

**Randolph Township Schools
Randolph Middle School
Spanish Culture and Language II Curriculum**

“The limits of my language means the limits of my world.”

- *Ludwig Wittgenstein*

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Spanish Culture and Language II Curriculum

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**Randolph Township Schools
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Mission Statement

We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.

**Affirmative Action Statement
Equality and Equity in Curriculum**

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

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EDUCATIONAL GOALS
VALUES IN EDUCATION

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

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Introduction

“The study of world languages benefits all students by fostering academic success, cognitive flexibility, increased access to information from other content areas, employment opportunities, and the ability to function more effectively with understanding and respect in all environments encountered in their lives.” (New Jersey Student Learning Standards – World Languages, 2020)

The Randolph Department of World Languages believes that the acquisition of a second language is an indispensable attribute of an educated person. We offer a multifaceted, comprehensive language program. The goal of the World Language department is to develop students’ communicative skills with grammar and vocabulary being taught in context rather than in isolation. In order to enrich and broaden students’ communicative skills, instruction will not be limited to the written curriculum, but student needs and inquiry will be addressed on an ongoing basis. The curriculum encompasses interpersonal, interpretive, and presentational communication while emphasizing the interrelationship between the language and its respective culture. Moreover, multiple language acquisition enables the individual to reflect upon and gain insight into the student's own language and culture.

Spanish Culture and Language II is a marking period course, which is a continuation of Spanish Culture & Language I. It will further expose students to basic conversational elements of the Spanish language and culture. The course is designed to build upon previously learned topics in Spanish Culture and Language I. The focus of this course is to introduce additional basic conversational elements in the target language and to explore customs and traditions of Spanish-speaking countries.

The Spanish Language and Culture II Curriculum introduces the student to the basics of pronunciation, vocabulary, grammar, and culture in Spanish. Each unit introduces new language and vocabulary in a situational context. Grammar concepts will be taught in context through listening, speaking, reading, and writing activities in the target language. The Spanish Language and Culture II Curriculum presents students with the opportunity to explore the topics of Small Talk and Weather, My Likes and Dislikes, and Food and Celebrations. Through this exploration, students will gain knowledge of the target language environment and become more culturally and linguistically proficient. Students in Spanish Culture and Language II are at the Novice-Low proficiency level in Spanish.

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Curriculum Pacing Chart

SUGGESTED TIME ALLOTMENT	UNIT NUMBER	CONTENT - UNIT OF STUDY
4 weeks	I	Small Talk and Weather
3 weeks	II	My Likes and Dislikes
2 weeks	III	Food and Celebrations

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Unit I: Small Talk and Weather

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>Interpretive Mode: 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</p> <p>7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</p> <p>7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</p> <p>7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).</p> <p>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>Interpersonal Mode: 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p>	<p>Greetings and small talk are based on content and context. Gestures and non-verbal expressions enhance communication in the target language.</p>	<ul style="list-style-type: none"> How can I greet someone and use “small talk” to gather information with limited communication abilities in the target language?
	<p>Different parts of the Spanish speaking world experience different weather patterns within each season.</p>	<ul style="list-style-type: none"> How does the weather affect the life of people in different areas of the world?
	<p style="text-align: center;"><u>KNOWLEDGE</u> Students will know:</p> <p>How people greet each other and say goodbye is not the same everywhere. There are different expressions and gestures associated with greetings and leave-taking around the world.</p>	<p style="text-align: center;"><u>SKILLS</u> Students will be able to:</p> <p>Recognize expressions for greeting and leaving someone.</p> <p>Express salutations and leave-takings with appropriate courtesy.</p> <p>Distinguish between formal and informal greetings, introductions and leave takings.</p> <p>Participate in short exchanges with culturally appropriate nonverbal expressions.</p>

Unit I: Small Talk and Weather

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Unit I: Small Talk and Weather

<p>8.1.P.E.1 Use the Internet to explore and investigate questions with a teacher's support.</p>	<p>Specific vocabulary pertains to numbers 1-30.</p> <p>There are differences between the calendar used in the USA and the calendar used in Spanish speaking countries.</p> <p>The format to express the date is not the same around the world. The placement of the day and month is significant to have an understanding of the date.</p> <p>True cognates are words that look similar in both languages and have similar meanings. False cognates are words that look similar in both languages but have different meanings.</p>	<p>Recognize numbers 1-30.</p> <p>Compute simple math problems.</p> <p>Ask someone how old they are.</p> <p>Answer questions about their age.</p> <p>Differentiate between USA calendar and Spanish calendar.</p> <p>Compare and contrast the pattern of the date in English with Spanish.</p> <p>Recognize the pattern for forming the date in Spanish.</p> <p>State their birthdate.</p> <p>Pose questions about other peoples' birthdates.</p> <p>Identify true and false cognates in Spanish and give English equivalents.</p> <p>Predict the meaning of Spanish true or false cognates.</p>
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Unit I: Small Talk and Weather

	<p>VOCABULARY: greetings and leave-takings (<i>hola, adios, qué tal, cómo está, cómo estás</i>), days of the week, numbers 0-30, seasons, weather expressions, months of the year</p>	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Drawing pictures of the weather based on teacher descriptions. (<i>interpretive</i>) • Preparing a dialogue with a partner portraying a meeting between two strangers. (<i>interpersonal</i>) • Conducting short conversations with classmates in order to obtain personal information (birth date), using appropriate greetings and leave taking from the target culture as well as asking and responding to questions. (<i>interpersonal</i>) • Creating a pictorial representation of months, seasons, and date in Spanish. (<i>presentational</i>) <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Total Physical Response (TPR) • Pictionary • Short interpersonal conversations • Listening activities • Authentic songs • Role play • Reading aloud • Picture talk • Movie Talk • Online games • Scan target-language websites • Comparison of weather patterns in the USA and Spanish speaking countries based on digital infographics 		

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Unit I: Small Talk and Weather

SUGGESTED TIME ALLOTMENT	4 weeks
SUPPLEMENTAL UNIT RESOURCES	<i>Spanish is Fun</i> (textbook & workbook) www.getkahoot.com www.quizlet.com www.quia.com/shared/spanish www.123teachme.com www.spanishspanish.com www.studyspanish.com www.spanishdict.com www.spanish4all.com

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Unit II: My Likes and Dislikes

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
Interpretive Mode: 7.1.NL. IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.	Children around the world have varied preferences depending on where they live and cultural norms.	<ul style="list-style-type: none"> How does where I live and my culture inform my likes and dislikes?
7.1.NL. IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests. 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. 7.1.NL. IPRET.3: Recognize a few common gestures associated with the target culture(s). 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions. Interpersonal Mode: 7.1.NL. IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced. 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.	<u>KNOWLEDGE</u> Students will know:	SKILLS Students will be able to:
	There are common true and false cognates between English and Spanish related to activities, pastimes, and places.	Identify true/false cognates in Spanish using total physical response. Match vocabulary pertaining to activities with a picture of the activity, e.g., <i>nadar, jugar</i> . Predict the meaning of cognates of common places, e.g., <i>escuela, parque, restaurante</i> . Orally state the name of a place they see in a picture. Participate in short listening activities to show understanding of a place by drawing a visual representation. Match activities to the places in which they might occur.

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Unit II: My Likes and Dislikes

<p>7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.</p> <p>7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.</p> <p>7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p> <p>7.1.NL. IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.</p> <p>7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.</p> <p>Presentational Mode: 7.1.NL. PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</p>	<p>Spanish has a different structure than English when expressing likes and dislikes.</p>	<p>Recognize the various expressions of <i>gustar</i>.</p> <p>Express what they like to do and what they don't like to do.</p> <p>Talk about places they like and dislike.</p> <p>View digital infographics and compare and contrast leisure activity or preferences in the US and Spanish-speaking countries.</p> <p>Watch short videos and about some leisure activities and pastimes and describe what they see.</p> <p>Participate in short verbal exchanges describing their favorite activities and pastimes.</p>
<p>7.1.NL. PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.</p> <p>7.1.NL. PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.</p> <p>Technology Education 8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.</p>	<p>VOCABULARY: leisure activities, places, infinitives/actions (eg. <i>Nadar, jugar, mirar, etc</i>), expressions for liking or disliking (<i>Me gusta, Me gustan, No me gusta, No me gustan</i>)</p>	

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Unit II: My Likes and Dislikes

8.1.P.E.1 Use the Internet to explore and investigate questions with a teacher's support.		
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> Viewing and listening to culturally authentic materials about leisure-time activities and answering comprehension questions. (<i>interpretive</i>) Exchanging information with a partner about their favorite leisure time activities and with whom they participate in these activities. (<i>interpersonal</i>) Describing a perfect weekend, including activities and pastimes, possible places visited, and weather by creating a short comic strip. (<i>presentational writing & speaking</i>) <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> Total Physical Response (TPR) Pictionary Short interpersonal conversations Listening activities Authentic songs Role play Reading aloud Picture talk Movie Talk Online games Scan target-language websites Creation of visual representation including dialogue (comic strip) Comparison of favorite leisure activities US and Spanish speaking countries based on digital infographics 		
SUGGESTED TIME ALLOTMENT	3 weeks	

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Unit II: My Likes and Dislikes

SUPPLEMENTAL UNIT RESOURCES	<i>Spanish is Fun</i> (textbook & workbook) www.getkahoot.com www.quizlet.com www.quia.com/shared/spanish www.123teachme.com www.spanishspanish.com www.studyspanish.com www.spanishdict.com www.spanish4all.com
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Unit III: Food and Celebrations

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>Interpretive Mode: 7.1.NL. IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</p> <p>7.1.NL. IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</p> <p>7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</p> <p>7.1.NL. IPRET.3: Recognize a few common gestures associated with the target culture(s).</p> <p>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>Interpersonal Mode: 7.1.NL. IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p>	<p>Similarities and differences are evident between the cultures of the USA and Spanish Speaking countries. The products and practices within a culture give insights into the values of that culture.</p>	<ul style="list-style-type: none"> • What is culture and how does it affect our lives?
	<p>Language and culture are intertwined, without the culture a language is not fully understood.</p>	<ul style="list-style-type: none"> • How does culture connect to language?
	<p>Celebrations and festivals are an integral part of culture.</p>	<ul style="list-style-type: none"> • How do I celebrate holidays compared to people my age in Spanish speaking countries?
	<p style="text-align: center;"><u>KNOWLEDGE</u> Students will know:</p>	<p style="text-align: center;"><u>SKILLS</u> Students will be able to:</p>
	<p>There are common true/false cognates related to foods and celebrations.</p>	<p>Identify vocabulary related to food.</p> <p>Identify common celebrations.</p> <p>Identify true/false cognates in Spanish and give an English equivalent.</p> <p>Predict the meaning of Spanish true/false cognates.</p>

Unit III: Food and Celebrations

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Unit III: Food and Celebrations

<p>8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.P.E.1 Use the Internet to explore and investigate questions with a teacher's support.</p>	<p>VOCABULARY: food and drinks, celebrations</p>	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Viewing and listening to culturally authentic materials about La Tomatina and answering comprehension questions. (<i>interpretive</i>) • Exchanging information with a partner about their favorite foods. (<i>interpersonal</i>) • Describing La Tomatina by illustrating and labelling the foods that are included in the festival. (<i>presentational writing & speaking</i>) <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Total Physical Response (TPR) • Pictionary • Short interpersonal conversations • Listening activities • Authentic songs • Role play • Reading aloud • Picture talk • Movie talk • Online games • Scan target-language websites • Comparison of favorite foods in US and Spanish speaking countries based on digital infographics 		
<p>SUGGESTED TIME ALLOTMENT</p>	<p>2 weeks</p>	

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Unit III: Food and Celebrations

SUPPLEMENTAL UNIT RESOURCES	<i>Spanish is Fun</i> (textbook & workbook) www.getkahoot.com www.quizlet.com www.quia.com/shared/spanish www.123teachme.com www.spanishspanish.com www.studyspanish.com www.spanishdict.com www.spanish4all.com
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APPENDIX A

ACTFL Proficiency Guidelines 2012 – Novice Level Learners

The ACTFL Proficiency Guidelines are descriptions of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context. These Guidelines present the levels of proficiency as ranges, and describe what an individual can and cannot do with language at each level, regardless of where, when, or how the language was acquired. They are an instrument for the evaluation of functional language ability.

SPEAKING:

Novice-level speakers can communicate short messages on highly predictable, everyday topics that affect them directly. They do so primarily through the use of isolated words and phrases that have been encountered, memorized, and recalled. Novice-level speakers may be difficult to understand even by the most sympathetic interlocutors accustomed to non-native speech.

WRITING:

Writers at the Novice level are characterized by the ability to produce lists and notes, primarily by writing words and phrases. They can provide limited formulaic information on simple forms and documents. These writers can reproduce practiced material to convey the most simple messages. In addition, they can transcribe familiar words or phrases, copy letters of the alphabet or syllables of a syllabary, or reproduce basic characters with some accuracy.

LISTENING:

At the Novice level, listeners can understand key words, true aural cognates, and formulaic expressions that are highly contextualized and highly predictable, such as those found in introductions and basic courtesies. Novice-level listeners understand words and phrases from simple questions, statements, and high-frequency commands. They typically require repetition, rephrasing, and/or a slowed rate of speech for comprehension. They rely heavily on extralinguistic support to derive meaning. Novice-level listeners are most accurate when they are able to recognize speech that they can anticipate. In this way, these listeners tend to recognize rather than truly comprehend. Their listening is largely dependent on factors other than the message itself.

READING:

At the Novice level, readers can understand key words and cognates, as well as formulaic phrases that are highly contextualized. Novice-level readers are able to get a limited amount of information from highly predictable texts in which the topic or context is very familiar, such as a hotel bill, a credit card receipt, or a weather map. Readers at the Novice level may rely heavily on their own background knowledge and extralinguistic support (such as the imagery on the weather map or the format of a credit card bill) to derive meaning. Readers at the Novice level are best able to understand a text when they are able to anticipate the information in the text. At the Novice level, recognition of key words, cognates, and formulaic phrases makes comprehension possible.

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NCSSFL-ACTFL PROFICIENCY BENCHMARKS

	NOVICE Proficiency Benchmark
COMMUNICATION	
INTERPRETIVE	<i>I can</i> identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.
INTERPERSONAL	<i>I can</i> communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.
PRESENTATIONAL	<i>I can</i> present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.
INTERCULTURAL COMMUNICATION	
INVESTIGATE	In my own and other cultures, <i>I can</i> identify products and practices to help me understand perspectives.
INTERACT	<i>I can</i> interact at a survival level in some familiar everyday contexts.

[NCSSFL-ACTFL Can-Do Statements | ACTFL](#)

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APPENDIX B
NCSSFL-ACTFL CAN DO STATEMENTS
Progress Indicators for Language Learners

The NCSSFL-ACTFL Can-Do Statements are self-assessment checklists used by language learners to assess what they “can do” with language in the Interpersonal, Interpretive, and Presentational modes of communication. These modes of communication are defined in the National Standards for 21st Century Language Learning and organized in the checklist into the following categories:

- Interpersonal (Person-to-Person) Communication
- Presentational Speaking (Spoken Production)
- Presentational Writing (Written Production)
- Interpretive Listening
- Interpretive Reading

Ultimately, the goal for all language learners is to develop a functional use of another language for one’s personal contexts and purposes. The Can-Do Statements serve two purposes to advance this goal: for programs, the statements provide learning targets for curriculum and unit design, serving as progress indicators; for language learners, the statements provide a way to chart their progress through incremental steps. The checklists are best used by learners and learning facilitators as part of an overall reflective learning process that includes:

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

The more learners are engaged in their own learning process, the more intrinsically motivated they become. Research shows that the ability of language learners to set goals is linked to increased student motivation, language achievement, and growth in proficiency.

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NCSSFL-ACTFL Global Can-Do Benchmarks

Interpersonal Communication:

Novice-Low: I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.

Novice-Mid: I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.

Novice-High: I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.

Presentational Speaking:

Novice-Low: I can present information about myself and some other very familiar topics using single words or memorized phrases.

Novice-Mid: I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.

Novice-High: I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.

Presentational Writing:

Novice-Low: I can copy some familiar words, characters, or phrases.

Novice-Mid: I can write lists and memorized phrases on familiar topics.

Novice-High: I can write short messages and notes on familiar topics related to everyday life.

Interpretive Listening:

Novice-Low: I can recognize a few memorized words and phrases when I hear them spoken.

Novice-Mid: I can recognize some familiar words and phrases when I hear them spoken.

Novice-High: I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.

Interpretive Reading:

Novice-Low: I can recognize a few letters or characters. I can identify a few memorized words and phrases when I read.

Novice-Mid: I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read.

Novice-High: I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.

The full Can-Do Statements document can be found at: <http://www.actfl.org/publications/guidelines-and-manuals/ncssfl-actfl-can-do-statements>

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Can Do Statements: Unit 1 - Small Talk and Weather	I'm not there <i>yet</i>.	I can do this with some help.	I can do this independently!
I can greet someone.			
I can introduce myself.			
I can distinguish between formal and informal greetings, introductions and farewells.			
I can ask someone's age and state my own age.			
I can introduce two people using culturally appropriate gestures.			
I can predict the meaning of Spanish cognates related to the calendar and weather.			
I can identify the days of the week on a Spanish calendar.			
I can identify the months of the year on a Spanish Calendar.			
I can match the seasons of the year to pictures of weather.			
I can recognize some common weather expressions.			
I can identify the seasons in different parts of the world.			
I can classify the months of the year by season.			
I can list the months of the year in order.			
I can state my birth date and ask someone else their birthday.			
I can state today's date and ask someone the date.			

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Can Do Statements: Unit 2 - My Likes and Dislikes	<i>I'm not there yet.</i>	<i>I can do this with some help.</i>	<i>I can do this independently!</i>
I can recognize some sports and leisure activities.			
I can respond to whether I like something/someone with a thumbs up or thumbs down.			
I can pick out activities and sports that I like from a list.			
I can answer a yes/no question.			
I can answer an either/or question.			
I can answer questions about what I like and dislike.			
I can talk about something I like.			
I can talk about something I dislike.			
I can ask someone about their likes and dislikes.			
I can understand someone when they state what they like or dislike.			
I can talk about what I like to do and what I don't like to do.			
I can list things that I like and things that I do not like.			
I can distinguish between talking about liking one thing as opposed to multiple things.			
I can predict the meaning of Spanish cognates related to places and activities.			

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Can Do Statements: Unit 3 - Food and Celebrations	<i>I'm not there yet.</i>	<i>I can do this with some help.</i>	<i>I can do this independently!</i>
I can identify foods based in images.			
I can express my food preferences.			
I can recognize foods eaten at celebrations.			
I can compare various Hispanic cultural foods and celebrations with the United States.			
I can identify similarities and differences in several Spanish-speaking cultures.			
I can talk about a celebration based on pictures or photos.			
I can understand when someone tells me about a celebration they like or dislike.			
I can recognize customs of Spanish-speaking countries.			
I can recognize cultural artifacts and symbols specific to select holidays.			
I can match images and/or pictures to the celebrations they represent.			

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APPENDIX C

The 5 C's

Communication, Culture, Connections, Comparisons, Communities

World Languages Practices

The practices are the skills that individuals who leverage their ability to speak multiple languages in their careers use on a regular basis. Because the purpose of World Languages is to provide students with the essential language skills and cultural understandings in languages other than English, many of the practices can be applied to daily life. These practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of local and global communities. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the skills reflected in the core ideas and performance expectations (ACTFL, 2012).

Practice	Description
Communicate	Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
Cultures	Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
Connections	Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
Comparisons	Develop insight into the nature of language and culture in order to interact with cultural competence.
Communities	Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.



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**APPENDIX D
Additional Resources**

Spanish is Fun (textbook), Ingram Publications, ISBN 978-1567658156 *Spanish is Fun* (workbook), Amsco Publications, ISBN 978-1567658170 Spanish/English Dictionary
The Story of Ferdinand by Munro Leaf, ISBN 978-0448456942

Teacher Resources:

Center for Language Education and Research: <http://clear.msu.edu/clear/> Toni Theisen

Wiki Page: <http://tonitheisen.wikispaces.com/>

NJ DOE model world language curriculum: <http://www.state.nj.us/education/modelcurriculum/> NJ World Language Standards:
<http://www.state.nj.us/education/cccs/2014/wl/>

Teacher Effectiveness for Language Learning: <http://www.tellproject.org/>

The International Journal of Foreign Language Teaching: <http://www.ijflt.org/index.php/home> World

Language Assessment: <http://wimedialab.org/worldlanguageassessment/Video.htm> Foreign Language

Educators of New Jersey: <http://flenj.org/>

American Council on the Teaching of World Languages: <https://www.actfl.org/> American

Association of Teachers of French: <https://www.frenchteachers.org/> American Association of

Teachers of Spanish and Portuguese: <http://www.aatsp.org/> www.pinterest.com

www.twitter.com

www.facebook.com

General Language & Spanish Resources: http://www.westerwelle.net/conversion_table.htm

(Measurement conversion)

<http://wes.org/gradeconversionguide/> (International Grade Conversion Guide For Higher Education)

www.getkahoot.com

<https://www.duolingo.com/> <http://www.language-gym.com/#/>

<http://en.childrenslibrary.org/> (online books in many languages) <http://www.thefrenchexperiment.com/stories/>

(children's stories with audio) <http://www.edutopia.org/blog/authentic-activities-world-language-classroom-sarah-loyola> (Edutopia) <https://worldlangsources.wikispaces.com/WL+Tech+Tools/> (All WL Resources)

<http://www.livebinders.com/play/play?id=693296> (Spanish & World Languages Teaching Resources: A digital Library) <http://www.miscositas.com> (Mis Cositas)

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<http://www.bbc.co.uk/languages/>
<http://www.hello-world.com/>
<http://www.uni.edu/becker/> www.storybird.com
www.k7.net www.socrative.com
www.polleverywhere.com
www.surveymonkey.com <https://plickers.com/>
<https://www.zaption.com/>
www.wordreference.com
<http://www.teachertube.com/>
www.quia.com/shared/spanish
www.123teachme.com
www.spanishspanish.com
www.studyspanish.com www.spanishdict.com
www.spanish4all.com
www.spanish@glencoe.com
<https://www.youtube.com/watch?v=q0K6Yg9lFK8>: Gustar 1
<https://www.youtube.com/watch?v=SJ0LC4RxbCA>: Gustar 2
<https://www.youtube.com/watch?v=MxAZR2GX6EY>: Gustar 3
<https://www.youtube.com/watch?v=rwWzMvPyVXA>: Como soy?
<https://www.youtube.com/watch?v=TxWugOUw2us>: Como eres tu?
<https://www.youtube.com/watch?v=JfpFDOS34yU>: Cuantos anos
<https://www.youtube.com/watch?v=d2Dn0q-WP98>: Los meses
<https://www.youtube.com/watch?v=JferwEVkMXo>: Dias de Semana
<https://www.youtube.com/watch?v=q53gAvD60dA>: Numeros 1-31
<https://www.youtube.com/watch?v=kdDu8pFbnRc>: Buenos Dias
<https://www.youtube.com/watch?v=jJ5Qo4CubxI>: What is the day of the dead?
<https://www.youtube.com/watch?v=GzaZidVrebA>: Day of the Dead: Brief overview
https://www.youtube.com/watch?v=2zU_BGLV8NA: Day of the Dead: Mexico Celebrations
<https://www.youtube.com/watch?v=yEyPk1xv0nM>: La Quinceanera Documentary
<https://www.youtube.com/watch?v=CiuHOaODfDk>: La Quinceanera Teacher's Discovery
<https://www.youtube.com/watch?v=Omp4DjtWcuw>: Running of the Bull Espana
<https://www.youtube.com/watch?v=kMImFhiwmOU>: La navidad en Espana y Latino America
https://www.youtube.com/watch?v=W0ydEX-a_EI: Cinco de mayo
<https://www.youtube.com/watch?v=EoEBen2eV-Y>: Cinco de mayo: History Channel

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<https://www.youtube.com/watch?v=p4yjUok6iTk>: Easter in Spain <https://www.youtube.com/watch?v=7O-kw6OFsMk>: New Years Eve Traditions <https://www.youtube.com/watch?v=CofI7ppNMes>: Dia de los Reyes
<https://www.youtube.com/watch?v=iaDwigX7sgA>: Spanish-speaking Countries of the World
<https://www.youtube.com/watch?v=0Aw-yBBLEI>: Greetings
<https://www.youtube.com/watch?v=m9eaWTKrBDk>: Greetings and Goodbyes
https://www.youtube.com/watch?v=TaEe6_wikB8: Como estas? Rap
<https://www.youtube.com/watch?v=ij5R1YTG48Q>: Como te llamas?
<https://www.youtube.com/watch?v=TxWugQUw2us>: Como eres?
<https://www.youtube.com/watch?v=VPpNir3-Z3I>: Como eres? Tutorial
<https://www.youtube.com/watch?v=CHRWdXWrKp4>: America's Backyard: Puerto Rico
<https://www.youtube.com/watch?v=eNVtb9oyyNM>: Cuba Documentary
<https://www.youtube.com/watch?v=nrHtTmBNc6c>: Mexico City Document
<https://www.youtube.com/watch?v=-ocI9OCV1xM>: Spanish Speaking Countries Rap
<http://spanishcognates.org/>: Cognates <http://www.colorincolorado.org/pdfs/articles/cognates.pdf>: List of Common Cognates <https://www.youtube.com/watch?v=x4cz6CaXX1w>: Cumpleaños Song
<https://www.youtube.com/watch?v=zyN-cPkdV2A>: Gustar + Nouns
https://www.youtube.com/watch?v=jAgY7_08GT8: Gustar + Inf.
<https://www.youtube.com/watch?v=OYcoiUI5Ut8>: Gusta Song
<https://www.youtube.com/watch?v=wXSgWktFRWQ>: Salsa
<https://www.youtube.com/watch?v=1TBNoSNqNmc>: Tango
<https://www.youtube.com/watch?v=m6DyMkLFbnw>: Merengue
<https://www.youtube.com/watch?v=h9KQbbheFcM&list=RDh9KQbbheFcM#t=9>: Mariachi Music
<http://www.childrensbooksforever.com/childrenpages/Spanish.html> (children's books in PDF) <http://www.aprenderespanol.org> (Video comic series/ Readings/ Grammar videos/ Vocabulary videos) <http://www.senorjordan.com/> (Sr. Jordan Videos – Available on Youtube) <http://personal.colby.edu/~bknelson/SLC/index.html> (Barbara K. Nelson: Cultural Videos/ Readings/ Grammar) <http://www.celebratelanguages.com/esextra.html> (Videonovelas with activities)
<http://www.elhuevodechocolate.com/index.html> (Multitude of Resources: Authentic/ Reading/ Theatre)
<https://srtanrodriguez.wordpress.com/2013/03/18/top-20-websites-spanish-teachers-should-know-about-and-use/> (Srta Rodriguez)
<http://oflaslo.weebly.com/uploads/1/9/5/2/19527349/wl-spanishresources-weeb-combined3.docx> (WL Spanish resources)
<http://misclaseslocas.blogspot.com/p/in-honor-of-my-100th-post-have-put.html> (100 Resources for the Spanish Teacher) <https://spanishplans.org/> (Recursos para profesores de español)
<http://www.drlemon.com/Grammar/basics.html> (Dr. Lemon: Vocabulary/Grammar)
<https://rockalingua.com/videos> (Music Based Spanish Learning)
<http://www.gpb.org/salsa/term/episode> (Video lessons-Young Children)

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<http://www.lightspeedspanish.co.uk/> (Culture/ Videos/ Podcasts/ Activities)

<https://quizlet.com/subject/spanish/> <http://www.bbc.co.uk/schools/gcsebitesize/spanish/> (listening activities)