EGG HARBOR TOWNSHIP PUBLIC SCHOOLS

CURRICULUM

**HN Spanish 4**

 Length of Course: Full Year

 Elective / Required: Elective

 Schools: High School

 Student Eligibility: Grades 11-12

 Credit Value: 5 credits

 Date Approved:

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| This curriculum guide was prepared by: Myrna Cariño, Egg Harbor Township High SchoolCoordinated by: Dr. Michele Schreiner - Supervisor of World Languages  |  |
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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 Name: HNS IV- Unit 1 Latinos en los Estados Unidos Author: Myrna Cariño****http://ubdexchange.ascd.org/images/general/shim.gif** Subject:**World Languages**http://ubdexchange.ascd.org/images/general/shim.gifCourse/Grade:**Grade 11**http://ubdexchange.ascd.org/images/general/shim.gif  http://ubdexchange.ascd.org/images/general/shim.gif**UNIT SUMMARY**This unit will enable the students to read, react to, and critique French/Spanish short stories. They will learn about the background of the authors. Students will learn culture points of the Spanish countries. They will interpret promotions or commercials for tourism and they will also review past tense and imperfect forms. As preparation for next year's Advanced Placement class the students will relate to topics including alienation and assimilation as well as travel and leisure.http://ubdexchange.ascd.org/images/general/shim.gif**UNIT RESOURCES****Printed Materials:** **Level Four Textbooks - Reading and Grammar****Authentic Readings****Authentic Newspapers/magazines****Resources:** **Casi-Casi -Authentic Film****Facebook-as social networking to be connected to your relatives/friends****Video and power point about “La corrida de toros en Pamplona”** **Internet Resource Links:**  [http://www.sanfermin.com/](http://www.sanfermin.com/%20)   <http://www.youtube.com>  <http://www.turismonavarra.es/eng/propuestas/san-fermines/>  <http://www.visitphilly.com/events/philadelphia/the-mummers-parade/>  http://ubdexchange.ascd.org/../images/general/shim.gifSTAGE ONEhttp://ubdexchange.ascd.org/../images/general/shim.gif**GOALS AND STANDARDS**Standard State: NJNJ.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.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.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. Interpersonal Mode (Intermediate-Mid) 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.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. 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. http://ubdexchange.ascd.org/images/general/shim.gif **ENDURING UNDERSTANDINGS** Students will understand that …* language and culture influence every person’s identity in many ways during their life.
* adapting to a new language and culture when visiting/moving to another country is a complex process.
* Powerful literature provides insights about the writer’s experiences and perception of his/her time.

http://ubdexchange.ascd.org/images/general/shim.gif**ESSENTIAL QUESTIONS** * **How do language and culture influence one’s identity?**
* **How do people adapt to a new country/language and benefit at the same time after moving?**
* **How can I understand the author's point of view when I am reading a new story?**

http://ubdexchange.ascd.org/images/general/shim.gif**KNOWLEDGE AND SKILLS** **Students will know…**·         Vocabulary related to school·         Adjectives ·         Comparisons between Spanish schools and US schools·         Necessities for visiting or staying in a new place/country·         Leisure activities ·         Present tense verbs – (recycled)·         Past Tense( recycled)·         Imperfect Tense ·         Present perfect tense·         Spanish countries·         Spanish food and activities in Spanish countries **Students will be able to…*** Review school subjects
* Describe subjects and personality traits
* Talk about and compare school and after-school activities
* Demonstrate reading comprehension
* Specifically identify popular Hispanics artists
* Present the life of a famous artist
* Identify Spanish speaking countries and characteristics that make each one different.
* Identify some form of entertainment in Spanish countries and USA

http://ubdexchange.ascd.org/images/general/shim.gifSTAGE TWOhttp://ubdexchange.ascd.org/../images/general/shim.gif**PERFORMANCE TASKS** **Title:** Interpretive- I want to go there!!!!**Commercial/Advertisement****Students will watch commercials/promotions of tourism of several countries and answer the questions to determine what kind of activities people can do in those countries.** **Title: Presentational- Who’s that person?****You will research the biography of your favorite Latino. Investigate about their life, activities as a child, likes and dislikes and what they did before they were famous. Using this information you will create a power point that reflects their past life and present in class.** **Title: Interpersonal- My new friend.****You have a new student in class who has recently moved to your high school. He/she seems a little intimidated by all the new changes. You, as a good classmate, want him/her to feel welcome and comfortable in the new school. You will approach the student and have a conversation to know more about this new person. You want to know where he/she is coming from. What was his/ her previous country? What does he/she like to do? And why did he/she move here?**http://ubdexchange.ascd.org/images/general/shim.gif**OTHER EVIDENCE****Quizzes****Partner speaking activities****Think- pair-share****Videos****White board activities**http://ubdexchange.ascd.org/images/general/shim.gifSTAGE THREEhttp://ubdexchange.ascd.org/images/general/shim.gif**LEARNING ACTIVITIES** **Week 1**- Review class subject and school extracurricular activities.    Review personality traits. Discuss possible problems you might encounter when visit other countries.   Research about Cuba, the school systems in the country. Compare the school system in Spanish      speaking countries vs.  in the USA.**Week 2-** Discuss the film Casi -Casi and explore the difference between our schools and the Spanish speaking countries school. **Week 3**- Report the different  extra curricular activities in our schools and the schools in Spanish speaking countries. (Mini-project) Identify  Spanish speaking countries, their locations and what they are famous for.Recognize distinguished Latinos in America  Discover the best of the Hispanic Heritage Month and the influence of these Latinos in the community.  **Week 4-**Commercials/Advertisement***INTERPRETIVE Task***- The students will watch commercial/ promotions of tourism of several countries and answer questions about what that country can offer you.Talk about what Spanish paradise will you visit and why.Students pair conversations as formative assessment.**Week 5**- Discuss past tense expressions and uses. Work in activities related with both past tense forms.**Week 6**-  Research for your  favorite latino.  Use the imperfect and past tense forms to present the life a  famous Latino.**Week 7**- Presentational Assessment.  The students will present the life their favorite latino in the past.**Week 8**-Talk about activities they have done in the past using the present perfect tense**Week 9**-  Interpersonal Assessment-**" What have you done lately?"**  The students will interview each other pretending they are a famous Latino actor/actress.**Week 10**- Unit test |

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| **Unit Name: HNS IV- Unit 2 La vida en el siglo 21 Author: Myrna Carino** |
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| **UNIT SUMMARY** |
| This unit will prepare students to talk about recent advances in technology such as science and technology in our lives and how this has impacted society. They will discuss different careers and professions, then explore plans for their future and discuss how the new technology advances can be helpful in their lives.  |
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| **UNIT RESOURCES** |
| **Printed Materials:** Level IV Textbook / handoutsAuthentic readings |
| **Resources:** Online authentic newspapers- job classifieds in Spanish speaking countries |
| **Internet Resource Links:**  [http://empleos.vivastreet.net/ofertas-empleo+puerto-ri](http://empleos.vivastreet.net/ofertas-empleo%2Bpuerto-ri%20)   <http://clasificadosonline.com/puertorico/empleos/>  <http://empleo.elpais.com/buscar-trabajo?canal=flexible&provincia=4337>  [http://www.vivastreet.com.ve/busqueda-de-trabajo+allgeo](http://www.vivastreet.com.ve/busqueda-de-trabajo%2Ballgeo)   |
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| STAGE ONE |
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| **GOALS AND STANDARDS** |
| Standard State: NJNJ.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.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.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. Interpersonal Mode (Intermediate-Mid) 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.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. 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. http://ubdexchange.ascd.org/images/general/shim.gif  |
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| **UNDERSTANDINGS**  |
| **Students will understand…*** The effect of technology on oneself and society is ever changing.
* Innovations in science and technology in our lives in 20\_\_ are shaping job positions and opportunities in future years.
* Having an education and being bilingual provides greater opportunities and advantages in job searches.
* There are many popular careers in the United States that match those of Spanish speaking countries, as well as some that differ.
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| **ESSENTIAL QUESTIONS**  |
| * How do developments in science and technology affect our lives?
* What factors have driven innovations and discovery in the fields of science and technology?
* How is contemporary life influenced by cultural products and practices?
* How do societies and individuals define quality of life?
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| **KNOWLEDGE AND SKILLS** |
| **Students will know:*** Professions and popular career vocabulary
* Technology vocabulary from a reading
* Future tense
* Future perfect tense
* Their future goals
* Conditional tense
* Key words and structure for asking questions

**Students will be able to…*** Identify different types of careers and occupations
* Interpret the meaning of vocabulary using circumlocution
* Demonstrate reading comprehension
* Translate knowledge into new context
* Talk about their lives in the future
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| **PERFORMANCE TASKS**  |
| **Title:**INTERPRETIVE: Classified article**Authentic Article-** Newspaper classifieds for professions. Students will demonstrate understanding by completing a comprehension guide worksheet.You are planning to move to a Spanish speaking country in the near future. In preparation for this change, you will search for where you could have more opportunities to get a good job. The article is in Spanish. Do your best to understand what is in the advertisement and answer the questions on the worksheet in English.**Title:**INTERPERSONAL- Job InterviewAre you the best candidate for the job?            Different companies and organizations are looking for the perfect candidates for certain job positions. Employers and candidates will meet in an interview to select the best employee. Students will create general questions that will be adapted according to specific employment positions offered. Students must be prepared to respond to questions for both positions at the time of the interview. **Title:**PRESENTATIONAL- A new tecnology product.You will create and introduce a new technological product to the very demanding company called “**Corporación Cariño”** in order to get approval you need to create your new technology product. You will select a target market, decide how much it will cost, and where can you buy it. You will also create a paper/magazine ad to accompany your presentation.  |
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| **OTHER EVIDENCE** |
| * Quizzes
* Diaries
* Partner Speaking activities
* Section of questions and answers
* Think-Pair- Share
* White board activities
* Entrance cards
* Listening activities
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| STAGE THREE |
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| **LEARNING ACTIVITIES**  |

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| Week 1:* Vocabulary related to universities, occupations and professions.
* Talk about what profession do they want to study in the future
* Identify the uses of the future tense
* Use of regular and irregular forms of future

Week 2:* Predict what will happen in some unexpected situations.
* Write the ending of commercials using future tense actions
* Professions quiz

Week 3:* INTERPRETIVE Assessment- Students will read an article from a newspaper or magazine online and work in a comprehension interpretive task template.
* Discuss salaries and more demanding jobs.
* Introduction of vocabulary of the reading " Rosa" and pre-reading activities.

Week 4:* Analyze and discuss " Rosa"
* Talk  and write about the technology vs. the employee's productivity
* Discuss the new technology advances
* Quiz of Rosa

Week 5* Debate the advantage and disadvantage of  technology
* Presentational Assessment- The students will create a new  technology product and advertisement
* Production quiz
* Present the new product  in class

Week 6* Identify the use of conditional mode
* Use the conditional mode to express things that they would like to do
* Biography of Jorge Luis Borges
* Identify the vocabulary words and discuss the poem " Instants"

Week 7* Talk about things you would like to do when you get older
* Conditional oral quiz
* INTERPRETIVE Assessment-The students will get ready to ask and answer questions related with a job interview

  Week 8* Interpersonal assessment.- The students will role play a boss and an employee. They will interview each other to search for the best candidate for the company.

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| **Unit Name: HNS IV- Mini-unit 3 Hablemos de Arte Author: Myrna Carino** |
| SET-UP |
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| **UNIT SUMMARY** |
| In this unit the students will have the opportunity of learning about the famous artist Fernando Botero.  We will start learning about his country, food, traditions, and how Botero became one of the most important and influential personalities in Colombia.  |
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| **UNIT RESOURCES** |
| **Printed Materials:** Level IV Textbook- Abriendo Pasos (lecturas) Authentic materials-Interviews, tv news, video clipsInternet Resources  |
| **Resources:** Virtual visit to Galería Bogotana and "La plaza Botero" in Medellín, Colombia. |
| **Internet Resource Links:**  <http://google.com>  <http://youtube.com>       |
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| STAGE ONE |
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| **GOALS AND STANDARDS** |
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| 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.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.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. Interpersonal Mode (Intermediate-Mid) 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.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. 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. http://ubdexchange.ascd.org/images/general/shim.gif **UNDERSTANDINGS**  |
| The student will understand that: * Looking or listening for cognates will help me to understand what is being conveyed.
* Art reflects individual, community, and cultural differences throughout the world.
* Art can portray different views, opinions, and interpretations.
* Art is an effective way to express ideas and emotions.
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| **ESSENTIAL QUESTIONS**  |
| * What strategies can I use when I don't understand what I read or hear?
* How can art influence society?
* In what ways does art reflect and shape culture?
* How do contemporary artists express themselves through art today?
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| **KNOWLEDGE AND SKILLS** |
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| ***Student will know:***  | ***Students will be able to:*** |
|  ***- art vocabulary and expressions***  ***- geography***  ***- descriptions, personal traits***  ***- adjectives***  ***- preferences***  ***-present tense***  ***- past tense***  | ***- recognize vocabulary related with art******- Identify countries of Botero and others Spanish artist******- describe and criticize the paintings******- use the correct agreement ( number and gender)******- talk about what style they preferred******- use present tense to describe what they see and like******- Discuss what have they learned about art*** |

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| STAGE TWO |
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| **PERFORMANCE TASKS**  |
| **Title:**Interpretive- ¿Cómo se llama la obra?After many hours of painting, Botero is struggling with what to title his work. After putting together puzzle pieces to recreate a famous painting, title your masterpiece so it can be hung in your classroom gallery. Using the artist's work and your point of view, title the masterpiece. Describe what you see in the painting and why or how you selected its name.  **Title:**Presentational- Mi obra maestra.In the Philadelphia Museum or Art, you have seen the painting “Feliz Domingo” by Botero. Draw your family’s portrait or create one for an “invented” family. Make sure you include a background that helps to show something about your family. Share the drawing with the class, telling who each person is, their age, their relationship to you, and where each person lives. Perhaps you will include a faceless figure to represent a future addition to your family.**Title:**Interpersonal - La exhibiciónYou have found out that an exhibition of Fernando Botero's work and that of other Spanish artists is going to be in Atlantic City. You would like your teacher to take your entire Spanish IV class to see this exhibit. She has said that is a fine idea, but wants you to call and get the information for the trip (where exactly it’s being held, the hours of the showing, how much it costs, and if there is a group rate). One of you will play the role of the student the other will play the role of the gallery employee.  |
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| **OTHER EVIDENCE** |
| * Listening Activities; Authentic Materials ( news, video clips)
* Reading - Textbook
* Map Activity
* Homework
* Quizzes
* Oral presentations

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| STAGE THREE |
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| **LEARNING ACTIVITIES**  |
| **Week 1** - Introduce of vocabulary related with art and Botero style                  Identify authentic food from Colombia                  Recognize geography points                  Recycle numbers and time                  Analyze, Botero " El espejo convexo"**Week 2-** Describe and discuss activities related with Botero, his life and masterpieces. Listening activities related with art galleries. **Week 3**- **Interpretive Task** - Student will select one masterpiece of Botero.  Interpret the painting, why   they selected it  and give a tittle to the paint.  **Week 4**-  **Presentational  Assessment**-  Using Fernando Botero masterpieces  the students  will recreate their own masterpiece, and present it in class.**Week 5- Interpersonal Assessment-**  Reservación para la galería de arte.  |
| **Unit Name: HNS IV- Unit 4 Estilos de vida y clases sociales Author: Myrna Carino** |
| SET-UP |
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| **http://ubdexchange.ascd.org/images/general/shim.gif** |
| Subject: | **World Languages** | http://ubdexchange.ascd.org/images/general/shim.gif | Country: |  |
| Course/Grade: | **Grade 11** | http://ubdexchange.ascd.org/images/general/shim.gif | State/Group: | **NJ** |
| School: | **EHTHS** |   |   |   |
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| **UNIT SUMMARY** |
| This unit will prepare the students to talk about wishes, hopes, doubts and recommendations.  Also, the unit presents the different social classes that predominant in the Spanish countries, especially in Latin America and how this will affect their lifestyles. |
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| **UNIT RESOURCES** |
| **Printed Materials:** * Internet Resources related to social class.
* Level IV Textbook
* Workbook activities
* Video clips
 |
| **Resources:** * Spanish songs
* Story- " El delantal blanco"
* Authentic Film in the target language
* Online articles
* Video/project
 |
| **Internet Resource Links:**  <http://youtube.com>  <http://google.com>  <http://mail.com>     |
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| STAGE ONE |
| http://ubdexchange.ascd.org/../images/general/shim.gif |
| **GOALS AND STANDARDS** |
| 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.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.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.  |
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| **UNDERSTANDINGS**  |
| Students will understand:* + Spanish literature provides insights about Spanish culture.
	+ Each society had a different perception of quality of life.
	+ Societies are affected by social issues.
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| **ESSENTIAL QUESTIONS**  |
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| * How does the literature of Spanish speaking countries help us understand culture?
* How do societies and individuals define quality of life?
* What social issues pose challenges to societies throughout the world?
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| **KNOWLEDGE AND SKILLS** |
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|  Students will know… | Students will be able to… |
| * Subjunctive
* Adverbs clauses
* Indicative vs. subjunctive
* Life and style of Sergio Vodanovic
* Literary styles of the XX century
* geography
* descriptive adjectives
* personalities traits
* leisure vocabulary
* social classes in Spanish countries
* past tense
* Imperfect Subjunctive
 | * Express doubts, wishes, hopes and desires
* Indicates when, why or on what conditions something happens.
* Recognize the use of indicative or subjunctive.
* Write sentences and talk about situations using indicative and subjunctive modes.
* Recognize the author life and styles
* Learn ” Vanguardismo” characteristics
* Identify Spanish speaking countries mention in “El delantal blanco” and the movie “Yuniol”.
* Identify personal traits.
* Describe main characters and their personalities.
* Identify different Spanish speaking countries.
* Discuss the social classes Latin America.
* Talk about activities.
* Express doubts, wishes, hopes and desires.
* Invent an alternate ending using past/present tense forms.
* Create a story and present project/video.
* Identify the use of imperfect subjunctive
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| STAGE TWO |
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| **PERFORMANCE TASKS**  |
| **Title:** INTERPERSONAL ASSESSMENT- Diez años más tardeInterpersonal Assessment-  Diez años más tarde.**Situation:** You and your classmate are going to play the roles of el/ la señor(a) and el(la) empleado(a). Imagine that you see each other ten years later after the beach incident.  What would be your reaction? What will you tell each other?  Would you apologize to each other?  Talk about how your life has been for the past ten years, what is new in your life, finish your conversation with a friendly ending.  Record your conversation.**Title:**PRESENTATIONAL-La empleada doméstica del siglo XXI**Assessment-**The students will perform/ create a video with the new version of " El delanta blanco"  The students can create the XXI version of this play or create a new plot base on the original story.  This Assessment will be perform or present in class.  **Title:**INTERPRETIVE- A Dios le pido**Assessment-**Students will listen to Juanes' song " A Dios le pido" .  They will  identify and describe what are the singer's desire presented in the song.   |
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| **OTHER EVIDENCE** |
| * Partner/ groups activities
* Think -pair -share
* Listening activities videos
* Entrance/exit cards
* Quizzes/unit test
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| STAGE THREE |
| http://ubdexchange.ascd.org/images/general/shim.gif |
| **LEARNING ACTIVITIES**  |
|  **Week # 1**          Introduction of the subjunctive          Identify the use of subjunctive          Learn how to change the verbs to the subjunctive mode          Talk about personal desires  **Week #2**          Talk about emotions , doubts and recommendations         Identify adverb clauses and their use         Indicative mode vs. subjunctive mode         Analyze when is indicative and when is subjunctive.  **Week # 3**          **INTERPRETIVE assessment**- Analyze and interpret a Spanish song.         Discuss more songs related with desires and hopes         Create activities related with indicative vs. subjunctive  **Week # 4**         Summative Assessment- Subjunctive         Introduction to Sergio Vodanovic         Investigate about his life and style         Explore his country, foods and traditions**Week # 5**         Research about social classes in Latin America          Discuss social classes in United States vs. Spanish countries         Vocabulary relate with vacations and leisure activities         Identify vocabulary related with “ El delantal blanco” **Week # 6**         Talk about classes division at your school         Read and role-play “ El delantal blanco”         Describe the main characters         Analyze the story          Answers and discuss the comprehension activities **Week # 7**          **Presentational Assessment-** Students will work on the new version of “ El delantal blanco”         Presentation of the projects in class         Summative assessment of “El delantal blanco”**Week # 8**         **Interpersonal Assessment-** students will role-play a conversation between el/la señora and el/ la empleada ten years later of the incident.          Talk about the Dominican Republic, traditions, foods and classes division.         Activities related with the movie “ Yuniol 2”**Week #9**         Watch the movie " Yuniol 2"         Discuss the plot of the movie         Talk about the characters and their life in the movie         Summative Assessment about the movie. |

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**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>