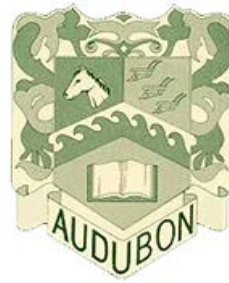


Audubon Public Schools



Grade 9-12 World Spanish Curriculum Guide

Curriculum Guide

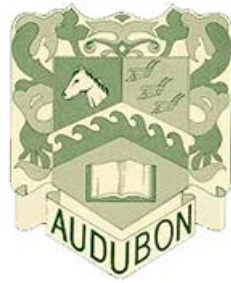
Developed by:

Ms. Ashley McGuire

August 15, 2019

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Course Description

Grade 9-12 World Spanish Curriculum Guide

This course is designed to help students meet the world language graduation requirement. It focuses on the cultures and various uses of language in the countries where the languages are spoken. Students will communicate, understand, and interpret written and spoken language as well as participate in hands-on activities and projects that involve technology and real-life experiences. All lessons should be aligned to the New Jersey Student Learning Standards. Teachers will use a multitude of approaches to promote student growth, including whole group, small group, and individual teaching techniques in the classroom.

Overview / Progressions

Overview		Interpretive Mode	Interpersonal Mode	Presentational Mode	
Unit 1 Introduction to Spanish Language	Focus standards (Objectives)	7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3	7.1.NM.B.2 7.1.NM.B.3	7.1.NM.C.3	
	Ancillary standards (Review)				
Unit 2 Basic Conversation	Focus standards (Objectives)	7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.A.5	7.1.NM.B.2 7.1.NM.B.3 7.1.NM.B.4 7.1.NM.B.5	7.1.NM.C.2	
	Ancillary standards (Review)	7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3	7.1.NM.B.2 7.1.NM.B.3	7.1.NM.C.3	
Unit 3 Real Life Connections	Focus standards (Objectives)	7.1.NM.A.4	7.1.NM.B.1	7.1.NM.C.3	
	Ancillary standards (Review)	7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.A.5	7.1.NM.B.2		

Unit 4 Cultural Connections	Focus standards (Objectives)	7.1.NM.A.3	7.1.NM.B.2	7.1.NM.C.4 7.1.NM.C.5	
	Ancillary standards (Review)			7.1.NM.C.2	

Subject: World Spanish	Grade: 9-12	Unit: 1 Introduction to Spanish Language	8 Weeks: 1st Marking Period
Focus Standards: Interpersonal Mode		Critical Knowledge and Skills	
<p>The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.</p>	<ul style="list-style-type: none"> ● Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes. ● Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. ● Recognize a few common gestures and cultural practices associated with the target culture(s). 	<ul style="list-style-type: none"> ● Identify Spanish-Speaking Countries ● Identify letters of the Spanish Alphabet and the sounds they make. ● Identify differences and similarities between English and Spanish ● Discuss and brainstorm the benefits of learning a foreign language ● Communicate in the Spanish Classroom by responding to basic classroom commands ● Identify numbers up to 100 ● Ask/tell the date, day of the week and season. ● Describe likes and dislikes 	
<p>Focus Standards: Interpersonal Mode</p> <p>The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to: Respond to learned questions. Ask memorized questions. State needs and preferences. Describe people, places, and things.</p>	<ul style="list-style-type: none"> ● Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. ● Recognize a few common gestures and cultural practices associated with the target culture(s). 		

<p><u>Focus Standards: Presentational Mode</u> The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to: Make lists. State needs and preferences. Describe people, places, and things.</p>	<ul style="list-style-type: none"> • Copy/write words, phrases, or simple guided texts on familiar topics. 	
Ancillary Standards		
Formative Assessments	Summative Assessments	
<ul style="list-style-type: none"> • Warm Up Activities • Written and Oral Practice and Participation 	<ul style="list-style-type: none"> • Test • Midterm • Projects • Common Assessment 	
Suggested Primary Resources	Suggested Supplemental Resources	
Cross-Curricular Connections		
<ul style="list-style-type: none"> • Mathematical practices with Spanish numbers • English language connections 		
Enduring Understanding	Essential Questions	
<ul style="list-style-type: none"> • Learning another language offers many benefits relating to careers, travel, and enjoyment of learning about other cultures. 	<ul style="list-style-type: none"> • How will I be able to pronounce Spanish Words • How is Spanish similar and different from English • How can learning another language benefit me 	

Subject: World Spanish	Grade: 9-12	Unit: 2 Basic Conversation	2nd Marking Period
Focus Standards: Interpersonal Mode		Critical Knowledge and Skills	
<p>The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.</p> <p>Culture: Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)</p>	<ul style="list-style-type: none"> ● Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes. ● Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. ● Recognize a few common gestures and cultural practices associated with the target culture(s). ● Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. 	<ul style="list-style-type: none"> ● Identify and mimic common gestures of greeting/goodbyes ● Understand cultural differences as they relate to personal space ● Identify and use appropriate register ● Conduct basic conversations that include the following information: greetings, ask/tell names, how you are doing, where you are from, age, likes/dislikes, farewell 	

<p><u>Focus Standards: Interpersonal Mode</u></p> <p>The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to: Respond to learned questions. Ask memorized questions. State needs and preferences. Describe people, places, and things.</p>	<ul style="list-style-type: none"> ● Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. ● Recognize a few common gestures and cultural practices associated with the target culture(s). ● Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. ● Exchange information using words, phrases, and short sentences practiced in class on familiar topics 	
<p><u>Focus Standards: Presentational Mode</u></p> <p>The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to: Make lists. State needs and preferences. Describe people, places, and things.</p>	<ul style="list-style-type: none"> ● Copy/write words, phrases, or simple guided texts on familiar topics. ● Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. 	
Ancillary Standards		
<p>7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3</p>	<p>7.1.NM.B.2 7.1.NM.B.3</p>	<p>7.1.NM.C. 3</p>

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Warm Up Activities ● Written and Oral Practice and Participation 	<ul style="list-style-type: none"> ● Test ● Midterm ● Projects ● Common Assessment
Suggested Primary Resources	Suggested Supplemental Resources
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Mathematical practices with Spanish numbers ● English language connections 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● Mastering questions and answers to simple questions enables me to communicate basic information 	<ul style="list-style-type: none"> ● What vocabulary is needed to be able to exchange basic information to be able to meet new friends ● Why is using appropriate register important

Subject: World Spanish	Grade: 9-12	Unit: 3 Real Life Connections	3rd Marking Period
Focus Standards: Interpersonal Mode		Critical Knowledge and Skills	

<p>The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.</p>	<ul style="list-style-type: none"> ● Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes. ● Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. ● Identify familiar people, places, and objects based on simple oral and/or written descriptions 	<p>Students will be able to learn vocabulary and basic expressions used to identify objects and places pertaining to:</p> <ul style="list-style-type: none"> ● colors ● bedroom/home ● classroom objects ● animals ● occupations ● foods ● clothing ● family ● weather ● places in a town ● (others)
<p><u>Focus Standards: Interpersonal Mode</u></p> <p>The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to: Respond to learned questions. Ask memorized questions. State needs and preferences. Describe people, places, and things.</p>	<ul style="list-style-type: none"> ● Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. ● Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes 	
<p><u>Focus Standards: Presentational Mode</u></p> <p>The Novice-Mid language learner understands and communicates at the word level and can use memorized</p>	<ul style="list-style-type: none"> ● Copy/write words, phrases, or simple guided texts on familiar topics. 	

words and phrases independently to: Make lists. State needs and preferences. Describe people, places, and things.		
Ancillary Standards		
7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.A.5		7.1.NM.B.2
Formative Assessments		Summative Assessments
<ul style="list-style-type: none"> • Warm Up Activities • Written and Oral Practice and Participation 		<ul style="list-style-type: none"> • Assessments • Projects • Common Assessment
Suggested Primary Resources		Suggested Supplemental Resources
Cross-Curricular Connections		
<ul style="list-style-type: none"> • English language connections 		
Enduring Understanding		Essential Questions
<ul style="list-style-type: none"> • Being able to identify basic grammatical structures as well as recognition of objects, people and places will enable basic communication. 		<ul style="list-style-type: none"> • How will I be able to use basic grammatical structures to describe people, places and things

Subject: World Spanish	Grade: 9-12	Unit: 4 Cultural Connections	4th Marking Period (& when appropriate throughout the year)
Focus Standards: Interpersonal Mode		Critical Knowledge and Skills	
<p>The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.</p> <p>Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)</p>	<ul style="list-style-type: none"> Recognize a few common gestures and cultural practices associated with the target culture(s). 	<ul style="list-style-type: none"> Identify and explore the holidays and cultural celebrations in the Spanish-speaking countries Explore the cuisine of the Spanish-speaking countries View works of art and be able to identify different artistic styles of the artists of Spanish-speaking countries Practice dance and learn other traditions Explore popular and traditional music 	

<p><u>Focus Standards: Interpersonal Mode</u></p> <p>The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to: Respond to learned questions. Ask memorized questions. State needs and preferences. Describe people, places, and things.</p>	<ul style="list-style-type: none"> ● Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. ● Recognize a few common gestures and cultural practices associated with the target culture(s). 	
<p><u>Focus Standards: Presentational Mode</u></p> <p>The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to: Make lists. State needs and preferences. Describe people, places, and things.</p>	<ul style="list-style-type: none"> ● Present information from age- and level-appropriate, culturally authentic materials orally or in writing. ● Name and label tangible cultural products and imitate cultural practices from the target culture(s). 	
Ancillary Standards		
7.1.NM.C.2		
Formative Assessments	Summative Assessments	
<ul style="list-style-type: none"> ● Warm Up Activities ● Written and Oral Practice and Participation 	<ul style="list-style-type: none"> ● Assessments ● Projects ● Common Assessment 	
Suggested Primary Resources	Suggested Supplemental Resources	

Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Connections with historical events in Spanish-speaking countries ● 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● Learning about holidays, cultural celebrations, art, music and foods helps to develop a deeper appreciation for the Spanish-speaking cultures. 	<ul style="list-style-type: none"> ● How do holidays and celebrations vary in the Spanish-speaking countries ● What foods are typical in these countries ● What music, art and dance do I appreciate

Differentiation		
504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for self-evaluation 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals

IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration 	
Integrating Technology		

- | | |
|---|---|
| <ul style="list-style-type: none">● Chromebooks● Internet research● Online programs | <ul style="list-style-type: none">● Virtual collaboration and projects● Presentations using presentation hardware and software |
|---|---|

Insert Following Units

Appendix A

Audubon Public Schools
Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
Written By: Linda White, Revised by Erika Miliaresis
Approved: June, 2017

Course Title: World Spanish I

Unit Name: Novice-Mid

Grade Level: 9-12

<p>Content Statements In this course students will be introduced to current examples of everyday Spanish speech and will be exposed to a variety of art, music, and literature of Spanish-speaking countries.</p>	<p>NJSLS: 7.1.NM.A, all</p> <p>Companion Standards: RST 6-8.5-9 WHST 6-8 All</p>
<p>Overarching Essential Questions How will I advance in communicating in Spanish in the areas of listening, speaking, reading and writing? How will I better understand the perspectives of the Hispanic cultures?</p>	<p>Overarching Enduring Understandings Spanish is widely spoken throughout the world.</p>
<p>Unit Essential Questions What is the vocabulary I need to know in order to:</p> <ul style="list-style-type: none"> ● Get acquainted with Spanish-speaking people ● Get along in a Spanish-speaking classroom ● Purchase things in a Spanish-speaking economy ● To identify rooms of a house and types of lodging in Spanish ● To talk about family members ● To identify animals ● To identify common occupations ● To identify parts of the body and talk about health 	<p>Unit Enduring Understandings I can use appropriate vocabulary and social gestures to get acquainted with a Spanish-speaking person.</p> <p>I am able to identify classroom objects and follow simple classroom instructions given in Spanish.</p> <p>I can perform basic mathematical functions and make purchases on the local Hispanic market.</p> <p>I am able to identify rooms of a house and types of dwellings in Spanish.</p>

<ul style="list-style-type: none"> To identify articles of clothing <p>Where are Spanish-speaking countries, compared to where I am located? How do I explore the fine arts in other cultures? How do I appropriately communicate with people of other cultures?</p>	<p>I can identify family relationships in Spanish.</p> <p>I can name animals in Spanish.</p> <p>I know the names of some jobs in Spanish.</p> <p>I know the names of men’s and women’s clothes in Spanish.</p> <p>I can recognize some Spanish-speaking artists and identify the style of art.</p> <p>I can name the parts of the body in Spanish and talk about health and well-being.</p>
<p>Unit Rationale Students must have an appreciation of other languages and cultures in order to become responsible global citizens.</p>	<p>Unit Overview In this course students will be introduced to current examples of everyday Spanish speech and will be exposed to a variety of art, music, and literature of Spanish-speaking countries through use of visuals, dialogues, role-play, projects, and practice.</p>
<p>Authentic Learning Experiences</p>	

- **Effective oral and written communication:** Students will be able to adapt learned vocabulary and grammatical structures to suit their individual needs of expression to carry on a simple conversation in Spanish. Students will also adapt the above to write comprehensible Spanish sentences and short paragraphs dealing with the thematic unit involved.
- **Theme-based vocabulary:** interactive internet sites, i.e. family, days, months and seasons
- **Webquest:** Spanish-speaking artists
- **Viewing:** Cultural and geographic videos, vocabulary theme-based videos, movies
- **Listening:** Spanish karaoke, songs, teacher model, audio CDs
- **Role-playing:** creating dialogues and performing them
- **Anatomy project:** trace body shape and label parts of body in Spanish
- **Posters:** ideal house, likes and dislikes, family tree
- **Math problem activity:** call out problem in Spanish and students write problem on board and solve
- **Holidays:** Day of the Dead – make calacas (Movable skeletons) and calaveras (masks), Navidad and Christmas carols in Spanish, Cinco de Mayo – culturally-related food and discussion.

21st Century Skills and Themes

Global: research locations and cultures of the Spanish-speaking world

Collaboration: all activities are collaborative in nature

Problem solving: answering research questions, learning to translate ideas into Spanish expressions

Technology: utilizing the internet to access and analyze information

Unit Learning Targets/Scaffolding to CPIs

Students entering this class may have had prior experience in learning a foreign language. Most students may know the alphabet, numbers, colors, weather expressions and greetings. Upon completion of this course, students will have continued to build vocabulary and utilize more complex sentence structures. They will also continue to learn more about the target cultures and their daily lives.

Key Terms

Gender of nouns: nouns are classified into categories of masculine and feminine

Number: singular or plural form of nouns

<p>Verb agreement: end of verb changes to agree with the person who is performing the action Infinitive: base or original form of a verb</p>
<p>Instructional Strategies Lecture Monitor Facilitate Model and demonstrate</p>
<p>Customizing Learning/ Differentiation Special needs - students will act as peer coaches to support students with special needs ELL - these students will be encouraged to share their cultural perspective Gifted learner - will model for and support the rest of the students and will be offered the opportunity to expand his/her own understanding of the material</p>
<p>Formative Assessments Oral assessments: dialogue creation and performance Observation Research reports Guided TPRS Participation in TPR</p>
<p>Interdisciplinary Connections Social Studies – cultural and geographic Science – anatomy Performing arts – role-play and dialogue; songs and singing Language arts – writing, reading, translation Art – posters, collages, make calacas (movable skeletons) and Calaveras (masks) Math – basic vocabulary</p>

Resources

Vocabulary and grammar:

<http://quizlet.com>

www.studyspanish.com

<http://visuallinklanguages.com>

<http://quia.com>

Family Unit:

<http://Ancestry.com>

<http://genesreunited.co.uk>

<http://familysearch.org>

Music and singing/Spanish karaoke:

<http://justolamas.com>

Spanish-speaking artists webquests:

Choose who should be selected as National Artist of Spain:

<http://www.lychock.com/webquest/task.html>

Mexican artists: Diego Rivera, Tina Modotti, Graciela Iturbide, and Miguel Covarrubias:

<http://www.projectview.org/PhiladelphiaMuseumofArt/MexicanArtistsWebquest.00.pdf>

Countries also:

<http://zunal.com/webquest.php?user=37433>

Picasso:

<https://college.livetext.com/doc/1495848?print=1>

List movie titles and video series

Moo video series for theme-based vocabulary and culture, to include:

Family Nouns

Greetings

Numbers

My House

Clothing

Body Parts

Animals

Cultural/geographic videos:

[Christmas in Spain](#)

[Christmas in Mexico/Las Posadas](#)

[Ecuador and the Galapagos Islands](#)

Sweet 15

Semana Santa in Seville

Textbook, workbook, and audio CDs:

Exploring Spanish Third Edition, by Joan G. Sheeran, EMC Publishing

List books (title and author)

Suggested Activities for Inclusion in Lesson Planning

- Theme-based vocabulary: interactive internet sites, ie family, days, months and seasons (LA.9-10.RST.9-10.4, LA.9-10.WHST.9-10.2.d)
- Worksheets: vocabulary, dialogue, question & answer, puzzles and grammar (LA.9-10.WHST.9-10.2.d)
- Webquest: Spanish-speaking artists (LA.9-10.R.CCR.1, LA.9-10.RST.9-10.2, LA.9-10.WHST.9-10.2, LA.9-10.WHST.9-10.2.f, LA.9-10.WHST.9-10.6)
- Spanish Menu Project: use Microsoft Publisher and acquired food vocabulary to create a tri-fold brochure Spanish Restaurant Menu (LA.9-10.WHST.9-10.6)
- Viewing: Cultural and geographic videos, vocabulary theme-based videos, movies (LA.9-10.RST.9-10.4)
- Listening: Spanish karaoke, songs, teacher model, audio CDs (LA.9-10.R.CCR.1)
- Role-playing: creating dialogues and performing them (LA.9-10.RST.9-10.7, LA.9-10.WHST.9-10.2.d)
- Anatomy project: trace body shape and label parts of body in Spanish (LA.9-10.RST.9-10.7)
- Translating: sentence by sentence paragraph construction and short-answer responses (LA.9-10.RST.9-10.7, LA.9-10.RST.9-10.4, LA.9-10.WHST.9-10.2.d)
- Reading: very short passages (LA.9-10.RST.9-10.4)
- Posters: ideal house (LA.9-10.RST.9-10.7)
- Math problem activity: call out problem in Spanish and students write problem on board and solve (LA.9-10.WHST.9-10.2.d)
- Holidays: Day of the Dead – make calacas (Movable skeletons) and calaveras (masks), Navidad: make Spanish greeting cards and sing Christmas carols in Spanish, Cinco de Mayo – culturally-related food and discussion. (LA.9-10.WHST.9-10.2.d, LA.9-10.R.CCR.1, LA.9-10.RST.9-10.4)

Unit Timeline

Ongoing

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