important lakes in Latin America. I can talk about people's feelings and emotions. I can express doubt, disbelief, and	I can write a letter or article in Spanish, defining the right audience and purpose of my writing I can use previous knowledge about the topic of an audio recording to determine unfamiliar words and ideas. I can identify the main ideas of a public speech. I can talk about the Argentine journalist Víctor Sueiro. I can explain the message of a commercial prepared for Spanish speakers. I can discuss ways to protect the environment. I can describe some details about nature reserves in Central America. I can exchange some information with others about nature in Costa Rica. I can recognize and understand some details about Colombia's geography, history, and culture.	I can recognize expressions to ask for and give directions. I can recognize phrases related to running errands. I can recognize expressions to ask someone for a favor. I can recognize phrases related to talking about deadlines. I can request and provide directions in a neighborhood. I can write basic sentences using common Spanish abbreviations. I can describe some information about transportation in a city. I can identify several regional terms Spanish speakers use to talk about transportation. I can exchange some information with others about Mexican architect Luis Barragán. I can mention the nicknames for several cities in the Spanish-speaking world.	I can read a short story in Spanish and give my opinions about it. I can write an email in Spanish, avoiding redundancies. I can determine specific details in a conversation between two friends in an audio recording. I can talk about how busy people connect and communicate with each other. I can explain the attitudes of the characters in a commercial prepared for Spanish speakers. I can describe some details about Mexico City's subway system and its cultural role. I can recognize and understand some information about Venezuela's history, geography, and economy.

		uncertainty.		I can indicate that the existence of someone or something is uncertain.	
Contents		The Subjunctive with Verbs of Emotions, The Subjunctive with Doubt, Disbelief, and Denial,	The Subjunctive with Conjunctions.	The Subjunctive in Adjective Clauses, Nosotros/as Commands,	Past Participle used as Adjectives.
Sub-Topics		La naturaleza, el medio ambiente, el reciclaje, las emociones, los animales, las dudas y certezas, Felix Maria Samaniego,	Don Juan Manuel, Naturaleza en Costa Rica, Colombia (Las fiestas y los parques) las conjunciones, la conservación, los Andes y la Sierra Nevada de Santa Marta.	La ciudad, corriendo por la ciudad, las abreviaturas, la pronunciación de las letras m and n, el Metro, Marco Deveni,	La Muerte de Artemio Cruz by Carlos Fuentes, Venezuela, el banco, el correo
Month/ Marking Period	**February**	**March**	**Abril**	**May**	**June**
WLS/NJ - June 2020	*7.1.IH.IPRET.1-8* *7.1.IH.IPERS.1-6* *7.1.IH.PRSNT.1-6*	*7.1.IH.IPRET.1-8* *7.1.IH.IPERS.1-6* *7.1.IH.PRSNT.1-6*	*7.1.IH.IPRET.1-8* *7.1.IH.IPERS.1-6* *7.1.IH.PRSNT.1-6*	*7.1.IH.IPRET.1-8* *7.1.IH.IPERS.1-6* *7.1.IH.PRSNT.1-6*	*7.1.IH.IPRET.1-8* *7.1.IH.IPERS.1-6* *7.1.IH.PRSNT.1-6*
Units of Study	***El Bienestar***	***El Bienestar***	***El Mundo del Trabajo***	***Un Festival de Arte***	***Las Actualidades***
Essential Questions	*How do people talk about health, well-being, and nutrition?* *How do people talk about exercise and physical activities?* *What are some ways people stay*	*How do people talk about health, well-being, and nutrition?* *How do people talk about exercise and physical activities?* *What are some ways people stay healthy in the Spanish-speaking world?*	How do people talk about work and careers? How do people talk about getting a job and other future plans? What are job conditions like in the Spanish-speaking world?	*How do people talk about the arts?* *How do people talk about what they want to do?* *What are some important accomplishments in the arts in the Spanish-speaking world?*	*How do people talk about current events and social and political issues?* *How do people talk about the media?* *What role do protests and strikes play in society in the Spanish-speaking world?*

	healthy in the Spanish-speaking world?				
Enduring Understanding/ Can do Statements	I can recognize words and phrases about health and exercise. I can exchange some information with others about nutrition and healthy diets. I can recognize expressions to express a desire to have a friend nearby. I can recognize phrases related to talking about trips. I can recognize phrases related to describing well-being. I can describe some details about natural spas. I can identify several regional terms Spanish speakers use to talk about exercise.	I can understand a short story in Spanish. I can create an outline or list to organize my ideas before writing a composition. I can pay attention to gist and specific cognates to better understand the complete message of a recorded text. I can understand a short radio program in Spanish. I can understand a short film prepared for Spanish speakers. I can identify famous parks in several Spanish-speaking cities. I can talk about places to relax and ways to deal with stress in Madrid, Spain. I can recognize and understand some details about Bolivia's history, geography, and culture.	I can talk about professions and occupations. I can identify and discuss some details about professional work environments. I can recognize phrases related to talking about future plans. I can talk about my own plans for the future. I can describe some details about work benefits in the Spanish-speaking world. I can identify several regional terms Spanish speakers use to talk about work. I can exchange some information with others about César Chávez. I can talk about several organizations from the Spanish-speaking world that prioritize labor equality. I can refer to actions in the future. I can express conjecture or probability. I can talk about what will have happened by some point in the future.	I can talk about fine arts. I can discuss television and films with others. I can recognize phrases related to talking about the arts. I can recognize phrases related to getting engaged. I can make plans for the weekend. I can describe some information about the Museo de Arte Contemporáneo de Caracas. I can identify several regional terms Spanish speakers use to talk about the arts. I can exchange some information with others about Fernando Botero. I can specify facts about several artists from Spanish-speaking countries. I can use stylistic devices to better understand the author's point of view and purpose. I can understand a few poems by a Spanish poet. I can write a composition in Spanish, including biographical information	I can talk about current events. I can discuss politics and social issues with others. I can identify contemporary forms of media. I can recognize phrases related to expressing delight or surprise. I can recognize phrases related to playing a joke on someone. I can recognize expressions to talk about past and future trips. I can have a conversation about a recent trip to a foreign country. I can discuss some information with others about social protests in the Spanish-speaking world. I can identify and describe some details about political leaders Michelle Bachelet and Evo Morales. I can talk about several famous Hispanics who are recognized for their involvement in social and political movements.

	I can specify several health benefits of eating quinoa. I can exchange some information with others about popular health beliefs from the Spanish-speaking world. I can talk about things I have done. I can talk about what had happened before another past event. I can make inferences to better understand a text.		I can identify similes and metaphors in a reading selection. I can explain the content of a poem intended for a Spanish-speaking audience. I can use note cards to organize and sequence my ideas before writing. I can write a composition in Spanish, using chapter vocabulary and grammar. I can use previous knowledge to better understand a recorded conversation. I can recognize the information two characters discuss in a recorded job interview. I can discuss the role of banks in people's lives. I can explain the reactions of two characters in a commercial. I can talk about work and time off in the Spanish-speaking world. I can describe some details about work environments in Ecuador. I can identify and discuss several details about Nicaragua's geography, history, and culture. I can specify some information about the	and using chapter vocabulary and grammar. I can recognize key words when I hear them in an audio recording. I can identify unfamiliar words and phrases when I hear them in context on familiar topics. I can describe some information about the Mexican television show Lo que me prende. I can understand the main facts of the life of a Mexican pianist in a short TV program. I can talk about several art museums in the Spanish-speaking world. I can identify and discuss several details about El Salvador's geography and culture. I can specify some information about the geography, economy, and culture of Honduras.	I can recognize the order of events to better understand the plot of a reading. I can explain the content of an excerpt from a Spanish novel. I can write a composition in Spanish, including a strong introduction and conclusion, using chapter vocabulary and grammar. I can recognize the genre of an audio recording. I can use previous knowledge about the topic of an audio recording to make predictions about its content. I can understand the most important facts in a recorded news program. I can identify some details about voting regulations and practices in Mexico. I can explain the message of a TV announcement about elections in Mexico. I can discuss several facts about the Puerto Rican population in the U.S. and its cultural role. I can talk about politics in Puerto Rico. I can identify and discuss several details about

			geography and culture of the Dominican Republic.		Paraguay's geography and culture. I can describe some information about the geography and culture of Uruguay.
Contents	The present perfect, the past perfect,	the present perfect subjunctive.	The future, the future perfect, the past subjunctive	The conditional, the conditional perfect, the past perfect subjunctive	Si clauses, summary of the uses of subjunctive
Sub-Topics	Las letras b y v, las letras ch y p, spas naturales, frutas y verduras, Flash Cultura: ¿Estrés? ¿Qué estrés? El	Juan Pablo Montoya, Gabriel García Márquez (Un día de estos), Cristina Peri Rossi (El viaje) short film: Iker Pelos tiesos, Bolivia (El	Las letras y, ll, h. Beneficios en los empleos, FLO Internacional, Julia de Burgos, Augusto Monterroso (Imaginación y destino), Flash Cultura: El Mundo del Trabajo,	Museo de Arte Contemporáneo de Caracas, Federico García Lorca (Tres poemas), José Martí (Versos Sencillos), Short film: Lo que me prende, Piano. Flash	Neologismos y anglicismos repaso de la tilde y la acentuación de sílabas, protestas sociales, Michelle Bachelet Jeria, Miguel de Cervantes Saavedra (Don

	bienestar, en el gimnasio, la nutrición,	salar de Uyuni), Chichén Itzá	Nicaragua, Masaya, La República Dominicana (LA Bachata y el Merengue), Las ocupaciones, la entrevista,	Cultura: Palacios del Arte (Madrid), El Salvador (El maíz, Honduras (Copán), las bellas artes, los artistas, el cine y la televisión, la artesanía.	Quijote y los Molinos de Viento), Rubén Darío (lo fatal) Short video: Anuncio sobre elecciones, Flash Cultura: Puerto Rico (Nación o Estado) Paraguay (El mate), Uruguay (Las Estancias) Los Medios de Comunicación, la política, las noticias.

Integration of Technology

Using Chromebooks in the classroom in alignment with learning apps such as Google Classroom, Quizlet, Blooket, Conjuguemos, Flipgrid, Edpuzzle, Quizizz, Spanish Dictionary, and other learning platforms.

Here are the links to quizlet sets for Spanish 3H Unit 4 to Unit 9:

Unidad 4
Unidad 5
Unidad 6
Unidad 7
Unidad 8
Unidad 9

Online Help

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

	https://www.quia.com/web The Main textbook is called **Descubre 2** 2017 edition by Vistas. ISBN:1-68004-322-8 Online version of the textbook accessible here: Descubre 2 Anther great textbook is called Vistas here: Vistas
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 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/ **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
https://www.transparency.org/en

LGBTQ:

1. Students can compare and contrast Subject Pronouns in Spanish 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. Students can research an LGBTQ famous Latin American 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 – Example from Unit 4 La Naturaleza. All responses and communication must be in Spanish.** **Context:** You and your classmates would like to take an ecotourism trip and are investigating different destinations. You are going to compare three different locations and then choose the destination you like the best. **Interpretive task:** First, watch the Flash cultura video for Lesson 4. As you watch, make a list of reasons why you would like to visit the Arenal Volcano in Costa Rica. Use facts mentioned in the episode, as well as your own opinion. **Interpersonal task:** Compare your list with a partner's. Take turns talking about different reasons to choose Arenal Volcano for your trip. Then, each of you should describe another destination and why it would be a good place for your class trip. You will discuss three destinations in total, including the Arenal Volcano. Between the two of you, decide which is the best destination for your trip. **Presentational task**: Prepare a brief oral presentation in which you describe the destination you recommend for the class trip. Give at least three facts about it, and two reasons why you think it's the best choice among the three destinations that you considered. Be sure to include the criteria you used to make your decision.

	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.	**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:**	**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-	**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,	**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:**

Interdisciplinary Connections	**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.GeoPP.2.a,b, 6.1.12.EconEM.2.a,b,c, 6.1.12.HistoryCC.2.a,b, 6.1.12.HistorySE.	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, 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	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, 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	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, 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	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, 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

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	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	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

		about people, places, and things?			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,
	Describe my daily routine, talk about personal hygiene, reassuring someone, time expressions, la	Gastronomía la feria del maíz, reading for the main idea, writing by expressing and	Guatemala, Antilla y Chichicastenango, frutas y verduras de América, Ferran Adriá: arte en la	Planning and writing a comparative analysis, listening and guessing the	Semana Santa - vacaciones y tradición, fiestas patrias Chile, recognizing word

Skills and Topics	siesta, el mate. El cuidado personal, costumbres especiales de México y El Salvador, Costa Rica, Argentina.	supporting opinions, escuchar by jotting down notes as you listen, Cultura: la comida Latina. Type of meals. Reading a menu.	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.	meaning of words through context.	families, vida social matrimonio, fiesta de quince años.

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