

Spanish
2 CP

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The Spanish 2 CP course is a communicative based course that was developed by the Fair Lawn World Language Department and aligned to the New Jersey World Language CCCS Standard 7.1.

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Spanish II CP

I. Course Synopsis

The Spanish II CP curriculum develops reading, writing, speaking, and listening skills aligned with the Grade-Specific Common Core State Standards Initiative and the College and Career Readiness Anchor Standards for World Languages. Throughout the year, students will explore four thematic units which are each anchored by an essential question and a cumulative goal to benchmark the development of language proficiency. Students will engage in lessons that are differentiated, interactive, and characterized by authenticity. In addition, students will interact with a variety of informational texts, dialogues and electronic sources in the target language related to our four central themes, which enable us to provide a high level of comprehensible input, and thus a higher level of critical thinking. Assessment will be on-going and substantially performance-based.

II. Philosophy & Rationale

A. Modes of Communication:

The ability to communicate is at the heart of knowing another language. Communication can be characterized in many different ways. The approach used within the New Jersey and national standards is to recognize three communicative modes that place primary emphasis on the context and purpose of communication. The three modes are:

The interpretive mode: Students understand and interpret within the appropriate cultural context spoken and written communication. Examples of one way reading or listening includes but are not limited to the cultural

interpretation of texts, movies, radio and television broadcasts and speeches. Interpretation differs from comprehension because it implies the ability to listen “between the lines.”

The interpersonal mode: Students engage in direct oral and/or written communication. Examples involving two way interactive communication are conversing face-to-face or exchanging personal letters or email messages.

The presentational mode: Students present through oral and/or written communications information, concepts and ideas to an audience of listeners or readers with whom there is no immediate personal contact. Examples of this “one to many” mode of communication are making a presentation to a group or writing an article for the school newspaper.

B. “Can Do” statements

The NCSSFL-ACTFL Can-Do Statements are self-assessment checklists used by language learners to assess what they “can do” with language in the Interpersonal, Interpretive, and Presentational modes of communication. The checklists are best used by learners and learning facilitators as part of an overall reflective learning process that includes:

- setting goals
- selecting strategies
- self-assessing
- providing evidence
- reflecting before setting new goals

C. Proficiency vs. Performance

The American Council of Teachers of Foreign Languages (ACTFL) advises us to measure students' learning in terms of *proficiency* rather than performance. Language proficiency refers to a student's ability to communicate spontaneously in a language in a non-rehearsed context. It also refers to the degree of skill with which a student uses culturally appropriate language to read, write, listen and interpret the target language in real-world scenarios. ACTFL has identified eleven different levels of language proficiency.

D. Integrated Performance Assessment

The Integrated Performance Assessment (IPA) is a cluster assessment featuring three tasks, each of which reflects one of the three modes of communication--Interpretive, Interpersonal and Presentational. The three tasks are aligned within a single theme or content area, reflecting the manner in which students naturally acquire and use the language in the real world or the classroom. Each task provides the information and elicits the linguistic interaction that is necessary for students to complete the subsequent task. They are standards-based, performance-based, developmental in nature, integrative. IPAs are designed to be used with scoring rubrics to show expectations.

III. Scope & Sequence

There are four thematic units (Units 1-4); the goal is to study each unit within one marking period. Vocabulary, Language Functions, and Culture are embedded in each unit.

Unit 1: Welcome to High School (8-10 weeks):

What do I want to know about my new school, teachers and classmates?

Unit 2: Get in Shape (8-10 weeks):

How can I stay healthy and fit?

Unit 3: Telling stories (8-10 weeks):

How are experiences shared with others?

Unit 4: Our future world (8-10 weeks):

What will our world be like in the future?

IV. Unit Descriptions**Unit 1: Welcome to High School****Enduring Understanding:**

You're going to meet so many new people at Fair Lawn High School. Some may be similar to you, and some may be different. Sharing your personality, interests and activities will help you connect to new people and to make new friends.

Essential Questions:

1. What do I like and dislike about my new teachers and classmates?
2. What do I want my new teachers and classmates to know about me?
3. How are my classmates similar or different from me?
4. How is my personality connected to my interests.

Can Do Statements:

- I can introduce myself and greet others

- I can describe people physically
- I can describe peoples' personalities
- I can talk about age
- I can share my interests and dislikes
- I can compare activities and hobbies
- I can talk about what I do in school and after school

Language Functions:

- Comparing/Contrasting
- Describing people
- Describing places
- Discussing
- Explaining
- Expressing daily routines
- Expressing interest/lack of interest/indifference or boredom
- Expressing likes/dislikes/preferences
- Greeting/Welcoming
- Identifying
- Introducing oneself/someone else
- Giving biographical information
- Seeking/requesting information

Grammar:

- Present tense (review)
- Idioms with Tener
- Adjective agreement
- Verbs like Gustar
- Interrogative Expressions
- Simple future (IR + A)
- Possessive pronouns

Suggested Vocabulary:

- Personality adjectives
- Physical Description adjectives
- Hobbies/Sports
- Question words
- Nationalities
- Review of introductions
- Transitional words

Suggested Activities / Benchmark Assessments:

- Guess who game
- Interview two friends
- Survey classmates to find common interests
- Bar graph representing interests
- Describe celebrities
- Show and tell a photo of a family member

- Presentation comparing likes and dislikes
 - Venn diagram to compare
 - Online profile of personal information
 - Original song / poem
 - Describe their school routine
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Unit 2: Get in Shape

Enduring Understanding:

By establishing healthy habits early on, you can set yourself up for a healthy future. Your lifestyle needs to have a balance of nutrition, personal care, exercise and mental health. You can encourage others to live a healthy lifestyle by setting a good example and sharing your knowledge with others.

Essential Questions:

1. What can I do to promote healthy living?
2. What are some things that contribute to our well being?
3. Which of my activities help or hinder my fitness?

Can Do Statements:

- I can describe my daily routine
- I can identify body parts
- I can describe my diet

- I can describe my fitness regimen
- I can suggest activities to improve healthy living
- I can tell someone what to do and what not to do
- I can describe my emotions
- I can differentiate between ser and estar
- I can evaluate choices as healthy or unhealthy

Language Functions:

- Asking for/Giving information
- Comparing/Contrasting
- Describing procedures/professes
- Evaluating
- Explaining
- Expressing cues and effect
- Expressing daily routines
- Expressing emotions and feeling
- Expressing how often/ how well
- Expressing intentions
- Expressing interest/lack of interest/indifference or boredom
- Expressing likes/dislikes/preferences
- Giving advice
- Giving commands
- Giving directions
- Offering alternatives/solutions

- Suggesting
- Telling time

Grammar:

- Reflexive Verbs
- Review of present tense
- Informal commands (affirmative and negative)
- Ser vs. Estar
- Stem changing verbs

Suggested Vocabulary:

- Sports/Exercises
- Emotions/Feelings
- Personal Care
- Review of food
- Body parts

Suggested Activities / Benchmark Assessments

- Analyze weekly routine
- Design a fitness program
- Create a pamphlet with healthy living advice for students
- Create a poster with advice
- Create a monster and label its parts
- Analyze videos of daily routines

- Classify sports by body parts used
- Venn diagram with sports / exercises
- Read authentic articles about fitness
- Charades with activities
- Connect situations to emotions

Unit 3: Telling a Story

Enduring Understanding:

If you want to share your experiences, you're going to have to tell a story. So much of our lives revolves around telling stories. Being able to elaborate on an event by giving the actions and descriptions can not only give more information but can also give insight to who you are.

Essential Questions:

1. How are experiences shared with others?
2. What is the difference between an action and a description?
3. How can you elaborate on a past event?

Can Do Statements:

- I can talk about my childhood
- I can tell my childhood preferences
- I can compare middle school to high school
- I can set the scene for a story
- I can retell a story

- I can differentiate between actions and descriptions
- I can tell past events
- I can elaborate on a past event

Language Functions:

- Analyzing/Interpreting
- Asking for/giving information
- comparing/contrasting
- Describing events
- Describing people
- Describing places
- Describing objects
- Describing weather
- Explaining
- Expressing cause and effect
- Expressing daily routines
- Expressing emotions, feelings
- Expressing how often, how well
- Expressing likes/dislikes/preferences
- Giving reasons and explaining causality
- Identifying day, date, season
- Narrating
- Recounting experiences/events
- Reporting

- Sequencing
- Stating location
- Summarizing
- Telling time
- Telling/Retelling stories

Grammar:

- Review of present tense
- Imperfect
- Review of reflexives
- Preterite tense (regular and irregular)
- Preterite vs. Imperfect
- Review of ser vs. estar

Suggested Vocabulary:

- Transitional words
- Frequency words
- Childhood activities
- Review of weather
- Review of time
- Irregular preterite verbs

Suggested Activities / Benchmark Assessments:

- Show and tell from childhood

- Guess celebrities from childhood photo
- Guess who with baby pictures
- Timeline
- Picture prompts to set the scene for a story
- Narrating a video
- Create an original story
- Create an alternate ending to a story
- Record a narration
- Give details for a suggested event
- Act out a story you read
- Read a story and answer comprehension questions

Unit 4: Our future world

Enduring Understanding:

Optimists believe that things in the future are going to improve. Pessimists believe that the future is going to be worse. What we do now will affect the the world that we live in. While the future is uncertain, we can make plans now to guide us on the way.

Essential Questions:

1. What will my future bring?
2. Are you an optimist or a pessimist about the future?
3. How will I help make a positive change in the future?
4. What will our world look like in the future?

Can Do Statements:

- I can make plans for the future
- I can predict what the future will be like
- I can describe the world of the future
- I can talk about my summer plans
- I can describe people in the future

Language Functions:

- Asking for/Giving information
- Describing people
- Describing places
- Explaining
- Expressing daily routines
- Expressing intentions
- Expressing interest/lack of interest/indifference or boredom
- Expressing needs/wishes/wants
- Giving reasons and explaining causality
- Hypothesizing
- Planning
- Presenting information
- Reporting
- Speculating on the future
- Talking about the future

Grammar:

- Review of simple future
- Formal future tense
- Comparatives

Suggested Vocabulary:

- Life events
- Time expressions
- Recycle professions
- Recycle summer activities
- Recycle technology

Suggested Activities / Benchmark Assessments:

- Plan a trip for the summer vacation
- Read horoscopes to find out your future
- Create a time capsule making predictions about the future
- Classmate Interview
- Role play / Skit with psychic
- Description of future roommate/spouse/pet

V. Core Instructional Materials:

Suggested materials that teachers use are, but are not limited to:

- authentic readings found online

- authentic readings found in newspapers, magazines
- culturally/linguistically appropriate videos found on websites such as www.youtube.com, www.teachertube.com, www.senorwooly.com, <https://www.youtube.com/user/papitus>
- online game resources found on websites such as www.quia.com, www.quizlet.com, www.spanishspanish.com
- Our World Language teacher website
- Ven Conmigo (Textbook)

VI. Assessments

Formative Assessments

- Vocabulary Practice
- Exit Tickets
- Think, Pair, Share
- Speaking Practice
- Inside / Outside circle
- Deductive Reasoning Reading
- Envelope activities
- AB Information Gap activities
- Class surveys
- Anecdotal Notes on Partner, Small-Group, and Whole-Group Discussion
- Socratic Class Discussion / Lecture Notes / Participation
- Weekly Journal Prompts – with Double Entry Journals
- Rough Drafts
- Whiteboards

Summative Assessments

- Vocabulary Quizzes
- Integrated Performance Assessments
- Recorded Speaking
- Skit / Dialogue
- Presentational writing
- Projects
- Presentations

VII. Suggested Modifications and Accommodations for Special Education, ELL, At-Risk, and Gifted Students

<u>ACCOMMODATIONS</u>			
Preferential seating	Repeating/ simplifying of directions	Ample use of visuals	Use of manipulatives
Strategic/flexible grouping and pairing	Clear visual, verbal and demonstrative modeling	Kinesthetic activities Rhythm, music, body movements	Use of graphic organizers
Ample wait time before calling on students	Think/Pair/Share	Teach vocab in context, and in small chunks	Frequent repetition
Student self-assessment, self-monitoring of	Have students set personal growth goals	Break down assignments into manageable parts/tasks	Learning centers or stations that address varied activities,

progress			skills, learning modalities
MODIFICATIONS			
<p>Speaking</p> <p><u>Provide:</u></p> <ul style="list-style-type: none"> -sentence starters -processing time -cues and prompts -embedded choices -practice time 	<p>Groups/Pairs</p> <p><u>Teach:</u></p> <ul style="list-style-type: none"> -rules and expectations -skills of independence – bridging phrases, disagreeing agreeably, voice level -strategies for moving in and out of groups -signal for getting teacher’s attention <p><u>Allow:</u></p> <ul style="list-style-type: none"> Flexible grouping Adequate/extra time Assign group roles 	<p>Reading</p> <p><u>Use:</u></p> <ul style="list-style-type: none"> -peer tutoring -label main ideas -label 5 W’s -visual imagery -graphic organizers <p><u>Allow:</u></p> <ul style="list-style-type: none"> -Highlighting of key words/concepts -Silent pre-reading -Partner reading <p><u>Teach:</u></p> <ul style="list-style-type: none"> -Pre-reading strategies -‘During’ reading strategies -Post-reading strategies 	<p>Writing</p> <ul style="list-style-type: none"> -Shorten task -Require lists rather than sentences <p><u>Allow:</u></p> <ul style="list-style-type: none"> -note-taking -visual representation of ideas -collaborative writing -Brainstorm word bank -Pre-writing with graphic organizers <p><u>Provide:</u></p> <ul style="list-style-type: none"> -Model of writing -Structure for writing -Fill-in-blank form for note-taking

VIII. New Jersey Core Curriculum Content Standards

- Common Core Curriculum Standards (<http://www.state.nj.us/education/cccs/2014/wl/WL-1-IL.pdf>)

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.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.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.

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.

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.

- Technology standards (<http://www.state.nj.us/education/cccs/2014/tech/>):

8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software

8.1.12.C.1 Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers and experts, and present ideas for feedback in an online community.

- Workplace readiness standards (<http://www.state.nj.us/education/cccs/1996/05ccwrready.html>):

7.1.15 Explore employment opportunities where languages are advantageous.

7.2.13 Use technology to enhance language acquisition, and to acquire current cultural information, in order to develop more accurate impressions of the culture studied.

7.2.8 Examine interrelationships between the language and the culture of a given group of people, as evidenced in literary works.

7.1.17 Communicate and interact in a limited range of task-oriented and social situations.

- 21st Century Content Standards (<http://www.state.nj.us/education/cccs/standards/9/#91>):

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.

VIII. Interdisciplinary Connections and Alignment to Technology standards

The following topics have connections to other content areas:

- Social Studies - (Geography of Target Language Countries, Immigration, Service Learning)

6.1.8.B.1.b Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.

6.1.12.B.1.a Explain how geographic variations (e.g., climate, soil conditions, and other natural resources) impacted economic development in the New World.

6.1.4.D.3 Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.

6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

- Math - Currency Exchange Rates, Metric System

CCSS.MATH.CONTENT.3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs

CCSS.MATH.CONTENT.6.RP.A.3 Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

- English - Central Idea/Summarizing, Transition words, Sequencing of events

CCSS.ELA-LITERACY.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

CCSS.ELA-LITERACY.RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

CCSS.ELA-LITERACY.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- Technology - *See above*
- 21st Century Life and Careers - *See above*