Course: Spanish 2

MSD Curriculum Map

Grade Levels: 6-12

Time Frame	Content/Topic	Observable Proficiencies/Skills	NJCCCS	Performance Benchmarks/Assessments 6-8	Performance Benchmarks/Assessments 9-12
2-3 months	What's for Dinner?	Comment on food & table settings: preferences, tradition	7.1.A.1,3,5,6 7.1.B.1,3,4 7.2.A.4 7.2.C.2	Identify food vocabulary through matamoscas, scrabble, categorize food menus by time of day	Utilize appropriate vocabulary through varied requests and responses (pedir, ser, estar)
		Give and take an order and make polite requests	7.1.A.1,3,5,6 7.1.B.1,3,4 7.2.A.4 7.2.C.2	Order a scripted dialogue. Identify requests verses options (recognize pedir, ser, estar)	Spontaneous, situational dialogue between waiter and customer
		Talk about meals (tradition, nutrition)	7.1.A.1,3,5,6 7.1.B.1,3,4 7.2.A.4 7.2.C.2 6.1	Compare traditional foods of previous & current culture countries	Create a Spanish food pyramid (2 variations: ideal, reality)
		Offer help and give instructions	7.1.A.1,3,5,6 7.1.B.1,3,4 7.2.A.4 7.2.C.2	Problem solve via dialogue: resolve issues in a restaurant	Ask for help, receive help from partner, employ advice given (follow structure of previous chores learning)
		Use direct objects and direct object pronouns	7.1.A.1,3,5,6 7.1.B.1,3,4 7.2.A.4 7.2.C.2 8.1	Replace (food) nouns with appropriate direct objects in sentences and requests	Write instructions for a favorite recipe in Spanish: in second revision, replace nouns with direct objects.
		Give affirmative informal commands (teaching necessary accents)	7.1.A.1,3,5,6 7.1.B.1,3,4 7.2.A.4 7.2.C.2	In scripted scenario, a head waiter will delegate responsibilities to his staff.	Parent gives instructions to children: children will TPR according to direction

		Culture Country: Mexico	7.2.A.1,2,4 7.2.B.2 3.5.C.1,2 6.1	Emphasis on art and culture of indigenous people—how culture impacts foods	Emphasis on indigenous cultures, city vs. country conflict
			7.2.A.1,2,4 7.2.B.2 3.5.C.1,2 6.1	Read and respond to authentic texts regarding culture of the country and interviews with the people.	
2-3 months	Health & Well-Being	Talk about your daily routine (grooming & wellness activities—include body parts)	7.1.A.1,2,3,4,5 7.1.B.1,2,3	Mime activities in charades, TPR, respond orally to pictures, create daily morning/evening schedule	Respond to picture prompts, compare and contrast routines of classmates & family members, male/female differences
		Talk about staying fit and healthy	7.1.A.1,2,3,4,5 7.1.B.1,2,3 5.10.B.2	Create an exercise routine/regiment	Discuss impact of weight and exercise on healthiness: adapting lifestyle to expert advice
		Talk about how you feel	7.1.A.1,2,3,4,5 7.1.B.1,2,3 5.10.B.2 1.1	Role play common illnesses in visit to nurse's office	Role play emergency illnesses with doctor/hospital visits
		Give advice regarding nutrition and exercise	7.1.A.1,2,3,4,5 7.1.B.1,2,3 5.10.B.2	Interview classmates regarding current diet & exercise	Discuss healthy foods, impact on exercise lifestyle
		Use negative informal commands regarding food and exercise	7.1.A.1,2,3,4,5 7.1.B.1,2,3	Create original conversation with unhealthy classmate: things to do and avoid to improve health	Spontaneous conversation regarding good and bad advice, create Goofus & Gallant comic strips to reflect opposites
		Use object and reflexive pronouns	7.1.A.1,2,3,4,5 7.1.B.1,2,3	Expose students to basic activities: select when given multiple choice of pronouns	Differentiate between object and reflexive pronouns when given multiple choice options

		Culture Country: Argentina	7.2.A.1,2,4 7.2.B.2 3.5.C.1,2 6.1 8.1	Culture focus: dances, gauchos, geographic variations between city/country	European influences on architecture, government (Perón) and education
			7.2.A.1,2,4 7.2.B.2 3.5.C.1,2	Read and respond to authentic texts regarding culture of the country and interviews with the people.	
2-3 months	What to Wear, When & Where	Ask for and Give Opinions on Clothing	7.1.A.1,2,3,5 7.1.B.1,2,3,4	Respond to picture prompts with likes, dislikes, scripted phrases. Create a commercial advertising a store.	Match description of fit, fashion with picture of clothing
		Describe articles of clothing	7.1.A.1,2,3,5 7.1.B.1,2,3,4	Match color, cost, size, material of specific clothing, create clothing fashion show	Match descriptions to clothing (grammar provided), discuss variations of countries
		Compare articles of clothing	7.1.A.1,2,3,5 7.1.B.1,2,3,4 1.1	Using costs, material, fashion/style, fit, students will choose a preferred garment (más/menos/tan)	
		Discuss various kinds of stores and items offered	7.1.A.1,2,3,5 7.1.B.1,2,3,4 7.1.C.3	Create a mall map. Identify which stores you frequent and what items you purchase there. Detail one store.	Identify which stores they need, given a list of items, discuss preferences in shopping (with others, source of funds)
		Ask for and offer help in a store	7.1.A.1,2,3,5 7.1.B.1,2,3,4 1.1	Role play between a customer and retailer	Contrast monetary units, style and size of clothing
		Say where you went and what you did (shopping)	7.1.A.1,2,3,5 7.1.B.1,2,3,4	Given scenario, discuss experience at mall/store with friend, clerk, and parent.	Compare and contrast costs, style, size in varying countries through preterite

		Culture Country: Florida	7.2.A.1,2,4 7.2.B.2 3.5.C.1,2 6.1 1.1	Compare FL to TX: cultural differences (Panama Disney)	Discuss explorers, St. Augustine, Cuban influence on music
			7.2.A.1,2,4 7.2.B.2 3.5.C.1,2 6.1	Read and respond to authentic texts regarding culture of the country and interviews with the people.	
2-3 months	Let's Celebrate	Talk about party plans	7.1.A.1,2,3,5,6 7.1.B.1,2,3 7.1.C.1,2	Dialogue with classmates regarding party preferences (most recent birthday)	Extend, accept, and/or deny invitations to various kinds of parties. Give a reason.
		Discuss culturally authentic parties	7.1.A.1,2,3,5,6 7.1.B.1,2,3 7.1.C.1,2 6.1	Identify holidays	Compare and contrast holidays in Latino world with NJ world
		Discuss PAST and PRESENT holidays	7.1.A.1,2,3,5,6 7.1.B.1,2,3 7.1.C.1,2 6.1	Sort given list of holidays into customs: my family verses that of my classmate: culture of common activities	Take a given party plan in present tense: students will re-create in preterite and near future
		Prepare for a party	7.1.A.1,2,3,5,6 7.1.B.1,2,3 7.1.C.1,2	Students will write party commands to clean, set up, buy food.	Create a calendar of events (week-long) to prepare for a party.
		Discuss party etiquette	7.1.A.1,2,3,5,6 7.1.B.1,2,3 7.1.C.1,2	Assign responsibilities during a party, introduce people to new friends.	Role-play a problem solve: one member does not complete assigned tasks: how is the party affected? What must happen?
		Use present progressive to narrate ongoing activities	7.1.A.1,2,3,5,6 7.1.B.1,2,3 7.1.C.1,2	Given a picture prompt, students will narrate	Relay events of party to friend who is not present

		Culture Country: República Dominicana	7.2.A.1,2,4 7.2.B.2 3.5.C.1,2 6.1	Choose one event and plan a party to celebrate it	Discuss variance in levels of education, respect, indigenous vs. European conflict
			7.2.A.1,2,4 7.2.B.2 3.5.C.1,2 6.1	Read and respond to authentic texts regarding culture of the country and interviews with the people.	
2-3 months	Let's Travel	Ask and Give Travel Information	7.1.A.1,2,3,5,6 7.1.B.1,2,3,4 7.1.C.1,2 1.1	Engage in airport role play (travelers and travel assistants—flight attendants, information desk).	Create detailed travel plans, including packing, flight, and customs information.
		Remind & Reassure Fellow Travelers	7.1.A.1,2,6 7.1.B.1,3,4 7.2.A.1,2,4 7.2.B.2 8.1	Remind fellow travelers of necessary steps to travel	Virtual travel to Perú—remember the climate, altitude, amenities, and security concerns.
				*These activities require use of direct object pronouns. "Did you remember the *money*?" "Yes, I remembered *it*."	
		Talk about a Trip	7.1.A.1,2,6 7.1.B.1,3,4 7.1.C.1,3 1.1	Discuss a past vacation with classmates. Create a children's book based on your adventure.	Compare and contrast past vacations with partner and classmates. Use a checklist to determine similarities & differences.
				* These activities require use of preterite tense, including -car, -gar, -zar, ir and hacer	
		Express Hopes and Wishes	7.2.A.1,2,4 7.2.B.2	Your parents are planning a boring trip. Tell them what YOU want to make it better.	Read travel description of 2-3 places in Perú. Choose which you prefer to visit; explain why.

		Informal Commands, Including Spelling-change, Irregular Verbs	7.1.A.1,2,6 7.1.B.1,3,4 1.1	Role play as a parent—tell your child how to prepare for the trip ahead.	Given a list of travel infinitives, decide which are affirmative & negative: bring your toothbrush/ don't forget your teddy bear.
		Verbs + Infinitives	7.1.A.1,2,6 7.1.B.1,3,4 1.1	Write a postcard including as many activities as possible.	Write a comic strip illustrating what you want to do on vacation (or write captions for a given cartoon).
		Culture Country: Perú	7.2.A.1,2,4 7.2.B.2 3.5.C.1,2 6.1	Study the impacts of the Incan culture on Perú today.	How does Perú's geography affect culture and history?
			7.2.A.1,2,4 7.2.B.2 3.5.C.1,2 6.1	Read and respond to authentic texts regarding culture of the country and interviews with the people.	
			*7.2.B.1 applies to every goal		
At any appropriate time, students can use Expresate Lab, which has been installed into the appropriate lab room: students may need to bring personal headphones					