EGG HARBOR TOWNSHIP PUBLIC SCHOOLS

CURRICULUM

**Spanish IV CP**

 Length of Course: Full Year

 Elective / Required: Elective

 Schools: High School

 Student Eligibility: Grades 11-12

 Credit Value: 5

 Date Approved:

**TABLE OF CONTENTS**

|  |  |
| --- | --- |
| Mission Statement Philosophy Statement of Purpose  | 333 |
| Introduction  | 3 |
| District Curriculum Template  | 4 |
| Guiding Principles  | 4 |
| Intent of the Guide  | 5 |
| Unit 1 – El Mundo de Arte  | 7 |
| Unit 2 – Salud y Nutrición  | 13 |
| Unit 3 – Futuro y Profesiones  | 18 |
| Unit 4 – Música en el Mundo Latino  | 26 |
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**DISTRICT MISSION STATEMENT**

Our mission in the Egg Harbor Township School District is to partner with the student, family, school, and community to provide a safe learning environment that addresses rigorous and relevant 21st Century standards and best practices which will develop academic scholarship, integrity, leadership, citizenship, and the unique learning style of students, while encouraging them to develop a strong work ethic and to act responsibly in their school community and every day society.

**WORLD LANGUAGES - PHILOSOPHY**

The acquisition of a second language is essential in the 21st century. Proficiency in a second language provides the learner with a competitive edge and increased value in the global economy and enhanced career opportunities. Proficiency can only be reached by constant exposure to authentic materials and continued use of the target language. We also believe in the value and tradition of teaching Classical Languages and acknowledge the teaching of them as the foundations for many modern languages.

Learning a second language provides students with innumerable advantages both in their academic career and in their post graduate life. Language proficiency enhances critical thinking and problem solving skills, increases and enriches vocabulary, and deepens understanding and appreciation for their own language and culture. Proficient language learners better understand and accept diversity in an ever changing global environment.

**WORLD LANGUAGES – STATEMENT OF PURPOSE**

The World Languages Department of Egg Harbor Township is committed to providing all students with meaningful learning experiences that promote proficiency in the target language and encourage cultural appreciation within an environment that fosters and rewards academic excellence. The overarching goal of language instruction is the development of students’ communicative skills. To achieve maximum proficiency, language classes in Egg Harbor Township will focus on the 5 Cs of Language Education: Communication, Cultures, Connections, Comparisons, and Communities.

The revised world languages standard includes three modes of communication: interpretive, interpersonal, and presentational. In the Interpretive Mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. The Interpersonal Mode of communication requires students to engage in direct oral and/or written communication with others. The Presentational Mode of communication enables students to present orally and/or in writing information to an audience of listeners or readers with whom there is no immediate interaction. Students’ success is measured through a variety of rigorous Integrated Performance Assessments (IPAs) using authentic materials that prepare students to function in relevant situations in a 21st century environment.

Egg Harbor Township students are part of a dynamic, interconnected, and technologically driven global society focused on the creation and communication of knowledge and ideas. Individuals who effectively communicate in more than one language are globally literate and are well equipped to succeed in the 21st century. The goal for all World Language students is to foster an appreciation for second language learning, and ultimately, to promote bi-literacy and critical thinking skills in the target language.

The study of Classical Languages focuses primarily on the Interpretive Mode using historical contexts. Often, attention will be given to oral dimensions of classical languages by requiring students to make presentations in the language of study as a way of strengthening their language knowledge and use. Classical Mythology is taught in order to illustrate connections and comparisons between ancient cultures and the contemporary world.

The goal for heritage speakers is to prepare them for success by facilitating writing and reading fluency while refining formal speech. Heritage speakers have varying abilities and proficiencies in their respective heritage languages. Although heritage speakers are able to carry on fluent and idiomatic conversations in the heritage language, they often need instruction that allows them to develop strengths in reading and in formal speaking and writing. The goal is to provide them with opportunities for developing skills in their native languages that are both developmentally supportive and rigorous. Designing curriculum to maintain and further develop native-language skills ensures that the skills of these students do not erode over time.

**INTRODUCTION**

The most precious resource teachers have is time. Regardless of how much time a course is scheduled for, it is never enough to accomplish all that one would like. Therefore, it is imperative that teachers utilize the time they have wisely in order to maximize the potential for all students to achieve the desired learning.

High quality educational programs are characterized by clearly stated goals for student learning, teachers who are well-informed and skilled in enabling students to reach those goals, program designs that allow for continuous growth over the span of years of instruction, and ways of measuring whether students are achieving program goals.

**EGG HARBOR TOWNSHIP SCHOOL DISTRICT CURRICULUM TEMPLATE**

The Egg Harbor Township School District has embraced the backward-design model as the foundation for all curriculum development for the educational program. When reviewing curriculum documents and the Egg Harbor Township curriculum template, aspects of the backward-design model will be found in the stated enduring *understandings/essential questions, unit assessments,* and *instructional activities*. Familiarization with backward-design is critical to working effectively with Egg Harbor Township’s curriculum guides.

**GUIDING PRINCIPLES: WHAT IS BACKWARD DESIGN?**

**WHAT IS UNDERSTANDING BY DESIGN?**

“Backward design” is an increasingly common approach to planning curriculum and instruction. As its name implies, “backward design” is based on defining clear goals, providing acceptable evidence of having achieved those goals, and then working ‘backward’ to identify what actions need to be taken that will ensure that the gap between the current status and the desired status is closed.

Building on the concept of backward design, Grant Wiggins and Jay McTighe (2005) have developed a structured approach to planning programs, curriculum, and instructional units. Their model asks educators to state goals; identify deep understandings, pose essential questions, and specify clear evidence that goals, understandings, and core learning have been achieved.

Program based on backward design use desired results to drive decisions. With this design, there are questions to consider, such as: What should students understand, know, and be able to do? What does it look like to meet those goals? What kind of program will result in the outcomes stated? How will we know students have achieved that result? What other kinds of evidence will tell us that we have a quality program? These questions apply regardless of whether they are goals in program planning or classroom instruction.

The backward design process involves three interrelated stages for developing an entire curriculum or a single unit of instruction. The relationship from planning to curriculum design, development, and implementation hinges upon the integration of the following three stages.

*Stage I: Identifying Desired Results:* Enduring understandings, essential questions, knowledge and skills need to be woven into curriculum publications, documents, standards, and scope and sequence materials. Enduring understandings identify the “big ideas” that students will grapple with during the course of the unit. Essential questions provide a unifying focus for the unit and students should be able to answer more deeply and fully these questions as they proceed through the unit. Knowledge and skills are the *“stuff”* upon which the understandings are built.

*Stage II: Determining Acceptable Evidence:* Varied types of evidence are specified to ensure that students demonstrate attainment of desired results. While discrete knowledge assessments (e.g.: multiple choice, fill-in-the-blank, short answer, etc…) will be utilized during an instructional unit, the overall unit assessment is performance-based and asks students to demonstrate that they have mastered the desired understandings. These culminating (summative) assessments are authentic tasks that students would likely encounter in the real-world after they leave school. They allow students to demonstrate all that they have learned and can do. To demonstrate their understandings students can explain, interpret, apply, provide critical and insightful points of view, show empathy and/or evidence self-knowledge. Models of student performance and clearly defined criteria (i.e.: rubrics) are provided to all students in advance of starting work on the unit task.

*Stage III: Designing Learning Activities:* Instructional tasks, activities, and experiences are aligned with stages one and two so that the desired results are obtained based on the identified evidence or assessment tasks. Instructional activities and strategies are considered only once stages one and two have been clearly explicated. Therefore, congruence among all three stages can be ensured and teachers can make wise instructional choices.

At the curricular level, these three stages are best realized as a fusion of research, best practices, shared and sustained inquiry, consensus building, and initiative that involves all stakeholders. In this design, administrators are instructional leaders who enable the alignment between the curriculum and other key initiatives in their district or schools. These leaders demonstrate a clear purpose and direction for the curriculum within their school or district by providing support for implementation, opportunities for revision through sustained and consistent professional development, initiating action research activities, and collecting and evaluating materials to ensure alignment with the desired results. Intrinsic to the success of curriculum is to show how it aligns with the overarching goals of the district, how the document relates to district, state, or national standards, what a high quality educational program looks like, and what excellent teaching and learning looks like. Within education, success of the educational program is realized through this blend of commitment and organizational direction.

**INTENT OF THE GUIDE**

This guide is intended to provide teachers with course objective and possible activities, as well as assist the teacher in planning and delivering instruction in accordance with the New Jersey Core Curriculum Content Standards. The guide is not intended to restrict or limit the teacher’s resources or individual instruction techniques. It is expected that the teacher will reflectively adjust and modify instruction and units during the course of normal lessons depending on the varying needs of the class, provided such modified instruction attends to the objectives and essential questions outlined below.

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| UNIT 1 |
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[**CP Spanish IV - El Mundo de Arte**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=unit_update_body&unitid=62826)  **Author: Yuliya Sazonova**

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| --- | --- |
| Subject:**World Languages** | State/Group:**NJ** |
| Course/Grade:**Grade 12** | School:**EHT HS** |



[**UNIT SUMMARY**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=unit_summary&unitid=62826)



This unit comprises a survey of artists from various countries. Students will also examine various types of art works (portrait, self-portrait, still life, murals, and landscapes). Students will examine the life and art of various renowned artists such as Vincent van Gogh, Jackson Pollock, Salvador Dalí, Pablo Picasso, Frida Kahlo, Diego Rivera, Goya, El Greco, and Diego Velazquez. They will become familiar with their biography and will examine their masterpieces in detail.





[**UNIT RESOURCES**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=unit_resources&unitid=62826)



**Printed Materials:**

Printouts and worksheets with the biographies of the artists

Practice Workbook

Realidades 3 textbook

Worksheets with activities for Preterit, Imperfect, Present Progressive



**Resources:**

Internet sites with biographical information and artworks for various artists

Movies and videos about various artists

PPT Presentations with artists' bio and masterpieces



**Internet Resource Links:**
<http://www.guggenheim.org/new-york/collections/collection-online>
<http://www.etsy.com/category/art/painting>
<http://wikipedia.com>



STAGE ONE



[**GOALS AND STANDARDS**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=view_then_update_egoal_body_new&unitid=62826)





Goal:

 7.1.IL.A.1 Identify the main idea and most supporting details contained in [culturally authentic materials](http://www.ubdexchange.org/fck/editor/fckblank.html#WL_Cam) using [electronic information sources](http://www.ubdexchange.org/fck/editor/fckblank.html#WL_Eis) related to targeted themes.

 7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.

 7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.

 7.1.IL.A.6 Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, [culturally authentic materials](http://www.ubdexchange.org/fck/editor/fckblank.html#WL_Cam).

 7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.

 7.1.IL.B.1 Use [digital tools](http://www.ubdexchange.org/fck/editor/fckblank.html#WL_dt) to participate in short conversations and to exchange information related to targeted themes.

 7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.

7.1.IL.C.1 Use knowledge about [cultural products](http://www.ubdexchange.org/fck/editor/fckblank.html#WL_culprod) and [cultural practices](http://www.ubdexchange.org/fck/editor/fckblank.html#WL_Cp) to create a [multimedia-rich presentation](http://www.ubdexchange.org/fck/editor/fckblank.html#WL_mmpres) on targeted themes to be shared virtually with a target language audience.

7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.

7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.

7.1.IL.C.4 Compare and contrast age- and level-appropriate [culturally authentic materials](http://www.ubdexchange.org/fck/editor/fckblank.html#WL_Cam) orally and in writing.





[**ENDURING UNDERSTANDINGS**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=view_then_update_eu_body_new&unitid=62826)



1. Art can reflect, clarify and criticize the times and places it portrays.
2. Through art we can gain an understanding of a given culture and its components.
3. Through a work of art we can better understand the world the artist lives in.





[**ESSENTIAL QUESTIONS**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=view_then_update_eq_body&unitid=62826)



1. How can I use an authentic piece of contemporary artwork to help me understand the target culture?
2. How do I express my opinion about a piece of contemporary artwork?
3. How does an artist relate his/her experiences through a work of art?





[**KNOWLEDGE AND SKILLS**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=view_then_update_sdo_body&unitid=62826)



Student will know:

* Difference between situations where ser and estar are used; Prepositions of location
* Preterit vs Imperfect
* Descriptive vocabulary relating to color and composition of paintings
* Art movements/styles
* Types of art
* Biographical information about various artists

Student will be able to:

* Describe what someone/something is like, where something/someone is located, and what is going on at the moment.
* Describe actions/events that took place in the past
* Describe and express his/her opinion of a painting orally and in writing; Identify the theme and other components in a given piece of artwork
* Identify art movement/style that a particular painting belongs to
* Identify various types of art
* Know biographical/background information on various artists



STAGE TWO





[**PERFORMANCE TASKS**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=view_then_update_ptask_body&unitid=62826)



**Title:** Performance Assessments

**Assessments: Working for Christie’s Auction House (Barcelona, Madrid)**

[**www.christies.com**](http://www.christies.com)

As a summer internship you landed a job at the prestigious Christie’s Auction house in Barcelona, Spain office.

**Interpersonal:**

You were given an opportunity to open the summer season at Christie’s Auction house in Barcelona. During the upcoming auction you will be in charge of presenting the paintings. Prior to the beginning of the auction you are talking to the director of the Auction House. You are still undecided as to what painting to choose so you discuss as few of them with the director.

**Presentational:** Now that you have made up your mind about the painting you need to be able to present if to the buyers during the auction. To do this you need to research the information on the artist as well as being able to describe the painting in detail.

**Interpretive:**

The auction was a success. Many paintings were sold. You are now one of the people who are in charge of writing a detailed description of the sod artworks for an art catalogue. You can choose from two different paintings.





[**OTHER EVIDENCE**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=view_then_update_oe_body&unitid=62826)



Vocabulary quizzes

Quizzes on various artists

Grammar quizzes

Art diary writing

DVR recordings of artwork descriptions



STAGE THREE



[**LEARNING ACTIVITIES**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=view_then_update_la_body&unitid=62826)



Weeks 1-2:

Review and practice with preterit and imperfect. Distinguish between the situations where either tense is used.

Complete writing grammar activities in class and in the computer lab

Do a presentation about their past: include various important/interesting events from their past utilizing preterit and imperfect.

Week 3:

Complete vocabulary flashcards; Practice pronunciation of the vocabulary

Complete “diagnostic ” activities to determine how much the students know about famous artworks, famous artists, what types of art they can identify and whether or not they can tell apart various artistic movements

Write definitions of vocabulary words

Read about various styles of art, answer comprehension questions and discuss

Week 4:

Practice vocabulary flashcards; Complete practice workbook activities with the new vocabulary

Write definitions of vocabulary words; Write original sentences using new verbs

Watch a movie about **Jackson Pollock**

Answer questions about life and art of Pollock based on the movie

Identify paintings by the artist from the beginning and the end of his career. Compare and contrast the two periods.

Week 5:

Watch a video about **Vincent van Gogh**

Answer questions about Van Gogh based on the video

Classify Van Gogh’s paintings by the periods in his life – beginning, middle and end of his life

Discuss his various paintings orally and in writing

Complete a quiz based on Pollock and Van Gogh

Week 6:

Learn about the life and art of **Pablo Picasso**; Read his biography

Watch a video about Picasso and answer questions about his life and art

Distinguish his paintings from various periods (realistic period, blue period, cubist period)

Discuss his various paintings orally and in writing

Week 7:

Learn about the life and art of **Salvador Dalí**

Discuss his various paintings orally and in writing

Read his biography

Watch a video about surrealists and Dalí and answer various questions about his life and art

Do a collage on a certain theme

View a PPT that includes artworks by the artists studied in previous weeks and identify the artist, the type of the painting and the movement.

Week 8:

Learn about the life and art of **Velázquez** and **El Greco**

Read their biography

Watch a video about both and answer various questions about their life and artworks

Discuss their paintings orally and in writing

Week 9:

Learn about the life and art of **Francisco Goya**

Read his biography

Watch a video about him and answer various questions about his life and artworks

Differenciate between the paintings from different periods on his life (for example before and after his deafness)

Discuss his paintings orally and in writing

View a PPT that includes artworks by the artists studied in previous weeks and identify the artist, the type of the painting and the movement.

Complete a quiz based on the information about above mentioned artists.

Week 10:

Learn about the life and art of **Frida Kahlo** and **Diego Rivera**

Read about them.

Watch a documentary about them and answer various questions based on the video

Discuss their paintings orally and in writing

Watch a movie about Frida and complete follow up activities

View a PPT that includes artworks by the artists studied in previous weeks and identify the artist, the type of the painting and the movement.

Weeks 11-12:

Presentational Assessment

Interpretive Assessment

Interpersonal Assessment

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| UNIT 2 |
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**CP Spanish IV Salud y Nutrición**

Author: Yuliya Sazonova

Subject: World Languages Country:

Course/Grade: Grade 12 State/Group: NJ

School: EHT HS

**UNIT SUMMARY**

Students will learn about the many components of a healthy lifestyle how to maintain a healthy lifestyle. They will discuss physical and mental health, exercise, illness and remedies.

**UNIT RESOURCES**

Printed Materials:

Realidades 3 Text book

Online Articles about health, medicines, etc.

Flashcards

Internet Resource Links:

http://www.studyspanish.com

http://www.colby.edu/~bknelson/SLC/subj\_pres.php

http://www.phschool.com/webcodes10/index.cfm?fuseaction=home.gotoWebCode&wcprefix=jek&wcsuffix=0001

http://www.cdc.gov/healthyweight/spanish/index.html

**STAGE ONE**

**GOALS AND STANDARDS**

**Goal:**

NJ.7.1. World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

7.1.IM.A.1 Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.

7.1.IM.A.3 Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.

7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.

7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.

7.1.IM.A.6 Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, culturally authentic materials.

7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.

7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

7.1.IM.B.1 Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.

7.1.IM.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.

7.1.IM.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.

7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.

7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

7.1.IM.C.1 Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.IM.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.

7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.

7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.

7.1.IM.C.5 Compare the cultural perspectives of the target culture(s) with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each.

**ENDURING UNDERSTANDINGS**

1. Anyone can improve their mental outlook by altering their lifestyles with relaxing activities and vigorous exercise.
2. In order to lead a healthy lifestyle one must practice both good mental and physical exercises, in addition to eating well.
3. Various methods, beliefs, practices, and daily routines exist throughout Latin American and Hispanic countries that are believed to help maintain one's mental and/or physical health that differ from those common in the United States.

**ESSENTIAL QUESTIONS**

1. How can I change my lifestyle in order to make myself feel better both physically and mentally?
2. What is involved in leading a healthy lifestyle?
3. How are medicinal or social practices used in Latin American countries to improve mental or physical health?

**KNOWLEDGE AND SKILLS**Students will know

- Vocabulary concerning types of lifestyles, health, nutrition, remedies and physical education

- Major health concerns

- Present subjunctive tense

- Affirmative and negative commands

- Vocabulary for medicinal and social practices. - Conduct a fitness class; educate public; express physical health concerns; complain of, and/or respond to complaints, regarding health issues.

Students will be able to

- Describe health problems, and understand prescription warnings, side effects, and instructions

- Create public service announcements about proper nutrition, healthy choices

- Give commands;

- Design a model for a physical education exercise

- Give recommendations, advice and suggestions regarding healthy lifestyle

- Read and comprehend articles pertaining to mental and physical health.

- Talk and discuss each other's daily routines in terms of their physical and mental lifestyle.

- Discuss how one would feel (mentally and physically) by changing their lifestyle.

**STAGE TWO**

**PERFORMANCE TASKS**

Title: Presentational Assessment

Create a video/commercial advertising a new gym/exercise studio. Convince the public to attend and persuade them of the importance of a healthy living (use commands and/or subjunctive).

Title: Interpretive Assessment

Students will read an article about obesity and will answer comprehension questions.

Suggested Rubrics:

http://flenj.org/CAPS/?page=147

Title: Interpersonal Assessment

Options include:

1) In pairs, one student will play the role of a patient and the other will play the role of a doctor or counselor (psychological, nutritional, fitness trainer) trying to solve a personal issue;

2) exchange opinions healthy choices in food & lifestyle;

4) in pairs, compare fitness habits;

5) in pairs, compare and contrast physical education curricula in U.S. and target country.

Suggested Rubrics:

http://flenj.org/CAPS/?page=147

 OTHER EVIDENCE

 Partner practice, written pre-class prompts, homework, vocabulary quizzes, videos and worksheets, healthy exercise plans, exercise or mental health journals, quarterly exam.

**STAGE THREE**

 **LEARNING ACTIVITIES**

Weeks 1 and 2:

* + Review vocabulary for body parts and nutrition recommendations
	+ Introduce vocabulary of health, medical terms, and health problems; introduce health system of target culture; reading comprehension activities which present vocabulary; watch videos/commercials on health supplements, medications, etc.
	+ Use the new vocabulary in personalized context.
	+ Write definitions of various vocabulary terms
	+ Listen to and be able to comprehend various recommendations related to health and nutrition
	+ Practice vocabulary flashcards
	+ Research various foods; find out their health benefits; explain why it is good for one’s health
	+ With a partner, one student will play the role of a patient and the other will play the role of a doctor or counselor (psychological, nutritional), they will give recommendations/advice based on health problems.
	+ Complete a vocabulary comprehension quiz

Weeks 3 and 4:

* + Warm-up activity: analyze data related to health/personal hygiene (surveys, statistics, etc.)
	+ Review and practice vocabulary of health; review affirmative informal commands, introduce formation of negative informal commands;
	+ Identify major health concerns of target and own countries;
	+ Production of posters explaining do’s and don’ts for proper nutrition and health;
	+ Reading comprehension on articles about health choices and issues.
	+ Create public service announcements/create and present a poster about proper nutrition/healthy choices/healthy lifestyle.
	+ In groups of 3-4 create and act out a skit at a doctor’s office
	+ Complete a quiz on commands/subjunctive

Weeks 5 - 6

* + Introduce vocabulary about physical fitness;
	+ Practice vocabulary flashcards
	+ Use the new vocabulary in personalized context
	+ Write definitions of various vocabulary terms.
	+ Complete a survey about stress in your life. Share information with a partner/ask/answer questions related to stress.
	+ Discuss the benefits of exercising
	+ Listen to and be able to comprehend various recommendations related to fitness.
	+ Introduce subjunctive of regular and irregular verbs
	+ Respond to various prompts about health concerns
	+ Read 2 articles about healthy lifestyle and recommendations for good health and create a poster/multimedia presentation based on the advice given in them

Weeks 7-8

* + Read articles about health concerns in Latin America and USA; discuss the article and compare the health concerns in both countries (Interpretive)
	+ In pairs/groups discuss various health concerns and give recommendations/advice (Interpersonal)
	+ Act out a skit introducing a new gym/fitness center or create a video (Presentational)

UNIT 3



[**CP Spanish IV Futuro y Profesiones**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=unit_update_body&unitid=62512) **Author: Yuliya Sazonova**

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| Subject:**World Languages** | State/Group:**NJ** |
| Course/Grade:**Grade 12** | School:**EHT HS** |



[**UNIT SUMMARY**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=unit_summary&unitid=62512)



In this unit the students will discuss their future plans and their career choices. They will look at various professions, the requirements for hire in each, as well as salaries and determine what career they will follow.





[**UNIT RESOURCES**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=unit_resources&unitid=62512)



**Printed Materials:**

Realidades 2 book

Realidades 3 book

Copies of articles from Internet

Worksheets

Flashcards



**Resources:**

1. An article titled "The Best job in the world"

2. Various internet links to practice with grammar points and the vocabulary.

[www.spanish.cl](http://www.spanish.cl/)

[www.studyspanish.com](http://www.studyspanish.com/)



**Internet Resource Links:**
<http://www.colby.edu>
<http://www.spaleon.com>
<http://www.quia.com>
<http://www.indiana.edu>
[www.phschools.com](http://ubdexchange.ascd.org/www.phschools.com)



STAGE ONE



[**GOALS AND STANDARDS**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=view_then_update_egoal_body_new&unitid=62512)



Standard State: NJ

NJ.7.1. World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.
7.1.IM.A. Interpretive Mode (Intermediate-Mid)
7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
7.1.IM.B. Interpersonal Mode (Intermediate-Mid)
7.1.IM.B.1 Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.
7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.
7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
7.1.IM.C. Presentational Mode (Intermediate-Mid)
7.1.IM.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.





[**ENDURING UNDERSTANDINGS**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=view_then_update_eu_body_new&unitid=62512)



* + - the decisions I make now will impact my future life.
		- it is important to choose a career that reflects who you are and it is important to do your best to succeed in it.
		- my life will be different in the near future as well as 10 years from now compared to my present life.
		- I hope to achieve some of my goals for the future upon graduation





[**ESSENTIAL QUESTIONS**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=view_then_update_eq_body&unitid=62512)



* How do my career choices influence my future?
* How should I decide what career path will I follow and what do I need to do to be successful in it?
* Where do I see myself in the near future (1-2 years) as well as in the distant future (for ex.10 years from now)?
* What do I hope to achieve by a certain time in future?





[**KNOWLEDGE AND SKILLS**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=view_then_update_sdo_body&unitid=62512)



**Students will know:**

- the simple future

- the present perfect

- the past participles

- the vocabulary related to professions

- the expressions that relate to future

**Students will be able to:**

- use the new vocabulary in context

- categorize professions by fields of study

- define what various professionals do

- describe various professions; include the requirements for professions, personality traits, places of work, salaries, fields of study and classes necessary to receive a diploma in a certain field, activities fulfilled by a certain professional

- explain in their own words various expressions from this unit using circumlocution

- talk about what has recently happened (using future perfect)

- predict the future for themselves and others (what they and others will do in the future)

- write a resume for a job

- interview a potential employee

- research various professions

- ask and answer questions related to professions and future

- demonstrate comprehension of an article for various professions



STAGE TWO





[**PERFORMANCE TASKS**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=view_then_update_ptask_body&unitid=62512)



**Title:** Interpersonal Assessment

Interpersonal: You are going away to study in Latin America and in your introduction video or digital presentation to the university board you are required to discuss what your plans for the future are and what you will have accomplished by a certain point in your life. You decide to practice with your friend. Ask each other questions using the future tense.

**Title:** Presentational Assessment

Presentational: You are applying to a university program in a Spanish speaking country. In order for the admission board to accept you to the university you are required to make a video or a digital presentation about yourself telling the board’s members what career you are interested in and why. This way they can place you in the right career track.

Make a digital presentation or a video about yourself and include the following points:

 · Yourself now as a student and an individual. Explain why you will be an asset for the university

 - What field of studies you are interested in and why

 · As a person employed in this field what must one know how to do and what characteristics must one

 possess to be successful.

 · Where would you like to work after graduation (pick a Latin American country and explain why you

 want to move there)

 · By the time of your graduation what will you have accomplished (future perfect)

 · Where you see yourself in the nearest future (your plans for the upcoming year or two) and 10 years

 from now.

**Title:** Interpretive Assessment

Interpretive: you are planning to apply to a university in a Latin American country. At this point you are almost sure about your future career track, but you would like to look at other possibilities in case you might change your mind. While surfing on the internet you found an article on what is being described as the best job in the world. You get curious and decide to take a look at.

The students will read and summarize the article and answer comprehension questions based on what they read.





[**OTHER EVIDENCE**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=view_then_update_oe_body&unitid=62512)



Participation in classroom activities

Completion of HW assignments, worksheets, audio and video activities

Interviewing a partner about future plans

Writing a resume

Completing a job interview

Quizzes on future, future perfect, past participles, vocabulary related to professions

Formative Assessments



STAGE THREE





[**LEARNING ACTIVITIES**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=view_then_update_la_body&unitid=62512)



**Week 1:**

- complete vocabulary flashcards

- repeat the pronunciation of the new vocabulary after the teacher

- match the professions to the images from a power point presentation

- as you listen to the audio recording, read the section of "A Primera Vista" on p. 254-255 in the book Realidades 3 and complete comprehension activities: Act.2 p.255, Act.3, p.255

- using the new highlighted words on p.254-255 write original sentences using them

- as you listen to the audio recording, read the section "A Primera Vista" on p.452 in Realidades 2 and complete comprehension activity: Act. 2 p.453

- using the new highlighted words on p.452 write original sentences using them

**Week 2:**

- write definitions for various vocabulary words

- determine what classes you need to study for certain professions

- categorize professions by fields of study

- working in the lab to learn how to use Google Documents and share information

- complete a chart with information for various professions (requirements for a profession, place of work, salary, field of study)

- using the future tense create rules for various scenarios , such as for your school, class, house sitter, babysitter, an exchange student living with you and (imagining you have a family) rules for your kids for when you are away from home

**Week 3:**

- write definitions for vocabulary words

- guessing game (a partner reads a requirement for a job and another partner is supposed to guess the profession)

- use the professions vocabulary in context (write original sentences)

- complete a vocabulary recognition quiz

- introduce the future tense and the future expressions

**Week 4:**

- write sentences in future using regular and irregular verbs and the vocabulary for professions

- complete writing activities practicing the future tense

- play the speed game with white boards in teams to practice future

- complete the communicative activities using the chapter vocabulary and the future tense

- partner practice with future tense forms

- vocabulary production quiz

- diary entry - the future of your friends and family

- ask and answer questions about future plans

- Interpretive Assessment

**Weeks 5-6:**

- Explain when present perfect is used. Practice it orally and in writing.

- ask and answer questions using present perfect

- work in the lab to prepare for the Presentational Assessment. Create a digital presentation for an admissions office for a university you are interested in attending

- Presentational Assessment

**Week 7:**

- practice in class for Interpersonal Assessment

- ask and answer questions about future plans using various scenarios

- Interpersonal Assessment

- act as a board member for a company and evaluate potential employees

UNIT 4

**CP IV Música del Mundo Hispano
Author: Yuliya Sazonova**

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|  |  |
| --- | --- |
| Subject:**World Languages** | State/Group:**NJ** |
| Course/Grade:**Grade 12** | School:**EHT HS** |



[**UNIT SUMMARY**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=unit_summary&unitid=62940)



This unit will introduce the students to various styles of music and dance in Latin/Hispanic countries. They will be exploring tango, bachata, merengue, música andina, música popular, flamenco, salsa and música tejana. Throughout the unit students will learn about artists who represent various styles and will examine their songs and their biographies as well as learn about the origins of Latin/Hispanic music.





[**UNIT RESOURCES**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=unit_resources&unitid=62940)



**Printed Materials:**

Level IV Realidades Textbook / handouts

Authentic readings

Printed articles



**Resources:**
Various Online Articles



**Internet Resource Links:**
<http://es.wikipedia.org/>

<http://musica.terra.com/>

<http://www.mundolatino.org/musica/>

<http://2013.lamusica.com/>

STAGE ONE



[**GOALS AND STANDARDS**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=view_then_update_egoal_body_new&unitid=62940)



Standard State: NJ

NJ.7.1. World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.
7.1.IL.A. Interpretive Mode (Intermediate-Low)
7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.
7.1.IL.A.6 Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.
7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.
7.1.IL.B. Interpersonal Mode (Intermediate-Low)
7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.
7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
7.1.IL.C. Presentational Mode (Intermediate-Low)
7.1.IL.C.1 Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.



[**ENDURING UNDERSTANDINGS**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=view_then_update_eu_body_new&unitid=62940)



1. Music can reflect, clarify and criticize the times and places it portrays.
2. Through music we can gain an understanding of a given culture and its components.
3. Through songs we can better understand the world the artist lives in.
4. Music affects everyone in a different way.





[**ESSENTIAL QUESTIONS**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=view_then_update_eq_body&unitid=62940)

1. How can I use an authentic piece of music to help me understand target culture?
2. How does history influence the development of music?
3. How does an artist relate his/her experiences through music?
4. How do different types of music affect us?

[**KNOWLEDGE AND SKILLS**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=view_then_update_sdo_body&unitid=62940)



**Students will know:**

* Vocabulary for rhythm, instruments
* Various styles of music
* How to express preferences and opinions
* Adjectives and noun/adjective agreement
* Comparatives and superlatives

**Students will be able to:**

* Identify various instruments used in a song
* Identify the style of a music piece
* Express likes/dislikes, preferences and opinions
* Identify a theme of a song
* Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes
* student-created and/or authentic short plays, skits, poems, songs, stories, or reports
* Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.
* Infer the meaning of a few unfamiliar words in some new contexts.
* Ask and respond to questions about music.
* Engage in short conversations about music.

STAGE TWO





[**PERFORMANCE TASKS**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=view_then_update_ptask_body&unitid=62940)



**Title:** Presentational Assessment

Students will create a presentation about their favorite artist and/or song

**Title:** Interpersonal Assessment

Students will engage in a conversation with a peer about their favorite song and/or artist

**Title:** Interpretive Assessment

Students will listen to an authentic piece of music and demonstrate their comprehension by completing a Comprehension Guide (Intermediate to Advanced Level)





[**OTHER EVIDENCE**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=view_then_update_oe_body&unitid=62940)



Partner practice, pre-class prompts, homework, think-pair-share, vocabulary quizzes, videos and worksheets, practice on the internet, formative assessment, can do statements.



STAGE THREE





[**LEARNING ACTIVITIES**](http://ubdexchange.ascd.org/user_main_new.cfm?whichPageNew=view_then_update_la_body&unitid=62940)



**Week 1:**

Introduce vocabulary concerning music terminology (rhythm, pace, instruments, descriptive adjectives)

Use new vocabulary in personalized context.

Explain various vocabulary expressions via circumlocution

**Week 2:**

Continue practicing the vocabulary

Explain various vocabulary expressions via circumlocution

Introduce *tango* and *flamenco:*

View/listen to videos of *flamenco* and *tango* dance, express opinions and preferences

Learn about origins of *flamenco* and *tango*

Distinguish between *flamenco* and *tango*

**Week 3:**

Introduce *bachata* and *merengue*:

Learn about origins of *bachata* and *merengue* and answer comprehension questions

Learn/read about/research some of the famous representatives of the two styles (Aventura, Romeo Santos, Prince Royce, Elvis Crespo, Juan Luis Guerra etc)

View/listen to videos of *bachata* and *merengue* dance

Listen to songs by Aventura, Prince Royce, Elvis Crespo, Juan Luis Guerra and be able to express/discuss opinions, rhythm, theme, melody, instruments used, demonstrate comprehension of lyrics.

Distinguish between the four dances (flamenco, tango, bachata, merengue)

**Week 4:**

Introduce *música andina, música popular, and música tejana:*

Learn about origins of música andina, and música tejana and answer comprehension questions

Learn/read about/research some of the famous representatives of the three styles (Shakira, Ricky Martin, Belinda, Chayanne, Selena etc)

View/listen to videos of música andina, música popular, and música tejana

Listen to songs by artists representing the three styles and be able to express/discuss opinions, rhythm, theme, melody, instruments used, demonstrate comprehension of lyrics.

Distinguish between the seven music styles (flamenco, tango, bachata, merengue, música andina, música popular, and música tejana)

**Weeks 5 and 6: Work in class, and in the computer lab**

1. Presentational Assessment
2. Interpersonal Assessment
* Watch “Selena” or “Cinco Amigas”, answer questions related to the movie
1. Interpretive Assessment

**Curriculum Resources - Differentiated Instruction**

**Special Education Interventions in General Education**

Visual Supports

Extended time to complete tests and assignments

Graphic Organizers

Mnemonic tricks to improve memory

Study guides

Use agenda book for assignments

Provide a posted daily schedule

Use of classroom behavior management system

Use prompts and model directions

Use task analysis to break down activities and lessons into each individual step needed to complete the task

Use concrete examples to teach concepts

Have student repeat/rephrase written directions
Heterogeneous grouping

*Resources:*

Do to Learn:

<http://www.do2learn.com/>

Sen Teacher:

<http://www.senteacher.org/>

Intervention Central:

<http://www.interventioncentral.org/>

Learning Ally:

<https://www.learningally.org/>

**English Language Learners Interventions in Regular Education**

*Resources:*

FABRIC - Learning Paradigm for ELLs (NJDOE)
[www.nj.gov/education/bilingual/pd/**fabric**/**fabric**.pdf](http://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf)

Guide to Teaching ELL Students
<http://www.colorincolorado.org/new-teaching-ells>

Edutopia - Supporting English Language Learners

<https://www.edutopia.org/blog/strategies-and-resources-supporting-ell-todd-finley>

Reading Rockets

<http://www.readingrockets.org/reading-topics/english-language-learners>

**Gifted and Talented Interventions in Regular Education**

*Resources:*Who are Gifted and Talented Students

<http://www.npr.org/sections/ed/2015/09/28/443193523/who-are-the-gifted-and-talented-and-what-do-they-need>

Hoagies Gifted Education Page
<http://www.hoagiesgifted.org/programs.htm>

**21st Century Learning**

*Resources:*Partnership for 21st Century Learning

<http://www.p21.org/>

Career Ready Practices (NJDOE)
<http://www.nj.gov/education/cte/hl/CRP.pdf>