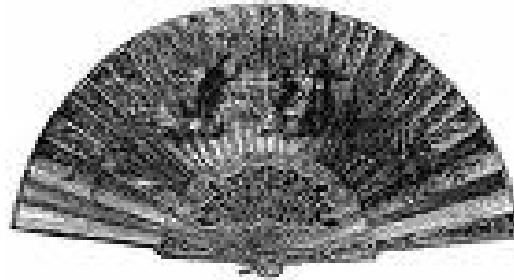


South Brunswick Schools
World Language: Spanish

South Brunswick Schools
World Language Curriculum

Language: Spanish

Level: 3rd - 12th Grades



**South Brunswick Schools
World Language: Spanish**

Level: 3rd - 5th Grades



Spanish

South Brunswick Schools
World Language: Spanish

GRADE 3
Unit 1

Unit I: Saludos y despedidas		
Enduring Understanding: The learner will be able to greet people in Spanish using culturally authentic expressions and vocabulary.		
Suggested Time:	Essential Questions:	NJCCCS
September	1. How do you greet and say farewell to someone in Spanish? 2. How do you express how you're feeling?	• 7.1 a, b, c • 7.2 a, b, c

GRADE 3
Unit 2

Unit II: Nuestro salon de clase		
Enduring Understanding: The learner will be able to identify and describe classroom objects by name, color, and amount.		
Suggested Time:	Essential Questions:	NJCCCS
October	1. What are the objects in the classroom? 2. What does this object look like? 3. How many objects are in this group?	• 7.1 a, b, c • 7.2 a, b, c

South Brunswick Schools
World Language: Spanish

GRADE 3
Unit 3

Unit III: La comida		
Enduring Understanding: The learner will be able to name common foods in Spanish.		
Suggested Time:	Essential Questions:	NJCCCS
November	1. Can you name common food items? 2. What foods are popular in various Spanish Speaking countries?	• 7.1 a, b, c • 7.2 a, b, c

GRADE 3
Unit 4

Unit IV: El tiempo y el calendario		
Enduring Understanding: The learner will be able to describe the weather or give a weather report and state the past, present, and future date.		
Suggested Time:	Essential Questions:	NJCCCS
December and January	1. What is the weather? 2. What is the date? 3. How is the Spanish calendar different from the English one?	• 7.1 a, b, c • 7.2 a, b, c

**South Brunswick Schools
World Language: Spanish**

**GRADE 3
Unit 5**

Unit V: El Alfabeto		
Enduring Understanding: The learner will be able to recognize and say the Spanish alphabet.		
Suggested Time:	Essential Questions:	NJCCCS
February	<ol style="list-style-type: none"> 1. What are the letters in the Spanish alphabet? 2. How is the Spanish alphabet different from the English alphabet? 	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

**GRADE 3
Unit 6**

Unit VI: La familia		
Enduring Understanding: The learner will be able to name family members		
Suggested Time:	Essential Questions:	NJCCCS
March and April	<ol style="list-style-type: none"> 1. What do we call family members? 2. What are terms of endearment in Latin American countries? 	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

**South Brunswick Schools
World Language: Spanish**

**GRADE 4
Unit 1**

Unit I: Saludos y Despedidas		
Enduring Understanding: The learner will be able to meet, exchange personal information, bid farewell.		
Suggested Time:	Essential Questions:	NJCCCS
September – mid October	<ol style="list-style-type: none"> 1. How do you introduce yourself and find out important information from others? 2. What similarities can you find between our culture and language and other Spanish speaking countries? 	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

**GRADE 4
Unit 2**

Unit II: El Cuerpo		
Enduring Understanding: The learner will be able to identify parts of the body		
Suggested Time:	Essential Question:	NJCCCS
October - early November	<ol style="list-style-type: none"> 1. What are the main parts of the human body? 2. How many do you have of each? 3. How do you describe someone’s eye/hair color? 	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

**South Brunswick Schools
World Language: Spanish**

**GRADE 4
Unit 3**

Unit III: El Tiempo y La Ropa		
Enduring Understanding: The learner will be able to describe seasons and climate, and identify basic articles of clothing		
Suggested Time:	Essential Questions:	NJCCCS
November-December	<ol style="list-style-type: none"> 1. What types of clothes would you wear when it's hot, cold, or mild outside? 2. What clothes are matched to what body parts? 	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

**GRADE 4
Unit 4**

Unit IV: La Comida		
Enduring Understanding: The learner will be able to describe the colors of food and the foods and drinks they like and not like.		
Suggested Time:	Essential Questions:	NJCCCS
January-February	<ol style="list-style-type: none"> 1. Which foods and beverages do you like and dislike? 2. How do you express hunger and thirst? 3. How do the meal times of most Americans compare to those in Spanish speaking countries? 	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

South Brunswick Schools
World Language: Spanish

GRADE 4
Unit 5

Unit V: Los Animales		
Enduring Understanding: The learner will be able to describe animals by their names, colors, body parts, and size		
Suggested Time:	Essential Questions:	NJCCCS
March- April	<ol style="list-style-type: none"> 1. What animals would you see in the farm, zoo and house? (habitat) 2. What do the animals look like? 	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

GRADE 4
Unit 6

Unit VI: La Familia		
Enduring Understanding: The learner will be able to describe members of the family, some of their characteristics (i.e. eye/hair color, etc.), and their preferences of activities		
Suggested Time:	Essential Questions:	NJCCCS
May - June	<ol style="list-style-type: none"> 1. How many of each family member do you have? 2. Can you describe how family members are related? 3. Can you describe the size and some of the physical traits of your family? 	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

**South Brunswick Schools
World Language: Spanish**

**GRADE 5
Unit 1**

Unit I: Saludos y repaso		
Enduring Understanding: The Learner Will Be Able To Greet and meet people using informal and formal greetings and express feelings and emotions.		
Suggested Time:	Essential Questions:	NJCCCS
September	<ol style="list-style-type: none"> 1. How do you greet a classmate or teacher in Spanish using informal and formal expressions? 2. How do you express your emotions through greetings? 3. How do you ask a classmate or teacher for classroom materials or give commands? 	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

**GRADE 5
Unit 2**

Unit II: El reloj y el horario		
Enduring Understanding: The learner will be able to tell time and name school subjects.		
Suggested Time:	Essential Questions:	NJCCCS
October & November	<ol style="list-style-type: none"> 1. What time is it? 2. What time do you have -----? (ie. Las matematicas, el almuerzo) 3. What subject do you study? 	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

South Brunswick Schools
World Language: Spanish

GRADE 5
Unit 3

Unit III: Las Actividades Diarias		
Enduring Understanding: The learner will be able to state their daily activities.		
Suggested Time:	Essential Question:	NJCCCS
November & December	1. What is your daily routine?	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

GRADE 5
Unit 4

Unit IV: La Comida Y La Mesa		
Enduring Understanding: The learner will be able express like and dislike and order food from a authentic Spanish menu.		
Suggested Time:	Essential Questions:	NJCCCS
January & February	<ol style="list-style-type: none"> 1. What is your favorite food/drink/meal? 2. Using a menu, what would you like to order? 3. What do you need to set the table for dinner? 	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

**South Brunswick Schools
World Language: Spanish**

**GRADE 5
Unit 5**

Unit V: La Casa		
Enduring Understanding: The learner will be able to describe rooms and furniture in a house.		
Suggested Time:	Essential Questions:	NJCCCS
February - April	<ol style="list-style-type: none"> 1. What does your house look like? 2. What is your favorite room in your house and why? 3. What does your ideal house look like? 4. What are some activities you do in each room? 	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

**GRADE 5
Unit 6**

Unit VI: Community, professions and transportation.		
Enduring Understanding: The learner will be able to identify places in the community, give directions, and identify different modes of transportation.		
Suggested Time:	Essential Questions:	NJCCCS
May - June	<ol style="list-style-type: none"> 1. What are some places in your community? 2. What source of transportation do you use on a daily basis? 3. How do you get from one place to another? 	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

**South Brunswick Schools
World Language: Spanish**

Level: 6th - 8th Grades



Spanish

South Brunswick Schools
World Language: Spanish

Grammar sequence in Spanish Curriculum Grades 6, 7, 8

Grade 6

- Subject pronouns – singular forms
- Ser
- Gustar
- Ir
- Querer
- Tener
- Ar verbs
- El,la, los, las
- Un, un, unos, unas

Grade 7

- Ir + a + infinitive – yo & tú forms
- Poder, tener, ser, comer, vivir- 3rd person singular & plural
- Estar 3rd person singular & plural
- Poder & deber – all forms
- Prepositions of location
- Preferir -- yo & tú forms
- Time
- Comparatives

Grade 8

- Definite and indefinite articles
- Number & agreement
- Subject pronouns
- -ar,-er,-ir verbs in present
- -ar verbs preterite
- querer, pensar, preferir, ser, estar, tener – present

**South Brunswick Schools
World Language: Spanish**

GRADE 6: Unit 1

Unit I: Mucho gusto.		
Enduring Understanding: The learner will be able to meet and exchange personal information. The learner will explore the Spanish-speaking world.		
Suggested Time:	Essential Questions:	NJCCCS
September - mid October	<ol style="list-style-type: none"> 1. How do you greet people and exchange personal information using formal and casual expressions? 2. How does the culture of your country compare with the culture of the country you are visiting? 3. What are the basic geography, demographics and history of select Spanish speaking countries? 	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

GRADE 6: Unit 2

Unit II: El tiempo y los planes		
Enduring Understanding: The learner will be able to describe the weather and the activities you plan to do on vacation.		
Suggested Time:	Essential Questions:	NJCCCS
Mid October - November	<ol style="list-style-type: none"> 1. Where would you like to go on vacation? 2. Can you give a weather report of your vacation destination? 3. What activities do you plan to do on vacation? 4. How does the geography and weather affect what you do during your vacation? 	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

**South Brunswick Schools
World Language: Spanish**

GRADE 6: Unit 3

Unit III: Vamos a hacer las maletas		
Enduring Understanding: Seasons and climate dictate, in part, what types of clothing are worn in a given country. The Learner will be able to describe the items of clothing necessary to take on a trip.		
Suggested Time:	Essential Questions:	NJCCCS
December - January	<ol style="list-style-type: none"> 1. What are the articles of clothing and other items you will need to take on vacation? 2. How do the weather, seasons, and activities affect what you pack in your suitcase? 	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

GRADE 6: Unit 4

Unit IV: ¿Cómo vamos?		
Enduring Understanding: The learner will be able to identify their travel destination itinerary and the modes of transportation needed to arrive.		
Suggested Time:	Essential Questions:	NJCCCS
February - March	<ol style="list-style-type: none"> 1. What forms of transportation can you use when traveling to and around a foreign country? 2. What places would you be interested in exploring when visiting a Spanish speaking country? 	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

**South Brunswick Schools
World Language: Spanish**

GRADE 6: Unit 5

Unit V: La Comida		
Enduring Understanding: The learner will be able to order food in a restaurant and describe it's taste and ingredients.		
Suggested Time:	Essential Questions:	NJCCCS
April – May	<ol style="list-style-type: none"> 1. Are you able to name the main meal times? 2. Can you express likes and dislikes related to food and drinks? 3. Can you name food and drinks associated with the main meal times? 	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

GRADE 6: Unit 6

Unit VI: Me siento mal		
Enduring Understanding: The Learner will be able to express symptoms and illnesses to a Spanish-speaking doctor.		
Suggested Time:	Essential Questions:	NJCCCS
June	<ol style="list-style-type: none"> 1. Can you name parts of the body? 2. Can you answer questions from a Doctor? Such as: ¿Cómo te sientes? ¿Dónde te duele?, ¿Qué te pasó? ¿Qué tienes? 	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

**South Brunswick Schools
World Language: Spanish**

GRADE 7: Unit 1

Unit I: Vamos a la escuela		
Enduring Understanding: The learner will be able to discuss their school schedule in Spanish and compare their school experience with that of a student in a Spanish-speaking country.		
Suggested Time:	Essential Questions:	NJCCCS
Mid October-December	<ol style="list-style-type: none"> 1. What classes do you have? 2. Who are your teachers? 3. What do you need for each class? 4. When do your classes begin and end? 5. How is your grade system similar or different from a school in a Spanish speaking country? 6. What is your favorite class? Why? 	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

GRADE 7: Unit 2

Unit II: Vamos a preparar una fiesta		
Enduring Understanding: The learner will be able to understand the cultural differences focusing on celebrations and plan and organize their own event.		
Suggested Time:	Essential Questions:	NJCCCS
September-October	<ol style="list-style-type: none"> 1. What are some of the cultural similarities and differences in celebrations such as quinceañeras and bodas? (US/Latin America) 2. What are the steps to planning a party? 	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

**South Brunswick Schools
World Language: Spanish**

GRADE 7: Unit 3

Unit III: Vamos al zoológico		
Enduring Understanding: Students will recognize how the environment affects the lives of animals.		
Suggested Time:	Essential Questions:	NJCCCS
November-January	<ol style="list-style-type: none"> How will knowledge of other languages and cultures enable us to collaborate in seeking solutions to global issues in an interdependent world? Why do animals migrate? 	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

GRADE 7: Unit 4

Unit IV: Vamos al museo		
Enduring Understanding: The learner will be able to will understand that art reflects historical experiences and invokes feelings across cultures.		
Suggested Time:	Essential Questions:	NJCCCS
January-March	<ol style="list-style-type: none"> What feelings can paintings evoke? What themes are paintings about? 	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

**South Brunswick Schools
World Language: Spanish**

GRADE 7: Unit 5

Unit V: Vamos al cine: La Farándula		
Enduring Understanding: Students will analyze how Hispanic culture affects American entertainment.		
Suggested Time:	Essential Questions:	NJCCCS
March-June	1. What do you like to watch?	• 7.1 a, b, c
	2. How do your entertainment preferences reflect your personality and your culture?	• 7.2 a, b, c

GRADE 8: Unit 1

Unit I: La llegada		
Enduring Understanding: The learner will be able to use Spanish to adapt to a new life as an exchange student in a Spanish Speaking country.		
Suggested Time:	Essential Questions:	NJCCCS
September-Mid October	1. How would you introduce yourself to fellow students in your new school and exchange personal information?	• 7.1 a, b, c
	2. How do you express likes and dislikes?	• 7.2 a, b, c
	3. What information do you need when you go to a new school?	

**South Brunswick Schools
World Language: Spanish**

GRADE 8: Unit 2

Unit II: Las compras para la escuela		
Enduring Understanding: The learner will be able to go shopping for clothes and school supplies in a Spanish Speaking Country.		
Suggested Time:	Essential Questions:	NJCCCS
January-February	<ol style="list-style-type: none"> 1. What clothing do you need for school in a Spanish speaking country? 2. Where do you prefer to shop? 3. How much did you pay? 	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

GRADE 8: Unit 3

Unit III: Los pasatiempos		
Enduring Understanding: The learner will be able to describe what they do in their free time and give and accept an invitation.		
Suggested Time:	Essential Questions:	NJCCCS
March - April	<ol style="list-style-type: none"> 1. How do you spend your free time with a host family and friends? (Spanish Countries vs United States) 2. How do the past times of your host family differ from those of yours? 3. How do you extend/accept/reject invitations? (using culturally authentic expressions) 	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

South Brunswick Schools
World Language: Spanish

GRADE 8: Unit 4

Unit IV: Mi casa y familia		
Enduring Understanding: The learner will be able to describe members of the family and what they do at home		
Suggested Time:	Essential Questions:	NJCCCS
May -June	<ol style="list-style-type: none">1. How would you describe your house?2. Can you describe the people you live with?3. What do you do with your family?4. What chores can you do to help your host family around the house?''''	<ul style="list-style-type: none">• 7.1 a, b, c• 7.2 a, b, c

**South Brunswick Schools
World Language: Spanish**

Level: 9th - 12th Grades



Spanish

South Brunswick Schools
World Language: Spanish

HS Spanish I: Unit 1

Unit I: Mi vida diaria		
Enduring Understanding: The learner will be able to discuss daily life, schools in the Hispanic World and personal attitudes towards school.		
Suggested Time:	Essential Questions:	NJCCCS
September - October	<ol style="list-style-type: none">1. What are you like?2. What classes do you have?	<ul style="list-style-type: none">• 7.1 a, b, c• 7.2 a, b, c

South Brunswick Schools
World Language: Spanish

HS Spanish I: Unit 2

Unit II: Mi familia y nuestras diversiones		
Enduring Understanding: The learner will be able to understand the diversity in today's family and things they like to do.		
Suggested Time:	Essential Questions:	NJCCCS
November-December	<ol style="list-style-type: none">1. Describe your favorite relative.2. What activity does your favorite relative like to do?3. What roles do extended family members play?	<ul style="list-style-type: none">• 7.1 a, b, c• 7.2 a, b, c

South Brunswick Schools
World Language: Spanish

HS Spanish I: Unit 3

Unit III: What do you like to eat?		
Enduring Understanding: The Learner will be able to understand cultural differences focusing around dining experiences and food in Spanish-speaking countries.		
Suggested Time:	Essential Questions:	NJCCCS
January-February	<ol style="list-style-type: none">1. What do you like to eat?2. What do you ask for in a restaurant?3. How do you order a meal in Spanish speaking country?	<ul style="list-style-type: none">• 7.1 a, b, c• 7.2 a, b, c

**South Brunswick Schools
World Language: Spanish**

HS Spanish I: Unit 4

Unit IV: Mis vacaciones		
Enduring Understanding: The learner will be able describe their vacation and how the Hispanic World takes their vacation.		
Suggested Time:	Essential Questions:	NJCCCS
March -April	<ol style="list-style-type: none">1. How was the weather?2. What did you bring?3. How did you spend your time while on vacation?	<ul style="list-style-type: none">• 7.1 a, b, c• 7.2 a, b, c

HS Spanish I: Unit 5

Unit V: La farándula		
Enduring Understanding: The learner will be able to describe programs that we see throughout the week.		
Suggested Time:	Essential Questions:	NJCCCS
May-June	<ol style="list-style-type: none">1. What programs do you watch and why?	<ul style="list-style-type: none">• 7.1 a, b, c

**South Brunswick Schools
World Language: Spanish**

	2. How are programs and movies rated?	• 7.2 a, b, c
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HS Spanish II: Unit 1

Unit I: La Comunidad	Enduring Understandings: The Learner will be able to navigate and conduct business in a Spanish-speaking community.	
Suggested Time:	Essential Questions:	NJCCCS
September - October	1. How would you give and ask for directions to/from a Spanish-speaking person? 2. How would you describe the things that you did in the community?	• 7.1 a, b, c • 7.2 a, b, c

HS Spanish II: Unit 2

Unit II: La Escuela	Enduring Understanding: The learner will be able to recognize the similarities and differences between schools in Spanish-speaking countries and the United States.	
Suggested Time:	Essential Questions:	NJCCCS
October - November	1. You are participating in an exchange program in a Spanish-speaking country. 2. How does your school day differ from your typical school day in the U.S.?	• 7.1 a, b, c • 7.2 a, b, c

**South Brunswick Schools
World Language: Spanish**

HS Spanish II: Unit 3

Unit III: La salud	Enduring Understanding: The learner will be able to describe how they feel in order to receive proper medical care and make appropriate choices to maintain a healthy lifestyle.	
Suggested Time:	Essential Questions:	NJCCCS
December -January	<p>1. If you became ill in a Spanish-speaking country, how would you express how you feel and what you need?</p> <p>2. What should you do to avoid getting sick and maintain a healthy lifestyle?</p>	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

HS Spanish II: Unit 4

Unit IV: La Rutina Diaria	Enduring Understanding: The learner will be able to discuss his/her daily routine and that of his/her family.	
Suggested Time:	Essential Questions:	NJCCCS
February - March	<p>1. How could you describe to a Spanish-speaker what you do on a daily basis?</p>	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

**South Brunswick Schools
World Language: Spanish**

HS Spanish II: Unit 5

Unit V: Deportes y Diversiones	Enduring Understanding: The learner will be able to express what they like to do for fun during their free time.	
Suggested Time:	Essential Questions:	NJCCCS
March - April	1. Your school hosted students from Spanish-speaking countries and you were responsible for planning all the extracurricular activities for the program. What activities did you plan for them during the afternoons and weekends?	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

HS Spanish II: Unit 6

Unit VI: La ninez: ¿Como eramos? Y ¿Que haciamos?	Enduring Understanding: The learner will be able to discuss their childhood.	
Suggested Time:	Essential Questions:	NJCCCS
May-June	1. You are making a scrapbook of your childhood to share at an upcoming family reunion. What activities, places, people and things would you include? Can you report the life of a famous Hispanic person?	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

**South Brunswick Schools
World Language: Spanish**

HS Spanish III: Unit 1

Unit I: Las Profesiones	Enduring Understanding: The learner will be able to express interest in various jobs and professions that will impact his/her future plans and career decisions.	
Suggested Time:	Essential Questions:	NJCCCS
September - October	<ol style="list-style-type: none"> 1. How would you discuss career plans and professions at a college interview? 2. How would you explain your current curriculum and the activities in which you have been involved? 	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

HS Spanish III: Unit 2

Unit II: La Amistad	Enduring Understanding: The learner will be able to describe his/her identity, relationships with others and role in today's society.	
Suggested Time:	Essential Question:	NJCCCS
November-December	<ol style="list-style-type: none"> 1. How would you compare your relationships with your family, friends & classmates to those of adolescents in Spanish-speaking countries? 	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

**South Brunswick Schools
World Language: Spanish**

HS Spanish III: Unit 3

Unit III: Ciudad, Campo y Afueras	Enduring Understanding: The learner will be able to recognize and analyze differences and similarities between the city, country and suburbs.	
Suggested Time:	Essential Question:	NJCCCS
December - January	<ol style="list-style-type: none"> 1. Where would you prefer to live & why? 2. What are the advantages & disadvantages of living in certain areas? 	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

HS Spanish III: Unit 4

Unit IV: El Arte		
Suggested Time:	Essential Questions:	NJCCCS
February - March	<ol style="list-style-type: none"> 1. What messages do works of art give us? 2. Who are some of the principle artists of the Hispanic world? 	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

South Brunswick Schools
World Language: Spanish

HS Spanish III: Unit 5

Unit V: ¡Viajando por el Mundo!	Enduring Understanding: The learner will be able to acquire knowledge about different destinations in the world, understand the documentation necessary for travel and choose from a variety of travel arrangements.	
Suggested Time:	Essential Questions:	NJCCCS
April - May	1. How would you plan a trip to a Spanish-speaking country and successfully navigate through an airport? 2. To what extent do accommodations vary in different parts of the world?	• 7.1 a, b, c • 7.2 a, b, c

**South Brunswick Schools
World Language: Spanish**

HS Spanish III

Unit I

Refer to Paso a Paso 2

Vocab. p. 364-365, p. 366

Grammar p. 278 (Present Progressive)

Refer to Paso a Paso 3 Grammar p. 180 (Seguir & Present Participle)

p. 113 (Imperfect Progressive)

Culture p. 37

Unit II

Refer to Paso a Paso 3

Vocab. p. 30-31, p. 37, p. 50

Grammar p. 45 (Affirmative Commands)

p. 46 (Direct & Indirect Object Pronouns)

Culture p. 40-43

Reading p. 37

Refer to Paso a Paso 2 Grammar p. 412 & 414 (Negative Commands)

Unit III

Refer to Paso a Paso 3 *Vocab.* p. 62-63, p. 69

Grammar -Refer to Verb Chart in Text p. 498 (“Y” verbs) , p. 77 (Imperfect)

Culture p. 72-74

Reading p. 37

Refer to Paso a Paso 2 Grammar p. 175, 177 & 179 (Imperfect) p. 345-346, 348 (Preterit & Imperfect)

Unit IV

Refer to Paso a Paso 3 *Vocab.* p. 96-97, p. 103

Grammar Refer to Verb Chart in Text p. 498 (Assorted Irregular Verbs – Preterit)

Culture p. 106-109

Present progressive

Refer to Juntos Uno Reading “España” p. 8-9 and Galería de Arte y Vida p. 18-19

Unit V

Refer to Paso a Paso 2 *Vocab.* p. 396-397, p. 402-403

Grammar p. 412-414 (Negative Tú Commands)

Culture p. 408-409

Refer to Paso a Paso 1 *Vocab.* p. 323

Refer to Paso a Paso 3 Grammar p. 45 (Affirmative Tú Commands)

Refer to Juntos Uno Reading “América del Sur” p. 4-5

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HS Spanish III H: Unit 1

Unit I: ¿Como eres?	Enduring Understanding: The learner will be able to describe themselves and how they relate to others.	
Suggested Time:	Essential Question:	NJCCCS
September - October	<p>1. You are establishing a friendship with a pen pal from a Spanish speaking country:</p> <p>a. What qualities of your personality would you like to highlight?</p> <p>b. Share and compare your extracurricular activities with your pen-pal.</p>	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

HS Spanish III H: Unit 2

Unit II: Las comunidades y el medio ambiente: Un planeta para todos	Enduring Understanding: The learner will be able to compare and contrast the advantages and disadvantages of living in the city, country, and suburbs.	
Suggested Time:	Essential Questions:	NJCCCS
November – December	<p>1. You are talking to your pen pal about where you would like to live after you graduate college.</p>	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

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HS Spanish III H: Unit 3

Unit III: Las profesiones	Enduring Understanding: The learner will be able to discuss the different professional options for their future.	
Suggested Time:	Essential Questions:	NJCCCS
January - February	1. You have just moved to Spain and are looking for a job: a. What type of job would you look for? b. How would you create a resumé? c. How would you prepare for an interview?	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

HS Spanish III H: Unit 4

Unit IV: El arte de viajar-Vamos a hacer las maletas	Enduring Understanding: The learner will be able to describe the terms related to traveling, plan a trip overseas, and be able to read a map.	
Suggested Time:	Essential Questions:	NJCCCS
March – April	1. You are planning a trip overseas:	• 7.1 a, b, c

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	<p>a) What are the necessary steps in order to prepare your trip?</p> <p>b) What would your itinerary look like?</p> <p>c) How would you navigate around the city?</p> <p>d) What are the advantages of traveling?</p>	<p>• 7.2 a, b, c</p>
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HS Spanish III H: Unit 5

Unit V: La sociedad de hoy	Enduring Understanding: The learner will be able to talk about current issues that affect our society such as crime and violence.	
Suggested Time:	Essential Questions:	NJCCCS
May- June	<p>1. You are talking to your pen pal about the issues that concern young people today.</p> <p>a. What are the main problems that you would say affect our society and why?</p> <p>b. What solutions would you suggest?</p>	<p>• 7.1 a, b, c</p> <p>• 7.2 a, b, c</p>

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HS Spanish IV: Unit 1

Unit I: El Mundo del trabajo	Enduring Understanding: The learner will be able to recognize and discuss different types of employment opportunities available to them and the skills necessary to acquire a job.	
Suggested Time:	Essential Questions:	NJCCCS
December - January	<ol style="list-style-type: none"> 1. What kinds of careers are available? What are their responsibilities? 2. What skills will you need to be productive in your job? 3. What do you need to do to look for and get a job? 4. What will the job market be like in the future? 	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

HS Spanish IV: Unit 2

Unit II: Community Service	Enduring Understanding: The learner will be able to recognize and discuss different types of community service and it's importance on society.	
Suggested Time:	Essential Questions:	NJCCCS

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December - January	<ol style="list-style-type: none"> 1. What kinds of jobs may someone do for community service? What are their responsibilities? 2. What community services exist in South Brunswick? 3. Should community service be mandatory? 4. What are the benefits of community service? 5. What kinds of community services exist in Spanish-speaking countries? 	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c
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HS Spanish IV: Unit 4

Unit IV: Past and Present	Enduring Understanding: The learner will be able to recognize the influence of past civilizations on modern societies.	
Suggested Time:	Essential Questions:	NJCCCS
October- December	<ol style="list-style-type: none"> 1. How have ancient civilizations contributed to the progress of mankind? 2. What contributions made by ancient civilizations have influenced our daily life? 3. What were the daily practices of some ancient civilizations? 4. What had the Mayas already developed when the Europeans arrived in the Americas? 	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

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HS Spanish IV: Unit 5

Unit V: Solutions to Violence	Enduring Understanding: The learner will be able to recognize the causes and effects of violence and express solutions to prevent it.	
Suggested Time:	Essential Questions:	NJCCCS
April - May	<ol style="list-style-type: none"> 1. What causes and effects does violence have in our society? 2. How can violence be controlled? 	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

HS Spanish IV: Unit 6

Unit VI: Mixtures of Cultures	Enduring Understanding: The learner will be able to recognize the ethnic, religious and historical significance of Latin America.	
Suggested Time: June	Essential Questions: <ol style="list-style-type: none"> 1. Why are Latin Americans so diverse? 2. What religions are found in Latin American and why are they there? 3. Who are some of the explorers and conquerors that took power in Latin America and Spain? 4. How has history impacted your background? 	NJCCCS <ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

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HS Spanish IVH: Unit 1

Unit I: La experiencia migratoria	Enduring Understanding: The learner will be able to discuss and appreciate the role immigrants have in our society.	
Suggested Time:	Essential Questions:	NJCCCS
September October	<ol style="list-style-type: none"> 1. How do immigrants affect the economy of the United States? 2. What are the struggles of the migrant worker? 	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

HS Spanish IV H: Unit 2

Unit II: La Adolescencia	Enduring Understanding: The learner will be able to discuss the different aspects of parent/child relationships.	
Suggested Time:	Essential Questions:	NJCCCS

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November December	<ol style="list-style-type: none"> 1. How do you interact with your parents? 2. What are some of the issues affecting your relationship with your parents? 	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c
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HS Spanish IVH: Unit 3

Unit III: La Sociedad de Hoy	Enduring Understanding: The learner will be able to discuss in the target language current issues that affect our society such as crime and violence.	
Suggested Time:	Essential Question:	NJCCCS
December January	<ol style="list-style-type: none"> 1. What are the main problems that affect our society and why? 2. In your opinion what are the causes that lead individuals to commit crimes? 3. What are some holiday traditions that you celebrate? 	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

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HS Spanish IVH: Unit 4

Unit IV: La vejez	Enduring Understanding: The learner will be able to explore and discuss the value and contributions of the elderly.	
Suggested Time	Essential Question:	NJCCCS
February March	<ol style="list-style-type: none"> 1. How does our society value the elderly? 2. What are the challenges that families face with the elderly? 	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

HS Spanish IVH: Unit 5

Unit V: La apariencia física y su impacto	Enduring Understanding: The learner will be able to discuss the social structure in Latin America.	
Suggested Time	Essential Questions:	NJCCCS
April	<ol style="list-style-type: none"> 1. What is the social structure and movement in Latin America? 2. How do appearances affect the way you are perceived? 	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

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HS Spanish IVH: Unit 5

Unit V: El lenguaje de la poesia	Enduring Understanding: The learner will be able to appreciate and discuss poetry and its place in culture.	
Suggested Time May June	Essential Questions: 1. What festivals are celebrated within your culture? 2. How is figurative language used in poetry?	NJCCCS • 7.1 a, b, c • 7.2 a, b, c

HS Spanish V: Unit 1

Unit I: La inmigracion	Enduring Understanding: The learner will be able to: 1. Discuss various aspects of immigration such as “La Migra,” “los coyotes, “ and the obstacles that the journey to “El Norte” can present. 2. Analyze literature and music that include themes of immigration. 3. Debate current topics surrounding immigration such as new laws, new candidates for presidency, if immigrants should be able to enter the country or note, etc.	
Suggested Time:	Essential Question:	NJCCCS

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Q1: (September to November)	1. If you were from a Spanish-Speaking country and you had to immigrate to the USA, what would be the steps that you would need to take?	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c
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HS Spanish V: Unit 2

Unit II: La naturaleza/El medioambiente	Enduring Understanding: The learner will be able to: <ol style="list-style-type: none"> 1. Identify literary elements within poetry. 2. Analyze literature with topics of the environment and nature. 3. Memorize a poem of a minimum of 15 lines that relates to the environment and/or nature. 4. Write a story in a group with the theme of the environment or nature. 	
Suggested Time:	Essential Question:	NJCCCS
Q2: (November to January)	1. How does humanity contrast with nature?	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

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HS Spanish V: Unit 3

Unit III: Los cuentos y el teatro	Enduring Understanding: The learner will be able to: <ol style="list-style-type: none"> 1. Compare and contrast how different social classes view society. 2. Understand and analyze the role of fantasy and Magic Realism in film and literature. 3. Define the role of women in Franco’s Era and compare it to Lorca’s writing. 	
Suggested Time:	Essential Question:	NJCCCS
Q3: (January to April)	1. If you were living in this time period, how would you fight the powers to be?	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

HS Spanish V: Unit 4

Unit IV: Los marginales de la sociedad	Enduring Understanding: The learner will be able to: <ol style="list-style-type: none"> 1. Discuss the difference between discrimination and tradition. 2. Identify and analyze the marginalized of society within film and literature. 3. Describe and talk about the steps taken to immigrate to the USA. 4. Give advice to 9th graders in the Spanish for Natives class about the do’s and don’ts of high school 	
Suggested Time:	Essential Question:	NJCCCS
Q4: (April to June)	1. You are considered a marginal person according to the standards in a Spanish-Speaking country, do you feel that you are being discriminated against or is it simply tradition? Why?	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

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AP Spanish: Unit 1

Unit I: Nos Conocemos	Enduring Understanding: 1. Introduction to the teacher, classmates and classroom environment. 2. Assessment of student ability. 3. Identification of strategies.	
Suggested Time:	Essential Questions:	NJCCCS
September/October	1. How would you introduce yourself to the class? 2. What are the strategies you need in order to succeed in this course?	• 7.1 a, b, c • 7.2 a, b, c

AP Spanish: Unit 2

Unit II: Entertainment in Society	Enduring Understanding: The learner will be able to discuss and appreciate the influence of Spanish entertainment in the world today.	
Suggested Time:	Essential Questions:	NJCCCS
October/November	1. How would you describe the influence of the Spanish speaking culture (music, sports, movies and television) in the world today?	• 7.1 a, b, c • 7.2 a, b, c

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AP Spanish: Unit 3

Unit III: La Salud	Enduring Understanding: The learner will be able to recognize society health concerns.	
Suggested Time:	Essential Question:	NJCCCS
December/ January	<ol style="list-style-type: none"> 1. How would you develop a well- balanced eating plan? 2. What health issues concern you as a member of society? 3. How do you maintain a healthy body and image? 	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

AP Spanish: Unit 4

Unit IV: Technology	Enduring Understanding: The learner will be able to describe the ways that technology affects their lives.	
Suggested Time:	Essential Question:	NJCCCS
February/ March	<ol style="list-style-type: none"> 1. You are participating in an exchange program in a Spanish-speaking country. How does your school day differ from your typical school day in the U.S.? 2. How has technology changed you life? 3. What is the impact of technology in your society? 4. Are we overly dependant on technology? 	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

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AP Spanish: Unit 5

Unit V: The Environment	Enduring Understanding: The learner will be able to identify problems that affect the environment today and provide solutions.	
Suggested Time:	Essential Questions:	NJCCCS
April	<ol style="list-style-type: none"> 1. What will you do to improve the environment? 2. What are the more pressing issues affecting the environment today? 	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

AP Spanish: Unit 6

Unit VI	Enduring Understanding: The learner will be able to discuss their educational or career goals.	
Suggested Time:	Essential Questions:	NJCCCS
May/June	<ol style="list-style-type: none"> 1. What are your career and academic goals? 2. What skills will you rely on to achieve your goals? 	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

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Natives 1: Unit 1

<p>Preliminary Unit: ¿Cómo soy yo y mis clases? (How I am and my classes)</p>	<p>Enduring Understanding: The learner will be able to speak about themselves and the things that they enjoy doing during and after school.</p>	
<p>Suggested Time:</p>	<p>Essential Questions:</p>	<p>NJCCCS</p>
<p>Q1: (September)</p>	<p>What are you like?</p> <p>What classes do you have?</p> <p>What is your school like?</p> <p>You are participating in an exchange program in a Spanish-speaking country. How does your school day differ from your typical school day in the U.S.?</p>	<p>7.1A 1,3,4,5,6,7</p> <p>7.1B 1,2,3,4,5,6</p> <p>7.1C 1,2,3,4</p> <p>7.2A 1,2,3,4</p> <p>7.2B 2,4,5</p> <p>7.2C 1</p>

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Natives 1: Unit 2

Unit I: Tú y yo = Nosotros (You and I = We)	Enduring Understanding: The learner will be able to: 1. Discuss various aspects of the geography of Latin America and land structures 2. Analyze the influence of Simón Bolívar on the history of Latin America 3. Identify the importance of the ethnic groups in Spain and Latin America 4. Discuss the fundamental aspects of anthropology and sociology	
Suggested Time:	Essential Questions:	NJCCCS
Q1: (September to Mid November)	1. How did Simón Bolívar gain independence to Latin America? 2. How did different ethnic groups have influence the culture of Latin America?	7.1A 1,3,4,5,6,7 7.1B 1,2,3,4,5,6 7.1C 1,2,3,4 7.2A 1,2,3,4 7.2B 2,4,5 7.2C 1

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Natives 1: Unit 2

<p>Unit II: La familia Hispana: educación, trabajo y profesiones (The Hispanic family: education, work and profesions)</p>	<p>Enduring Understanding: The learner will be able to:</p> <ol style="list-style-type: none"> 1. Contrast and compare educational system in Latin America and USA. 2. Explore some important jobs and professions and their impact on the Hispanic community. 3. Discuss the impact of economics on Hispanic families and their opportunities for education. 	
<p>Suggested Time:</p>	<p>Essential Questions:</p>	<p>NJCCCS</p>
<p>Q2: (Mid November to January)</p>	<ol style="list-style-type: none"> 1. What are some advantages and disadvantages in the educational system in Latin America and USA? 2. What adaptations have to be made for a transfer student from Latin America to succeed in the American school system? 3. How do economics directly impact the Hispanic family structure and their opportunities to advance in the American school system? 	<p>7.1A 1,2,3,4,5,6,7</p> <p>7.1B 1,2,3,4,6</p> <p>7.1C 1,2,3,4</p> <p>7.2A 1,2,3,4</p> <p>7.2B 1,2,3,4,5</p> <p>7.2C 1,2</p>

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Natives 1: Unit 3

<p>Unit III: En la casa o el café: La influencia Americana en la vida en los países Hispanohablantes (At home or at the café: the influence of America in the life in Spanish speaking countries)</p>	<p>Enduring Understanding: The learner will be able to:</p> <ol style="list-style-type: none"> 1. Analyze the modernization of Latin America and its influence on everyday life in Spanish Speaking countries. 2. Discuss the fundamental aspects of finances in everyday life. 3. Examine the social changes that are affecting the structure of the family. 	
<p>Suggested Time:</p>	<p>Essential Questions:</p>	<p>NJCCCS</p>
<p>Q3: (February to Mid April)</p>	<ol style="list-style-type: none"> 1. How is the increase in population affecting the lives of people in Latin America? 2. What are some of the social changes that affect the decisions that you make for your future? 	<p>7.1A 1,2,3,4,5,6,7 7.1B 1,2,3,4,6 7.1C 1,2,4 7.2A 1,2,3,4 7.2B 1,2,3,4,5 7.2C 1,2</p>

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Natives 1: Unit 4

Unit IV: La Poesia y el Cuento (Poetry and short stories)	Enduring Understanding: The learner will be able to: 1. Examine two literary genres- the short story and novel. 2. Discuss technical conventions used in narrative writing.	
Suggested Time:	Essential Questions:	NJCCCS
Q4: (Mid April to June)	<ol style="list-style-type: none"> 1. How does a novel differ from a short story? 2. What are some of the elements that the author must employ to make a successful poem/short story or book? 3. Compare and contrast the subtle differences between American short story writers and Latin American writers. 4. Discuss the global impact of Latin American writers in the world. 	<p>7.1A 1,2,3,4,5,6,7</p> <p>7.1B 1,2,3,4,5</p> <p>7.1C 1,2,3,4</p> <p>7.2A 1,2,3,4</p> <p>7.2B 1,2,4,5</p> <p>7.2C 1,2</p>

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Natives 2: Preliminary Unit

Preliminary Unit : La Migración (Immigrants)	Enduring Understanding: The learner will be able to: Understand the impact of immigration on a changing global society.	
Suggested Time:	Essential Questions:	NJCCCS
Q1: September	<ol style="list-style-type: none"> 1. What were the impact and changes to the United States in 1865? 2. What were the impact and changes to the United States in 1898? 3. What were the impact and changes to the United States in 1914? 4. What were the impact and changes to the United States in 1941? 5. What were the impact and changes to the United States today? 6. What are the political impacts that immigration has caused? 	<p>7.1A: 1,3,4,5,6,7</p> <p>7.1 B: 1,4,5</p> <p>7.1C: 1,2,3,4</p> <p>7.2 A: 3,4</p> <p>7.2B: 2,3,5</p>

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Natives 2: Unit 1

Unit I: Tierra y Aventura (Geography of Latin America)	Enduring Understanding: The learner will be able to: <ol style="list-style-type: none"> 1. Discuss various aspects of the geography of Latin America, land structures 2. Analyze the influence that geography has on life in Latin America 3. Identify the importance of marketing a product in the commercial sector 4. Discuss pertinent information for healthy lifestyle 	
Suggested Time:	Essential Questions:	NJCCCS
Q1: (September to Mid November)	<ol style="list-style-type: none"> 1. If you lived in a Spanish-Speaking country how would the geography affect what you do and eat? 2. How would you market a product in Latin America? 	7.1A: 1,2,4,5,6,7 7.1B: 1,2,3,4,5,6 7.1C: 1,2,3,4 7.2 A: 1,2,3,4 7.2B: 2,4,5 7.2C: 1,2

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Natives 2: Unit 2

Unit II: La Historia de España y la conquista de México (History of Spain and the conquest Mexico)	Enduring Understanding: The learner will be able to: 1. Discuss the various ethnic groups that have shaped the culture of Spain. 2. Identify and analyze the conquest of Mexico. 3. Apply what they have learned about Spain and its conquest of Mexico in a visual format (DVD/VCR).	
Suggested Time:	Essential Questions:	NJCCCS
Q2: (November to January)	1. How have the legends of “La Llorona” and “La Malinche” affected your life and what other versions have been told to you as a child? 2. What would have been your first impression of the Indians that you encounter in Mexico?	7.1A: 1,3,4,5,6,7 7.1 B: 1,4,5 7.1C: 1,2,3,4 7.2 A: 3,4 7.2B: 2,3,5 7.2 C: 1,2

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Natives 2: Unit 3

<p>Unit III: Las grandes civilizaciones de Latinoamérica (Great civilizations of Latin America)</p>	<p>Enduring Understanding: The learner will be able to:</p> <ol style="list-style-type: none"> 1. Compare and contrast the unique social societies in Latin America prior to the arrival of the Spaniards. 2. Understand and analyze the way of life of the Aztec, Incas, Mayans, Tainos, Aracaunos, Chibchas and Guaranies. 3. Compare and contrast the political systems in Latin America and the United States. 4. Define Individualism and as it relates to the Hispanic Culture. 	
<p>Suggested Time:</p>	<p>Essential Questions:</p>	<p>NJCCCS</p>
<p>Q3: (February to April)</p>	<ol style="list-style-type: none"> 1. If you were living in this time period, how would your life be? 2. What are the challenges that you face on a daily basis? 3. What is the greatest influence in your culture? 4. How has that influence altered your traditional path? 5. What are the political structures in these societies? 	<p>7.1 A: 1,2,3,5,6,7</p> <p>7.1B: 1,2,3,4,5,6,</p> <p>7.1.C: 1,2,3,4</p> <p>7.2 A: 4</p> <p>7.2 B: 2,3</p> <p>7.2C: 1,2</p>

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Natives 2: Unit 4

Unit IV: El Arte y la musica	Enduring Understanding: The learner will be able to: 1. The influence and work of various famous Latino or Hispanic artists and use technology to discuss fine art. 2. Compare and contrast musical styles and genres as it relates to theater. 3. Identify the roots of modern Spanish music to traditional formats.	
Suggested Time:	Essential Questions:	NJCCCS
Q4: (Mid April to June)	1. Who are some famous Latin American artist and their works? 2. What terminology is needed to discuss and identify fine art? 3. What art forms fall under the definition of “fine art”? 4. What influence has Latin American music have on the world?	7.1 A: 1,2,3,4,5,7 7.1B: 1,2,3,5,6, 7.1.C: 1,2,3,4 7.2 A: 3, 4 7.2 B: 1,2,3,4,5 7.2C: 1,2

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Spanish IIA: Unit 1

Unit I: The Body	Enduring Understanding: The learner will be able to recognize that different societies have different approaches that maintain personal well-being.	
Suggested Time:	Essential Questions:	NJCCCS
September - November	1. If you were involved in an accident in a Spanish-speaking country, how would you express how you feel?	<ul style="list-style-type: none">• 7.1 a, b, c• 7.2 a, b, c

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Spanish IIA: Unit 2

Unit II: Daily Routine	Enduring Understanding: The learner will be able to understand that teenagers in different cultures follow different daily routines.	
Suggested Time:	Essential Questions:	NJCCCS
December-January	1. How could you describe to a Spanish speaker what you do on a daily basis?	<ul style="list-style-type: none">• 7.1 a, b, c • 7.2 a, b, c

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Spanish IIA: Unit 3

Unit III: La escuela	Enduring Understanding: The learner will be able to recognize the similarities and differences between schools in Spanish speaking countries and the United States.	
Suggested Time:	Essential Questions:	NJCCCS
February-March	1. How would you compare your school day with one of students in Spanish speaking countries?	<ul style="list-style-type: none">• 7.1 a, b, c • 7.2 a, b, c

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Spanish IIA: Unit 4

Unit IV: Community	Enduring Understanding: The learner will be able to recognize the differences among customs and cultures in various communities.	
Suggested Time:	Essential Questions:	NJCCCS
April-June	1. How would you give and ask for directions to/from a Spanish-speaking person? 2. You have just returned from visiting your host family in a Spanish-speaking country. How would you describe the things that you did in the community?	• 7.1 a, b, c • 7.2 a, b, c

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Spanish IIIA: Unit 1

Unit I: Los Reflexivos	Enduring Understanding: The learner will be able to describe what they did during a school day.	
Suggested Time:	Essential Questions:	NJCCCS
September - October	1. How could you describe to a Spanish-speaker what you did today?	<ul style="list-style-type: none">• 7.1 a, b, c • 7.2 a, b, c

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World Language: Spanish**

Spanish IIIA: Unit 2

Unit II: Deportes y Diversiones	Enduring Understanding: The learner will be able to discuss and evaluate present and past leisure time activities.	
Suggested Time:	Essential Questions:	NJCCCS
November - December	1. Your school hosted students from Spanish-speaking countries and you were responsible for planning all extra-curricular activities for the program. What activities did you plan for them during the afternoon and weekends?	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

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Spanish IIIA: Unit 3

Unit III: ¿Cómo éramos y que hacíamos?	Enduring Understanding: The learner will be able to discuss their childhood.	
Suggested Time:	Essential Questions:	NJCCCS
January – February	1. You are making a scrapbook of your childhood to share at an upcoming family reunion. What activities, places, people and things would you include?	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

**South Brunswick Schools
World Language: Spanish**

Spanish IIIA: Unit 4

Unit IV: ¿Cómo celebras los días de fiesta?	Enduring Understanding: The learner will be able to describe special family occasions, holidays and other celebrations.	
Suggested Time:	Essential Questions:	NJCCCS
March -April	1. You were at a family reunion looking through photo albums. Who were the people in the pictures. When and what was the celebration? What food was served and what activities took place?	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c

**South Brunswick Schools
World Language: Spanish**

Spanish IIIA: Unit 5

Unit V: Las compras en la comunidad	Enduring Understanding: The learner will be able to discuss where to locate personal items in specific shops within the community.	
Suggested Time:	Essential Questions:	NJCCCS
May - June	1. Where would you go to buy specific items? How would you locate them?	<ul style="list-style-type: none">• 7.1 a, b, c• 7.2 a, b, c

**South Brunswick Schools
World Language: Spanish**

Spanish IB: Unit 1

Unit I: Countries	Enduring Understanding: The learner will be able to identify Spanish-speaking countries and their way of life.	
Suggested Time:	Essential Questions:	NJCCCS
Sept.-Oct.	<ol style="list-style-type: none">1. What countries are Spanish-speaking countries?2. What would your day be like if you visited one of these countries?	<ul style="list-style-type: none">• 7.1 a, b, c• 7.2 a, b, c

**South Brunswick Schools
World Language: Spanish**

Spanish IB: Unit 2

Unit II: Greetings	Enduring Understanding: The learner will be able to introduce themselves by having short conversations.	
Suggested Time:	Essential Questions:	NJCCCS
Nov.-Dec.	1. How would you introduce yourself and make a new friend in Spanish?	<ul style="list-style-type: none">• 7.1 a, b, c• 7.2 a, b, c

**South Brunswick Schools
World Language: Spanish**

Spanish IB: Unit 3

Unit III: ¿Quién eres?	Enduring Understanding: The learner will be able to describe what they are like and what they like to do.	
Suggested Time:	Essential Questions:	NJCCCS
Jan.-Mar.	1. How would you plan an activity with a friend?	<ul style="list-style-type: none">• 7.1 a, b, c • 7.2 a, b, c

**South Brunswick Schools
World Language: Spanish**

Spanish IB: Unit 4

Unit IV: Mi día	Enduring Understanding: The learner will be able to describe their typical school day.	
Suggested Time:	Essential Questions:	NJCCCS
April	1. What is a normal school day like for an American teenager?	<ul style="list-style-type: none">• 7.1 a, b, c • 7.2 a, b, c

**South Brunswick Schools
World Language: Spanish**

Spanish IB: Unit 5

Unit V: Direcciones- ¿Cómo voy a ?	Enduring Understanding: The learner will be able to Describe where they are going and what to do.	
Suggested Time:	Essential Questions:	NJCCCS
May - June	1. How would you tell someone where you are going?	<ul style="list-style-type: none"> • 7.1 a, b, c • 7.2 a, b, c