

**Bloomfield Public Schools
Bloomfield, New Jersey 07003**

Curriculum Guide

**Spanish II CP
Grades 9-12**

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Conforms to the New Jersey Core Curriculum Content Standards

Board Approved: September 12, 2017

Spanish II CP

(Grades 9-12)

Introduction: The study of a foreign language is a graduation requirement of the State of New Jersey and Bloomfield High School. *Spanish II CP* is taken after successful completion of Spanish I. Most four-year colleges require two years of the same language.

Language and communication are an integral part of the human experience. Students must be equipped to communicate successfully in a globally connected society. The Bloomfield School District World Language Department provides all students with the opportunity to develop social and academic linguistic proficiency in a language other than English. Through this experience students see the connection between the study of language and other disciplines, gain greater insight into the cultural aspect of the people who speak the target language, meet a qualification for entrance in a wide choice of colleges and universities, and expand their employment opportunities in the competitive global workforce. This enables all students to develop and maintain proficiency in the language of their choice.

This curriculum is aligned with both the 2009 *New Jersey Core Curriculum Content Standards* and new *Common Core State Standards for English Language Arts*. The document specifically cross-references the four 21st Century themes and primary inter-disciplinary connections.

This document is a tool that will provide an overview as to what to teach, when to teach it, and how to assess student progress. As well, with considerations made for altered pacing, modifications, and accommodations; this document is to be utilized for all students enrolled in this course, regardless of ability level, native language, or classification. It is meant to be a dynamic tool that we, as educators, will revise and modify as it is used during the course of the school year.

Mapping/Sequence: The curriculum is written following the parameters of *Understanding by Design*. The document is written as a series of units containing established transfer goals, enduring understandings, essential questions, and the necessary skills and knowledge a student must attain in a school year. Each unit also stipulates both required and suggested activities and assessments. Teachers are expected to design lessons that will meet the requirements within this curriculum; however, there is flexibility in how they choose to meet these demands.

Pacing: A time-frame has been provided to approximate how long it would take to cover each objective. However, due to the nature of teaching a language, realistically, each objective is revisited throughout the year to reinforce and to work towards building natural patterns of speech and writing.

Resources: Electronic and text resources are listed in each unit. Teachers will be able to access the curriculum document on the district website.

Textbook:

Ven Conmigo 2

Holt, Rinehart, & Winston: 2003.

Established Goals: New Jersey Core Curriculum Content Standards

<http://www.state.nj.us/education/cccs/2009/>

<http://www.corestandards.org/the-standards/english-language-arts-standards>

Overarching Understandings:

1. Communication is the ability to understand and be understood in a real world context.
2. Language and culture are mutually dependent.
3. Knowledge and understanding of a culture facilitates communication.

Title of Unit	Family Structure in the Spanish Speaking Culture	Grade Level	9-12
Curriculum Area	Spanish 2 CP	Time Frame	23 Days
Developed By	Bloomfield High School World Language Department		

Desired Results (Stage 1)

Established Goals

- 7.1.NM.A.1: Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
- 7.1.NM.A.2: Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NM.A.3: Recognize a few common gestures and cultural practices associated with the target culture(s).
- 7.1.NM.A.4: Identify familiar people, places, and objects based on simple oral and/or written descriptions.
- 7.1.NM.A.5: Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
- 7.1.NM.B.1: Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
- 7.1.NM.B.2: Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
- 7.1.NM.B.3: Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
- 7.1.NM.B.4: Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
- 7.1.NM.B.5: Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
- 7.1.NM.C.1: Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.NM.C.2: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.C.3: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.4: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.C.5: Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Primary Interdisciplinary Connections

CCSS.ELA-Literacy.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-Literacy.L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

CCSS.ELA-Literacy.L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-Literacy.L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

8.1 Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

8.2 Technology Education, Engineering, and Design

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

21st Century Interdisciplinary Themes:

Global Awareness

Civic Literacy

Financial, economic, business, and entrepreneurial literacy

Health Literacy

Transfer

Students will be able to independently use their learning to...

T1: Read, Comprehend, Analyze, and Critique written text and oral languages.

T2: Understand and Apply written and oral conventions to everyday interactions.

Meaning	
Understandings	Essential Questions
Students will understand that...	Students will keep considering...
U1: Communication is more than using a language. U2: Speaking is not the only form of communication.	Q1: How does the family influence the person you might become tomorrow? Q2: Why learn another language? Q3: How does learning about a different culture help me better understand my own? Q4: How can I enhance my connections with people through language?
Acquisition	
Knowledge	Skills
Students will know...	Students will be able to...
K1: Family Customs K2: Reflexive Verbs K3: Comparisons K4: Cognates K5: Present Tense –AR Verbs K6: Present Tense –ER Verbs K7: Present Tense –IR Verbs K8: Irregular Verbs K9: Stem Changing Verbs (o-ue) K10: Stem Changing Verbs (e-ie) K11: Stem Changing Verbs (e-i)	S1: Compare and contrast the family structure as well as the importance of the extended family, in the Spanish speaking culture with its American counterpart. S2: Describe what one does regularly or what one is doing now. S3: Compare people, places, and things. S4: Recognize similarities between English and the target language. S5: To express what one does regularly.

Evidence (Stage 2)

<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
T1-T2 U1-U2 Q1-Q4 K1-K11 S1-S5	Teacher created rubric Comprehend Analyze Critique	<p><u>Transfer Task(s)</u></p> <p>Formative Written assessment based on visual / written cues. Role-playing Questioning Discussion Self Assessment Graphic Organizers</p> <hr/> <p>Summative Oral presentation of guided composition Test</p>
T1-T2 U1-U2 Q1-Q4 K1-K11 S1-S5	Teacher created rubric Apply Response Reflection	<p><u>Other Evidence</u></p> <p>Formative Observation Peer Assessment Exit Slips Homework</p> <hr/> <p>Summative Projects Quizzes</p>

Learning Plan (Stage 3)

Checks for alignment
and best practice

Summary of Key Learning Events and Instruction

The teaching and learning needed to achieve the unit goals.

T1-T2 U1-U2 Q1-Q4 K1-K11 S1-S5	Required Activities for SP 2CP	Required Resources for SP 2CP & SP 2H
	Common Assessment: Mucho Gusto Scrapbook	Ven Conmigo 2 Textbook and Workbook
	Motivate students and provide background material	
	Identify the chapter's vocabulary and grammar	
	Pronounce vocabulary identified in text and read definitions	
	Students will read aloud and in groups or listen to specific audio text reading activities that are already prepared in the class textbook.	
	Suggested Activities for SP 2CP & SP 2H	Suggested Resources
	In groups student will brainstorm things, which are important to their families vs. that which is important to an individual from a selected Spanish speaking country.	Department Resources
	Interview a friend or relative of Hispanic background.	
Students identify activities presented by teacher through TPR.		

	Students will describe daily activities as illustrated on flashcards.	
	Paired communicative activity: Students will match activity to time of day.	
	Paired Activity: Students ask one another to compare selected people or places.	
	Compare and contrast items from newspaper clippings.	
	At the zoo: Compare and contrast various animals.	
	Given a list of cognates, students must write the English equivalents.	
	Cognate Word Search.	
	Students will identify cognates within a given text.	
	Dice Game: Creating sentences using Stem Changing Verbs.	
	Paired Activity: Create a dialogue related to everyday activities.	
	Cooperative activity: In groups of 3 or 4, students will create and act out dialogue.	
	In groups, students will respond to visual cues depicting need.	
	Game: Pictionary	
	Label pictures with correct idiomatic expression.	

	Required Activities for SP 2H	
	Students will describe what they need to do to get ready for the day in a reflexive verb project.	
	Students will read (En la Costa) a short story in Spanish.	
	Students will work in pairs to interview each other and share about their personal life.	
	Students will write in their Vacation Journal-ongoing.	

Strategies for Differentiation	
Students Below Target:	Students Meeting or Exceeding Target:
Paired/Group Activity	Role Play
Guided practice	SQ3R
Role Play	Cooperative Learning
QAR	Choice boards
Cooperative Learning	Independent Study
Choice boards	Interest Based Mini Lessons
Tic - Tac - Toe menus	Skill-Based Mini Lessons
Learning Buddies	Tiered Products /Activities
Varied Rubrics	Choice Menus
Mentorships	Advance notice of assignments
Small Group Instruction	Review with study skills and strategies training.
Visual cues found on worksheets	Teach organizational skills
Chunking and grouping of material	Test modifications
Advance notice of assignments	Time extensions
Review with study skills and strategies training.	
Teach organizational skills	
Test modifications/time extensions	

Title of Unit	Daily Life in Spanish Speaking World	Grade Level	9-12
Curriculum Area	Spanish 2 CP	Time Frame	26 Days
Developed By	Bloomfield High School World Language Department		

Desired Results (Stage 1)

Established Goals

- 7.1.NM.A.1: Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
- 7.1.NM.A.2: Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NM.A.3: Recognize a few common gestures and cultural practices associated with the target culture(s).
- 7.1.NM.A.4: Identify familiar people, places, and objects based on simple oral and/or written descriptions.
- 7.1.NM.A.5: Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
- 7.1.NM.B.1: Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
- 7.1.NM.B.2: Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
- 7.1.NM.B.3: Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
- 7.1.NM.B.4: Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
- 7.1.NM.B.5: Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
- 7.1.NM.C.1: Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.NM.C.2: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.C.3: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.4: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.C.5: Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Primary Interdisciplinary Connections

CCSS.ELA-Literacy.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-Literacy.L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

CCSS.ELA-Literacy.L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-Literacy.L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

8.1 Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

8.2 Technology Education, Engineering, and Design

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

21st Century Interdisciplinary Themes:

Global Awareness

Civic Literacy

Financial, economic, business, and entrepreneurial literacy

Health Literacy

Transfer

Students will be able to independently use their learning to...

T1: Read, Comprehend, Analyze, and Critique written text and oral languages.

T2: Understand and Apply written and oral conventions to everyday interactions.

Meaning	
Understandings	Essential Questions
Students will understand that...	Students will keep considering...
U1: Conversations are more than questions and answers. U2: Different linguistic structures communicate different meanings..	Q1 How do I determine the most effective learning style for me? Q2: What strategies and resources will help me learn another language? Q3: How does where I live shape who I am? Q4: What can I do when I do not have the words to say what I am thinking?
Acquisition	
Knowledge	Skills
Students will know...	Students will be able to...
K1 Adverbs K2: Ordinal Numbers K3: Negative Words K4: Possessive Pronouns K5: Daily Life Vocabulary	S1: Compare and contrast the daily life of a typical student in the Spanish-speaking world with that of a student in the USA. S2: Express one's actions in a more descriptive way. S3: Identify things in sequence. S4. Correct wrong assumptions and avoid giving information. S5: Clarify or emphasize ownership.

Evidence (Stage 2)

<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
T1-T2 U1-U2 Q1-Q4 K1-K5 S1-S5	Teacher created rubric Comprehend Analyze Critique	<u>Transfer Task(s)</u> Formative Written assessment based on visual / written cues. Role-playing Questioning Discussion Self Assessment Graphic Organizers
		Summative Oral presentation of guided composition Test
T1-T2 U1-U2 Q1-Q4 K1-K5 S1-S5	Teacher created rubric Apply Response Reflection	<u>Other Evidence</u> Formative Observation Peer Assessment Exit Slips Homework
		Summative Projects Quizzes

Learning Plan (Stage 3)

Checks for alignment
and best practice

Summary of Key Learning Events and Instruction

The teaching and learning needed to achieve the unit goals.

T1-T2 U1-U2 Q1-Q4 K1-K5 S1-S5	Required Activities for SP 2CP	Required Resources for SP 2CP & SP 2H
	Motivate students and provide background material	Ven Conmigo 2 Textbook and Workbook
	Identify the chapter's vocabulary and grammar	
	Pronounce vocabulary identified in text and read definitions	
	Students will read aloud and in groups or listen to specific audio text reading activities that are already prepared in the class textbook.	
	Suggested Activities for SP 2CP & SP 2H	Suggested Resources
	Explore the scholastic schedule of a student in a Spanish speaking country.	Department Resources
	Rewrite one's report card according to the grading system in any given Spanish speaking country.	
Pair Activity: Create a dialogue exchanging information about one's daily schedule		
Paired Activity: Students role- play a scene (horror, mystery, adventurous, etc.) using qualifiers, adjectives, adverbs.		
Change a given list of adjectives to their corresponding adverb form.		

	Vacation journal: Students must describe in sequence their daily activities, including visits to cultural landmarks, daily meals, etc.	
	Students will create a school schedule and inquire about each other's schedules.	
	Paired Activity: Students will negate classmates suggested activities.	
	Create a chart with possessive adjectives and pronouns	
	Students will provide a negative response to teacher directed questions.	
	Paired Activity: After a party, students identify owners of forgotten objects.	
	Required Activities for SP 2H	
	Students will create a dialogue based on daily life vocabulary and perform it for the class.	
	Students will continue to write in their Vacation Journal-ongoing.	
	Students will create a comic strip to depict daily life activities.	
	Students will read a short story in Spanish.	

Strategies for Differentiation

Students Below Target:	Students Meeting or Exceeding Target:
Paired/Group Activity	Role Play
Guided practice	SQ3R
Role Play	Cooperative Learning
QAR	Choice boards
Cooperative Learning	Independent Study
Choice boards	Interest Based Mini Lessons
Tic - Tac - Toe menus	Skill-Based Mini Lessons
Learning Buddies	Tiered Products /Activities
Varied Rubrics	Choice Menus
Mentorships	Advance notice of assignments
Small Group Instruction	Review with study skills and strategies training.
Visual cues found on worksheets	Teach organizational skills
Chunking and grouping of material	Test modifications
Advance notice of assignments	Time extensions
Review with study skills and strategies training.	
Teach organizational skills	
Test modifications/time extensions	

Title of Unit	Eating Customs in Spanish Speaking Countries	Grade Level	9-12
Curriculum Area	Spanish 2 CP	Time Frame	28 Days
Developed By	Bloomfield High School World Language Department		

Desired Results (Stage 1)

Established Goals

- 7.1.NM.A.1: Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
- 7.1.NM.A.2: Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NM.A.3: Recognize a few common gestures and cultural practices associated with the target culture(s).
- 7.1.NM.A.4: Identify familiar people, places, and objects based on simple oral and/or written descriptions.
- 7.1.NM.A.5: Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
- 7.1.NM.B.1: Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
- 7.1.NM.B.2: Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
- 7.1.NM.B.3: Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
- 7.1.NM.B.4: Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
- 7.1.NM.B.5: Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
- 7.1.NM.C.1: Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.NM.C.2: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.C.3: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.4: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
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Primary Interdisciplinary Connections

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8.2 Technology Education, Engineering, and Design

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

21st Century Interdisciplinary Themes:

Global Awareness

Civic Literacy

Financial, economic, business, and entrepreneurial literacy

Health Literacy

Transfer

Students will be able to independently use their learning to...

T1: Read, Comprehend, Analyze, and Critique written text and oral languages.

T2: Understand and Apply written and oral conventions to everyday interactions.

Meaning	
Understandings	Essential Questions
Students will understand that...	Students will keep considering...
<p>U1: Culture is one of the most important elements to understand when learning a language.</p> <p>U2: Language acquisition is accelerated by repeated exposure to the spoken language as well as the perceived need to speak only the target language.</p>	<p>Q1: How can I explore other cultures?</p> <p>Q2: What can I learn about my own culture from the study of others?</p> <p>Q3: What role does food play in the various Hispanic cultures?</p> <p>Q4: How does food affect different cultures?</p>
Acquisition	
Knowledge	Skills
<p>Students will know...</p> <p>K1: Eating customs Vocabulary</p> <p>K2: Familiar Commands</p> <p>K3: Formal Commands</p> <p>K4: Demonstrative Adjective</p> <p>K5: Demonstrative Pronouns</p> <p>K6: Present Progressive</p>	<p>Students will be able to...</p> <p>S1: Explore the foods and eating customs of the Spanish-speaking world.</p> <p>S2: Demonstrate comprehension of a series of oral directions, commands, and requests through appropriate physical response in both a formal and familiar setting.</p> <p>S3: Express the proximity and relationship of people and things to each other.</p> <p>S4: Describe ongoing activities in the present.</p>

Evidence (Stage 2)

<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
T1-T2 U1-U2 Q1-Q4 K1-K6 S1-S4	Teacher created rubric Comprehend Analyze Critique	<u>Transfer Task(s)</u> Formative Written assessment based on visual / written cues. Role-playing Questioning Discussion Self Assessment Graphic Organizers
		Summative Oral presentation of guided composition Test
T1-T2 U1-U2 Q1-Q4 K1-K6 S1-S4	Teacher created rubric Apply Response Reflection	<u>Other Evidence</u> Formative Observation Peer Assessment Exit Slips Homework
		Summative Projects Quizzes

Learning Plan (Stage 3)

Checks for alignment
and best practice

Summary of Key Learning Events and Instruction

The teaching and learning needed to achieve the unit goals.

T1-T2 U1-U2 Q1-Q4 K1-K6 S1-S4	Required Activities for SP 2CP	Required Resources for SP 2CP & SP 2H
	Common Assessment: El Plan De Salud	Ven Conmigo 2 Textbook and Workbook
	Motivate students and provide background material	
	Identify the chapter's vocabulary and grammar	
	Pronounce vocabulary identified in text and read definitions	
	Students will read aloud and in groups or listen to specific audio text reading activities that are already prepared in the class textbook.	
	Suggested Activities for SP 2CP & SP2H	Suggested Resources
	Find a recipe for a regional dish, prepare and bring to class.	Department Resources
	Create a menu	
Create a restaurant scene dialogue.		
Choral repetition.		
T.P.R. Physically respond to teacher directed commands.		

	Paired Activity: Students will physically respond to student directed commands.	
	Paired Activity: Guessing game: One student describes to another where he/she is in relation to their surroundings.	
	Students will tell where they are sitting in relation to others in the class.	
	Students will describe a negative and a positive ongoing event.	
	Flashcard identification drill describing a depicted activity.	
	Silent video activity: Students describe ongoing actions occurring on video.	
	Required Activities for SP2H	
	Students will read a small, simple short story in Spanish.	
	Students will continue to write in their Vacation Journal – ongoing	
	Students will demonstrate / present “How to do Something”	
	Students will plan a party and tell friends what to do.	

Strategies for Differentiation

Students Below Target:	Students Meeting or Exceeding Target:
Paired/Group Activity	Role Play
Guided practice	SQ3R
Role Play	Cooperative Learning
QAR	Choice boards
Cooperative Learning	Independent Study
Choice boards	Interest Based Mini Lessons
Tic - Tac - Toe menus	Skill-Based Mini Lessons
Learning Buddies	Tiered Products /Activities
Varied Rubrics	Choice Menus
Mentorships	Advance notice of assignments
Small Group Instruction	Review with study skills and strategies training.
Visual cues found on worksheets	Teach organizational skills
Chunking and grouping of material	Test modifications
Advance notice of assignments	Time extensions
Review with study skills and strategies training.	
Teach organizational skills	
Test modifications/time extensions	

Title of Unit	Traditional Celebrations	Grade Level	9-12
Curriculum Area	Spanish 2 CP	Time Frame	28 Days
Developed By	Bloomfield High School World Language Department		

Desired Results (Stage 1)

Established Goals

- 7.1.NM.A.1: Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
- 7.1.NM.A.2: Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NM.A.3: Recognize a few common gestures and cultural practices associated with the target culture(s).
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- 7.1.NM.A.5: Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
- 7.1.NM.B.1: Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
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- 7.1.NM.B.4: Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
- 7.1.NM.B.5: Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
- 7.1.NM.C.1: Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.NM.C.2: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.C.3: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.4: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.C.5: Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Primary Interdisciplinary Connections

CCSS.ELA-Literacy.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-Literacy.L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

CCSS.ELA-Literacy.L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-Literacy.L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

8.1 Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

8.2 Technology Education, Engineering, and Design

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

21st Century Interdisciplinary Themes:

Global Awareness

Financial, economic, business, and entrepreneurial literacy

Civic Literacy

Health Literacy

Transfer

Students will be able to independently use their learning to...

T1: Read, Comprehend, Analyze, and Critique written text and oral languages.

T2: Understand and Apply written and oral conventions to everyday interactions.

Meaning	
Understandings	Essential Questions
Students will understand that...	Students will keep considering...
<p>U1: Participating in multilingual communities both within and beyond the school setting leads to personal enjoyment and enrichment.</p> <p>U2: The study of foreign language and culture reinforces and connects content from other disciplines.</p>	<p>Q1: Why is direct translation not an effective means of communication in every situation?</p> <p>Q2: How can learning and using a language help me assimilate into a new culture?</p> <p>Q3: How does religion influence the different roles in the Latino families?</p> <p>Q4: How do I keep a conversation going?</p>
Acquisition	
Knowledge	Skills
<p>Students will know...</p> <p>K1: Celebrations and Holidays Vocabulary</p> <p>K2: Ser Vs Estar</p> <p>K3: Future Tense</p> <p>K4: Ir + A + Infinitive</p>	<p>Students will be able to...</p> <p>S1: Identify and discuss the traditional celebrations of important religious and national holidays.</p> <p>S2: Recognize the uses of “ser” and “estar” with greater proficiency.</p> <p>S3: Speak about the future and describe future plans.</p> <p>S4: To express what one is going to do.</p>

Evidence (Stage 2)

<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
T1-T2 U1-U2 Q1-Q4 K1-K4 S1-S4	Teacher created rubric Comprehend Analyze Critique	<u>Transfer Task(s)</u> Formative Written assessment based on visual / written cues. Role-playing Questioning Discussion Self Assessment Graphic Organizers
		Summative Oral presentation of guided composition Test
T1-T2 U1-U2 Q1-Q4 K1-K4 S1-S4	Teacher created rubric Apply Response Reflection	<u>Other Evidence</u> Formative Observation Peer Assessment Exit Slips Homework
		Summative Projects Quizzes

Learning Plan (Stage 3)

Checks for alignment
and best practice

Summary of Key Learning Events and Instruction

The teaching and learning needed to achieve the unit goals.

T1-T2 U1-U2 Q1-Q4 K1-K4 S1-S4	Required Activities for SP 2CP	Required Resources for SP 2CP & SP 2H
	Common Assessments: Mi Vida	Ven Conmigo 2 Textbook and Workbook
	Motivate students and provide background material	
	Identify the chapter's vocabulary and grammar	
	Pronounce vocabulary identified in text and read definitions	
	Students will read aloud and in groups or listen to specific audio text reading activities that are already prepared in the class textbook.	
	Suggested Activities for SP 2CP & SP 2H	Suggested Resources
	Given a list of holidays students will identify the time of year in which they take place.	Department Resources
	Group Activity: Students will compare and contrast holidays celebrated in the Spanish-speaking world with those celebrated in the USA.	
Access information on a given holiday via the internet.		
Student will specify a given hour and ask a partner where they typically are at that time.		
In groups of 5, students will ask and tell each other where they are from and where they are now.		

	Students will describe the physical and emotional characteristics of photos, which illustrate feeling/emotions.	
	Create a graphic organizer illustrating the uses of “ser” and “estar”.	
	Paired activity: Working with a partner students will ask each other if a particular activity has been completed, students will answer negatively and indicate that it will be done in the future.	
	Students will interview each other regarding their weekend plan.	
	Students will listen to a song and identify future actions.	
	Using pictures of location, Students state where each person is going.	
	Paired Activity: Students will ask & tell where they are going.	
	Create dialogues.	

	Required Activities for SP 2H	
	Students will read a small, simple short story in Spanish.	
	Students will continue to write in their Vacation Journal – ongoing	
	Students will create a short story to say what they are going to do.	
	Students will present on a specific Holiday from different Spanish Speaking countries.	

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Strategies for Differentiation	
Students Below Target:	Students Meeting or Exceeding Target:
Paired/Group Activity	Role Play
Guided practice	SQ3R
Role Play	Cooperative Learning
QAR	Choice boards
Cooperative Learning	Independent Study
Choice boards	Interest Based Mini Lessons
Tic - Tac - Toe menus	Skill-Based Mini Lessons
Learning Buddies	Tiered Products /Activities
Varied Rubrics	Choice Menus
Mentorships	Advance notice of assignments
Small Group Instruction	Review with study skills and strategies training.
Visual cues found on worksheets	Teach organizational skills
Chunking and grouping of material	Test modifications
Advance notice of assignments	Time extensions
Review with study skills and strategies training.	
Teach organizational skills	
Test modifications/time extensions	

Title of Unit	Geographical Features of Spanish Speaking Countries	Grade Level	9-12
Curriculum Area	Spanish 2 CP	Time Frame	25 Days
Developed By	Bloomfield High School World Language Department		

Desired Results (Stage 1)

Established Goals

- 7.1.NM.A.1: Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
- 7.1.NM.A.2: Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NM.A.3: Recognize a few common gestures and cultural practices associated with the target culture(s).
- 7.1.NM.A.4: Identify familiar people, places, and objects based on simple oral and/or written descriptions.
- 7.1.NM.A.5: Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
- 7.1.NM.B.1: Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
- 7.1.NM.B.2: Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
- 7.1.NM.B.3: Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
- 7.1.NM.B.4: Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
- 7.1.NM.B.5: Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
- 7.1.NM.C.1: Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.NM.C.2: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.C.3: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.4: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.C.5: Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Primary Interdisciplinary Connections

CCSS.ELA-Literacy.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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CCSS.ELA-Literacy.L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

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All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

8.2 Technology Education, Engineering, and Design

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

21st Century Interdisciplinary Themes:

Global Awareness

Financial, economic, business, and entrepreneurial literacy

Civic Literacy

Health Literacy

Transfer

Students will be able to independently use their learning to...

T1: Read, Comprehend, Analyze, and Critique written text and oral languages.

T2: Understand and Apply written and oral conventions to everyday interactions.

Meaning	
Understandings	Essential Questions
Students will understand that...	Students will keep considering...
U1: The recognition and use of patterns of verb forms gives the speaker a wider range of communication skills. U2: Communicating is more than using a new language.	Q1: How does where I live affect who I am? Q2: How can culture awareness enhance my language learning and vice versa? Q3: How does language change in different situations? Q4: What are my expectations about learning another language?
Acquisition	
Knowledge	Skills
Students will know...	Students will be able to...
K1: Imperfect Tense K2: Hacer . . . Que K3: Preference Vocabulary K4: Preterite Tense K5: Geographical Vocabulary K6: Historical Vocabulary K7: Economic Vocabulary	S1: Identify and describe the history, economic and geographical features of selected Spanish speaking countries with greater detail. S2: Using the imperfect tense: Describe how things used to be, state what was happening over a period of time, and explain what was going on when something else happened. S3: Inquire as to how long something has been occurring and state what one has been doing. S4: Express preferences in various settings using learned expressions, and strings of sentences. S5: Report or express completed actions or events which have happened in the past.

Evidence (Stage 2)

<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
T1-T2 U1-U2 Q1-Q4 K1-K7 S1-S5	Teacher created rubric Comprehend Analyze Critique	<p><u>Transfer Task(s)</u></p> <p>Formative Written assessment based on visual / written cues. Role-playing Questioning Discussion Self Assessment Graphic Organizers</p> <hr/> <p>Summative Oral presentation of guided composition Test</p>
T1-T2 U1-U2 Q1-Q4 K1-K7 S1-S5	Teacher created rubric Apply Response Reflection	<p><u>Other Evidence</u></p> <p>Formative Observation Peer Assessment Exit Slips Homework</p> <hr/> <p>Summative Projects Quizzes</p>

Learning Plan (Stage 3)

Checks for alignment
and best practice

Summary of Key Learning Events and Instruction

The teaching and learning needed to achieve the unit goals.

T1-T2 U1-U2 Q1-Q4 K1-K7 S1-S5	Required Activities for SP 2CP	Required Resources for SP 2CP & SP 2H
	Common Assessment: Mi Nuevo Colegio	Ven Conmigo 2 Textbook and Workbook
	Motivate students and provide background material	
	Identify the chapter's vocabulary and grammar	
	Pronounce vocabulary identified in text and read definitions	
	Students will read aloud and in groups or listen to specific audio text reading activities that are already prepared in the class textbook.	
	Suggested Activities for SP 2CP & SP 2 H	Suggested Resources
	Locate and label Spanish speaking countries and capitals on a blank map.	Department Resources
	Group Activity: Organize Map Puzzle.	
Access information on a given topic via the internet.		
Write a brief paragraph describing how things used to be and what one used to do.		
Students will rewrite a given narrative changing present action to one that denotes on-going and/or customary/habitual actions in the past.		

	Students will create and label comic strip depicting interrupted actions(s).	
	Paired Activity: Discuss how long one has been studying various subjects.	
	Students will listen to a conversation and report findings to the class.	
	Students choose several flash cards which depict foods and tell which one they prefer and why.	
	In groups, students ask classmates what types of sports, clothing and TV programs they prefer.	
	Paired Activity: Students share three things that they did on the weekend.	
	Students report on a movie they saw and indicate what they liked or disliked about it.	
	In groups of two or three, students talk about a trip they have had or a dream they have taken.	
	Required Activities for SP 2H	
	Students will read a small, simple short story in Spanish.	
	Students will continue to write in their Vacation Journal – ongoing	
	Students will create and present a presentation on “Cuando era nino/a.....”	
	Students will present a news report.	

Strategies for Differentiation

Students Below Target:	Students Meeting or Exceeding Target:
Paired/Group Activity	Role Play
Guided practice	SQ3R
Role Play	Cooperative Learning
QAR	Choice boards
Cooperative Learning	Independent Study
Choice boards	Interest Based Mini Lessons
Tic - Tac - Toe menus	Skill-Based Mini Lessons
Learning Buddies	Tiered Products /Activities
Varied Rubrics	Choice Menus
Mentorships	Advance notice of assignments
Small Group Instruction	Review with study skills and strategies training.
Visual cues found on worksheets	Teach organizational skills
Chunking and grouping of material	Test modifications
Advance notice of assignments	Time extensions
Review with study skills and strategies training.	
Teach organizational skills	
Test modifications/time extensions	

Title of Unit	Influential People in Spanish Speaking Countries	Grade Level	9-12
Curriculum Area	Spanish 2 CP	Time Frame	25 Days
Developed By	Bloomfield High School World Language Department		

Desired Results (Stage 1)

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Health Literacy

Transfer

Students will be able to independently use their learning to...

T1: Read, Comprehend, Analyze, and Critique written text and oral languages.

T2: Understand and Apply written and oral conventions to everyday interactions.

Meaning	
Understandings	Essential Questions
Students will understand that...	Students will keep considering...
U1: The goal is effective communication, not word-for-word translations. U2: Refinement comes from practice.	Q1: How do influential people affect the course of my history? Q2: How does language shape culture? How does culture shape language? Q3: What do I do when my ideas are more sophisticated than my ability to communicate? Q4: How can I sound more like a native speaker?
Acquisition	
Knowledge	Skills
Students will know...	Students will be able to...
K1: Influential people K2: Direct Object Pronouns K3: Indirect Object Pronouns K4: Saber Vs. Conocer	S1: Identify and describe the history, economic and geographical features of selected Spanish speaking countries with greater detail. S2: Identify people, places, objects and activities in daily life based on oral and written descriptions S3: Point out specific facts with people, places and things.

Evidence (Stage 2)

<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
T1-T2 U1-U2 Q1-Q4 K1-K4 S1-S3	Teacher created rubric Comprehend Analyze Critique	<p><u>Transfer Task(s)</u></p> <p>Formative Written assessment based on visual / written cues. Role-playing Questioning Discussion Self Assessment Graphic Organizers</p> <hr/> <p>Summative Oral presentation of guided composition Test</p>
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Learning Plan (Stage 3)

Checks for alignment
and best practice

Summary of Key Learning Events and Instruction

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	Pronounce vocabulary identified in text and read definitions	
	Students will read aloud and in groups or listen to specific audio text reading activities that are already prepared in the class textbook.	
	Suggested Activities for SP 2CP & SP 2H	Suggested Resources
	-Match the accomplishments from different fields with their creators.	Department Resources
	Game: "Who did it?" – Given 2 or 3 characteristics of a specific contribution, students must then identify the creator.	
Research a famous or influential person and his/her accomplishments.		
Paired Activity: Prepare a poster with magazine and newspaper clippings and identify pictured items or places.		
Choral repetition in response to visual cues.		

	Spelling bee.	
	Venn Diagram: Students will discover the difference between Saber & Conocer.	
	Create Dialogues.	
	Given a sentence, using Saber Vs. Conocer, student must explain why one is used.	
	Required Activities for SP 2H	
	Students will bring in pictures and discuss people and places they know.	
	Students will continue to write in their Vacation Journal-ongoing	
	Students will compare various influential people in Spanish speaking countries to influential people of the U.S..	

Strategies for Differentiation

Students Below Target:	Students Meeting or Exceeding Target:
Paired/Group Activity	Role Play
Guided practice	SQ3R
Role Play	Cooperative Learning
QAR	Choice boards
Cooperative Learning	Independent Study
Choice boards	Interest Based Mini Lessons
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Visual cues found on worksheets	Teach organizational skills
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Review with study skills and strategies training.	
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Test modifications/time extensions	