



**BLACK HORSE PIKE**  
**REGIONAL SCHOOL DISTRICT**  
WHERE INSPIRING EXCELLENCE IS OUR STANDARD  
AND STUDENT ACHIEVEMENT IS THE RESULT

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Department of World Languages  
**SPANISH 3 HONORS**

**Course Content and Standards (NJSLS 2014):**

**Unit 1: Review Unit**

Vocabulary: (7.1.IL.A.2, 7.1.IL.A.4, 7.1.IL.A.5)

- Physical Traits and Personality Adjectives
- Family and Home
- Hobbies and Leisure
- Daily Routine

Grammar: (7.1.IL.A.2, 7.1.IL.A.4, 7.1.IL.A.5, 7.1.IL.B.5, 7.1.IL.C.2)

- Regular and Irregular Verbs in the Present Tense
- Stem-Changing Verbs in the Present Tense
- Reflexive Verbs in the Present Tense
- Usage of verbs (*ser* and *estar*)“Ser” and “Estar”
- Usage of verbs (*saber* and *conocer*)“Saber” and “Conocer”
- Regular and Irregular Verbs in the Preterite Tense

**Unit 2: In the Restaurant Unit (Chapter 4)**

Vocabulary: (7.1.IL.A.1, 7.1.IL.A.3, 7.1.IL.A.4, 7.1.IL.A.5, 7.1.IL.A.7, 7.1.IL.B.4, 7.1.IL.B.5, 7.1.IL.C.3, 7.1.IL.C.5)

- Restaurant and types of food
- Utensils

Grammar: (7.1.IL.A.4, 7.1.IL.A.8, 7.1.IL.B.4, 7.1.IL.B.5, 7.1.IL.C.2)

- Indirect Object Pronouns
- Present tense forms of Stem-Changing Verbs e-i (*pedir, servir*)
- Preterite tense forms of Stem-Changing Verbs e-i, o-u (*preferir, repetir, vestirse, dormir*)
- Adjectives of Nationality
- Passive Voice with “se”

Culture: (7.1.IL.A.1, 7.1.IL.A.3, 7.1.IL.C.5)

- Restaurants in Spain and Latin America

**Unit 3: Celebrations Unit (Chapter 5)**

Vocabulary: (7.1.IL.A.4, 7.1.IL.A.5, 7.1.IL.A.7, 7.1.IL.B.4, 7.1.IL.C.3, 7.1.IL.C.5)

- Various festivals
- Traditional Carnival Costumes

Grammar: (7.1.IL.A.2, 7.1.IL.B.5)

- Imperfect Tense of all Regular Verbs
- Imperfect Tense of all Irregular Verbs (*ser, ir, ver*)
- Use of Imperfect Tense for Descriptions

Culture: (7.1.IL.A.1, 7.1.IL.C.4, 7.1.IL.C.5)

- Holiday Celebrations in Spain and Latin America

#### **Unit 4: Technological World Unit** (*Chapter 6*)

Vocabulary: (7.1.IL.A.3, 7.1.IL.A.4, 7.1.IL.A.8, 7.1.IL.B.1, 7.1.IL.B.3, 7.1.IL.B.4, 7.1.IL.C.2)

- Computers, e-mail cameras, and MP3s
- Making and Receiving Phone Calls

Grammar: (7.1.IL.A.2, 7.1.IL.A.8, 7.1.IL.B.5)

- Usage of Preterite versus Imperfect Tense
- Usage of Imperfect Tense for Mental Activity and Condition
- Usage of Preterite and Imperfect (2 verbs) in one sentence

Culture: (7.1.IL.B.1, 7.1.IL.C.5)

- Technology in Spain and Latin America

#### **Unit 5: In the Hotel Unit** (*Chapter 7*)

Vocabulary: (7.1.IL.A.3, 7.1.IL.A.4, 7.1.IL.A.7, 7.1.IL.B.2, 7.1.IL.B.4, 7.1.IL.C.3)

- Checking into hotels or hostels
- Hotels and hostels in Spanish-speaking countries

Grammar: (7.1.IL.A.2, 7.1.IL.B.5)

- The Present Perfect Tense
- Irregular Past Participles (*decir, hacer, ver, escribir, poner, romper, volver, devolver, morir, abrir, cubrir, freír*)
- Double Object Pronouns

Culture: (7.1.IL.A.1, 7.1.IL.C.4, 7.1.IL.C.5)

- Hotel and Hostel Stays in Spain and Latin America

#### **Unit 6: Town and Country Unit** (*Chapter 8*)

Vocabulary: (7.1.IL.A.4, 7.1.IL.A.5, 7.1.IL.A.7, 7.1.IL.B.4, 7.1.IL.C.3)

- City Life and Transportation
- Country Life and Farming

Grammar: (7.1.IL.A.2, 7.1.IL.A.8, 7.1.IL.B.5)

- Future Tense of Regular Verbs
- Future Tense of Irregular Verbs
- Object pronouns with infinitives and gerunds

Culture: (7.1.IL.B.4, 7.1.IL.C.4)

- City and Country Life in Spain and Latin America

### **Unit 7: Traveling by Car Unit (Chapter 9)**

Vocabulary: (7.1.IL.A.2, 7.1.IL.A.3, 7.1.IL.A.4, 7.1.IL.A.7, 7.1.IL.B.2, 7.1.IL.B.4, 7.1.IL.C.3)

- Highway and City Driving
- Car Parts and Gas Stations

Grammar: (7.1.IL.A.2, 7.1.IL.B.2, 7.1.IL.B.4)

- Familiar Imperative Tense of Regular Verbs
- Familiar Imperative Tense of Irregular Verbs (*decir, ir, ser, salir, hacer, tener, venir, poner*)
- Familiar Imperative Commands with Attached Object Pronouns
- Conditional Tense

Culture: (7.1.IL.A.1, 7.1.IL.C.5)

- Driving in Spain and Latin America

### **Course Pacing:**

- Marking Period 1: Units 1-2
- Marking Period 2: Units 3-4
- Marking Period 3: Units 4-5
- Marking Period 4: Units 6-7

### **Course Expectations and Skills:**

1. Maintain a notebook.
2. Apply vocabulary and grammar to reading, writing, speaking, and listening comprehension assignments.
3. Develop and role play dialogues and oral presentations in the present, **past, and future**.
4. Create a variety of chapter-based projects including those which require the use of technology.
5. **Demonstrate Intermediate Low Proficiency Level according to the 2012 standards set by the American Council on the Teaching of Foreign Languages (ACTFL).**
6. Develop a cross-cultural awareness through exposure to cultural practices.

### **Resources:**

Text Books: *Así Se Dice 2*  
 Supplemental Materials: *Así Se Dice 2 Practice Workbook*  
[ConnectED.mcgraw-hill.com](http://ConnectED.mcgraw-hill.com) Online Resources

### **Grading Scale:**

<i>Category</i>	<i>Category Weight</i>
Classwork/Homework	20%
Projects	15%
Minor Assessments	25%
Major Assessments	40%

## Course Standards Key:

### New Jersey Student Learning Standards (NJSLS) World Languages

**Language Target Level:** Intermediate-Low Level Learner: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

#### Communication Strands:

- 7.1.IL.A. = Interpretive Mode
- 7.1.IL.B. = Interpersonal Mode
- 7.1.IL.C. = Presentational Mode

#### Interpretive Mode

##### 7.1.IL.A.1

Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.

##### 7.1.IL.A.2

Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.

##### 7.1.IL.A.3

Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.

##### 7.1.IL.A.4

Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.

##### 7.1.IL.A.5

Demonstrate comprehension of conversations and written information on a variety of topics.

##### 7.1.IL.A.6

Reserved: This Indicator has been subsumed by Indicator 1 in this strand.

In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.

##### 7.1.IL.A.7

Infer the meaning of a few unfamiliar words in some new contexts.

##### 7.1.IL.A.8

Compare and contrast unique linguistic elements in English and the target language.

## **Interpersonal Mode**

### 7.1.IL.B.1

Use digital tools to participate in short conversations and to exchange information related to targeted themes.

### 7.1.IL.B.2

Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.

### 7.1.IL.B.3

Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

### 7.1.IL.B.4

Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.

### 7.1.IL.B.5

Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

## **Presentational Mode**

### 7.1.IL.C.1

Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

### 7.1.IL.C.2

Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.

### 7.1.IL.C.3

Use language creatively to respond in writing to a variety of oral or visual prompts.

### 7.1.IL.C.4

Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.

### 7.1.IL.C.5

Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.

### 7.1.IL.C.6

Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.

# Black Horse Pike Regional School District Curriculum

WHERE INSPIRING EXCELLENCE IS OUR STANDARD AND STUDENT ACHIEVEMENT IS THE RESULT

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p><b>Course/Unit Title:</b> Spanish 3 Honors/ Unit 1: Repaso</p>	<p><b>Unit Summary:</b> In this unit students will become reacquainted with vocabulary and grammatical concepts taught in Levels 1 and 2, as well as adjust to speaking and hearing mostly Spanish in the classroom. Vocabulary themes reviewed include people and family labels and descriptive adjectives, daily routine and leisure activities, and ways to express likes and dislikes. The regular, irregular, and reflexive verbs of Levels 1 and 2 will be reviewed in the present tense and preterite tense forms. Other grammatical items to be reviewed include verbs like “gustar,” noun and adjective agreement, and proper usage of verbs “ser” and “estar” as well as “saber” and “conocer.”</p>
<p><b>Grade Level(s):</b> 11-12</p>	
<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"><li>● What language learning skills do I already have?</li><li>● What language skills have I retained from Spanish 1 and 2?</li><li>● How fluent do I need to be in order to communicate effectively?</li><li>● How can I describe myself and others?</li><li>● How can I express my likes and dislikes?</li><li>● How can I describe actions that are occurring in the present?</li><li>● How can I describe actions that occurred in the past?</li><li>● Why are some verbs regular and some irregular?</li><li>● Why can't you use the same words or expressions?</li></ul>	<p><b>Enduring Understanding(s):</b></p> <ul style="list-style-type: none"><li>● You have language and communication skills from your native language that can be utilized while learning a new language.</li><li>● Language skills vary and strengths can occur in any of the communication strands- interpretive, Interpersonal or presentational.</li><li>● The goal is effective communication, not word-for-word translation.</li><li>● You can use the verb “ser” and a variety of adjectives which should observe the rules of noun and adjective agreement to form descriptions.</li><li>● You can use the verb “gustar” and other verbs which follow the same pattern of verb formation and indirect object usage: “encantar, interesar, and importar” to express likes and dislikes.</li><li>● You can use the present tense or present progressive tense to describe actions which occur in the present.</li><li>● You can use the preterite tense to describe completed actions that occurred in the past.</li><li>● Most verbs in Spanish follow the same pattern of conjugation, yet there are many verbs which change and are “irregular” or have spelling changes, often to follow rules of pronunciation.</li><li>● There are multiple ways to say the same thing and the language we use changes with the situation.</li></ul>

**PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES. DESCRIBE THE LEARNING TARGETS.**

**After each target, identify the [NJSLS](#) or [Common Core State Standards](#) that are applicable**

<u>Learning Target</u>	<u>NJSLS or CCSS</u>
1. Identify vocabulary used to describe people and family.	1. 7.1.IL.A.2; 7.1.IL.A.4; 7.1.IL.A.5
2. Identify vocabulary used to describe likes and dislikes.	2. 7.1.IL.A.2; 7.1.IL.A.4; 7.1.IL.A.5
3. Identify vocabulary used to describe actions.	3. 7.1.IL.A.2; 7.1.IL.A.4; 7.1.IL.A.5
4. Recall the conjugations of regular verbs in the present tense.	4. 7.1.IL.A.2; 7.1.IL.A.4; 7.1.IL.A.5
5. Apply stem-changes to irregular verbs requiring a spelling change in the present tense.	5. 7.1.IL.A.2; 7.1.IL.A.4; 7.1.IL.A.5
6. Create short descriptions in the present tense.	6. 7.1.IL.A.4; 7.1.IL.B.5; 7.1.IL.C.2
7. Identify vocabulary used to describe daily routine.	7. 7.1.IL.A.2; 7.1.IL.A.4; 7.1.IL.A.5
8. Recall the conjugations of verbs that are reflexive.	8. 7.1.IL.A.2; 7.1.IL.A.4; 7.1.IL.A.5
9. Create short descriptions to describe daily activities.	9. 7.1.IL.A.4; 7.1.IL.B.5; 7.1.IL.C.2
10. List rules of usage for verbs “ser” and “estar”.	10. 7.1.IL.A.2; 7.1.IL.A.4; 7.1.IL.A.5
11. Create short descriptions which apply rules for using “ser” and “estar” appropriately.	11. 7.1.IL.A.4; 7.1.IL.B.5; 7.1.IL.C.2
12. List rules of usage for verbs “saber” and “conocer”.	12. 7.1.IL.A.2; 7.1.IL.A.4; 7.1.IL.A.5
13. Write short descriptions using “saber” and “conocer” correctly.	13. 7.1.IL.A.4;
14. Recall the conjugations of regular and irregular verbs in the preterite tense.	12. 7.1.IL.A.2; 7.1.IL.A.4; 7.1.IL.A.5
	13. 7.1.IL.A.4;

15. Create narratives which describe actions in the past.	<p>7.1.IL.B.5; 7.1.IL.C.2</p> <p>14. 7.1.IL.A.2; 7.1.IL.A.4; 7.1.IL.A.5</p> <p>15. 7.1.IL.A.4; 7.1.IL.B.5; 7.1.IL.C.2</p>
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**Inter-Disciplinary Connections:**

**Technology:** Use Online textbook platform, Google Applications and Tools.

**Social Studies:** Learn about leisure customs of different Spanish speaking countries.

**Students will engage with the following text:**

- “Así Se Dice 2” Textbook
- “Así Se Dice 2” Practice Workbook/Audio Activities
- “Así Se Dice 2” ebook (online textbook) Instructional Videos (vocabulary, grammar, culture)
- “ConnectED.mcgraw-hill.com” website for access to the e-book, homework activities, extended practice, pre-tests, alternate assessments

**Students will write:**

- Skeletal Notes on regular, irregular and reflexive verbs in the present tense, regular and irregular verbs in the preterite tense and verbs which are similar in meaning but vary in usage- “ser” and “estar, “saber” and “conocer.”
- Responses to open-ended questions and fill in the blank questions relative to previously learned family, food, routine and leisure activity vocabulary.
- Responses to comprehension questions based on a variety of texts.
- Short story boards or dialogues of scenarios that may take place in a home or school.
- Spontaneous responses and reactions to thematic scenarios.
- Responses to information gap activities which utilize a combination of previously learned family, food, routine and leisure activity vocabulary and the regular, irregular and reflexive forms of the present and preterite tense.
- Oral presentations.
- Personal narratives which describe self, family, routine, likes and dislikes.

**PART III: TRANSFER OF KNOWLEDGE AND SKILLS. DESCRIBE THE LEARNING EXPERIENCE.**

**How will students uncover content and build skills.**

- Powerpoint presentations for vocabulary, grammar and culture
- Note-taking (Powerpoints, teacher lecture, textbook readings)
- Study aids such as foldables, flash cards and index cards to practice regular, irregular and reflexive verbs in the present tense, regular and irregular verbs in the preterite tense and verbs which are similar in meaning but vary in usage- “ser” and “estar,” “saber” and “conocer”
- Listening activities (audio workbook activities, teacher-lead choral response)
- Practice Workbook activities
- Authentic videos
- Information Gap activities to review a combination of previously learned family, food, routine and leisure activity vocabulary and the regular, irregular and reflexive forms of the present and preterite tense
- Guided short writing activities
- Cultural reading on leisure activities in Latin America
- Graphic Organizers

**Modifications/Accommodations for gifted and talented learners:**

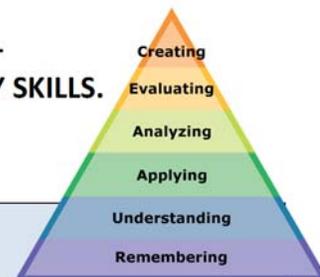
- Review and learn supplemental vocabulary words to learn and use in speaking and writing activities.
- Perform independent practice on extended grammar topics.
- Perform independent research on cultural and socio-cultural topics.
- Provide help to peers (writing, speaking, and listening).
- Create additional practice tools to assist the learning of their peers.

**PART IV: EVIDENCE OF LEARNING. IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.**

**IDENTIFY BLOOM’S LEVELS.**

**Formative Assessments:**

- Homework Activities
- Individual Classwork Activities
- Small Group and Partner Classwork Activities
- Class Discussions and Oral Participation
- Notebook and Warmup Checks
- Grammar Quizzes



Bloom’s levels: Define, Match, Label, List, Choose, Categorize, Interpret, Apply, Construct

### **Summative Assessments:**

- Diagnostic Exam – Matching and fill in completion exercises which show competency on previously learned fundamental vocabulary and grammar skills.

Bloom's levels: Identify, Match, Recall, Choose, Interpret, Apply, Construct

### **Performance Assessments:**

- Authentic Artifact: Students can create a journal which describes their actions over the course of the week using the preterite tense.
- Presentation: Students can create and present a personal narrative in which they provide a personal description and one of a family member and/or friend.

Bloom's levels: Recall, Choose, Utilize, Determine, Compare, Design, Construct

# Black Horse Pike Regional School District Curriculum

WHERE INSPIRING EXCELLENCE IS OUR STANDARD AND STUDENT ACHIEVEMENT IS THE RESULT

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p><b>Course/Unit Title:</b> Spanish 3 Honors/ Unit 2: En el restaurante</p>	<p><b>Unit Summary:</b> In this unit students will learn more about eating venues and dining customs in the Spanish-speaking world that are both similar to and different from their own. To accomplish this, they will identify more foods as well as the items for a place setting. They will also learn the stem-changing verbs (e-i; o-u) and use them in conjunction with indirect object pronouns, adjectives of nationality ending in a consonant, and the passive voice with “se” to help describe restaurant experiences.</p>
<p><b>Grade Level(s):</b> 11-12</p>	
<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>● How do I talk about dining in a restaurant?</li> <li>● How do I order and pay for a meal at a restaurant?</li> <li>● How do I identify different foods?</li> <li>● How do I identify eating utensils and dishes?</li> <li>● How do I order and pay for a meal?</li> <li>● How do I talk about the diversity of Hispanic food?</li> <li>● How do I talk about adjectives of nationality?</li> <li>● What are indirect object pronouns used for?</li> <li>● How do I use the present tense of the stem- changing verb (e-i)?</li> <li>● How do I use the preterite of stem-changing verbs (e-i; o-u)?</li> </ul>	<p><b>Enduring Understanding(s):</b></p> <ul style="list-style-type: none"> <li>● In Spanish-speaking countries meals take place at different times than in the United States.</li> <li>● Some customs in restaurants in Spanish-speaking countries are different than in the United States.</li> <li>● In Spanish-speaking countries the main meal is a time for the family to come together each day and share their daily life.</li> <li>● There are as many different Hispanic food varieties as there are Spanish-speaking countries. The different cultures of indigenous people, the climate, the background of the different immigration groups, and other factors influence them.</li> <li>● In Spanish the adjectives of nationality follow the same pattern and rules as any other adjective.</li> <li>● Indirect object pronouns tell to whom or for whom an action is being performed.</li> <li>● In Spanish there are verbs whose stem changes from e to i in the present tense.</li> <li>● In Spanish there are verbs whose stem changes from e to i or from o to u in the preterite tense.</li> <li>● In Spanish the pronoun “se” and 3rd person singular or plural form of a verb is used to express passive voice.</li> <li>● There are different types of restaurants to choose from in the cities of Latin America and Spain.</li> </ul>

- How do I use the passive voice with “se”?
- What are restaurants in Spain and Latin America like?

**PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES. DESCRIBE THE LEARNING TARGETS.**

After each target, identify the **NJSLS or Common Core State Standards** that are applicable

<u>Learning Target</u>	<u>NJSLS or CCSS</u>
1. Describe dining in a restaurant.	1. 7.1.IL.A.4; 7.1.IL.B.5
	2. 7.1.IL.A.3; 7.1.IL.A.5
2. Describe how to order and pay for a meal at a restaurant.	3. 7.1.IL.A.1; 7.1.IL.A.4;
	7.1.IL.A.7
3. Identify and discuss different foods.	4. 7.1.IL.A.1; 7.1.IL.A.4;
	7.1.IL.A.7
4. Identify eating utensils and dishes.	5. 7.1.IL.A.1; 7.1.IL.C.5
	6. 7.1.IL.A.8; 7.1.IL.B.4
5. Describe the wide variety and diversity of Hispanic food.	7. 7.1.IL.B.4; 7.1.IL.B.5
	8. 7.1.IL.B.4; 7.1.IL.B.5
6. Use and recognize the adjectives of nationality.	9. 7.1.IL.A.4; 7.1.IL.A.8
	10. 7.1.IL.B.5; 7.1.IL.C.2
7. Use the present tense of the stem- changing verbs (e-i).	11. 7.1.IL.B.5
	12. 7.1.IL.A.1; 7.1.IL.A.3
8. Use the preterite of stem- changing verbs (e-i; o-u).	13. 7.1.IL.B.4, 7.1.IL.C.3
9. Recall indirect object pronouns.	
10. Utilize indirect object pronouns appropriately in ordering scenarios.	
11. Express passive voice using “se”.	
12. Distinguish similarities and differences in some of the restaurants in Spain and Latin America.	

13. Respond spontaneously to restaurant themed scenarios orally and in writing.

**Inter-Disciplinary Connections:**

**Technology:** Use Online textbook platform, Google Applications and Tools.

**Culinary arts:** Find recipes and prepare dishes from various countries.

**Social Studies:** Learn about eating customs of various Spanish speaking countries.

**Health:** Learn about a well-balanced diet.

**Math:** Complete currency conversion.

**Students will engage with the following text:**

- "Así Se Dice 2" Textbook
- "Así Se Dice 2" Practice Workbook/Audio Activities
- "Así Se Dice 2" ebook (online textbook) Instructional Videos (vocabulary, grammar, culture)
- "ConnectED.mcgraw-hill.com" website for access to the e-book, homework activities, extended practice, pre-tests, alternate assessments

**Students will write:**

- Skeletal Notes on stem-changing verbs, indirect object pronouns, adjectives of nationality and the passive voice with "se."
- Responses to open-ended questions and fill in the blank questions relative to restaurant dining.
- Responses to comprehension questions based on a variety of texts.
- Short story boards or dialogues of scenarios that may take place in a restaurant or at a meal.
- Spontaneous responses and reactions to thematic scenarios.
- Responses to information gap activities which utilize a combination of restaurant vocabulary, stem-changing verbs and indirect object pronouns.
- Authentic recipes or menus.
- Oral presentations.
- Personal narratives which describe a restaurant experience using the preterite tense.

**PART III: TRANSFER OF KNOWLEDGE AND SKILLS. DESCRIBE THE LEARNING EXPERIENCE.**

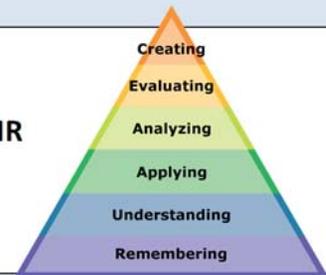
**How will students uncover content and build skills.**

- Powerpoint presentations for vocabulary, grammar and culture
- Note-taking (Powerpoints, teacher lecture, textbook readings)
- Study aids such as foldables, flash cards and index cards to practice food and restaurant vocabulary
- Listening activities (audio workbook activities, teacher-lead choral response)
- Visual aids (view restaurant pictures and menus, different typical food, recipes)
- Practice Workbook activities

- Authentic videos
- Information Gap activities to review restaurant vocabulary and stem-changing verbs in the present and preterite
- Guided short writing activities
- Cultural reading on restaurants in Spain and Latin America
- Graphic Organizers

**Modifications/Accommodations for gifted and talented learners:**

- Review and learn supplemental vocabulary words to learn and use in speaking and writing activities.
- Perform independent practice on extended grammar topics.
- Perform independent research on cultural and socio-cultural topics.
- Provide help to peers (writing, speaking, and listening).
- Create additional practice tools to assist the learning of their peers.



**PART IV: EVIDENCE OF LEARNING**

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.**

**IDENTIFY BLOOM'S LEVELS.**

**Formative Assessments:**

- Homework Activities
- Individual Classwork Activities
- Small Group and Partner Classwork Activities
- Class Discussions and Oral Participation
- Notebook and Warmup Checks
- Vocabulary Quizzes
- Grammar Quizzes

Bloom's levels: Define, Match, Label, List, Choose, Categorize, Interpret, Apply, Construct

**Summative Assessments:**

- Unit Benchmark Objective Component – Listening and reading comprehension activities, multiple choice, matching and true-false activities on vocabulary, grammar and culture.
- Unit Benchmark Writing/Speaking Component- Spontaneous reactions to restaurant themed scenarios

Bloom's levels: Identify, Match, Recall, Choose, Interpret, Apply, Construct

**Performance Assessments:**

- Authentic Artifact: Students can create a menu following the typical foods from a Spanish-speaking country of choice.
- Presentation: Students can create and perform a dialogue typical in a restaurant scenario where one student acts as the waiter/waitress and the other acts as the customer.
- Research Project: Students can investigate the cultural practices, products and perspectives of restaurants, currency and customs (tipping, mealtimes) in Spain and Latin America.

Bloom's levels: Recall, Choose, Utilize, Determine, Compare, Design, Construct

# Black Horse Pike Regional School District Curriculum

WHERE INSPIRING EXCELLENCE IS OUR STANDARD AND STUDENT ACHIEVEMENT IS THE RESULT

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<b>Course/Unit Title:</b> Spanish 3 Honors/ Unit 3: ¿Qué se celebra?	<b>Unit Summary:</b> In this unit students will learn more about the foods and customs surrounding important holidays in the Spanish-speaking world such as Día de los Muertos, Navidad and Hanukkah. To accomplish this, they will identify vocabulary surrounding festival celebrations and customs. They will learn the regular and irregular forms of the imperfect tense and use it to narrate past experiences about holiday traditions.
<b>Grade Level(s):</b> 11-12	
<b>Essential Question(s):</b> <ul style="list-style-type: none"><li>● How do Spain and Latin American countries celebrate religious holidays?</li><li>● What is unique about each religious holiday?</li><li>● How do I distinguish between Spain and Latin American countries' holiday celebrations?</li><li>● What makes these religious holidays important?</li><li>● How do holidays in Spanish-speaking countries differ from those in the United States?</li><li>● How do I use the regular forms of the imperfect tense?</li><li>● How do I use the irregular forms of the imperfect tense?</li><li>● What are some popular celebrations throughout the Spanish-speaking world?</li></ul>	<b>Enduring Understanding(s):</b> <ul style="list-style-type: none"><li>● In Spanish-speaking countries there are many unique religious celebrations.</li><li>● Food, costumes, dances, and music are of great significance in celebrating these religious holidays.</li><li>● Each Spanish-speaking country's celebrations are influenced by the cultures of Europe, Africa and the indigenous people of the region.</li><li>● Unlike the United States, Spanish-speaking countries do not have the separation of church and state for holidays.</li><li>● In Spanish the imperfect tense is used to narrate the habitual past</li><li>● There are 3 irregular verbs in the imperfect: "ser", "ir" and "ver".</li><li>● Some important holidays in the Spanish-speaking world with customs unique to the region are "Día de los Muertos," "La Semana Santa," and "El Año Nuevo."</li></ul>

**PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES. DESCRIBE THE LEARNING TARGETS.**

After each target, identify the **NJSLS or Common Core State Standards** that are applicable

<u>Learning Target:</u>	<u>NJSLS or CCSS</u>
1. Explain how Spain and Latin American countries celebrate religious holidays.	1. 7.1.IL.A.4; 7.1.IL.A.7; 7.1.IL.C.5
2. Recognize important <b>aspects</b> about each religious holiday.	2. 7.1.IL.A.4; 7.1.IL.A.5; 7.1.IL.C.5
3. Express the importance of the various traditions and customs.	3. 7.1.IL.A.4; 7.1.IL.A.7; 7.1.IL.C.5
4. Compare holidays in Spanish-speaking countries to holidays in the United States.	4. 7.1.IL.A.4, 7.1.IL.B.5; 7.1.IL.C.5
5. Use the regular forms of the imperfect tense to express the past tense.	5. 7.1.IL.A.2; 7.1.IL.B.5
6. Use the irregular forms of the imperfect tense to express the past tense.	6. 7.1.IL.A.2; 7.1.IL.B.5
7. Interpret the meaning of Día de los Muertos and how is it celebrated in Mexico.	7. 7.1.IL.A.1; 7.1.IL.C.4; 7.1.IL.C.5
8. Examine how Spain celebrates Christmas and New Year’s Eve.	8. 7.1.IL.A.1; 7.1.IL.C.4; 7.1.IL.C.5
9. <b>Respond spontaneously to celebration themed scenarios orally and in writing.</b>	9. 7.1.IL.B.4; 7.1.IL.C.3

**Inter-Disciplinary Connections:**

**Technology:** Use Online textbook platform, Google Applications and Tools.

**Culinary arts:** Compare the different types of food served during the celebrations.

**Social Studies:** Recognize the historical background of the celebrations.

**Performing Arts:** Learn some dances from the different celebrations.

**Art:** Learn the technique to make authentic Papel Picado in honor of Día de los Muertos; Make a Piñata; Make and decorate masks.

**Students will engage with the following text:**

- "Así Se Dice 2" Textbook
- "Así Se Dice 2" Practice Workbook/Audio Activities
- "Así Se Dice 2" eBook (online textbook) Instructional Videos (vocabulary, grammar, culture)
- "ConnectED.mcgraw-hill.com" website for access to the eBook, homework activities, extended practice, pre-tests, alternate assessments

**Students will write:**

- Skeletal Notes on the regular and irregular forms of the imperfect tense.
- Responses to open-ended questions and fill in the blank questions relative to holiday celebrations.
- Responses to comprehension questions based on a variety of texts.
- Short story boards or dialogues of scenarios that may take place at a holiday celebration.
- Spontaneous responses and reactions to thematic scenarios.
- Responses to information gap activities which utilize a combination of celebration vocabulary and the imperfect tense.
- An invitation or recipe.
- Oral presentations.
- Personal narratives which describe a holiday tradition in the imperfect tense.

**PART III: TRANSFER OF KNOWLEDGE AND SKILLS. DESCRIBE THE LEARNING EXPERIENCE.**

**How will students uncover content and build skills.**

- Powerpoint presentations for vocabulary, grammar and culture
- Note-taking (Powerpoints, teacher lecture, textbook readings)
- Study aids such as foldables, flash cards and index cards to practice holiday celebration vocabulary
- Listening activities (audio workbook activities, teacher-lead choral response)
- Visual aids (view video of different celebrations or festivities, typical foods, recipes, costumes, dances)
- Practice Workbook activities
- Authentic videos
- Information Gap activities to review holiday celebration vocabulary and the imperfect tense
- Guided short writing activities
- Cultural reading on holiday celebrations in Spain and Latin America such as Día de los Muertos, Christmas, Hanukkah and New Years.
- Graphic Organizers

**Modifications/Accommodations for gifted and talented learners:**

- Review and learn supplemental vocabulary words to learn and use in speaking and writing activities.
- Perform independent practice on extended grammar topics.

- Perform independent research on cultural and socio-cultural topics.
- Provide help to peers (writing, speaking, and listening).
- Create additional practice tools to assist the learning of their peers.

#### **PART IV: EVIDENCE OF LEARNING**

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.**

**IDENTIFY BLOOM'S LEVELS.**



#### **Formative Assessments:**

- Homework Activities
- Individual Classwork Activities
- Small Group and Partner Classwork Activities
- Class Discussions and Oral Participation
- Notebook and Warmup Checks
- Vocabulary Quizzes
- Grammar Quizzes

Bloom's levels: Define, Match, Label, List, Choose, Categorize, Interpret, Apply, Construct

#### **Summative Assessments:**

- Unit Benchmark Objective Component – Listening and reading comprehension activities, multiple choice, matching and true-false activities on vocabulary, grammar and culture.
- Unit Benchmark Writing/Speaking Component- Spontaneous reactions to celebration themed scenarios

Bloom's levels: Identify, Match, Recall, Choose, Interpret, Apply, Construct

#### **Performance Assessments:**

- Authentic Artifact: Students can create an "ofrenda" to incorporate elements of the Día de los Muertos holiday or a party invitation.
- Presentation: Students can share holiday customs (personal or from other countries) which may include food, dance and rituals.
- Research Project: Students can investigate the cultural practices, products and perspectives of a holiday celebrated in Spain or Latin America.

Bloom's levels: Recall, Choose, Utilize, Determine, Compare, Design, Construct

# Black Horse Pike Regional School District Curriculum

WHERE INSPIRING EXCELLENCE IS OUR STANDARD AND STUDENT ACHIEVEMENT IS THE RESULT

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p><b>Course/Unit Title:</b> Spanish 3 Honors/ Unit 4: Tecnomundo</p>	<p><b>Unit Summary:</b> In this unit students will learn more about how people in Spain and Latin America make use of technological advancements. To accomplish this, they will identify the vocabulary they need to talk about modern technology such as computers and e-mail and will learn to communicate when speaking on a telephone or cell phone. They will also review the conjugation forms of the preterite and imperfect tenses and learn the difference in usage between the two in order to enhance their ability to communicate in the past.</p>
<p><b>Grade Level(s):</b> 11-12</p>	
<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>● How do I talk about computers, the Internet, and e-mail?</li> <li>● How do I talk about taking pictures on a digital camera and playing music on an MP3 player?</li> <li>● What expressions are used to make and receive phone calls?</li> <li>● How does the use of technology in Spanish – speaking countries compare to the United States?</li> <li>● How do I use and recognize the preterite tense?</li> <li>● How do I use and recognize the imperfect tense?</li> <li>● What strategies exist to help me remember when to use the preterite versus the imperfect?</li> <li>● What past tense is used most of the time when using verbs of mental activity and condition?</li> <li>● What are the differences of technology from now and</li> </ul>	<p><b>Enduring Understanding(s):</b></p> <ul style="list-style-type: none"> <li>● There are expressions and terminology used for technology in Spanish-speaking countries for computers, the Internet, and e-mail.</li> <li>● Digital cameras and MP3 players are part of daily life in Spanish-speaking countries.</li> <li>● There are expressions used to make and receive phone calls, <b>many of which vary per region.</b></li> <li>● There are similarities and differences in the use of technology and the availability of technology amongst Spanish-speaking countries and compared to the United States.</li> <li>● There are two tenses in Spanish to talk about the past: the preterite and the imperfect.</li> <li>● There are key words and other <b>indicators</b> to help distinguish when to use the preterite and when to use the imperfect.</li> <li>● The imperfect tense is used most often when using verbs of mental activity and condition.</li> <li>● The advances in technology have impacted many aspects of life in the U.S. as well as the Spanish-speaking world.</li> </ul>

the past?	
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**PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES. DESCRIBE THE LEARNING TARGETS.**

After each target, identify the [NJSLs](#) or [Common Core State Standards](#) that are applicable

<u>Learning Target:</u>	<u>NJSLs or CCSS</u>
1. Talk about computers, the Internet, and e-mail and how they are used.	1. 7.1.IL.A.4; 7.1.IL.B.1
2. Talk about pictures taken on a digital camera and types of music played on an MP3 player.	2. 7.1.IL.A.4; 7.1.IL.B.1
3. Demonstrate how to make and receive phone calls.	3. 7.1.IL.A.3; 7.1.IL.A.8; 7.1.IL.B.3
4. Compare the use of technology in Spanish-speaking countries and the United States.	4. 7.1.IL.B.1; 7.1.IL.C.5
5. Use and recognize the preterite tense.	5. 7.1.IL.A.2; 7.1.IL.B.5
6. Use and recognize the imperfect tense.	6. 7.1.IL.A.2; 7.1.IL.B.5
7. Identify strategies that help to distinguish when to use the preterite versus the imperfect.	7. 7.1.IL.A.2; 7.1.IL.B.5; 7.1.IL.A.8
8. Use the imperfect most of the time when using verbs of mental activity and condition.	8. 7.1.IL.A.2; 7.1.IL.B.5
9. Prepare a comparison of technology today and in the past and support the changes that were caused by technology.	9. 7.1.IL.B.1; 7.1.IL.C.5
	10. 7.1.IL.B.4; 7.1.IL.C.2

10. Respond spontaneously to technology themed scenarios orally and in writing.

**Inter-Disciplinary Connections:**

**Technology:** Use Online textbook platform, Google Applications and Tools. Learn how to describe technology in Spanish.

**Social Studies:** Learn how technology changed the way we communicate with each other. Explain how technology has helped globalize the world.

**Students will engage with the following text:**

- “Así Se Dice 2” Textbook
- “Así Se Dice 2” Practice Workbook/Audio Activities
- “Así Se Dice 2” eBook (online textbook) Instructional Videos (vocabulary, grammar, culture)
- “ConnectED.mcgraw-hill.com” website for access to the eBook, homework activities, extended practice, pre-tests, alternate assessments

**Students will write:**

- Skeletal Notes on the regular and irregular forms of the preterite and imperfect tenses as well as rules for usage.
- Responses to open-ended questions and fill in the blank questions relative to technology use.
- Responses to comprehension questions based on a variety of texts.
- Short story boards or dialogues of scenarios that may take place on a computer or the phone.
- Spontaneous responses and reactions to thematic scenarios.
- Responses to information gap activities which utilize a combination of technology vocabulary and the preterite and imperfect tense.
- A mock website.
- Oral presentations.
- Personal narratives which describe a series of past actions combining the use of the preterite and imperfect tenses appropriately.

**PART III: TRANSFER OF KNOWLEDGE AND SKILLS. DESCRIBE THE LEARNING EXPERIENCE.**

**How will students uncover content and build skills.**

- Powerpoint presentations for vocabulary, grammar and culture
- Note-taking (Powerpoints, teacher lecture, textbook readings)
- Study aids such as foldables, flash cards and index cards to practice technology related vocabulary
- Listening activities (audio workbook activities, teacher-lead choral response)
- Visual aids (look at websites that show old technology versus new technology; Use technology to read

Spanish newspapers and shop online)

- Practice Workbook activities
- Authentic videos
- Information Gap activities to review technology related vocabulary and the preterite and imperfect tenses
- Guided short writing activities
- Cultural reading on changes in technology in Spain and Latin America
- Graphic Organizers

**Modifications/Accommodations for gifted and talented learners:**

- Review and learn supplemental vocabulary words to learn and use in speaking and writing activities.
- Perform independent practice on extended grammar topics.
- Perform independent research on cultural and socio-cultural topics.
- Provide help to peers (writing, speaking, and listening).
- Create additional practice tools to assist the learning of their peers.

**PART IV: EVIDENCE OF LEARNING**

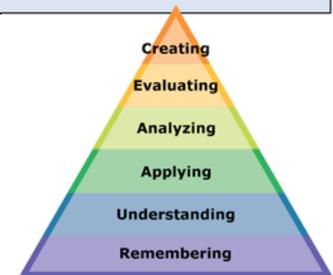
**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.**

**IDENTIFY BLOOM'S LEVELS.**

**Formative Assessments:**

- Homework Activities
- Individual Classwork Activities
- Small Group and Partner Classwork Activities
- Class Discussions and Oral Participation
- Notebook and Warmup Checks
- Vocabulary Quizzes
- Grammar Quizzes

Bloom's levels: Define, Match, Label, List, Choose, Categorize, Interpret, Apply, Construct



**Summative Assessments:**

- Unit Benchmark Objective Component – Listening and reading comprehension activities, multiple choice, matching and true-false activities on vocabulary, grammar and culture.
- Unit Benchmark Writing/Speaking Component- Spontaneous reactions to technology themed scenarios.

Bloom's levels: Identify, Match, Recall, Choose, Interpret, Apply, Construct

**Performance Assessments:**

- Authentic Artifact: Students can create a website or map of a website showing information they would include.
- Presentation: Students can create and perform a conversation with a friend on the phone, text or e-mail using the past tenses.
- Research Project: Students can investigate the cultural practices, products and perspectives of different Spanish-speaking cities and travel there virtually using Google Earth.

Bloom's levels: Recall, Choose, Utilize, Determine, Compare, Design, Construct

# Black Horse Pike Regional School District Curriculum

WHERE INSPIRING EXCELLENCE IS OUR STANDARD AND STUDENT ACHIEVEMENT IS THE RESULT

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p><b>Course/Unit Title:</b> Spanish 3 Honors/ Unit 5: En el hotel</p>	<p><b>Unit Summary:</b> In this unit, students will learn more about hotel and hostel stays while traveling throughout Spain and Latin America. To accomplish this, they will identify the vocabulary they need for the process of an overnight stay which includes check-in, parts of the room and check-out. They will learn the present perfect tense and how to use double object pronouns in a sentence to enhance their ability to describe past travel experiences.</p>
<p><b>Grade Level(s):</b> 11-12</p>	
<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>● How do I talk about checking in to a hotel or hostel?</li> <li>● What do I need to know to check into a hotel or hostel?</li> <li>● How do I ask for things that I may need while staying at a hotel or hostel?</li> <li>● What tense do I use to express an action in the past with no specific time reference?</li> <li>● What are the irregular participles in Spanish?</li> <li>● How do I use the double object pronouns when a sentence has both an indirect and a direct object pronoun?</li> <li>● How do hotel and hostels in Spain and Latin America compare to the hotels and hostels in the U.S.?</li> </ul>	<p><b>Enduring Understanding(s):</b></p> <ul style="list-style-type: none"> <li>● There are ways to talk about checking in to hotels and hostels in Spain and in Latin America.</li> <li>● There are ways to ask for things that I may need while staying in a hotel or hostel.</li> <li>● The present perfect tense is used to express an action in the past with no specific time reference.</li> <li>● There are irregular participles in Spanish.</li> <li>● Double object pronouns <b>are used</b> when a sentence has both an indirect and a direct object pronoun.</li> <li>● Hotel and hostel stays in Spain and Latin America can vary in price and accommodations from those in the U.S.</li> </ul>



**PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES. DESCRIBE THE LEARNING TARGETS.**

After each target, identify the **NJSLS or Common Core State Standards** that are applicable

<u>Learning Target:</u>	<u>NJSLS or CCSS</u>
1. Describe the checking in process at a hotel or hostel.	1. 7.1.IL.A.3;7.1.IL.A.4; 7.1.IL.A.7
2. Ask for things that may be needed while staying at a hotel or hostel.	2. 7.1.IL.A.4; 7.1.IL.B.2; 7.1.IL.A.7
3. Use the present perfect to express an action in the past with no specific time reference.	3. 7.1.IL.A.2; 7.1.IL.B.5
4. Use the irregular participles in Spanish.	4. 7.1.IL.A.2; 7.1.IL.B.5
5. Use the double object pronouns when a sentence has both an indirect and a direct object pronoun.	5. 7.1.IL.A.2; 7.1.IL.B.5
6. Compare hotel and hostels in Spain and Latin America to hotels and hostels in the U.S.	6. 7.1.IL.C.4; 7.1.IL.C.5
7. Describe different places where people can stay besides hotels and hostels.	7. 7.1.IL.A.1; 7.1.IL.C.1
8. Respond spontaneously to hotel and hostel themed scenarios orally and in writing.	8. 7.1.IL.B.4, 7.1.IL.C.3

### **Inter-Disciplinary Connections:**

**Technology:** Use Online textbook platform, Google Applications and Tools. Search travel websites.

**Social Studies:** Learn about travel and customs in Spain and Latin America.

**Health:** Learn about travel safety.

**Math:** Complete currency conversion.

### **Students will engage with the following text:**

- “Así Se Dice 2” Textbook
- “Así Se Dice 2” Practice Workbook/Audio Activities
- “Así Se Dice 2” eBook (online textbook) Instructional Videos (vocabulary, grammar, culture)
- “ConnectED.mcgraw-hill.com” website for access to the eBook, homework activities, extended practice, pre-tests, alternate assessments

### **Students will write:**

- Skeletal Notes on the present perfect tense, irregular participles, and double object pronouns.
- Responses to open-ended questions and fill in the blank questions relative to hotel and hostel stays.
- Responses to comprehension questions based on a variety of texts.
- Short story boards or dialogues of scenarios that may take place at a hotel or hostel.
- Spontaneous responses and reactions to thematic scenarios.
- Responses to information gap activities which utilize a combination of hotel vocabulary and the present perfect tense.
- A travel itinerary.
- Oral presentations.
- Personal narratives which describe a travel experience or hotel stay.

### **PART III: TRANSFER OF KNOWLEDGE AND SKILLS. DESCRIBE THE LEARNING EXPERIENCE.**

#### **How will students uncover content and build skills.**

- Powerpoint presentations for vocabulary, grammar and culture
- Note-taking (Powerpoints, teacher lecture, textbook readings)
- Study aids such as foldables, flash cards and index cards to practice hotel and travel vocabulary
- Listening activities (audio workbook activities, teacher-lead choral response)
- Visual aids (view hotels and accommodations in different countries)
- Practice Workbook activities
- Authentic videos
- Information Gap activities to review hotel and travel vocabulary and the present perfect

tense

- Guided short writing activities
- Cultural reading on hotel and hostel accommodations in Spain and Latin America
- Graphic Organizers

**Modifications/Accommodations for gifted and talented learners:**

- Review and learn supplemental vocabulary words to learn and use in speaking and writing activities.
- Perform independent practice on extended grammar topics.
- Perform independent research on cultural and socio-cultural topics.
- Provide help to peers (writing, speaking, and listening).
- Create additional practice tools to assist the learning of their peers.

**PART IV: EVIDENCE OF LEARNING**

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.**

**IDENTIFY BLOOM'S LEVELS.**



**Formative Assessments:**

- Homework Activities
- Individual Classwork Activities
- Small Group and Partner Classwork Activities
- Class Discussions and Oral Participation
- Notebook and Warmup Checks
- Vocabulary Quizzes
- Grammar Quizzes

Bloom's levels: Define, Match, Label, List, Choose, Categorize, Interpret, Apply, Construct

**Summative Assessments:**

- Unit Benchmark Objective Component – Listening and reading comprehension activities, multiple choice, matching and true-false activities on vocabulary, grammar and culture.
- Unit Benchmark Writing/Speaking Component- Spontaneous reactions to hotel and hostel themed scenarios

Bloom's levels: Identify, Match, Recall, Choose, Interpret, Apply, Construct

### **Performance Assessments:**

- Authentic Artifact: Students can create a trip itinerary and find hotels to stay in various cities in Spain or Latin American countries.
- Presentation: Students can create and perform a dialogue typical in a hotel scenario where one student acts as the traveler and the other student acts as the hotel receptionist.
- Research Project: Students can investigate the cultural practices, products and perspectives of cities in Spain or Latin America and plan a hotel stay, calculating cost in local currency and converting to U.S. dollars.

Bloom's levels: Recall, Choose, Utilize, Determine, Compare, Design, Construct

# Black Horse Pike Regional School District Curriculum

WHERE INSPIRING EXCELLENCE IS OUR STANDARD AND STUDENT ACHIEVEMENT IS THE RESULT

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<b>Course/Unit Title:</b> Spanish 3 Honors/ Unit 6: Ciudad y campo	<b>Unit Summary:</b> In this unit, students will learn about city and rural life in Spain and Latin America and how one impacts the other. To accomplish this, they will identify vocabulary needed for city life and transportation as well as country life and farming. They will also become familiar with the future tense and will learn the placement of object pronouns with infinitives and gerunds as a way to express future living plans.
<b>Grade Level(s):</b> 11-12	
<b>Essential Question(s):</b> <ul style="list-style-type: none"><li>● How do I talk about city life?</li><li>● How do I talk about country life?</li><li>● How do I form the future tense of regular verbs?</li><li>● How do I form the future tense of irregular verbs?</li><li>● How is the future tense most often expressed in Spanish?</li><li>● How do I use object pronouns with infinitives and gerunds?</li><li>● What are the differences in country and city life in Latin America?</li></ul>	<b>Enduring Understanding(s):</b> <ul style="list-style-type: none"><li>● There are different customs and lifestyles in city and country life in Latin America.</li><li>● City and rural life in Latin America impact each other.</li><li>● The future tense of regular and irregular verbs can be used to express an action in the future.</li><li>● The future is most often expressed with ir a + the infinitive or the present tense + a future time.</li><li>● There is more than one way to attach the object pronouns with infinitives and gerunds.</li><li>● The differences in city and country life in Latin America are similar to those in the United States.</li></ul>

**PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES. DESCRIBE THE LEARNING TARGETS.**

After each target, identify the **NJCSLS or Common Core State Standards** that are applicable

<u>Learning Target:</u>	<u>NJSLS or CCSS</u>
1. Describe city life, the city center, and modes of urban transportation in Latin America cities.	1. 7.1.IL.A.4; 7.1.IL.A.5; 7.1.IL.A.7
2. Describe rural life (farms and animals) in Latin America.	2. 7.1.IL.A.4; 7.1.IL.A.5; 7.1.IL.A.7
3. Use the future tense of regular verbs.	3. 7.1.IL.A.2; 7.1.IL.B.5
4. Use the future tense of irregular verbs.	4. 7.1.IL.A.2; 7.1.IL.B.5
5. Demonstrate different ways to express the future in Spanish.	5. 7.1.IL.A.2; 7.1.IL.A.8; 7.1.IL.B.5
6. Use object pronouns with infinitives and gerunds.	6. 7.1.IL.A.2; 7.1.IL.A.8; 7.1.IL.B.5
7. Discuss the difference in city and country life in Latin America.	7. 7.1.IL.B.4; 7.1.IL.C.4
8. Respond spontaneously to lifestyle themed scenarios orally and in writing.	8. 7.1.IL.B.4; 7.1.IL.C.3

**Inter-Disciplinary Connections:**

**Technology:** Use Online textbook platform, Google Applications and Tools. Search travel websites.

**Social Studies:** Learn about travel and customs in urban versus rural regions in Latin America.

**Health:** Learn about how life in the city differs from life in the country and the health differences between the two.

**Students will engage with the following text:**

- “Así Se Dice 2” Textbook
- “Así Se Dice 2” Practice Workbook/Audio Activities
- “Así Se Dice 2” ebook (online textbook) Instructional Videos (vocabulary, grammar, culture)
- “ConnectED.mcgraw-hill.com” website for access to the e-book, homework activities, extended practice, pre-tests, alternate assessments

**Students will write:**

- Skeletal Notes on the regular and irregular forms of the future tense as well as double object pronouns with infinitives and gerunds.
- Responses to open-ended questions and fill in the blank questions relative to life in the city and country.
- Responses to comprehension questions based on a variety of texts.
- Short story boards or dialogues of scenarios that may take place in a city or the country.
- Spontaneous responses and reactions to thematic scenarios.
- Responses to information gap activities which utilize a combination of city and countryside life vocabulary and the future tense.
- A guided tour of a city or the countryside.
- Oral presentations.
- Personal narratives which describe a preference for city or country life and future plans.

**PART III: TRANSFER OF KNOWLEDGE AND SKILLS. DESCRIBE THE LEARNING EXPERIENCE.**

**How will students uncover content and build skills.**

- Powerpoint presentations for vocabulary, grammar and culture
- Note-taking (Powerpoints, teacher lecture, textbook readings)
- Study aids such as foldables, flash cards and index cards to practice city and country life vocabulary
- Listening activities (audio workbook activities, teacher-lead choral response)
- Visual aids (view a variety of city and rural areas in Spain and Latin America)
- Practice Workbook activities
- Authentic videos
- Information Gap activities to review city and country vocabulary and the future tense
- Guided short writing activities
- Cultural reading on life in the city and country in Latin America
- Graphic Organizers

### **Modifications/Accommodations for gifted and talented learners:**

- Review and learn supplemental vocabulary words to learn and use in speaking and writing activities.
- Perform independent practice on extended grammar topics.
- Perform independent research on cultural and socio-cultural topics.
- Provide help to peers (writing, speaking, and listening).
- Create additional practice tools to assist the learning of their peers.

### **PART IV: EVIDENCE OF LEARNING**

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.**

**IDENTIFY BLOOM'S LEVELS.**



### **Formative Assessments:**

- Homework Activities
- Individual Classwork Activities
- Small Group and Partner Classwork Activities
- Class Discussions and Oral Participation
- Notebook and Warmup Checks
- Vocabulary Quizzes
- Grammar Quizzes

Bloom's levels: Define, Match, Label, List, Choose, Categorize, Interpret, Apply, Construct

### **Summative Assessments:**

- Unit Benchmark Objective Component – Listening and reading comprehension activities, multiple choice, matching and true-false activities on vocabulary, grammar and culture.
- Unit Benchmark Writing/Speaking Component- Spontaneous reactions to lifestyle themed scenarios

Bloom's levels: Identify, Match, Recall, Choose, Interpret, Apply, Construct

### **Performance Assessments:**

- Authentic Artifact: Students can create a poster which compares and contrasts life in the city to life in the country or a travel guide for a city in either location.
- Presentation: Students can create and perform a dialogue in which one student plays a

country dweller and the other a city dweller and they discuss their lifestyles in each place.

- Research Project: Students can research the cultural practices, products and perspectives of the exchange of products between the city and rural areas.

Bloom's levels: Recall, Choose, Utilize, Determine, Compare, Design, Construct

# Black Horse Pike Regional School District Curriculum

WHERE INSPIRING EXCELLENCE IS OUR STANDARD AND STUDENT ACHIEVEMENT IS THE RESULT

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p><b>Course/Unit Title:</b> Spanish 3 Honors/ Unit 7: ¿Vas en el carro?</p>	<p><b>Unit Summary:</b> In this unit, students will learn about traveling by car throughout Spain and Latin America. To accomplish this, they will identify parts of an automobile and expressions necessary to drive both in town and on the highway. They will also learn the familiar affirmative commands and the conditional tense to help better understand road signs and driving directions as well as a way for them to express future plans.</p>
<p><b>Grade Level(s):</b> 11-12</p>	
<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>● How do I talk about driving on the highway?</li> <li>● How do I talk about driving in the city?</li> <li>● How do I talk about cars?</li> <li>● How do I give directions?</li> <li>● How do I identify parts of a car?</li> <li>● How do I form the regular of the familiar imperative?</li> <li>● How do I form the irregular of the familiar imperative?</li> <li>● How do I use pronouns with a familiar imperative command?</li> <li>● How do I form the conditional tense?</li> <li>● What is traffic like in Latin America?</li> </ul>	<p><b>Enduring Understanding(s):</b></p> <ul style="list-style-type: none"> <li>● There are different signs and rules to follow on the highways of Latin America.</li> <li>● Driving in the cities of Latin America has many similarities to cities in the U.S.</li> <li>● There are words to describe different style vehicles in Spanish that are similar to English.</li> <li>● There are words to use to identify the parts of a car.</li> <li>● There are words for parts of the car that will help if there is a road emergency.</li> <li>● There are ways to order gas at the gas station.</li> <li>● There are ways to give directions in Spanish.</li> <li>● To give commands use the familiar imperative.</li> <li>● There are regular and irregular forms of the imperative.</li> <li>● Pronouns are attached to familiar imperative commands.</li> <li>● The conditional tense is formed using the infinitive as the stem.</li> <li>● Traffic can be very heavy in some Latin American cities with speed limits and other laws which vary from those in the U.S.</li> </ul>

**PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES. DESCRIBE THE LEARNING TARGETS.**

**After each target, identify the [NJSLS](#) or [Common Core State Standards](#) that are applicable**

<b><u>Learning Target:</u></b>	<b><u>NJSLS or CCSS</u></b>
1. Discuss driving on the highway in Latin America.	1. 7.1.IL.A.3; 7.1.IL.A.4
2. Discuss driving in the city and the laws of driving in Latin America.	2. 7.1.IL.A.3; 7.1.IL.A.4
3. Describe different style vehicles.	3. 7.1.IL.A.4; 7.1.IL.A.7
4. Give directions.	4. 7.1.IL.A.2; 7.1.IL.B.2
5. Identify parts of a car.	5. 7.1.IL.A.4; 7.1.IL.A.7
6. Use regular form of the familiar imperative tense.	6. 7.1.IL.A.2; 7.1.IL.B.2
7. Use the irregular form of the familiar imperative tense.	7. 7.1.IL.A.2; 7.1.IL.B.2
8. <a href="#">Form familiar imperative commands with an attached object pronoun.</a>	8. 7.1.IL.A.2; 7.1.IL.B.2
9. Construct the conditional tense.	9. 7.1.IL.A.2; 7.1.IL.B.4
10. Compare traffic in Latin American cities to U.S. cities.	10. 7.1.IL.A.1; 7.1.IL.C.5
11. <a href="#">Respond spontaneously to transportation themed scenarios orally and in writing.</a>	11. 7.1.IL.B.4; 7.1.IL.C.3

### **Inter-Disciplinary Connections:**

**Technology:** Use Online textbook platform, Google Applications and Tools.

**Social Studies:** Learn about travel and customs in city versus country life in Latin America.

**Health:** Learn about how life in the city differs from life in the country and the health differences between the two.

**Math:** Calculate the cost and use of gas to go from Mexico to Chile and other destination points on the Panamerican Highway.

### **Students will engage with the following text:**

- “Así Se Dice 2” Textbook
- “Así Se Dice 2” Practice Workbook/Audio Activities
- “Así Se Dice 2” ebook (online textbook) Instructional Videos (vocabulary, grammar, culture)
- “ConnectED.mcgraw-hill.com” website for access to the e-book, homework activities, extended practice, pre-tests, alternate assessments

### **Students will write:**

- Skeletal Notes on the irregular and irregular forms of the familiar imperative tense as well as the conditional tense.
- Responses to open-ended questions and fill in the blank questions relative to car travel.
- Responses to comprehension questions based on a variety of texts.
- Short story boards or dialogues of scenarios that may take place in a car, on a highway or at a gas station.
- Spontaneous responses and reactions to thematic scenarios.
- Responses to information gap activities which utilize a combination of car vocabulary, the familiar imperative tense, and the conditional tense.
- A road sign or set of directions.
- Oral presentations.
- Personal narratives which describe a driving experience.

### **PART III: TRANSFER OF KNOWLEDGE AND SKILLS. DESCRIBE THE LEARNING EXPERIENCE.**

#### **How will students uncover content and build skills.**

- Powerpoint presentations for vocabulary, grammar and culture
- Note-taking (Powerpoints, teacher lecture, textbook readings)
- Study aids such as foldables, flash cards and index cards to practice car and driving vocabulary
- Listening activities (audio workbook activities, teacher-lead choral response)
- Visual aids (views of road signs and well-known routes such as the Pan American Highway)

- Practice Workbook activities
- Authentic videos
- Information Gap activities to review car and driving vocabulary and the conditional tense
- Guided short writing activities
- Cultural reading on cars and driving in Spain and Latin America
- Graphic Organizers

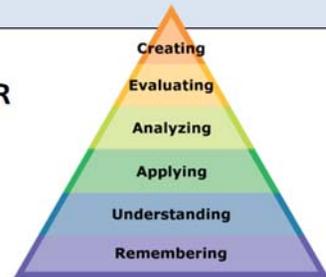
**Modifications/Accommodations for gifted and talented learners:**

- Review and learn supplemental vocabulary words to learn and use in speaking and writing activities.
- Perform independent practice on extended grammar topics.
- Perform independent research on cultural and socio-cultural topics.
- Provide help to peers (writing, speaking, and listening).
- Create additional practice tools to assist the learning of their peers.

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**Summative Assessments:**

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Bloom’s levels: Identify, Match, Recall, Choose, Interpret, Apply, Construct

### **Performance Assessments:**

- Authentic Artifact: Students can create a driver's education manual or car manual. They can also make posters of road or traffic signs.
- Presentation: Students can role play a variety of car related scenarios: getting lost in the city, getting a flat tire, buying gas, giving and asking for directions.
- Research Project: Students can research the cultural practices, products and perspectives of well-known highways and famous landmarks in Spain and Latin America.

Bloom's levels: Recall, Choose, Utilize, Determine, Compare, Design, Construct