

**THE SCHOOL DISTRICT OF SOUTH ORANGE-MAPLEWOOD**

**South Orange & Maplewood School District  
World Language Curriculum-9-12  
Spanish 2**

South Orange Maplewood  
School District  
Office of Curriculum & Instruction  
January 2015

# THE SCHOOL DISTRICT OF SOUTH ORANGE-MAPLEWOOD

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# THE SCHOOL DISTRICT OF SOUTH ORANGE-MAPLEWOOD

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**IRMA ESTELA SOLÍS**

# THE SCHOOL DISTRICT OF SOUTH ORANGE-MAPLEWOOD

## Spanish I Overview

Spanish I is a course for students of Spanish as a Foreign Language with emphasis on listening comprehension and speaking, and with an introduction to reading and writing in Spanish, as well as cultural elements of the Spanish speaking world. Students learn foundational structure and syntax including and everyday vocabulary. Students will work toward the improvement of pronunciation and interactive communication. By the conclusion of this course, students are prepared to take the Spanish II Course.

## Philosophy

The mission of the World Languages/ESL Program is to have all students function competently in a language other than their own and to be able to interact and communicate with members of other cultures while gaining a greater understanding of and respect for the cultural perspectives, practices, and products of different countries.

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## GOALS

The goals of the World Languages program are as follows:

**All students will communicate at a level of literacy in a language other than English.**

This means that all students will:

- Develop the ability to understand the spoken language;
- Communicate orally in the language;
- Develop the ability to extract and interpret information through reading;
- Develop the ability to communicate in writing; and
- Develop an appreciation for basic behavioral, cultural, and linguistic patterns of the language community, whether abroad or in the United States.

**All students will recognize the interrelationship between language and culture for at least one world language other than English.**

This means that all students will:

- Gain greater insight and appreciation for the English language and American culture through the study of another language;
- Understand how language works;
- Improves the ability to understand career opportunities related to the study of other cultures;
- And, gain greater personal satisfaction as a citizen of the world.

Language study provides insight into the culture of another country. The acquisition of another language focuses attention on how language and culture interact. The interaction helps students reflect on cultural patterns and thus gain insight into their own language and culture. Exploration of a new culture helps students to frame issues about their own worldview while investigating another. Comparing and contrasting languages and cultures promote cross-cultural discourse and understanding, which are at the heart of the humanities.

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## SECTION II The Core Curriculum Content Standards

(Adopted by the NJ Department of Education NJCCCS 2009)

The following information is from the New Jersey Department of Education website

<http://www.state.nj.us/education/cccs/standards/7/index.html>

### Core Curriculum Content Standards

[World Languages Standard Learning Progressions](#)

[Introduction](#)

[7.1 World Languages](#)

- [A. Interpretive Mode](#)
- [B. Interpersonal Mode](#)
- [C. Presentational Mode](#)
- Proficiency Levels - All Strands
  - [Novice-Mid](#)
  - [Novice-High](#)
  - [Intermediate-Low](#)
  - [Intermediate-Mid](#)
  - [Intermediate-High](#)
  - Advanced-Low

## THE SCHOOL DISTRICT OF SOUTH ORANGE-MAPLEWOOD

### Scope and Sequence

Theme	Unit	Duration	Major Concepts
<p><b>Familiares y amigos</b> Family and friends (family members, celebrations, parts of the house, household chores, travel plans, and activities)</p>	<p><b>La ciudad de México</b> <b>1</b></p>	<p><b>WEEKS</b> <b>1-6</b></p>	<ul style="list-style-type: none"> <li>• Describe people, places, and things</li> <li>• Describe daily routines and activities</li> <li>• Express likes and dislikes</li> <li>• Ask and respond to questions about people, routines, and activities</li> <li>• Offer help and talk about chores</li> <li>• Talk about plans and places</li> <li>• Use nouns, adjectives and indirect object pronouns with verbs like “gustar”</li> <li>• Use present tense or regular and stem-changing verbs</li> <li>• Use Present tense of irregular verbs and reflexive pronouns</li> <li>• Use “<i>tener</i>” with idiomatic expressions and infinitives.</li> <li>• Use the present progressive, “<i>ir a</i>” with infinitives, and direct object pronouns</li> <li>• Use affirmative and negative informal commands</li> </ul>
<p><b>En el vecindario</b> Neighborhood (professions, furniture, parts of the house, chores)</p>	<p><b>El Cuzco</b> <b>2</b></p>	<p><b>WEEKS</b> <b>7-11</b></p>	<ul style="list-style-type: none"> <li>• Talk about what people do for a living</li> <li>• Introduce people and respond to introductions</li> <li>• Describe a house</li> <li>• Say what needs to be done and complain</li> <li>• Indirect objects and indirect object pronouns</li> <li>• Present tense of “<i>dar</i>” and “<i>decir</i>”</li> <li>• “<i>Saber</i>” and “<i>conocer</i>”</li> <li>• Uses of “<i>ser</i>” with adjectives of nationality</li> <li>• Preterites of “<i>ser</i>” and “<i>estar</i>”</li> <li>• Expressions followed by infinitives</li> </ul>

## THE SCHOOL DISTRICT OF SOUTH ORANGE-MAPLEWOOD

Theme	Unit	Duration	Major Concepts
			<ul style="list-style-type: none"> <li>● Preterite of <b>-ar, -er, -ir</b> verbs and “<b>hacer</b>” and “<b>ir</b>”</li> </ul>
<p><b>Pueblos y ciudades</b> Towns and cities (places around town, places in the city, names of stores)</p>	<p><b>Santo Domingo</b> 3</p>	<p><b>WEEKS</b> <b>12-16</b></p>	<ul style="list-style-type: none"> <li>● Ask for and give information</li> <li>● Talk about where someone went and what he or she did</li> <li>● Ask for and give directions</li> <li>● Ask for clarification</li> <li>● Impersonal <b>se</b> and passive <b>se</b></li> <li>● Preterite of <b>-car, -gar, -zar</b> verbs and “<b>conocer</b>”</li> <li>● Irregular preterites: “<b>andar, venir, tener, dar,</b>” and “<b>ver</b>”</li> <li>● Irregular formal commands</li> <li>● Commands with pronouns and informal commands</li> </ul>
<p><b>¡Mantente en forma!</b> Health (parts of the body, injuries, illnesses, treatments and advice)</p>	<p><b>Miami</b> 4</p>	<p><b>WEEKS</b> <b>17-22</b></p>	<ul style="list-style-type: none"> <li>● Talk about how something turned out</li> <li>● Talk about reacting to events; talk about getting hurt</li> <li>● Ask for and give advice</li> <li>● Irregular preterites of “<b>ponerse, decir, ser,</b>” and “<b>estar</b>”</li> <li>● Preterite of stem-changing <b>-ir</b> verbs</li> <li>● Verbs with reflexive pronouns and direct objects</li> <li>● Past participles as adjectives</li> <li>● Preterite of verbs like “<b>caer</b>”</li> </ul>
<p><b>Día a día</b> Daily Routine (pastimes, and interests, time expressions, routine activities)</p>	<p><b>San José</b> 5</p>	<p><b>WEEKS</b> <b>23-27</b></p>	<ul style="list-style-type: none"> <li>● Tell someone to hurry</li> <li>● Remind someone to do something</li> <li>● Express interest and disinterest</li> <li>● Talk about how long something has been going on</li> <li>● Use “<b>hace</b>” with time expressions</li> <li>● Use “<b>pero</b>” and “<b>sino</b>”</li> </ul>
<p><b>Recuerdos</b> Memories (childhood activities, toys and games, life events)</p>	<p><b>Segovia</b> 6</p>	<p><b>WEEKS</b> <b>28-31</b></p>	<ul style="list-style-type: none"> <li>● Talk about what you used to like and dislike</li> <li>● Talk about what you used to do and what you wanted to be</li> <li>● Describe people and things in the past</li> <li>● Talk about an emotional reaction</li> </ul>



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Theme	Unit	Duration	Major Concepts
			<ul style="list-style-type: none"> <li>● Imperfect of regular verbs</li> <li>● Imperfect of “<b>ir</b>” and “<b>ver</b>” verbs with reciprocal actions</li> <li>● Imperfect of “<b>ser</b>” and “<b>haber</b>”</li> <li>● Preterite with mental and emotional states</li> <li>● Preterite of “<b>creer, leer, construir, oír; caerle a uno (bien/mal/pésimo(a))</b>”</li> </ul>
<b>Patricia va a California</b>	<b>Little readers</b>	<b>WEEKS 32-34</b>	<ul style="list-style-type: none"> <li>● Ventura, California</li> <li>● Panajachel, Guatemala</li> <li>● Compare &amp; contrast cultural information such as: tourist attractions, clothing, and living style...</li> </ul>
<b>Casi se muere</b>	<b>Little readers</b>	<b>WEEKS 35-37</b>	<ul style="list-style-type: none"> <li>● Hermosa Beach, California</li> <li>● Viña del</li> <li>● Mar, Chile</li> </ul>
<b>El viaje de su vida</b>	<b>Little readers</b>	<b>WEEKS 38-40</b>	<ul style="list-style-type: none"> <li>● Cincinnati/Miami; USA</li> <li>● Yucatán/Chichén Itzá; Mexico</li> </ul>

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## UNIT 1:

### Familiares y amigos / Family and friends

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
<p>7.1.NM.A.1- 5 7.1.NM.B.1-5 7.1.NH.B.5 7.1. NM.C.1-5</p> <p>7.2.NM.A.2-3 7.2.NH.A.1 7.2.NM.B.2</p> <p>7.1NHA.6 7.1.I-L.A.3 7.1.NH.B.5 7.2.NM.A.1</p>	<p><b>Students will understand:</b></p> <ul style="list-style-type: none"> <li>• That cultural comparison helps one to understand the world by developing a respect and appreciation of other cultures.</li> <li>• How to accurately use school vocabulary (school supplies, schedules, and classes)</li> <li>• That <i>ser</i> and <i>estar</i> have different functions in the target language.</li> <li>• How to tell time and events.</li> <li>• How to describe people and things using <i>ser</i> with adjectives.</li> <li>• How to talk about events currently taking place (Present Progressives)</li> <li>• That some present tense verbs have radical base/stem changes.</li> <li>• How to express likes, dislikes, and interests.</li> <li>• When to properly use reflexive verbs and non-reflexive verbs.</li> <li>• Understand what direct object pronouns are that relate to humans and objects and how to express and write them in Spanish.</li> </ul>	<ul style="list-style-type: none"> <li>• How does the study of the target language help me respect and appreciate its culture?</li> <li>• What are three characteristics that best describe you?</li> <li>• When you compare and contrast your typical school day with that of a student from Mexico what are the similarities and differences?</li> <li>• When is proper to use <i>Ser</i> vs. <i>Estar</i>?</li> <li>• What is the difference between <i>nosotros</i> and <i>vosotros</i>?</li> <li>• What adjective of nationality is used to describe someone <b>from Ecuador</b>?</li> </ul>

Skills	Key Content
<ul style="list-style-type: none"> <li>a) Identify course requirements/expectations and mechanics of the course.</li> <li>b) Talk about importance of learning another language.</li> <li>c) Locate Spanish speaking countries</li> <li>d) Talk about nationalities</li> <li>e) Describe people, places, and things.</li> <li>f) Tell the time/Recall and use numbers.</li> <li>g) Talk about the weather</li> <li>h) Demonstrate proficiency to communicate preferences, feelings, emotions and opinions in the foreign language.</li> <li>i) Talk about plans and places.</li> <li>j) Describe daily routines and activities.</li> <li>k) Ask and respond to questions about people, routines, and activities.</li> <li>l) Offer help and talk about chores.</li> </ul>	<ul style="list-style-type: none"> <li>a) Vocabulary knowledge of different topics.</li> <li>b) Grammar application of present, present progressive, reflexive, and non-reflexive verbs.</li> <li>c) Sentence and grammar structure orally and in writing.</li> <li>d) Direct Object Pronouns (<i>D.O.P.</i>: me, te, lo, la, nos, os, los, las)</li> <li>e) Nouns, adjectives and Indirect Object Pronouns (<i>I.O.P.</i>: me, te, le, nos, os, les) with verbs like tocar, gustar, fascinar, encantar, fastidiar, parecer, etc.</li> <li>f) Regular and stem-changing verbs.</li> <li>g) Present tense of irregular verbs.</li> <li>h) <b>Tener</b> with idiomatic expressions and infinitives.</li> <li>i) Affirmative and negative informal (<i>Tú</i>) commands.</li> <li>j) Review interrogatives.</li> </ul>

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k) Ir a with infinitives

<p><b>Assessment:</b>  <b>Interpretative Mode:</b>          Identify new vocabulary in context. List and define new vocabulary. Label new vocabulary using visuals. Review regular and irregular -ar / -er / -ir ending verbs. Match adjectives of nationality with their respective countries. Label pictures using reflexive and non-reflexive verbs. Identify articles, nouns, verbs, and adjectives in sentences. Write a short description of oneself and a family member.          Translate sentences using regular and irregular informal commands. E.g.  <i>1. Arrive on time to school and don't arrive late. 2. Take out the garbage and don't play videogames. 3. Vacuum the living room and don't watch TV. 4. Don't talk on the phone and clean your room. 5. Go to school now!</i></p> <p><b>Interpersonal Mode:</b>          Inner-outer circle-          Review reflexive verbs/number/time.          Students will ask and respond to question regarding daily routine.          Students will interview each other to find out information about</p>	<p><b>Rubric</b></p> <ul style="list-style-type: none"> <li>• Writing</li> </ul>	<p><b>Key Criteria for Differentiation</b></p> <ul style="list-style-type: none"> <li>• Write down the words/expressions of provided pictures</li> <li>• Listening activities</li> <li>• TPR</li> <li>• Guided Practice</li> <li>• Paired Interactive Conversations</li> <li>• Perform a skit</li> <li>• Perform a dialogue</li> <li>• Graphic organizer</li> <li>• Visuals</li> </ul>
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someone's typical day.  
Using interactive videos and flash card activities, students will be exposed to the visual and pronunciation of words for oral repetition.  
Smart board/Exprésate 2 warm-up activates.  
Using Visual Verbs, students will write original sentences using reflexive & non-reflexive verbs depicted in the pictures.  
Charades using regular and irregular informal commands.  
Students will revisit **Pobre Ana** by Blaine Ray to compare and contrast cultural differences by analyzing Ana's modest life with that of poor children in Mexico. Students will search for and underline reflexive verbs and identify family vocabulary among other descriptive adjectives.  
**Presentational Mode:**  
Student can...  
a) Create a comic-strip story board where they tell their daily routine.  
b) Create a PowerPoint to describe a typical week in their life incorporating dialogs with

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<p>commands. c) Create a poster board telling their daily routine.</p>		
<p><b>Resources:</b> PowerPoint ¡Exprésate! 2 (textbook, workbook, audio, video activities) Magazines, newspapers, and other resources Overhead Projector LCD Projector Smart board Picture Prompts Easel paper Graphic organizer Mini clocks Mini Reader <b><u>Pobre Ana</u></b> by Blaine Ray</p>	<p><b>Instructional Strategies / Best practices</b> PowerPoint Guided Practice (Written, oral, and listening) Teacher model Lecture Questioning Mini-lessons Cooperative learning groups Active listening Pare-Share ¡Exprésate! 2 (textbook, workbook, audio, video activities: e.g. El Relicario) Magazines, newspapers, and other resources</p>	<p><b>Enrichment</b> Create and perform a dialogue Create and perform a skit SGO’S Pre-Assessment: Writing Task</p>

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## Unit 2:

### En el vecindario/ The neighborhood

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
<p>7.1.NH.A.1-4 7.1.NH.B.1-5 7.1.NH.C.1 7.1.II.B.5</p> <p>7.1.NH.A.6 7.1.I-L.A.3 7.1.NH.B.5 7.2.NM.A.1</p>	<p><b>Students will understand:</b></p> <ul style="list-style-type: none"> <li>• The importance for attaining a higher education degree.</li> <li>• What people do for a living.</li> <li>• That language is a tool that can be used to not just communicate with others but to open many doors in the job market.</li> </ul>	<ul style="list-style-type: none"> <li>• What are the most demanding occupations in the job market?</li> <li>• What are certain qualities required by some employers?</li> <li>• What are some skills required for specific jobs or careers in today's job market?</li> <li>• How does the study of another language help improve global relations/economy?</li> <li>• How does learning another language help me better prepare myself when job seeking?</li> </ul>

Skills	Key Content
<ul style="list-style-type: none"> <li>a) Describe a house or an apartment.</li> <li>b) Talk about one's household chores and responsibilities.</li> <li>c) Say what needs to be done and complain.</li> <li>d) Talk about what people do for a living.</li> <li>e) Introduce people and respond to introductions.</li> <li>f) Say one's nationality and state someone else's nationality.</li> <li>g) Compare similarities and differences of structures of houses and apartments from the target language and the U.S.A.</li> <li>h) Understand why the studying of another language is crucial to global relations.</li> <li>i) Identify skills required to perform a specific job or career in today's job market.</li> </ul>	<ul style="list-style-type: none"> <li>a) Vocabulary associated with the house, chores, and daily activities.</li> <li>b) Use of <b>ser</b> with vocabulary associated with professions and careers.</li> <li>c) Use of demonstrative pronouns to introduce people.</li> <li>d) Differentiate between <b>saber</b> and <b>conocer</b>.</li> <li>e) Identify a person's origin by using adjectives of nationalities.</li> <li>f) Preterites of <b>ser, estar, hacer, ir, dar, and decir</b>.</li> <li>g) Use the preterit of regular and irregular verbs.</li> <li>h) Expressions followed by infinitives (<b>deber, tener que</b>).</li> <li>i) Use indirect object pronoun (I.O.P.) with <b>toca + infinitive</b> to express one's turn.</li> <li>j) Use indirect object pronoun (I.O.P.) with <b>parece + adjective</b> to express one's view or opinion.</li> <li>k) Study of different jobs where the target language is used (business, government, etc.)</li> </ul>

Assessment: Interpretative Mode:	Rubric	Key Criteria for Differentiation
<p>Copy and define new vocabulary list and auxiliary list.</p> <p>Draw a blueprint of your house. Label each part of the house using new vocabulary. Say where things are by using prepositions.</p>	<ul style="list-style-type: none"> <li>• House project</li> <li>• Speaking</li> <li>• Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Write down the words/expressions of provided pictures</li> <li>• Listening activities</li> <li>• TPR</li> <li>• Guided Practice</li> <li>• Paired Interactive Conversations</li> <li>• Perform a skit</li> </ul>

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<p>Students will match school staff members' names with their respective careers/occupations. Then, provide the careers of five family members.</p> <p>Using a graphic organizer, students will list the careers that interest them. They will write the skills needed for each career.</p> <p>Cultural Reading/Discussion:          “Comparaciones: ¿A qué se dedica?” &amp; “El bilingüismo en el trabajo.” Textbook pp.56-57.</p> <p><b>Interpersonal Mode:</b>          Compare one's house with another student's house in terms of room locations and things of the house.</p> <p>Think/Pare/Share: students will share and compare information with classmates about the qualities needed for different careers.</p> <p>Students will investigate and list the careers on demand in the job market by reading the newspaper ads and the internet.</p> <p>Students can read <b>Casi se muere</b> by Blaine Ray to compare cultural similarities and differences of the daily lives of teenagers in California, U.S. and Chile, S.A.</p> <p><b>Presentational Mode:</b>          Cooperative Learning Group: Create a skit where students will incorporate new vocabulary and grammar mechanics in the target language. <i>E.g. ¡Hola Patricia y Brandon! Les presento a mi nuevo vecino Mike a ustedes. Es cubano. Él es un repartidor de pizza. Trabaja para la pizzería Palermo. Mike vive en un</i></p>		<ul style="list-style-type: none"> <li>• Perform a dialogue</li> <li>• Graphic organizer</li> <li>• Visuals</li> <li>• <b>Review for midterm exams with overview/study guide</b></li> <li>• <b>Midterm Exam</b></li> </ul>
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<p><i>apartamento en mi vecindario de Maplewood.</i></p> <p>Class Activity: Students will do a survey about their classmates' countries of origin and their nationalities using a graphic organizer. They will then share their findings in 3<sup>rd</sup> person singular. E.g. Ross es de Rusia. Es ruso.</p> <p>Students will present to class five reasons of why the abilities they possesses qualify them for a certain career.</p>		
<p><b>Resources:</b>          PowerPoint          ¡Exprésate! 2 (textbook, workbook, audio, video activities)          Magazines, newspapers, and other resources          Overhead Projector          LCD Projector          Smart board          Easel paper          Graphic organizer  <u><b>Casi se muere</b></u> by Blaine Ray          Chrome Books  <a href="http://www.roomstyler.com/3dplanner">www.roomstyler.com/3dplanner</a>  <a href="http://www.my.hrw.com">www.my.hrw.com</a></p>	<p><b>Instructional Strategies / Best practices</b>          PowerPoint          Guided Practice (Written, oral, and listening)          Teacher model          Lecture          Questioning          Mini-lessons          Cooperative learning groups          Active listening          Pare-Share          ¡Exprésate! 2 (textbook, workbook, audio, video activities)          Magazines, newspapers, and other resources</p>	<p><b>Enrichment</b>          Research actual job ads in the target language then present their finding in class.</p> <p>Create a classified ad for a newspaper for job hunting.          Create a project of the ideal house.          Design and furnish a house or apartment using technology</p>



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## Unit: 3

### Pueblos y ciudades / Towns and cities

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
<p>7.1.NH.A.1-5 7.1.NH.B.1-5 7.1.NM.C.1, 5 7.2.NM.A.2 7.2.NH.B.1, 2 7.2.NH.C.1, 2,3</p> <p>7.1NHA.6 7.1.I-L.A.3 7.1.NH.B.5 7.2.NM.A.1</p>	<p><b>Students will understand:</b></p> <ul style="list-style-type: none"> <li>• The preterit tense of –car –gar –zar verbs in the <i>yo</i> form.</li> <li>• Certain cultural rhythms other than their own.</li> <li>• How to accurately carry a conversation in the target language through all modes of communication.</li> <li>• Vocabulary related to public transportation.</li> <li>• Irregular preterites.</li> <li>• Identify culturally authentic food items. by naming and describing them in the target language.</li> </ul>	<ul style="list-style-type: none"> <li>• How well can a person interact with a native speaker while visiting the Dominican Republic?</li> <li>• What are some of the benefits of being able to communicate in the target language?</li> <li>• Why is the formal command used when giving directions in the target language?</li> <li>• Why are map skills important when traveling abroad the U.S.?</li> </ul>

Skills	Key Content
<ul style="list-style-type: none"> <li>a) Describe a town.</li> <li>b) Ask and give directions.</li> <li>c) Ask for clarification</li> <li>d) Identify places, stores, landmarks, and government institutions in town</li> <li>e) Discuss the popular traditions, places, and cuisine of the country being studied.</li> <li>f) Talk about where someone went and what he or she did.</li> <li>g) Demonstrate comprehension of a series of oral and written directions, commands, and request given through appropriate physical response.</li> <li>h) Talk about more past events.</li> <li>i) Utilize web-based activities to facilitate learning structure.</li> </ul>	<ul style="list-style-type: none"> <li>a) Vocabulary associated with places in towns, cities, and countries.</li> <li>b) Preterit of regular and irregular verbs with “Yo” forms.</li> <li>c) Irregular preterites of <b>andar, tener, venir, dar and ver</b></li> <li>d) Review preterites of <b>-car, -gar, -zar</b> verbs and <b>conocer</b></li> <li>e) Impersonal <b>se</b> and passive <b>se</b>.</li> <li>f) Use of regular and irregular formal commands.</li> <li>g) Ask information about points of interest in town.</li> <li>h) Locations in a typical town.</li> </ul>

<p><b>Assessment:</b> <b>Interpretative Mode:</b> Using a school map, students will be given to precise directions to begin at a certain point and they will finish at</p>	<p><b>Rubric</b></p> <ul style="list-style-type: none"> <li>• Speaking</li> <li>• Writing</li> </ul>	<p><b>Key Criteria for Differentiation</b></p> <ul style="list-style-type: none"> <li>• Write down the words/expressions of provided pictures</li> <li>• Listening activities</li> </ul>
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<p>another. They will write their directions in the target language using formal commands.</p> <p>Students will write directions from their home to school using formal commands.</p> <p>Students will identify and jot down the formal commands they find in a reading selection.</p> <p><b>Interpersonal Mode:</b> Review classroom commands in the <b>ustedes</b> form. E.g. “Simón dice, Siéntense.”</p> <p>Play a game of “Pictionary” to review formal commands.</p> <p>Paired Activity: Students will Ask and give directions to specific locations in town using Exprésate 2 transparencies. They will practice vocabulary and expressions.</p> <p>Students will do think/pair/share activities to assess their understanding of information presented.</p> <p>Students will bring pictures of the chapter vocabulary. With the use of a questionnaire, students jot down information while circulating around the room; asking a question per student using the pictures as visual aids. Once the teacher says STOP, The class will be addressed in general to answer the questions. The teacher will ask a question at random in the preterite tense in the 3<sup>rd</sup> person singular. Students who have the answer to that question will also answer the question in 3<sup>rd</sup> Person singular in the preterite tense.</p>		<ul style="list-style-type: none"><li>• TPR</li><li>• Guided Practice</li><li>• Paired Interactive Conversations</li><li>• Perform a skit</li><li>• Perform a dialogue</li><li>• Graphic organizer</li><li>• Visuals</li></ul>
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<p>E.g.  <i>¿Quién comió un plato típico?</i>  <i>- Bobby comió un plato típico que se llama locrio.</i></p> <p>Students will create poster signs or “Letreros” to say what is and is not permitted in school and in the classroom using the passive “se”.</p> <p><b><u>Patricia va a California</u></b> by Blaine Ray to compare and contrast cultural information such as: tourist attractions, clothing, living styles, houses, careers, family values and traditions.</p> <p><b>Presentational Mode:</b>          Using their written directions from home to school, students will make a map that illustrates their instructions.          Scenario: In groups of three, students will write a conversation that is likely to take place afterschool between a mother and her two children. Students will need to use at least four commands during the conversation. Each group will practice among each other and then act it out in front of the class.</p>		
<p><b>Resources:</b>          PowerPoint          ¡Exprésate! 2 (textbook, workbook, audio, video activities)          Magazines, newspapers, and other resources          Overhead Projector          LCD Projector          Smart board          Graphic organizer  <b><u>Patricia va a California</u></b> by Blaine Ray          Transparencies          Visual ads</p>	<p><b>Instructional Strategies / Best practices</b>          PowerPoint          Guided Practice (Written, oral, and listening)          Teacher model          Lecture          Questioning          Mini-lessons          Cooperative learning groups          Active listening          Pare-Share          ¡Exprésate! 2 (textbook, workbook, audio, video activities)          Activity sheets          Magazines, newspapers, online research, and other resources          Games: Preterites Bingo, Charades, Pictionary, and others</p>	

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### Unit 4:

### ¡Mantente en forma! / Stay in shape!

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
<b>7.1.NH.A.1-4,6</b> <b>7.1.I-L.A.2-5</b> <b>7.1.NH.B.1-4</b> <b>7.1.NH.C.1-4</b>  <b>7.2.NH.B.2</b> <b>7.2.NHC.1-3</b>	<b>Students will understand:</b> <ul style="list-style-type: none"> <li>• How Cuban influence has made an impact in the culture of Miami.</li> <li>• Famous sports vary in different parts of Latin America. (e.g. soccer is a popular sport in the Caribbean)</li> <li>• How to report health conditions and symptoms</li> <li>• Healthy eating habits and wellness practices may vary across cultures</li> <li>• Food vocabulary: ropa vieja (shredded beef); tropical fruits: guayaba (guava)</li> <li>• Clothing vocabulary: guayabera (men's shirt)</li> </ul>	<ul style="list-style-type: none"> <li>• What winter sports are among the favorites in some South American countries?</li> <li>• What sports are popular in the Caribbean?</li> <li>• How does medical service provided in Spanish speaking countries differ from those provided in the U.S.A?</li> <li>• What are some common injuries that CHS athletes may be prone to experience either during a game or a competition?</li> <li>• What are some injuries/illnesses that may not require immediate attention by a physician? Using a T-Chart, explain how can these be treated.</li> </ul>

Skills	Key Content
<ul style="list-style-type: none"> <li>a. Talk about how something turned out.</li> <li>b. Express reactions to the outcomes of sport events.</li> <li>c. Talk about getting hurt.</li> <li>d. Ask for and give advice on healthy diet and injuries.</li> <li>e. Compare school/club sports.</li> <li>f. Express when someone becomes injured or is in physical pain.</li> <li>g. Analyze how various cultures have influenced different parts of the United States.</li> <li>a. Use of Preterites with mental and emotional states.</li> <li>b. Talk about sports in the Hispanic world.</li> </ul>	<ul style="list-style-type: none"> <li>a) Vocabulary associated with injuries, illnesses, and body parts.</li> <li>b) Vocabulary associated with medicine, remedies, and medical procedures.</li> <li>c) Irregular preterit of <b>ponerse, decir, ser, and estar</b></li> <li>d) preterit of stem-changing <b>-ir</b> verbs</li> <li>e) Verbs with reflexive pronouns and direct objects</li> <li>f) Past participles as adjectives (e.g. mi brazo está; <b>roto, lastimado, hinchado</b>)</li> <li>g) Reflexive verbs pertaining to injuries: <b>caerse, cortarse, romperse, fracturarse, lastimarse, hgerirse, pegarse / darse un golpe (con... / en el ... / en la...)</b></li> </ul>

Assessment:	Rubric	Key Criteria for Differentiation
<b>Interpretative Mode:</b> Read and identify vocabulary in context in short dialogues; see ch.4 textbook.  PowerPoint Presentation- With a marker, students will approach the smart board and label body parts and write the name of the injuries presented each slide of the	<ul style="list-style-type: none"> <li>• Speaking</li> <li>• Durante las vacaciones de .....</li> </ul>	<ul style="list-style-type: none"> <li>• Write down the words/expressions of provided pictures</li> <li>• Listening activities</li> <li>• TPR</li> <li>• Guided Practice</li> <li>• Paired Interactive Conversations</li> <li>• Perform a skit</li> <li>• Perform a dialogue</li> </ul>

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<p>PowerPoint.</p> <p>Spanish commercials- Students will watch any of the local Spanish television channels for advertisement on health products. They will present to class the name of the product and the condition it treats.</p> <p><b>Interpersonal Mode:</b> Paired activity: Students will talk about the circumstances that might have led them to the reactions depicted in two different drawings; <b>nuestro equipo</b> and <b>el otro equipo</b>. Each pair will do one drawing for each team illustrating what each team will do next based on the cues provided in the drawings. Students will share their drawings to class. E.g. <i>Nuestro equipo fue a celebrar a un restaurante. El otro equipo se puso a llorar de tristeza.</i></p> <p>Sing along song- <i>Juanito cuando baila</i> to review body parts. Students will sing along and move the part of the body mentioned in the song.</p> <p><b>Presentational Mode:</b> Group Activity: In small groups, students will write a story using preterites of stem-changing verbs listed in Activity 14, textbook p.133. The story will either be about a competition, debate, or another school event. Each group can share its story with the class once done.</p> <p>Group Activity: In small groups, students will play the role of doctor and patient. The patient will pretend to have an injury or illness that leads him to the doctor's office for help and or advice. The doctor will then provide the patient with the right treatment or advice for his injury or illness. They will then switch roles. Two students will be called at</p>		<ul style="list-style-type: none"><li>• Graphic organizer</li><li>• Visuals</li></ul>
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<p>random to come to the front of the class to play doctor-patient role. Students will be asked to be alert of the dialogue between doctor and patient. They will be asked to jot down the treatments or advice the doctor gives his patient to see if these agree with the injuries or illness of the patient. At the end of their performance, students will provide both the doctor and the patient with feedback about the areas they need to improve.</p> <p>Create a PowerPoint or a Comic Book about “Mi viaje” Project where students...</p> <ol style="list-style-type: none"> <li>a) State steps to taken in preparation for the trip.</li> <li>b) Country and places on interests visited.</li> <li>c) Means of transportation for and during the trip.</li> <li>d) Mishaps, accidents, or illnesses occurred during the trip and solution to these</li> <li>e) Family and people of the community vocabulary.</li> </ol>		
<p><b>Resources:</b>          PowerPoint          ¡Exprésate! 2 (textbook, workbook, audio, video activities)          Magazines, newspapers, and other resources          Overhead Projector          LCD Projector          Smart board          Easel paper          Graphic organizer</p>	<p><b>Instructional Strategies / Best practices</b>          PowerPoint          Guided Practice (Written, oral, and listening)          Teacher model          Lecture          Questioning          Mini-lessons          Cooperative learning groups          Active listening          Pare-Share          ¡Exprésate! 2 (textbook, workbook, audio, video activities)          Magazines, newspapers, and other resources          Game: Charades, Pictionary, others</p>	<p><b>Enrichment</b></p> <ul style="list-style-type: none"> <li>• Research about popular homemade remedies used in Spanish speaking countries.</li> <li>• Create a page for CHS website providing information about sports at CHS.</li> <li>• Create a short story about:             <ol style="list-style-type: none"> <li>a) Getting hurt while participating at a certain sport event.</li> <li>b) Actions taken by you or other members to remedy your injury/illness.</li> <li>c) Outcomes of the event and reactions from others.</li> </ol> </li> <li>• Create a project in the past tense about a recent vacation to a Spanish speaking country.</li> </ul>

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## Unit 5:

## Día a día / Daily activities

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
<p>7.1.NH.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-4 7.2.NH.A.1.4 7.2.I-L.B.2, 5 7.2.NH.C.1</p>	<p><b>Students will understand:</b></p> <ul style="list-style-type: none"> <li>• The meaning of “Being on time” in the Spanish speaking world.</li> <li>• The importance of some Costa Rica’s places of interest. E.g. biological and national reserves, theater, and museum.</li> <li>• Choices that they make in organizing, editing, rehearsing and delivering their message will affect how their message is understood and received.</li> </ul>	<ul style="list-style-type: none"> <li>• How do I make my message understandable and interesting to my audience?</li> <li>• Why did Costa Rica decide to do away with its army?</li> <li>• What is the meaning behind ‘a noble concept’?</li> <li>• How does Costa Rica’s education law differ from that of the United States?</li> <li>• What pastime or hobby do you enjoy similar to that of a typical Costa Rican teenager?</li> </ul>

Skills	Key Content
<p>a. Tell someone to hurry. b. Remind someone to do something. c. Express interest and disinterest. d. Talk about how long something has been going on for. e. Identify Costa Rica as a political neutral country. f. Developing listening and reading skills by peer to peer read aloud.</p>	<p>a. Use of negation words (e.g. <b>ningún, ninguno, nadie, etc.</b>) b. Use of <b>pero</b> and <b>sino</b> c. Use possessive pronouns: <b>mío, tuyo, suyo, nuestro, vuestro, suyo</b> d. Recycle reflexive verbs with their pronouns (<i>me, te, se, nos, os, se</i>) e. Use the preterites of <b>poder and traer</b> f. Use <b>hace</b> with <u>time expressions</u> (<i>hace + un año que + canto.</i>) g. Review affirmative / negative informal commands</p>

Assessment: Interpretative Mode:	Rubric	Key Criteria for Differentiation
<p>Read and identify vocabulary in context in short dialogues; see ch.5 textbook.</p> <p>Students will compare the common daily routine schedule of students in the U.S. with the schedule of students in Costa Rica.</p>		<ul style="list-style-type: none"> <li>• Write down the words/expressions of provided pictures</li> <li>• Listening activities</li> <li>• TPR</li> <li>• Guided Practice</li> <li>• Paired Interactive Conversations</li> <li>• Perform a skit</li> <li>• Perform a dialogue</li> <li>• Graphic organizer</li> </ul>

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<p>Students will go online to research about the educational and economic system of Costa Rica. They will share information with class.</p> <p>Students will write down the steps they must take in order to prepare for...</p> <ul style="list-style-type: none"><li>a) School.</li><li>b) Family gathering.</li><li>c) Special events.</li></ul> <p>Review reflexive and non-reflexive verbs and vocabulary on clothes.</p> <p><b>Interpersonal Mode:</b></p> <p>Students will create a timeline of the different activities they have participated in the past using <b>hace + time expression</b>. They will then share it with the class.</p> <p>E.g.</p> <ul style="list-style-type: none"><li>a) <b>Hace cinco años que estudio español.</b></li><li>b) <b>Hace seis meses que toco el violín.</b></li></ul> <p><b>Presentational Mode:</b></p> <p>Pair/Class Activity: Students will interview a classmate about his favorite and least favorite pastimes. They will also see if they have a pastime in common with the interviewee. The interviewee will need to say how long he has been doing these pastimes for. Once the paired students are done with their discussion, students will be asked to go around the room to find out who enjoys similar activities. They should form a group of four people with similar interests. A volunteer of each group will go up to the board to create a list of all the activities that the fellow members have in common. They will also state how long they do those activities by</p>		<ul style="list-style-type: none"><li>• Visuals</li></ul>
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<p>writing the information in complete sentences. E.g. <i>A mis amigos y a mí nos interesa grabar CDs. Hace tres años que grabamos CDs. A nosotros no nos interesa jugar videojuegos. Tampoco nos interesa crear álbumes.</i></p>		
<p><b>Resources:</b>          PowerPoint          ¡Exprésate! 2 (textbook, workbook, audio, video activities)          Magazines, newspapers, and other resources          Overhead Projector          LCD Projector          Smart board          Graphic organizer</p>	<p><b>Instructional Strategies / Best practices</b>          PowerPoint          Guided Practice (Written, oral, and listening)          Teacher model          Lecture          Questioning          Mini-lessons          Cooperative learning groups          Active listening          Pare-Share          ¡Exprésate! 2 (textbook, workbook, audio, video activities)          Magazines, newspapers, and other resources</p>	<p><b>Enrichment</b></p> <ul style="list-style-type: none"> <li>• Create a time line highlighting some events in Costa Rica's history. E.g. Invasion of the foreigner William Walker, the battle when Costa Rica's defeated Walker, women's and other minorities right to vote.</li> </ul>

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## Unit 6:

### Recuerdos / Memories

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
<p><b>7.1.II.A.1-6</b> <b>7.1.II.B.1-5</b> <b>7.1.II.C.1-4</b></p> <p><b>7.2.NH.A.3</b> <b>7.2.NH.B.2</b> <b>7.2.NM.C1</b></p> <p><b>7.1.NHA.6</b> <b>7.1.I-L.A.3</b> <b>7.1.NH.B.5</b> <b>7.2.NM.A.1</b></p>	<p><b>Students will understand:</b></p> <ul style="list-style-type: none"> <li>Vocabulary related to childhood, games, and toys.</li> <li>Extended vocabulary related to family/descriptive adjectives.</li> <li>Events related vocabulary: <i>el nacimiento, la muerte, la boda, el bautizo, la partida, la llegada, el cumpleaños, la graduación, la enfermedad, etc.</i></li> <li>Family members share many of the same experiences such as living with their parents and grandparents in the same house.</li> </ul>	<ul style="list-style-type: none"> <li>How are your childhood experiences similar to those of a Spanish speaker from Spain? How are they different?</li> <li>How does a family in the U.S. celebrate important family events similar to or different from a family in Spain?</li> <li>How are relationships among teenagers of a Spanish speaking country with their grandparents? Are they different from the relationships teenagers have with their grandparents in the United States?</li> <li>What are some of your favorite / least favorite things you used to enjoy doing as a child?</li> </ul>

Skills	Key Content
<ul style="list-style-type: none"> <li>a. Talk about what you used to like and dislike</li> <li>b. Talk about what you used to do and what you wanted to be</li> <li>c. Compare and contrast typical children’s games</li> <li>d. Describe people and things in the past</li> <li>e. Talk about an emotional reaction</li> <li>f. Properly write the imperfect tense in Spanish and have a clear understanding of the basic difference between this and the preterite tense verbs.</li> <li>g. Talk about past habitual and routine actions</li> </ul>	<ul style="list-style-type: none"> <li>a. Preterite Vs. Imperfect</li> <li>b. Imperfect of regular verbs like <b>soler</b></li> <li>c. Imperfect of <b>gustar</b> + infinitives</li> <li>d. Imperfect of <b>ir</b> and <b>ver</b> verbs</li> <li>e. Imperfect of <b>ser</b> + adjectives</li> <li>f. Express reciprocal actions using plural Reflexive pronouns</li> <li>g. Imperfect of <b>ser</b> and <b>haber</b></li> <li>h. Preterite of <b>parecer</b> with I.O.P. (<b>¡Me pareció fenomenal!</b>)</li> <li>i. Preterites of <b>creer, leer, construir, oír; caerle (bien/mal/pésimo,a) a alguien</b></li> </ul>

Assessment: Interpretative Mode:	Rubric	Key Criteria for Differentiation
<p>Read <b><u>El Viaje de su Vida</u></b> by Blaine Ray to familiarize oneself with imperfect tense verbs.</p> <p>Identify clue words that signal the imperfect tense from a list of words.</p>	<ul style="list-style-type: none"> <li>Todo Sobre Mi Niñez</li> </ul>	<ul style="list-style-type: none"> <li>Props</li> <li>Small illustrated book “<i>El Joven Martin Luther King: Yo tuve un sueño.</i>”</li> <li>Write down the words/expressions of provided pictures</li> <li>Listening activities</li> <li>TPR</li> <li>Guided Practice</li> </ul>

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<p>Identify preterites and imperfect tense verbs in song lyrics by (Maná, Selena, Juanes, etc.)</p> <p><b>Interpersonal Mode:</b> Paired Activity: Students will take turns reading and discussing the reading selection “<b><u>El Joven Martin Luther King: Yo tuve un sueño.</u></b>” por Joanne Mattern, Allan Eitzen. One student will be in charge of locating preterite, while the other will locate the imperfect tense verbs in the reading selection.</p> <p>Use situation cards and clip art from <i>Exprésate 2</i> to reinforce vocabulary with partners. Students will do Listening and Reading Activities from <i>Exprésate 2</i> as guided practice warm-ups.</p> <p>Show and tell. Each student will be responsible for bringing in at least one personal item. E.g teddy bear. While telling interesting facts about their items, students will be encourage to use the imperfect tense. E.g. “<i>Yojugaba mucho con Pancho porque era mi juguete de peluche favorito.</i>”</p> <p><b>Presentational Mode:</b> Students can write a detailed essay about themselves in the present tense. They will then change the verb tense to the imperfect.</p> <p>Students will create a “<i>Todo sobre mi niñez: una narración del pasado.</i>” project where they express the most important events of their childhood experiences.</p> <p>Project A: Scrap Book Project B: PowerPoint Project C: Story Book</p>		<ul style="list-style-type: none"> <li>• Paired Interactive Conversations</li> <li>• Perform a skit</li> <li>• Perform a dialogue</li> <li>• Graphic organizer</li> <li>• Visuals</li> <li>• <b>Review for final exams with overview/study guide</b></li> <li>• <b>Midterm Exam</b></li> </ul>
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# THE SCHOOL DISTRICT OF SOUTH ORANGE-MAPLEWOOD

## Pacing Guide

Month	New Jersey Core Curriculum Content Standards	Instructional Objectives/ Skills	District Programs/Supplemental Resources	Assessments
<b>September</b>	<b>7.1.NM.A.1- 5</b> <b>7.1.NM.B.1-5</b> <b>7.1.NH.B.5</b> <b>7.1. NM.C.1-5</b>  <b>7.2.NM.A.2-3</b> <b>7.2.NH.A.1</b> <b>7.2.NM.B.2</b>  <b>7.1NHA.6</b> <b>7.1.I-L.A.3</b> <b>7.1.NH.B.5</b> <b>7.2.NM.A.1</b>	<ul style="list-style-type: none"> <li>• Identify course requirements/ expectations and mechanics of the course</li> <li>• Use of the Expresate 2 textbook</li> <li>• Talk about importance of learning another language</li> <li>• Describe themselves and others</li> <li>• Tell the time</li> <li>• Recall and use numbers</li> <li>• Identify and use regular verbs in the present tense</li> <li>• Talk about the weather</li> <li>• Differentiate the usage of ser and estar</li> <li>• Talk about likes and dislikes</li> <li>• Formulate and answer questions</li> <li>• Identify places</li> <li>• Locate Spanish speaking countries</li> <li>• Talk about nationalities</li> </ul>	<b>Text online websites (MY.HRW.com)</b> <b>QUIA.COM Spanish</b>  <b>EXPRESATE text level 2</b> <b>EXPRESATE level 2 workbook</b>  <b>Learning Activities: (**All textbook references apply to EXPRESATE, Level 2)</b>	<b>Any of the above presentational activities</b> <b>Matching column written exam</b> <b>Listening comprehension</b> <b>Rubric graded skits, posters, poems</b> <b>Text prepared exams</b>
<b>October</b>	<b>7.1.NM.A.1- 5</b> <b>7.1.NM.B.1-5</b> <b>7.1.NH.B.5</b> <b>7.1. NM.C.1-5</b>  <b>7.2.NM.A.2-3</b> <b>7.2.NH.A.1</b> <b>7.2.NM.B.2</b>  <b>7.1NHA.6</b> <b>7.1.I-L.A.3</b> <b>7.1.NH.B.5</b> <b>7.2.NM.A.1</b>	<ul style="list-style-type: none"> <li>• Identify stem changing verbs</li> <li>• Talk/interact using irregular verbs forms (go verbs)</li> <li>• Use the three modes of communication with irregular verbs</li> <li>• Talk about routines and activities</li> <li>• Ask about people</li> <li>• Apply verbs after transition words</li>  <li>• Describe people, places, and things.</li> <li>• Describe daily routines and activities.</li> <li>• Express likes and dislikes</li> <li>• Ask and respond to questions about people, routines, and activities.</li> <li>• Offer help and talk about chores.</li> <li>• Talk about plans and places.</li> <li>• Use nouns, adjectives and indirect object pronouns with verbs like gustar.</li> <li>• Use present tense or regular and stem-changing verbs.</li> </ul>	<b>Text online websites (MY.HRW.com)</b> <b>QUIA.COM Spanish</b>  <b>EXPRESATE text level 2</b> <b>EXPRESATE level 2 workbook</b>  <b>Learning Activities: (**All textbook references apply to EXPRESATE, Level 2)</b>	<b>Any of the above presentational activities</b> <b>Matching column written exam</b> <b>Listening comprehension</b> <b>Rubric graded skits, posters, poems</b> <b>Text prepared exams</b>

## THE SCHOOL DISTRICT OF SOUTH ORANGE-MAPLEWOOD

		<ul style="list-style-type: none"> <li>● Use Present tense of irregular verbs and reflexive pronouns.</li> <li>● Use <i>tener</i> with idiomatic expressions and infinitives.</li> <li>● Use the present progressive, <i>ir a</i> with infinitives, and direct object pronouns.</li> <li>● Use affirmative and negative informal commands.</li> </ul>		
<b>November</b>	<p>7.1.NM.A.1- 5 7.1.NM.B.1-5 7.1.NH.B.5 7.1. NM.C.1-5</p> <p>7.2.NM.A.2-3 7.2.NH.A.1 7.2.NM.B.2</p> <p>7.1NHA.6 7.1.I-L.A.3 7.1.NH.B.5 7.2.NM.A.1</p>	<ul style="list-style-type: none"> <li>● Talk about one’s household chores and responsibilities.</li> <li>● Say what needs to be done and complain.</li> <li>● Talk about what people do for a living.</li> <li>● Introduce people and respond to introductions.</li> <li>● Say one’s nationality and state someone else’s nationality.</li> <li>● Compare similarities and differences of structures of houses and apartments from the target language and the U.S.A.</li> <li>● Understand why the studying of another language is crucial to global relations.</li> <li>● Identify skills required to perform a specific job or career in today’s job market.</li> </ul>	<p><b>Text online websites (MY.HRW.com)</b> <b>QUIA.COM Spanish</b></p> <p><b>EXPRESATE text level 2</b> <b>EXPRESATE level 2 workbook</b></p> <p><b>Learning Activities: (**All textbook references apply to EXPRESATE, Level 2)</b></p>	<p><b>Any of the above presentational activities</b> <b>Matching column written exam</b> <b>Listening comprehension</b> <b>Rubric graded skits, posters, poems</b> <b>Text prepared exams</b></p>
<b>December</b>	<p>7.1.NM.A.1- 5 7.1.NM.B.1-5 7.1.NH.B.5 7.1. NM.C.1-5</p> <p>7.2.NM.A.2-3 7.2.NH.A.1 7.2.NM.B.2</p> <p>7.1NHA.6 7.1.I-L.A.3 7.1.NH.B.5 7.2.NM.A.1</p>	<ul style="list-style-type: none"> <li>● Use informal commands to tell someone what to do and what not to do</li> <li>● Talk about what people do for a living</li> <li>● Recognize direct objects in sentences and replace them with D.O.P.</li> <li>● Use the verbs dar and decir with I.O. P.</li> </ul>	<p><b>Text online websites (MY.HRW.com)</b> <b>QUIA.COM Spanish</b></p> <p><b>EXPRESATE text level 2</b> <b>EXPRESATE level 2 workbook</b></p> <p><b>Learning Activities: (**All textbook references apply to EXPRESATE, Level 2)</b></p>	<p><b>Any of the above presentational activities</b> <b>Matching column written exam</b> <b>Listening comprehension</b> <b>Rubric graded skits, posters, poems</b> <b>Text prepared exams</b></p>
<b>January</b>	<p>7.1.NH.A.1-4 7.1.NH.B.1-5 7.1.NH.C.1 7.1.IL.B.5</p>	<ul style="list-style-type: none"> <li>● Talk about what people do for a living</li> <li>● Introduce people and respond to introductions</li> <li>● Describe a house or an apartment</li> </ul>	<p><b>Text online websites (MY.HRW.com)</b> <b>QUIA.COM Spanish</b></p>	<p><b>Any of the above presentational activities</b> <b>Matching column written exam</b> <b>Listening comprehension</b> <b>Rubric graded skits, posters, poems</b></p>

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	<p>7.1NHA.6 7.1.I-L.A.3 7.1.NH.B.5 7.2.NM.A.1</p>	<ul style="list-style-type: none"> <li>● Say what needs to be done and complain</li> <li>● Double pronouns (D.O.P. and I.O.P)</li> <li>● Present tense of <b>dar</b> and <b>decir</b></li> <li>● <b>Saber</b> and <b>conocer</b></li> <li>● Review <b>ser</b> with adjectives of nationality</li> <li>● Preterites of <b>ser</b> and <b>estar</b></li> <li>● Expressions followed by infinitives</li> <li>● Preterites of <b>-ar, -er, -ir</b> verbs and <b>hacer</b> and <b>ir</b></li> <li>● <b>Complete Midterm Exam</b></li> </ul>	<p><b>EXPRESATE text level 2</b> <b>EXPRESATE level 2 workbook</b></p> <p><b>Learning Activities: (**All textbook references apply to EXPRESATE, Level 2)</b></p>	<p>Text prepared exams</p>
February	<p>7.1.NH.A.1-5 7.1.NH.B.1-5 7.1.NM.C.1, 5 7.2.NM.A.2 7.2.NH.B.1, 2 7.2.NH.C.1, 2,3</p> <p>7.1NHA.6 7.1.I-L.A.3 7.1.NH.B.5 7.2.NM.A.1</p>	<ul style="list-style-type: none"> <li>● Describe a town.</li> <li>● Ask and give directions.</li> <li>● Ask for clarification</li> <li>● Identify places, stores, landmarks, and government institutions in town</li> <li>● Discuss the popular traditions, places, and cuisine of the country being studied.</li> <li>● Talk about where someone went and what he or she did.</li> <li>● Demonstrate comprehension of a series of oral and written directions, commands, and request given through appropriate physical response.</li> <li>● Talk about more past events.</li> <li>● Utilize web-based activities to facilitate learning structure</li> <li>● Talk about where someone went and what he or she did</li> <li>● Impersonal <b>se</b> and passive <b>se</b></li> <li>● Preterites of <b>-car, -gar, -zar</b> verbs</li> <li>● Review preterites of <b>Saber &amp; Conocer</b></li> <li>● Irregular preterites: <b>andar, venir, tener, dar, and ver</b></li> <li>● Irregular Formal Commands</li> <li>● Commands with pronouns and informal commands</li> </ul>	<p><b>Text online websites (MY.HRW.com)</b> <b>QUIA.COM Spanish</b></p> <p><b>EXPRESATE text level 2</b> <b>EXPRESATE level 2 workbook</b></p> <p><b>Learning Activities: (**All textbook references apply to EXPRESATE, Level 2)</b></p>	<p>Any of the above presentational activities</p> <p>Matching column written exam</p> <p>Listening comprehension</p> <p>Rubric graded skits, posters, poems</p> <p>Text prepared exams</p>
March	<p>7.1.NH.A.1-4,6 7.1.I-L.A.2-5 7.1.NH.B.1-4 7.1.NH.C.1-4</p>	<ul style="list-style-type: none"> <li>● Talk about how something turned out</li> <li>● Talk about reacting to events talk about getting hurt</li> </ul>	<p><b>Text online websites (MY.HRW.com)</b> <b>QUIA.COM Spanish</b></p>	<p>Any of the above presentational activities</p> <p>Matching column written exam</p> <p>Listening comprehension</p>

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	<p><b>7.2.NH.B.2</b> <b>7.2.NHC.1-3</b></p>	<ul style="list-style-type: none"> <li>● Ask for and give advice</li> <li>● Irregular preterites of <b>ponerse, decir, ser, and estar</b></li> <li>● Preterite of stem-changing <b>-ir</b> verbs</li> <li>● Verbs with reflexive pronouns and direct objects</li> <li>● Past participles as adjectives Preterite of verbs like <b>caer</b></li> </ul>	<p><b>EXPRESATE text level 2</b> <b>EXPRESATE level 2 workbook</b></p> <p><b>Learning Activities: (**All textbook references apply to EXPRESATE, Level 2)</b></p>	<p><b>Rubric graded skits, posters, poems</b> <b>Text prepared exams</b></p>
<p><b>April</b></p>	<p><b>7.1.NH.A.1-4,6</b> <b>7.1.I-L.A.2-5</b> <b>7.1.NH.B.1-4</b> <b>7.1.NH.C.1-4</b></p> <p><b>7.2.NH.B.2</b> <b>7.2.NHC.1-3</b></p>	<ul style="list-style-type: none"> <li>● Talk about how something turned out.</li> <li>● Express reactions to the outcomes of sport events.</li> <li>● Talk about getting hurt.</li> <li>● Ask for and give advice on healthy diet and injuries.</li> <li>● Compare school/club sports.</li> <li>● Express when someone becomes injured or is in physical pain.</li> <li>● Analyze how various cultures have influenced different parts of the United States.</li> <li>● Preterite with mental and emotional states.</li> <li>● Talk about sports in the Hispanic world.</li> </ul>	<p><b>Text online websites (MY.HRW.com)</b> <b>QUIA.COM Spanish</b></p> <p><b>EXPRESATE text level 2</b> <b>EXPRESATE level 2 workbook</b></p> <p><b>Learning Activities: (**All textbook references apply to EXPRESATE, Level 2)</b></p>	<p><b>Any of the above presentational activities</b> <b>Matching column written exam</b> <b>Listening comprehension</b> <b>Rubric graded skits, posters, poems</b> <b>Text prepared exams</b></p>
<p><b>May</b></p>	<p><b>7.1.NH.A.1-5</b> <b>7.1.NM.B.1-5</b> <b>7.1.NM.C.1-4</b> <b>7.2.NH.A.1.4</b> <b>7.2.I-L.B.2, 5</b> <b>7.2.NH.C.1</b></p>	<ul style="list-style-type: none"> <li>● Tell someone to hurry</li> <li>● Remind someone to do something</li> <li>● Express interest and disinterest</li> <li>● Talk about how long something has been going on</li> <li>● Use <b>hace</b> with time expressions</li> <li>● Present “Todo Sobre Mi Viaje” Project to class.</li> <li>● Discuss “Leyendas Hispanas Del Mundo Deportivo”.</li> <li>● Review regular and irregular reflexive verbs. Review Direct Object Pronouns.</li> <li>● Review Irregular Preterits.</li> <li>● Talk about possessions using Possessive Pronouns.</li> <li>● Use negative expressions in sentences.</li> <li>● Talk about what one used to like and</li> </ul>	<p><b>Text online websites (MY.HRW.com)</b> <b>QUIA.COM Spanish</b></p> <p><b>EXPRESATE text level 2</b> <b>EXPRESATE level 2 workbook</b></p> <p><b>Learning Activities: (**All textbook references apply to EXPRESATE, Level 2)</b></p>	<p><b>Any of the above presentational activities</b> <b>Matching column written exam</b> <b>Listening comprehension</b> <b>Rubric graded skits, posters, poems</b> <b>Text prepared exams</b></p>

## THE SCHOOL DISTRICT OF SOUTH ORANGE-MAPLEWOOD

		<p>dislike as a child.</p> <ul style="list-style-type: none"> <li>• Talk about what one used to do and wanted to do.</li> <li>• Use <b>pero</b> and <b>sino</b></li> <li>• Discuss the basic uses of the Imperfect.</li> <li>• Write a letter to a pen pal in the preterite tense</li> <li>• Talk about childhood experience. State someone's former background.</li> <li>• Talk about daily routine.</li> <li>• Use reflexive verbs to talk about daily activities.</li> <li>• Talk about childhood experiences.</li> </ul> <p>Express likes and dislikes of the past.</p>		
<b>June</b>	<p><b>7.1.II.A.1-6</b>  <b>7.1.II.B.1-5</b>  <b>7.1.II.C.1-4</b></p> <p><b>7.2.NH.A.3</b>  <b>7.2.NH.B.2</b>  <b>7.2.NM.C1</b></p> <p><b>7.1.NHA.6</b>  <b>7.1.I-L.A.3</b>  <b>7.1.NH.B.5</b>  <b>7.2.NM.A.1</b></p>	<ul style="list-style-type: none"> <li>• Create a skit to talk about childhood experiences.</li> <li>• Describe People and things in the past.</li> <li>• Talk about actions in the past.</li> <li>• Talk about likes and dislikes</li> <li>• Talk about a specific action that got interrupted by using Imperfect vs. Preterite.</li> <li>• Review chapter five main concepts and skills.</li> <li>• Talk about what you used to like and dislike as a child.</li> <li>• Talk about what you used to do and what you wanted to be.</li> <li>• Talk about an emotional reaction</li> <li>• Imperfect of regular verbs</li> <li>• Imperfect of <b>ir</b> and <b>ver</b> verbs with reciprocal actions.</li> <li>• Imperfect of <b>ser</b> and <b>haber</b></li> <li>• Preterite with mental and emotional states</li> <li>• Preterites of <b>creer, leer, construir, oír; caerle a uno (bien/mal/pésimo(a))</b>.</li> <li>• Completion of Final Exam</li> </ul>	<p><b>Text online websites</b>  <b>(MY.HRW.com)</b>  <b>QUIA.COM Spanish</b></p> <p><b>EXPRESATE text level 2</b>  <b>EXPRESATE level 2</b>  <b>workbook</b></p> <p><b>Learning Activities: (**All textbook references apply to EXPRESATE, Level 2)</b></p>	<p><b>Any of the above presentational activities</b>  <b>Matching column written exam</b>  <b>Listening comprehension</b>  <b>Rubric graded skits, posters, poems</b>  <b>Text prepared exams</b></p>



## THE SCHOOL DISTRICT OF SOUTH ORANGE-MAPLEWOOD

Proyecto: Narration Of The Past  
Spanish 2- Presentación Oral

Nombre: \_\_\_\_\_

Fluidez	4	3	2	1
Pronunciación	4	3	2	1
Uso de Pretérito	4	3	2	1
Uso del Imperfecto	4	3	2	1
Estructuras de la lengua	4	3	2	1
Presentación Escrita aplicación del tópico	4	3	2	1
Esfuerzo en aplicación del tema	4	3	2	1
Contenido completo (Evento del Pasado)	4	3	2	1
Creatividad y originalidad en la presentación (Ilustraciones, fotos...)	4	3	2	1
Vocabulario y Expresión	4	3	2	1
Claridad del Mensaje	4	3	2	1
<b>4= Fantástico</b> No errors in expression or very few. Message easily understood. Student has reached or has gone above expectations. Near native use of language with appropriate cultural expressions and practices.	<b>3= Muy bien</b> Few errors that do not interfere with comprehension of the message. Demonstrated effort in the presentation to have the message understood with clarity.	<b>2= Aceptable</b> Speaker has errors that distract the audience from the message intended. Errors may be avoided with practice and detail analysis of material prior to presentation.	<b>1= Necesita Mejorar-</b> Speaker has errors that interfere with the message delivered. Presentation is hard to follow and understand. Minimum effort is shown in the work presented. Individual help with teacher required.	

**SELF-EVALUATION**

Rate yourself in each of the following categories:

Fantastic    Very good  
 Good        Fair  
 Needs Improvement  
 Why?

# THE SCHOOL DISTRICT OF SOUTH ORANGE-MAPLEWOOD

## Proyecto de Vacaciones - Español 2 - Presentación Oral

Nota = Total \_\_\_\_\_ X 2.5 \_\_\_\_\_

	4	3	2	1
Fluidez	Speech sustained throughout with few pauses or stumbling.	Speech sustained most of the time; some hesitation but manages to continue and complete thoughts.	Speech choppy and/or slow with frequent pauses; few or no incomplete thoughts; some sustained speech.	Speech halting and uneven with long pauses or incomplete thoughts; little sustained speech.
<b>Pronunciación y claridad</b>	Near native use of language with appropriate cultural expressions and practices.	Demonstrated effort in the presentation to have the message understood with clarity.	Pronunciation Interferes with the understanding of the message.	Needs improvement. Presentation is hard to follow and message is not delivered effectively.
Uso del Pretérito Verbos <b>Regulares</b>	No errors in expression or very few. Message easily understood. Student has reached or has gone above expectations.	Few errors that do not interfere with comprehension of the message.	Speaker has errors that distract the audience from the message intended. Errors may be avoided with practice and detail analysis of material prior to presentation.	Speaker has errors that interfere with the message delivered. Presentation is hard to follow and understand. Minimum effort is shown in the work presented. Individual help with teacher required.
Uso del Pretérito Verbos <b>Irregulares</b>	No errors in expression or very few. Message easily understood. Student has reached or has gone above expectations. Near native use of language with appropriate cultural expressions and practices.	Few errors that do not interfere with comprehension of the message. Demonstrated effort in the presentation to have the message understood with clarity.	Speaker has errors that distract the audience from the message intended. Errors may be avoided with practice and detail analysis of material prior to presentation.	Speaker has errors that interfere with the message delivered. Presentation is hard to follow and understand. Minimum effort is shown in the work presented. Individual help with teacher required.
<b>Estructuras de la lengua</b>	Accurate use of nouns, verb tenses, grammatical structures and sentence structure. Proper use of prepositions, articles, etc.	Reasonably accurate use of verb tenses, grammatical forms and sentences which may contain a few errors which do not interfere with communication	Adequate grammar but with some errors which do not interfere with communication	Persistent errors in grammar, syntax and verb usage which lead to incomprehensibility.
<b>Creatividad y originalidad en presentación</b>	Illustrations are related to the topic and make it easier to understand.	Illustrations are related to the topic and most make it easier to understand.	Some illustrations relate to the topic.	Illustrations do not directly coincide with the presentation and cause confusion to the audience.
<b>Esfuerzo en aplicación de tema</b>	Superior completion of the task; content is rich; ideas developed with elaboration and detail.	Completion of the task; content is appropriate; ideas adequately developed with some elaboration and detail.	Partial completion of the task; content is somewhat adequate and mostly appropriate; basic ideas expressed but very little elaboration or detail.	Minimal completion of the task; content is frequently undeveloped and/or somewhat repetitive.
<b>Contenido completo (Destinos)</b>	Requirements are met.	Most requirements are met.	Some required information missing.	Requirements were not met.
<b>Contenido (preparación para viajar)</b>	Requirements are met.	Most requirements are met.	Some required information missing.	Requirements were not met.
<b>Vocabulario y Expresión</b>	Strong command of vocabulary related to the topic. Student clearly shows a rich vocabulary.	Good command.	Adequate vocabulary	Persistent errors. Appropriate vocabulary for topic not evident throughout presentation.

## THE SCHOOL DISTRICT OF SOUTH ORANGE-MAPLEWOOD

### Written Product Todo Sobre Mi Viaje:

<b>Datos/ Información de los Destinos (40 pts)</b>	Written presentation is complete and well done.	Written presentation is mostly complete.	Written presentation is missing information required by activity.	Written presentation does not include all the elements required by activity.
<b>Estructuras de la lengua (20 pts)</b>	Control of basic language structures with occasional use of advanced language structures.	Control of basic language structures.	Emerging control of basic language structures.	Emerging use of basic language structures.
<b>Presentación escrita y aplicación de tópico (20 pts)</b>	Superior completion of the task; ideas well-developed and well-organized	Completion of the task; ideas adequately developed	Partial completion of the task; ideas somewhat developed	Minimal completion of the task and/or content undeveloped
<b>Creatividad y originalidad en la presentación (ilustraciones, fotos...) (10 pts)</b>	Illustrations are related to the topic and make it easier to understand.	Illustrations are related to the topic and most make it easier to understand.	Some illustrations relate to the topic.	Illustrations do not directly coincide with the presentation and cause confusion to the audience.
<b>Claridad del Mensaje (10 pts)</b>	Clear. Logically developed. Meaning is unambiguous.	Mostly Clear. Some instances of ambiguity and vagueness.	Somewhat clear. Major instances of ambiguity and vagueness.	Difficult if not impossible to decipher.

Total de todos los puntos = \_\_\_\_\_

# THE SCHOOL DISTRICT OF SOUTH ORANGE-MAPLEWOOD

## *Written Rubric A*

*\*Use the following criteria to evaluate written assignments.*

	4	3	2	1
<b>Content</b>	<b>Complete</b>	<b>Generally complete</b>	<b>Somewhat complete</b>	<b>Incomplete</b>
	Writer uses the appropriated functions and vocabulary for the topic.	Writer usually uses the appropriate functions and vocabulary for the topic.	Writer uses few of the appropriate functions and vocabulary for the topic.	Writer uses none of the appropriate functions and vocabulary for the topic.
<b>Comprehensibility</b>	<b>Comprehensible</b>	<b>Usually comprehensible</b>	<b>Sometimes comprehensible</b>	<b>Seldom comprehensible</b>
	Reader can understand all of what the writer is trying to communicate.	Reader can understand most of what the writer is trying to communicate	Reader can understand less than half of what the writer is trying to communicate.	Reader can understand little of what the writer is trying to communicate.
<b>Accuracy</b>	<b>Accurate</b>	<b>Usually accurate</b>	<b>Sometimes accurate</b>	<b>Seldom accurate</b>
	Writer uses grammar, spelling, word order, and punctuation correctly.	Writer usually uses grammar, spelling, word order, and punctuation correctly.	Writer has some problem with language usage.	Writer makes significant number of errors in language usage.
<b>Organization</b>	<b>Well-organized</b>	<b>Generally well-organized</b>	<b>Somewhat organized</b>	<b>Poorly organized</b>
	Presentation is logical and effective.	Presentation is generally logical and effective with a few minor problems.	Presentation is somewhat illogical and confusing in places.	Presentation lacks logical order and organization.
<b>Effort</b>	<b>Excellent effort</b>	<b>Good effort</b>	<b>Moderate effort</b>	<b>Minimal effort</b>
	Writer exceeds the requirements of the assignment and has put care and effort into the process.	Writer fulfills all of the requirements of the assignment.	Writer fulfills some of the requirements of the assignment.	Writer fulfills few of the requirements of the assignments.

## THE SCHOOL DISTRICT OF SOUTH ORANGE-MAPLEWOOD

### *Oral Rubric B*

*\*Use the following criteria to evaluate oral assignments. For assignments where comprehension is difficult to evaluate. You may want to give students full credit for comprehension or weigh other categories more heavily.*

	4	3	2	1
<b>Content</b>	<b>Complete</b>	<b>Generally complete</b>	<b>Somewhat complete</b>	<b>Incomplete</b>
	Speaker consistently uses the appropriate functions and vocabulary necessary to communicate.	Speaker usually uses the appropriate functions and vocabulary necessary to communicate.	Speaker sometimes uses the appropriate functions and vocabulary necessary to communicate.	Speaker uses few of the appropriate functions and vocabulary necessary to communicate.
<b>Comprehension</b>	<b>Total comprehensible</b>	<b>General comprehensible</b>	<b>Moderate comprehensible</b>	<b>Little comprehensible</b>
	Speaker understands all of what is said to him or her.	Speaker understands most of what is said to him or her.	Speaker understands some of what is said to him or her.	Speaker understands little of what is said to him or her.
<b>Comprehensibility</b>	<b>Comprehensible</b>	<b>Usually comprehensible</b>	<b>Sometimes comprehensible</b>	<b>Seldom comprehensible</b>
	Listener understands all of what the speaker is trying to communicate.	Listener understands most of what the speaker is trying to communicate.	Listener understands less than half of what the speaker is trying to communicate.	Listener understands little of what the speaker is trying to communicate.
<b>Accuracy</b>	<b>Accurate</b>	<b>Usually accurate</b>	<b>Sometimes accurate</b>	<b>Seldom accurate</b>
	Speaker uses language correctly, including grammar, spelling, word order, and punctuation.	Speaker usually uses language correctly, including grammar, spelling, word order, and punctuation.	Speaker has some problem with language usage.	Speaker makes many errors in language usage.
<b>Fluency</b>	<b>Fluent</b>	<b>Moderate fluent</b>	<b>Somewhat fluent</b>	<b>Not fluent</b>
	Speaker speaks clearly without hesitation. Pronunciation and intonation sound natural.	Speaker has few problems with hesitation, pronunciation, and/or intonation.	Speaker has some problems with hesitation, pronunciation, and/or intonation.	Speaker hesitates frequently and struggles with pronunciation and intonation.

# THE SCHOOL DISTRICT OF SOUTH ORANGE-MAPLEWOOD

## CORE MATERIALS

### **TEXTS**

*Student Edition*

*Interactive Online Edition*

*Teacher's Edition*

*Student Edition CD-ROM*

*Interactive Teacher's Edition (Online Edition and on the  
Teacher's One-Stop Planner CD-ROM)*

### **PLANNING**

*Teacher's One-Stop Planner with ExamView Version 5  
Assessment Suite*

*Lesson Planner with Differentiated Instruction  
Calendar Planner*

### **TECHNOLOGY**

*Interactive Online Edition*

*PowerNotes Grammar Presentations*

*DVD/Video Guide*

*Teacher's One-Stop Planner with ExamView Version 5 Assessment Suite*

*Interactive Tutor*

*PuzzlePro CD-ROM*

**Holt SoundBooth**

**LiveInk Online Reading Help**

**Holt Online Assessment**

Downloadable Audio and Video

### **LISTENING AND SPEAKING**

*Activities for Communication*

*Audio CD Program*

*Lab Book*

*TPR Storytelling Book*

*Pre-AP Instructional Resources*

### **VOCABULARY AND GRAMMAR PRACTICE**

*Cuaderno de vocabulario y gramática with  
Differentiated Practice CD*

*Grammar Tutor for Students of Spanish  
Teaching Transparencies*

### **ASSESSMENT**

*Assessment Program with Differentiated Practice  
Practice and Assessment CD-ROM*

*Standardized Assessment Tutor Preparation Guide*

*Puente: Customized Review*

*Pre-AP Instructional Resources*

**Holt Online Assessment**

**MindPoint Quiz Show**

### **READING AND WRITING**

*Cuaderno de actividades*

*Reading Strategies and Skills Handbook*

*“Cuentos y Cultura” Interactive Reader*