

Title

Type

Document

Authors

Subject

Course

Grade(s)

Location

Curriculum Writing History

Notes

Attachments

Spanish 2 Honors

Essential

Map

Marcia Cordeiro, Anna DeWitt, Joel DeBarros, Susan Corbo

World Languages

Spanish II Honors

09 , 10 , 11 , 12

Roxbury High School

Title : Spanish 2 Honors
Type : Essential

	September				October				November				December				January				February				March				April				May				June					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40		
September/Week 1 - September/Week 3																																										
Para Empezar																																										
September/Week 4 - October/Week 6																																										
Que haces en la escuela?																																										
October/Week 7 - November/Week 9																																										
Que haces despues de la escuela?																																										
November/Week 10 - November/Week 12																																										
Como te preparas?																																										
December/Week 13 - December/Week 15																																										
Que Ropa compraste?																																										
December/Week 16 - January/Week 18																																										
Que hiciste Ayer?																																										
January/Week 19 - February/Week 21																																										
Cuando eramos ninos?																																										
February/Week 22 - March/Week 25																																										
Celebrando los dias festivos																																										
March/Week 26 - March/Week 28																																										
Un Acto Heroico																																										
April/Week 29 - April/Week 32																																										
Un Accidente																																										
May/Week 33 - May/Week 35																																										
Que profesion tendras?																																										

Duration: September/Week 1 - September/Week 3

UNIT NAME: Para Empezar

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<ol style="list-style-type: none"> 1. There are 20 different Spanish speaking nations that differ in their culture, history economic status. 2. Everyone can describe himself/herself. 3. All individuals differ in their like and dislikes. 	<ol style="list-style-type: none"> 1. What are these countries capitals and most common geographical aspects? 2. How would you describe yourself and others? 3. What do you like to do with your friends and families? 	<ol style="list-style-type: none"> 1. How to identify Spanish speaking countries on the map. 2. How to use present tense of SER and usage of descriptive adjectives. 3. Usage of “gustar” and importance of of indirect objective pronouns. 4. Use of regular and stem-changing verbs in the indicative present. 	<ol style="list-style-type: none"> 1. Name countries and their capital cities. 2. Talk and write about what you and other are like and where you are from. 3. Describe what you and other like to do (using “gustar” and other verbs.) 	<p>7.1.IM-World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities. (09-12)[State:New Jersey]</p> <p>7.1.IM.A.C-Cultural: The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.) (09-12)[State:New Jersey]</p> <p>7.1.IM.B.D-Cultural: Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of</p>

				<p>this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.) (09-12)[State:New Jersey]</p> <p>7.1.IM.A.A.1-Identify the main idea and some supporting details when reading. (09-12) [State:New Jersey]</p> <p>7.1.IM.A.A.3-Infer the meaning of some unfamiliar words when used in familiar contexts. (09-12) [State:New Jersey]</p> <p>7.1.IM.A.F-Cultural: Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration and preparation.) (09-12)[State:New Jersey]</p>
<p>Plans: U "Para Empezar"</p>				

Duration: September/Week 4 - October/Week 6				
UNIT NAME: Que haces en la escuela?				
Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
1. Everyone can describe classroom objects activities and rules. 2. Schools in Hispanic countries differ academically.	1. What subjects you like best? 2. What are the rules in your classes / school? 3. How are the U.S. schools different from the Spanish speaking countries schools?	1. How use regular and stem-changing verbs in the indicative present. 2. How to use core vocabulary of the unit and expressions in oral and written communication. 3. How to Use negative expressions.	1. Describe activities and school regulations while using affirmative and negative statements. 2. Compare and contrast various school systems.	7.1.IM-World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities. (09-12)[State:New Jersey] 7.1.IM.A.A-Linguistic: The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to: (09-12)[State:New Jersey] 7.1.IM.A.A.1-Identify the main idea and some supporting details when reading. (09-12) [State:New Jersey] 7.1.IM.A.A.3-Infer the meaning of some unfamiliar words when used in familiar contexts. (09-12) [State:New Jersey] 7.1.IM.A.C-Cultural: The study of another language and culture deepens understanding of where and how people live and why events occur. (Content

				<p>areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.) (09-12)[State:New Jersey]</p> <p>7.1.IM.A.1-Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes. (09-12)[State:New Jersey]</p> <p>7.1.IM.A.3-Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message. (09-12) [State:New Jersey]</p> <p>7.1.IM.A.5-Comprehend conversations and written information on a variety of familiar and some unfamiliar topics. (09-12)[State:New Jersey]</p> <p>7.1.IM.B.A.2.1-Initiate, maintain, and end a conversation. (09-12) [State:New Jersey]</p> <p>7.1.IM.B.A.2.3-Express needs. (09-12)[State:New Jersey]</p> <p>7.1.IM.B.A.2.4-Give reasons. (09-12)[State:New Jersey]</p> <p>7.1.IM.B.C-Cultural: The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include,</p>
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				<p>but are not limited to: history, science, economics, and geography.) (09-12)[State:New Jersey]</p> <p>7.1.IM.B.F-Cultural: Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration, and preparation.) (09-12)[State:New Jersey]</p> <p>7.1.IM.B.4-Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations. (09-12)[State:New Jersey]</p>
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Plans:

U ¿ Qué haces en la escuela?

Duration: October/Week 7 - November/Week 9

UNIT NAME: Que haces despues de la escuela?

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<ol style="list-style-type: none"> 1. Everyone can talk about extracurricular activities and compare people and things 2. Everyone can understand different cultural perspectives on extracurricular activities. 	<ol style="list-style-type: none"> 1. What extracurricular acivities interest you? 2. Are schools in Spanish speaking countries offering same or different Programs to enrich learning experiences of their students? 	<ol style="list-style-type: none"> 1. How to express how long an event occurs. 2. How to make comparison using tan and tanto(os). 	<ol style="list-style-type: none"> 1. To communicate in written or oral form taking in consideration time. 2. Compare and contrast various activities 	<p>7.1.IM-World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities. (09-12)[State:New Jersey]</p> <p>7.1.IM.A.A-Linguistic: The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to: (09-12)[State:New Jersey]</p> <p>7.1.IM.A.A.1-Identify the main idea and some supporting details when reading. (09-12) [State:New Jersey]</p> <p>7.1.IM.A.A.2-Understand the gist and some supporting details of conversations dealing with everyday life. (09-12)[State:New Jersey]</p> <p>7.1.IM.A.A.3-Infer the meaning of some unfamiliar words when used in familiar contexts. (09-12) [State:New Jersey]</p>

				<p>7.1.IM.A.F-Cultural: Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration and preparation.) (09-12)[State:New Jersey]</p> <p>7.1.IM.A.G-Cultural: The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.) (09-12)[State:New Jersey]</p> <p>7.1.IM.A.1-Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes. (09-12)[State:New Jersey]</p> <p>7.1.IM.A.J-Cultural: Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.) (09-12)[State:New Jersey]</p> <p>7.1.IM.A.5-Comprehend conversations and written information on a variety of</p>
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				familiar and some unfamiliar topics. (09-12)[State:New Jersey] 7.1.IM.A.6-Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, culturally authentic materials. (09-12)[State:New Jersey]
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Plans:

U ¿ Qué haces después de la escuela?

Duration: November/Week 10 - November/Week 12

UNIT NAME: Como te preparas?

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
1. Everyone has different ways to prepare for special occasions.	1. What is your morning routine like? 2. How do you get ready for a special event?	1. How to describe what people do on a daily basis. 2. Formation of reflexive verbs using reflexive pronouns. 3. Differentiate between usage of "ser" and "estar". 4. Differentiate between possessive adjectives / pronouns.	1. Talk or write about their daily routine(s). 2. Describe necessary preparations for special events. 3. Discuss feelings and descriptions of people using proper grammar structure.	7.1.IM-World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities. (09-12)[State:New Jersey] 7.1.IM.A.A.2-Understand the gist and some supporting details of conversations dealing with everyday life. (09-12)[State:New Jersey] 7.1.IM.A.C-Cultural: The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.) (09-12)[State:New Jersey] 7.1.IM.A.G-Cultural: The amount of leisure time available and how it is spent varies

				<p>among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/ dislikes, pastimes schedules, and travel.) (09-12)[State:New Jersey]</p> <p>7.1.IM.A.J-Cultural: Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.) (09-12)[State:New Jersey]</p> <p>7.1.IM.A.2-Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses. (09-12) [State:New Jersey]</p> <p>7.1.IM.A.4-Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities. (09-12)[State:New Jersey]</p> <p>7.1.IM.A.8-Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. (09-12)[State:New Jersey]</p> <p>7.1.IM.B.A.1-Ask and answer questions related to everyday life. (09-12)[State:New Jersey]</p> <p>7.1.IM.B.A.2-Handle simple transactions related to everyday life: (09-12)[State:New Jersey]</p> <p>7.1.IM.B.A.2.1-Initiate, maintain, and end a conversation. (09-12)</p>
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				[State:New Jersey] 7.1.IM.B.A.2.3-Express needs. (09-12)[State:New Jersey] 7.1.IM.B.A.2.4-Give reasons. (09-12)[State:New Jersey] 7.1.IM.B.A.2.5-Request, suggest, and make arrangements. (09-12) [State:New Jersey] 7.1.IM.B.A.2.6-Extend, accept, and decline an invitation. (09-12) [State:New Jersey] 7.1.IM.B.A.2.7-Express an opinion and preference. (09-12) [State:New Jersey]
Plans: U Como te preparas?				

Duration: December/Week 13 - December/Week 15				
UNIT NAME: Que Ropa compraste?				
Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
1. Communicate about fashion trends. 2. Recognize cultural perspectives while shopping in Spanish-speaking countries.	1. Where and when you prefer to go shopping? 2. Why is very common to bargain in Hispanic nations?	1. How to discuss various past shopping experiences. 2. How to use regular past tense verbs in the correct language structure.	1. Give a description of specific clothing and fashion trends. 2. Compare and contrast different styles of clothing while considering time and people preferences. 3. Understand different cultural perspectives on fashion.	7.1.IM-World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities. (09-12)[State:New Jersey] 7.1.IM.A.A-Linguistic: The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to: (09-12)[State:New Jersey] 7.1.IM.A.A.1-Identify the main idea and some supporting details when reading. (09-12) [State:New Jersey] 7.1.IM.A.C-Cultural: The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history,

				<p>science, economics, and geography.) (09-12)[State:New Jersey]</p> <p>7.1.IM.A.D-Cultural: Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.) (09-12)[State:New Jersey]</p> <p>7.1.IM.A.I-Cultural: Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].) (09-12)[State:New Jersey]</p> <p>7.1.IM.B.1-Use digital tools to participate in short conversations and to exchange</p>
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				<p>information related to a variety of familiar topics and some unfamiliar topics. (09-12) [State:New Jersey]</p> <p>7.1.IM.B.3-Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations. (09-12)[State:New Jersey]</p> <p>7.1.IM.C.A.1-Handle simple transactions related to everyday life (09-12)[State:New Jersey]</p> <p>7.1.IM.C.A.1.1-Express needs. (09-12)[State:New Jersey]</p> <p>7.1.IM.C.A.1.2-Give reasons. (09-12)[State:New Jersey]</p> <p>7.1.IM.C.A.1.4-Request and suggest. (09-12)[State:New Jersey]</p> <p>7.1.IM.C.J-Cultural: Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.) (09-12)[State:New Jersey]</p> <p>7.1.IM.C.3-Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations. (09-12)[State:New Jersey]</p> <p>7.1.IM.C.4-Synthesize information found in age- and level-appropriate culturally authentic materials. (09-12) [State:New Jersey]</p> <p>7.1.IM.C.5-Compare the cultural</p>
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				perspectives of the target culture(s) with those of one s own culture, as evidenced through the cultural products and cultural practices associated with each. (09-12) [State:New Jersey]
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Plans:

U Que ropa compraste?

Duration: December/Week 16 - January/Week 18

UNIT NAME: Que hiciste Ayer?

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<ol style="list-style-type: none"> 1. The importance of the “Community” in Hispanic countries. 2. Cultural perspectives on shopping and open air markets. 	<ol style="list-style-type: none"> 1. How Hispanic cities life is different from U.S. cities? 2. What is usually sold and bought in these open air markets? 	<ol style="list-style-type: none"> 1. They will know to use correctly irregular past tenses in written and oral communication. 2. They will know to differentiate between direct and indirect objective pronouns. 	<ol style="list-style-type: none"> 1. To talk about places you would go to purchase various items. 2. Explain why you were not able to purchase items in the same way. (In Hispanic markets) 	<p>7.1.IM-World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities. (09-12)[State:New Jersey]</p> <p>7.1.IM.A-Interpretive Mode (09-12)[State:New Jersey]</p> <p>7.1.IM.A.A-Linguistic: The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to: (09-12)[State:New Jersey]</p> <p>7.1.IM.A.A.1-Identify the main idea and some supporting details when reading. (09-12) [State:New Jersey]</p> <p>7.1.IM.A.A.2-Understand the gist and some supporting details of conversations dealing with everyday life. (09-12)[State:New Jersey]</p> <p>7.1.IM.A.A.3-Infer the meaning of some unfamiliar words when</p>

				<p>used in familiar contexts. (09-12) [State:New Jersey] 7.1.IM.A.B-Cultural: Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.) (09-12)[State:New Jersey] 7.1.IM.A.C-Cultural: The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.) (09-12)[State:New Jersey] 7.1.IM.A.I-Cultural: Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and</p>
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				<p>protection; discrimination and other conflicts; and the allocation of scarce resources.]) (09-12)[State:New Jersey]</p> <p>7.1.IM.A.J-Cultural: Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.) (09-12)[State:New Jersey]</p> <p>7.1.IM.A.2-Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses. (09-12) [State:New Jersey]</p> <p>7.1.IM.A.3-Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message. (09-12) [State:New Jersey]</p> <p>7.1.IM.A.4-Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities. (09-12)[State:New Jersey]</p>
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Plans:
U Que hiciste ayer?

Duration: January/Week 19 - February/Week 21

UNIT NAME: Cuando eramos ninos?

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<ol style="list-style-type: none"> 1. Becoming familiar with childhood activities, fables and traditional Spanish songs. 2. Understanding different cultural perspectives on children games and activities. 3. Understanding the usage of the imperfect to describe past activities. 	<ol style="list-style-type: none"> 1. What were you like as a child? 2. What did you like to do as a child? 3. Where you interested in listening or reading fables? 4. What imperfect and past actions have in common? 	<ol style="list-style-type: none"> 1. How to describe past events using the imperfect tense. 	<ol style="list-style-type: none"> 1. Describe what you were like as a child. 2. Describe various people, places, situations, which played an important role in your childhood. 	<p>7.1.IM-World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities. (09-12)[State:New Jersey]</p> <p>7.1.IM.A.A-Linguistic: The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to: (09-12)[State:New Jersey]</p> <p>7.1.IM.A.A.1-Identify the main idea and some supporting details when reading. (09-12) [State:New Jersey]</p> <p>7.1.IM.A.A.2-Understand the gist and some supporting details of conversations dealing with everyday life. (09-12)[State:New Jersey]</p> <p>7.1.IM.A.A.3-Infer the meaning of some unfamiliar words when used in familiar contexts. (09-12) [State:New Jersey]</p>

				<p>7.1.IM.A.G-Cultural: The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/ dislikes, pastimes schedules, and travel.) (09-12)[State:New Jersey]</p> <p>7.1.IM.A.J-Cultural: Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.) (09-12)[State:New Jersey]</p> <p>7.1.IM.A.3-Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message. (09-12) [State:New Jersey]</p> <p>7.1.IM.A.4-Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities. (09-12)[State:New Jersey]</p> <p>7.1.IM.A.6-Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, culturally authentic materials. (09-12)[State:New Jersey]</p> <p>7.1.IM.A.8-Use knowledge of structures of the target language to deduce meaning of</p>
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Title : Spanish 2 Honors

Type : Essential

				new and unfamiliar structures. (09-12)[State:New Jersey] 7.1.IM.B.A.2-Handle simple transactions related to everyday life: (09-12)[State:New Jersey]
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Plans:

U Cuando eramos ninos

Duration: February/Week 22 - March/Week 25

UNIT NAME: Celebrando los dias festivos

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<ol style="list-style-type: none"> 1. Hispanic cultures celebrate holidays with different traditions. 2. Understanding and interpreting the rules of etiquettes and people interactions during holidays, as “el carnaval y La semana Santa.” 	<ol style="list-style-type: none"> 1. What were some of the holiday traditions celebrated in your family? 2. How American holidays differ from Hispanic celebration? 	<ol style="list-style-type: none"> 1. How to discuss similarities and differences between Hispanic and U.S. holidays. 2. How to use simultaneously preterit tense and imperfect in written and oral communications. 3. How to use reflexive pronouns “nos and se”. 	<ol style="list-style-type: none"> 1. Describe your favorite holiday celebrations. 2. Compare and contrast your “independence day” in various countries (cross curricular connection to history) 3. Describe activities that require correct structure of the reciprocal actions in the target language. 	<p>7.1.IM-World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities. (09-12)[State:New Jersey]</p> <p>7.1.IM.A.A-Linguistic: The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to: (09-12)[State:New Jersey]</p> <p>7.1.IM.A.A.1-Identify the main idea and some supporting details when reading. (09-12) [State:New Jersey]</p> <p>7.1.IM.A.A.2-Understand the gist and some supporting details of conversations dealing with everyday life. (09-12)[State:New Jersey]</p> <p>7.1.IM.A.A.3-Infer the meaning of some unfamiliar words when used in familiar contexts. (09-12) [State:New Jersey]</p>

				<p>7.1.IM.A.C-Cultural: The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.) (09-12)[State:New Jersey]</p> <p>7.1.IM.A.F-Cultural: Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration and preparation.) (09-12)[State:New Jersey]</p> <p>7.1.IM.A.G-Cultural: The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.) (09-12)[State:New Jersey]</p> <p>7.1.IM.A.I-Cultural: Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and</p>
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				<p>global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].) (09-12)[State:New Jersey] 7.1.IM.A.J-Cultural: Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.) (09-12)[State:New Jersey] 7.1.IM.B.1-Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics. (09-12) [State:New Jersey] 7.1.IM.B.3-Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations. (09-12)[State:New Jersey] 7.1.IM.B.5-Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and</p>
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				<p>situations. (09-12)[State:New Jersey]</p> <p>7.1.IM.C-Presentational Mode (09-12)[State:New Jersey]</p> <p>7.1.IM.C.A-Linguistic: The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to: (09-12)[State:New Jersey]</p> <p>7.1.IM.C.C-Cultural: The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.) (09-12)[State:New Jersey]</p> <p>7.1.IM.C.D-Cultural: Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.) (09-12)[State:New Jersey]</p> <p>7.1.IM.C.1-Synthesize information related to the cultural products, cultural practices, and cultural</p>
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				<p>perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. (09-12)[State:New Jersey]</p> <p>7.1.IM.A.3-Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message. (09-12) [State:New Jersey]</p>
<p>Plans: U Celebrando los días Festivos</p>				

Duration: March/Week 26 - March/Week 28

UNIT NAME: Un Acto Heroico

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
1. Everyone should know how to react in an emergency situation and understand cultural procedures on natural perspectives.	1. What kinds of natural disasters are likely to occur in your geographic area? 2. What emergencies are more likely to occur in South America?	1. Vocabulary in context in emergency situations and rescues. 2. Differences between the usages of preterit vice imperfect tense. 3. Usage of irregular preterit verbs.	1. Discuss / write emergencies heroic acts, using irregular pretenses. 2. Describe past crises situations, weather conditions with correct form of preterit or imperfect tenses.	7.1.IM-World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities. (09-12)[State:New Jersey] 7.1.IM.A.A-Linguistic: The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to: (09-12)[State:New Jersey] 7.1.IM.A.A.1-Identify the main idea and some supporting details when reading. (09-12) [State:New Jersey] 7.1.IM.A.A.2-Understand the gist and some supporting details of conversations dealing with everyday life. (09-12)[State:New Jersey] 7.1.IM.A.A.3-Infer the meaning of some unfamiliar words when used in familiar contexts. (09-12) [State:New Jersey]

				<p>7.1.IM.A.I-Cultural: Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].) (09-12)[State:New Jersey]</p> <p>7.1.IM.A.1-Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes. (09-12)[State:New Jersey]</p> <p>7.1.IM.A.2-Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses. (09-12) [State:New Jersey]</p> <p>7.1.IM.A.4-Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities. (09-12)[State:New Jersey]</p> <p>7.1.IM.A.5-Comprehend</p>
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				<p>conversations and written information on a variety of familiar and some unfamiliar topics. (09-12)[State:New Jersey]</p> <p>7.1.IM.B.A.2.1-Initiate, maintain, and end a conversation. (09-12) [State:New Jersey]</p> <p>7.1.IM.B.A.2.3-Express needs. (09-12)[State:New Jersey]</p> <p>7.1.IM.B.A.2.4-Give reasons. (09-12)[State:New Jersey]</p> <p>7.1.IM.B.A.2.5-Request, suggest, and make arrangements. (09-12) [State:New Jersey]</p> <p>7.1.IM.B.C-Cultural: The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.) (09-12)[State:New Jersey]</p> <p>7.1.IM.B.E-Cultural: Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, geography, social sciences, and distribution of resources.) (09-12)[State:New Jersey]</p>
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Title : Spanish 2 Honors

Type : Essential

Plans:

U Un acto Heroico

Duration: April/Week 29 - April/Week 32

UNIT NAME: Un Accidente

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<p>Understanding cultural perspectives on healthcare.</p>	<ol style="list-style-type: none"> 1. What should I do if I witness an accident? 2. What is the difference between an acute injury and a chronic injury? 	<ol style="list-style-type: none"> 1. Key thematic vocabulary about medical procedures. 2. Irregular preterit formation and correct usage in sentences structure. 3. Usage of imperfect progressive and preterit in same sentence form. 	<ol style="list-style-type: none"> 1. Talk about emergency room procedure using correct irregular preterit tense. 2. Show understanding about medical care and sports or work related injuries 	<p>7.1.IM-World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities. (09-12)[State:New Jersey] 7.1.IM.A-Interpretive Mode (09-12)[State:New Jersey] 7.1.IM.A.A-Linguistic: The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to: (09-12)[State:New Jersey] 7.1.IM.A.A.1-Identify the main idea and some supporting details when reading. (09-12) [State:New Jersey] 7.1.IM.A.A.2-Understand the gist and some supporting details of conversations dealing with everyday life. (09-12)[State:New Jersey] 7.1.IM.A.A.3-Infer the meaning of some unfamiliar words when</p>

				<p>used in familiar contexts. (09-12) [State:New Jersey] 7.1.IM.A.H-Cultural: Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.) (09-12) [State:New Jersey] 7.1.IM.A.3-Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message. (09-12) [State:New Jersey] 7.1.IM.A.5-Comprehend conversations and written information on a variety of familiar and some unfamiliar topics. (09-12)[State:New Jersey] 7.1.IM.A.7-Infer the meaning of some unfamiliar words in some new contexts. (09-12) [State:New Jersey] 7.1.IM.A.8-Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. (09-12)[State:New Jersey] 7.1.IM.B.A-Linguistic: The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to: (09-12)[State:New Jersey] 7.1.IM.B.A.2.3-Express needs.</p>
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Title : Spanish 2 Honors
Type : Essential

				(09-12)[State:New Jersey] 7.1.IM.B.A.2.4-Give reasons. (09-12)[State:New Jersey] 7.1.IM.B.A.2.5-Request, suggest, and make arrangements. (09-12) [State:New Jersey]
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Plans:

U Un accidente

Duration: May/Week 33 - May/Week 35

UNIT NAME: Que profesion tendras?

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
Your future holds many options.	<ol style="list-style-type: none"> 1. What plans do you have for the future? 2. What jobs will be in demand and skill will be required for this job? 	<ol style="list-style-type: none"> 1. Core vocabulary to discuss professions and environments. 2. How to form future and conditional tenses. 	<ol style="list-style-type: none"> 1. Discuss future plans and environmental issues in Spanish. 2. Properly use future and conditional tense in oral / written communication. 	<p>7.1.IM-World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities. (09-12)[State:New Jersey]</p> <p>7.1.IM.A-Interpretive Mode (09-12)[State:New Jersey]</p> <p>7.1.IM.A.A-Linguistic: The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to: (09-12)[State:New Jersey]</p> <p>7.1.IM.A.A.2-Understand the gist and some supporting details of conversations dealing with everyday life. (09-12)[State:New Jersey]</p> <p>7.1.IM.A.A.3-Infer the meaning of some unfamiliar words when used in familiar contexts. (09-12)[State:New Jersey]</p> <p>7.1.IM.A.D-Cultural: Due to globalization and advances in</p>

				<p>technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.) (09-12)[State:New Jersey]</p> <p>7.1.IM.A.F-Cultural: Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration and preparation.) (09-12)[State:New Jersey]</p>
<p>Plans: U Que profesion tendras?</p>				