

# Spanish 4

## Course Description and Philosophy

### **I. Statement of Purpose**

The primary goal of Spanish 4 is to guide students as they continue to acquire linguistic proficiency and cultural sensitivity. By interweaving language and culture, the level 4 Curriculum seeks to broaden students' communication skills while at the same time deepening their appreciation of other cultures. Students begin to explore societal themes that challenge their own perspectives and practices. Use of the target language becomes less sheltered as students express opinions and draw inferences in the target language.

### **II. Introduction**

This course is composed of seven thematic units. Each unit is anchored by essential questions. Instructional procedures, techniques and methods will be differentiated, interactive and authentic. The students will be exposed to and will explore a variety of informational text and electronic sources. They will apply technology in some of the following ways: conducting research, composing thoughts, sorting and organizing information, developing presentations and following web quests. Assessment will be ongoing and will include performance-based tasks, reading comprehension and writing samples that further demonstrate and confirm the acquisition of language skills.

### **III. Philosophy and Rationale:**

The ability to communicate is at the heart of knowing another language. Communication can be characterized in many different ways. The approach used within the New Jersey and national standards is to recognize three communicative modes that place primary emphasis on the context and purpose of the communication. The three modes are:

- The interpretive mode: Students understand and interpret within the appropriate cultural context spoken and written communication. Examples of one way reading or listening includes but are not limited to the cultural interpretation of texts, movies, radio and television broadcasts and speeches. Interpretation differs from comprehension because it implies the ability to read or listen "between the lines."
- The interpersonal mode. Students engage in direct oral and/or written communication. Examples involving two way interactive communication are conversing face-to-face or exchanging personal letters or email messages.
- The presentational mode. Students present through oral and/or written communications information, concepts and ideas to an audience of listeners or readers with whom there is no immediate personal contact. Examples of this one to many mode of communication are making a presentation to a group or writing an article for the school newspaper.

### **IV. Characteristics of Intermediate-Mid Learners:**

The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to:

1. Create with the language combining and recombining learned material to provide personal information
2. Speak in sentences on a variety of familiar topics
3. Ask questions
4. Express needs
5. Give reasons
6. Request, suggest, and make arrangements
7. Initiate, sustain and conclude a social or transactional task
8. Be generally understood by native speakers

## **V. Procedures, Techniques and Methods:**

### A. Student-related:

- Students engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions.
- Students understand and interpret written and spoken language on a variety of topics
- Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics
- Students demonstrate an understanding of the relationship between the practices and the perspectives of the culture studied.
- Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
- Students reinforce and further their knowledge of other disciplines through the foreign language
- Students demonstrate an understanding of the nature of language through a comparison of the language being studied and their own.
- Students demonstrate understanding of the concept of culture through comparisons of the culture studied and their own
- Students use the language both within and beyond the schools setting
- Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment

### B. Teacher-related:

- Prepare students to engage in spontaneous conversation requires a number of instructional strategies to help with the development of communication tactics. Some strategies that the teacher might use include:
- Begin with warm-up activities that lower the affective filter and provide students with thinking time
- Equip students with pre-thinking exercises or graphic organizers to activate the thought process
- Wean students gradually from using a written script or notes in their oral communications
- Provide multiple opportunities for students to practice thinking on their feet without the pressure of being evaluated constantly
- Provide periodic opportunities for students to share their work with audiences other than the teacher and receive feedback from them.

## **VI. New Jersey Student Learning Standard - World Languages Education in the 21<sup>st</sup> century:**

New Jersey citizens are part of a dynamic, interconnected, and technologically driven global society centered on the creation and communication of knowledge and ideas across geographical, cultural, and linguistic borders. Individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are globally literate and possess the attributes reflected in the mission of a world language education. **Mission:** The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures. **Vision:** An education in world languages fosters a population that: 1. Communicates in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace, 2. Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication. 3. Values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world. <http://www.state.nj.us/education/aps/cccs/wl/>

### **Text and Online References:**

¡Avancemos! 4. By Ana C. Jarvis and Raquel Lebrede. Houghton Mifflin Harcourt Publishing Company. 2013. Orlando, Florida, U.S.A.

<https://www.hrw.com> and <http://www.classzone.com>

Descubre 3. Vista Higher Learning. 2011. Boston, Massachusetts, U.S.A. [www.vhlcentral.com](http://www.vhlcentral.com)

The subsequent lessons are modeled after the “21st Century Skills Map” designed in cooperation with the nation’s world language educators. [https://www.actfl.org/sites/default/files/pdfs/21stCenturySkillsMap/p21\\_worldlanguagesmap.pdf](https://www.actfl.org/sites/default/files/pdfs/21stCenturySkillsMap/p21_worldlanguagesmap.pdf). This tool is also available at [www.P21.org](http://www.P21.org)

*Written Summer 2016*

## Unit I: Family Tradition & Relationships

**Essential Questions:** Why are traditions important to a family? How are family values changing? What personal qualities help or hinder the formation of relationships?

**Objectives: Students will be able to:**

- Compare Hispanic traditions to those of their own family
- Understand the origins of various traditions
- Analyze various family relationships
- Compare/contrast roles of family
- Compare/contrast differences in roles, family structure and values in American vs. Hispanic society
- Demonstrate understanding of the story *La Camisa de Margarita*, by Ricardo Palma
- Compare and contrast customs in Spanish-speaking countries that are related to intercultural relationships, including romantic relationships
- Compare and use country-specific vocabulary for relationships
- Analyze paintings, songs and quotes by renowned artists and writers (the overarching theme of the chapter is Family and Relationships)
- Analyze and discuss the film *Il Postino*, based on *El Cartero de Neruda*, by Antonio Skármeta

Topic/Content/ Objectives	Instructional Method & Tech Infusion	Assessment	Resources	Teacher Notes - Skills -	NJCCCS
Compare the relationships between teens and their parents in a Spanish speaking country with their own experience. Discuss the effects of parents' opinions on their children's lives	<p>Read and interpret a graph that represents what teenagers in Spain think about generosity, sincerity and solidarity.</p> <p>In small groups, interview classmates and prepare a graph with percentages. Compare their answers to those of the Spanish teenagers.</p> <p>Read story <i>La Camisa de Margarita</i>, by Ricarddo Palma</p> <p>From this reading, talk about Raimundo's and Honorato's points of views and if a story like this could happen in the present (give reasons)</p> <p>Posted on teacher's Canvas and Google Site</p>	<p>Research a Spanish cultural tradition and compare and contrast it with a similar American tradition or celebration - Rubric</p> <p>Provide a written description of how they celebrate different holidays or special occasion with their family - Rubric</p> <p>Teacher observation of understanding.</p> <p>Observe students use of the target language, effort, participation and oral production using a log</p>	<p>¡Avancemos 4! Unidad 4 / Lección 1 <a href="http://my.hrw.com/">http://my.hrw.com/</a></p> <p>Descubre 3 Lección 1 Vista Higher Learning <a href="https://www.vhlcentral.com/">https://www.vhlcentral.com/</a></p>	<p><b>Thematic vocabulary:</b> -family member -holidays -values -terms taken from <i>La Camisa de Margarita</i> "Arrogante, desairar, botica, consentir, rabioso, un real, arguya, cordoncillo del cuello, obstinado, testarudo</p> <p><b>Language structure:</b> Direct and Indirect Object Pronouns Pretérito e Imperfecto Reflexive verbs Reciprocal verbs Pluperfect subjunctive</p>	7.1.II.A.1, 2, 4 - 8
Listen and read about relationships	<p>Prepare different pantomimes, in pairs, to express the meaning of given vocabulary items. Present pantomimes in random order. Those watching will guess which characteristic the partners are trying to portray.</p> <p>In small groups, define in Spanish the meaning of given words (amigo, amistad, compañeros). Share definitions and choose the one that fits best.</p>	<p>Teacher observation</p> <p>Students' participation and involvement is recorded</p> <p>Teacher observation Teacher generated quiz Teacher generated exam</p>	<p>¡Avancemos 4! Unidad 4 / Lección 1 <a href="http://my.hrw.com">my.hrw.com</a></p> <p>Descubre 3 Lección 1 Vista Higher Learning <a href="https://www.vhlcentral.com/">https://www.vhlcentral.com/</a></p>	<p><b>Vocabulary:</b> Personality traits, relationships, emotions and conflicts</p> <p><b>Language Structure:</b> Subjunctive with verbs of emotions Ser vs Estar</p>	7.1.II.B.5 8.1.2.B.1

	<p>Listen to given audio and write if each phrase is logic or not. Then write five phrases that are not logical about friendship. Pass it to a classmate who will correct phrases to make them logical.</p> <p>Write an email to a good friend in which they express how much they value his or her friendship. Students will have 15 minutes to complete the task. Posted on: Canvas / Google Site</p>	<p>Monitor for understanding</p> <p>Writing rubric</p>			
Talk and write about conflicts	<p>In small groups, make a list of eight common problems between friends or family. Pass the list to another group who will reply with an expression of emotion (<i>siento mucho, me preocupa, es triste</i>, etc.)</p>	<p>Peer evaluation and teacher observation</p>	<p>¡Avancemos 4! Unidad 4 / Lección 1 <a href="http://my.hrw.com/">http://my.hrw.com/</a> Descubre 3 <a href="https://www.vhlcentral.com/">https://www.vhlcentral.com/</a></p>	<p><b>Thematic vocabulary</b></p> <p><b>Language structure:</b> <i>Por</i> and <i>Para</i> Subjunctive</p>	<p>7.1.II.C.5 8.1.12.F.1</p>
Express opinions and emotions while discussing problems	<p>Read the point of views of two friends who have a relationship problem. Write a paragraph expressing the student's point of view. Compare opinions with classmates.</p> <p>In small groups, predict what is going to happen in a story based on illustrations. After reading the story, compare their predictions with what happened at the end of the story</p> <p>--Watch video "Una Amistad Entre Amigos" and answer generated questions. Read "La Amistad". In 10 minutes, prepare an outline for presentation, noting key vocabulary words and ideas on the topic of friendship. Record a 2-minute presentation.</p> <p>--Watch <b>II Postino</b> - Discuss character portrayal, nature, friendship, and passion</p>	<p>Evaluate students' participation and involvement</p> <p>Monitor for understanding. Observe students' use of the target language</p> <p>Presentation rubric</p> <p>Compare events of Neruda's life to the movie Short quiz</p>	<p>¡Avancemos 4! Unidad 4 / Lección 1 <a href="http://my.hrw.com/">http://my.hrw.com/</a></p> <p>Descubre 3 Lección 1 <a href="https://www.vhlcentral.com/">https://www.vhlcentral.com/</a></p> <p>DVD – <b>II Postino</b></p>	<p><b>Thematic vocabulary</b></p> <p><b>Language structure:</b> Possessive pronouns</p> <p>Recycle: Possessive adjective reflexive verbs and reciprocal pronouns</p> <p>Vocabulary related to film</p>	<p>7.1.II.B.5</p>
Understand the relationships between emotions and art in the Hispanic world	<p>Describe Carmen Lomas Garza's painting: La Gran Familia Chicana. Then, describe the painting from the emotional point of view: Do you think there is a conflict? Why is there a person bigger than the rest? Etc.</p> <p>In groups, imagine what's happening in the painting and prepare a script to present to class.</p>	<p>Teacher observation</p> <p>Presentation oral / writing rubric</p>	<p>¡Avancemos 4! Unidad 4 / Lección 1 <a href="http://my.hrw.com/">http://my.hrw.com/</a></p> <p>Descubre 3 <a href="https://www.vhlcentral.com/">https://www.vhlcentral.com/</a></p>	<p>Thematic vocabulary</p> <p>Language structure: -"Nosotros" commands -Possessive pronouns</p> <p>Recycle: Art vocabulary</p>	

#### Differentiated Instruction Activity:

EXAMPLE: Students browse the website of a current popular magazine in a target language country. They identify the emotions of the people in the photo based on their interpretation of visual and linguistic cues and then discuss their findings with their classmates.

#### 21<sup>st</sup> Century Skills:

EXAMPLE: Students create raps and/or poems reflecting a perspective, such as a "coming of age" event in the target culture and compare this with the "coming of age" process in the U.S. such as getting a driver's license or the right to vote. These examples are then shared with peers in the target culture who have completed a similar project and the results are shared on a social media website with comments in the target language.

## Unit II: Cultural Encounters

**Essential Questions:** What is the impact of cultural exchanges? Can we see the impact of Moorish culture in Spanish culture today? Can we see the influence of Spanish culture in the US today? How are words, phrases and sentences different and similar if we take into consideration the fusion of cultures in the past centuries?

**Objectives: Students will be able to:**

- Understand the origins of the Spanish language
- Talk and write about Spanish influence in the United States after reading about Spanish cultural fusion
- Talk and write about cultural heritage
- Express their opinion about cultural exchanges
- Examine the reasons and consequences of recent immigration into the US from Spanish-speaking countries
- Discuss the dilemma of integration and learn about influence that Central, Caribbean, and South America have had in the US

Topic/Content/ Objectives	Instructional Method & Tech Infusion	Assessment	Resources	Teacher Notes - Skills -	NJCCCS
Listen and read about Spanish cultural fusion. Moorish occupation in Spain from 711 AD to 1492.  Colonization of the Americas	Identify some of the most important events in Spain's history and discuss how they have shaped history  Develop a timeline individually or as part of a group (using pictures from the Internet) and accurate events that shaped the history of Spain and then present to class  Become acquainted with the Spanish cultural history through readings and discussions from early influence to present time and examine factors that have shaped its people Posted on: Canvas / Google Site	Question and answer Peer evaluation and rubric Observe students' participation  Q&A Participation on Debates Rubric for written work  Evaluate comprehension of reading Participate in discussion	<a href="http://www.donquijote.org/cultura/espana/sociedad/costumbres/la-influencia-arabe">http://www.donquijote.org/cultura/espana/sociedad/costumbres/la-influencia-arabe</a>  Information from various educational sites posted on Canvas	Vocabulary: Buildings The discovery of America  Art Cultural exchanges  Grammar: Conditional Imperfect Subjunctive Si & imperfect subjunctive	7.1.IM.A.4 7.1.IM.B.5, 4 7.1.IM.C.3, 8 7.1.IH.A.1,2,4,5,6,7,8 7.1.IH.B.2,4 7.1.IH.C.1,2 8.1.2.B.1
Talk and write about cultural heritage	In groups compare a Spanish-speaking city to their own. Identify factors that contributed to each city's cultural heritage. Posted on: Canvas / Google Site	Teacher observation  Peer connection  Monitor speaking and writing production	Same as above	Vocabulary on: Immigration	7.1.IM.A.8 7.1.IM.B.2,3,4,5 7.1.IH.A.1,7,8 7.1.IH.B.2,3,4,5,6 7.7.IH.C.3,5 8.1.12.2,3,4
Discuss the dilemma of integration and learn about the influence that Central and South America populations have had in the US	Complete questionnaire to assess knowledge of Spanish / Hispanic influence in the US.  Read authentic articles from Spanish online newspapers concerning immigrants of Hispanic descent who have become integrated and contributed to American society.  Work in pairs and role-play an interview	Question and answer  Teacher observation  Teacher observation Writing rubric	Latino contributions to U.S. history Huffington Post: <a href="http://www.huffingtonpost.com/2013/07/04/latinos-contributions-to-us-history-independence_n_3545899.html?slideshow=true#gallery/306427/0">http://www.huffingtonpost.com/2013/07/04/latinos-contributions-to-us-history-independence_n_3545899.html?slideshow=true#gallery/306427/0</a>  Harvard Kennedy School of Gov't: <a href="http://www.harvardhispanic.org/commentary-what-would-america-be-like-without-hispanics/">http://www.harvardhispanic.org/commentary-what-would-america-be-like-without-hispanics/</a>	Same as above	7.1.IH.A.1-5 7.1.IH.B.1-5 7.1.IH.C.1-5

	between a journalist and a renowned Hispanic figures in the US. Students ask questions about their experience of living in the US.				
Express your opinion about cultural exchanges and discuss resources from South America	Recognize native products of the United States region. Then identify products that are widely used in our society that are not native to the area. In pairs, research the origin of these products and explain how it has impacted our communities. Posted on: Canvas / Google Site	Pair work Teacher observation Participation in activity	<a href="http://nationalgeographic.org/encyclopedia/south-america-resources/">http://nationalgeographic.org/encyclopedia/south-america-resources/</a> (coffee, wheat, potatoes, copper, oil, gold, beef, forestry)	Same as above	7.1.IM.A.8 7.1.IM.B.2,3,4,5 7.1.IM.C.2 7.1.IM.C.2 7.1.IH.A.1,7,8 7.1.IH.B.2,3,4,5,6 7.7.IH.C.3,5 8.1.12.C.1
Analyze the lives of Mexican-American families who work as migrant workers/agricultural laborers in the U.S. and the close Hispanic communities of America's Southwest.	Watch film " <i>McFarland</i> " during 3 days. While watching the film, students will have a worksheet with activities that refer to details that noticeably stand out.  Students will have 15 minutes each day to reflect upon each section about the benefits of: -tolerance, inclusion, perseverance, teamwork, hard work, and family cohesion.  Watch <b>Explosión Latina</b> . Documentary about the influence of Latinos in the U.S. in the past 50 years Posted on: Canvas	Describe three major lessons that you learned through watching this film. Describe the characters What is unique about McFarland's cross-country team? What lessons did the boys learn?  Reaction – done on Canvas Presentation writing rubric	<a href="http://www.teachwithmovies.org/guides/mcfarland-usa.html">http://www.teachwithmovies.org/guides/mcfarland-usa.html</a>  <a href="https://quizlet.com/144187737/mcfarland-usa-vocabulary-flash-cards/?new">https://quizlet.com/144187737/mcfarland-usa-vocabulary-flash-cards/?new</a>	Vocabulary related to film: <a href="https://quizlet.com/144187737/mcfarland-usa-vocabulary-flash-cards/?new">https://quizlet.com/144187737/mcfarland-usa-vocabulary-flash-cards/?new</a>	

#### Differentiated Learning Activities:

EXAMPLE: Work in groups. Brainstorm ideas for a logo and motto (in Spanish) to promote peace and tolerance. Each group should choose one of the suggested ideas and complete its logo and motto for display.

#### Ethical Decision Making/Character Education:

Cultural comparisons help the students understand that language is a tool that can be used to communicate with others and can contribute to one's future. Gaining knowledge about and emphasizing with other people and culture leads to a more tolerant society.

EXAMPLE: Students choose a global topic and throughout the semester use their free reading time as well as time outside of the classroom to find authentic resources in the target language in order to advance their understanding about the topic. Students summarize their learning at the end of the year by sharing it with their classmates in an online space such a blog, wiki, etc.

### Unit III: Education and Careers

**Essential Questions:** How can communication in more than one language have unprecedented career opportunities, marketability, and earning potential? How does content help me respond to important questions and skill sets about myself beyond the classroom?

**Objectives: Students will be able to:**

- Use language to express future plans in relation to careers or professions
- Understand how Hispanics are shaping the future
- Explore and compare alternative venues of university education
- Create a cover letter and a resume in the target language
- Write and act out a job interview in the target language

Topic/Content/ Objectives	Instructional Method & Tech Infusion	Assessment	Resources	Teacher Notes - Skills -	NJCCCS
Use language to express future plans in relation to careers or professions	Write an essay about what they will do in 10 years.  Discuss in a group what each individual will do in the next ten years and draw findings on a group timeline.  Pretend to tell the future of a classmate using the future tense.	Rubric for written product Submit through Canvas  Log with findings, poster or Oral submission through Canvas  Teacher observation Peer evaluation	¡Avancemos 4! Unidad 1 / Lección 1 y 2 <a href="https://my.hrw.com">https://my.hrw.com</a>  Unidad 4 / Lección 2 Educación universitaria  Descubre 3 Lección 8 <a href="https://www.vhlcentral.com">https://www.vhlcentral.com</a>	Professions and careers Personal qualities Future ideas and actions Careers of the future  Language structure: -Future -Future of probability -Future perfect tense -Use of direct and indirect pronouns -Template for resume and cover letter  Authentic job postings  Use of the internet	7.1.IM.A.5,8 7.1.IM.B.5 7.1.IH.A.8 7.1.IH.B.4,5,6 7.7.IH.C.3 8.1.12.2
Understand how Hispanics are shaping the future	Reading <b>La Arquitectura del futuro</b> . Before they start reading, have students in groups create a chart with the following headings: “nombre del arquitecto, edificio, ciudad y diseño.” Research information online from a given Spanish-speaking country. Share with peers	Participation will be recorded Teacher observation Peer collaboration Peer coaching	¡Avancemos 4 ! Unidad 1 / Lección 1 y 2 <a href="https://my.hrw.com">https://my.hrw.com</a>  Descubre 3 Lección 8 <a href="https://www.vhlcentral.com">https://www.vhlcentral.com</a>	Same as above	7.1.IM.A.1,7,8 7.1.IM.B.4 7.1.IM.C.3,4,5 7.1.IH.A.1,2,4 7.1.IH.B.4,5,6 7.1.IH.C.2,4 8.1.12.A.5
Explore and compare alternative venues of university education	Use sources provided by the teacher to create a diagram showing the differences and similarities between traditional education and online instruction. Then write a persuasive essay answering the following question: “¿El futuro será mejor que el presente?”	Essay rubric Teacher observation	¡Avancemos 4! Unidad 1 / Lección 1 y 2 <a href="https://my.hrw.com">https://my.hrw.com</a>  Descubre 3 Lección 8 <a href="https://www.vhlcentral.com">https://www.vhlcentral.com</a>	Si clauses using present and future	7.1.IM.A.8 7.1.IM.B.2,3,4,5 7.1.IM.C.2 7.1.IH.A.1,7,8 7.1.IH.B.2,3,4,5,6 7.7.IH.C.3,5 8.1.8.A.4
Prepare a resúme in Spanish, prepare for an interview and describe the work experience	Read an article entitled: “How to present oneself to a job interview” in groups of five. One group will read about how to prepare for	Teacher makes sure that all students are writing all aspects of the interview process.	“Careers” packet and Spanish companies in New Jersey and the U.S.	Si clauses using the present and future	7.1.IH.A.1-5 7.1.IH.B.1-5 7.1.IH.C.1-5

and personal qualification while seeking a job in a Spanish speaking company.	<p>an interview, the second group will read what to do during the interview, and a third group will read what to do after the interview has take place.</p> <p>Hand out packet to students called “<i>Career Unit</i>” with names of Spanish companies in NJ and U.S. and a list of professions offered within these companies (i.e.: Goya, Iberia, Latam, Univisión, Telemundo, Banco Santander, etc.)</p> <p>Content posted on: Canvas</p>	<p>Students write a skit between two students. Interpersonal rubric used.</p> <p>Teacher generated quiz</p> <p>Project: -resume -cover letter -interview – dialogue in front of class or through Canvas Media submission</p>	<p>Quizlet: <a href="https://quizlet.com/107951702/u2-vocab-estudiostrabajoprofesiones-flash-cards/">https://quizlet.com/107951702/u2-vocab-estudiostrabajoprofesiones-flash-cards/</a></p>	<p>Recycle: pretérito and imperfecto</p>	<p>8.1.8.A.4 8.1.8.A.5</p>
---	--	--	---	--	--------------------------------

**Differentiated Learning Activities:**

EXAMPLE: With the job title omitted, students read various job/career ads and then match the appropriate job title to the ad. Students are divided into groups. Each group is asked to investigate 3-5 different career/ job sites and identify the jobs and careers that are in high demand in a particular city, region, or country. Students present their findings to the class.

**21<sup>st</sup> Century Skills:**

EXAMPLE: During career week at school, students research job ads in the target language on Internet databases (or in print media) to locate jobs in which they are interested. They choose one each and prepare themselves for an interview by writing a resúme and cover letter and submitting it to classmates. Students are placed into small groups (interview teams) and must review the documents of prospective applicants. Candidates participate in an oral interview in a panel format. Panelists prepare questions for their colleagues and the interviewees must explain their skills and why they should get the job. Students "rate" candidates on a rubric that they have designed as a team.



## Unit IV: Keeping ourselves and others healthy

**Essential Questions:** How do we talk about and give advice about nutrition and health? How do leisure activities reflect Hispanic culture? How do we express our physical state or how we are feeling?

**Objectives: Students will be able to:**

- Describe how they are feeling and mention symptoms in the target language
- Express various illnesses in Spanish
- Give advice to people who are ill
- Compare and contrast the health systems in the United States and the Spanish-speaking world
- Become familiar with how Spain or Latin America provide health care to its citizens
- Express emotions: fear, doubt, joy using the subjunctive

Topic/Content/Objectives	Instructional Method & Tech Infusion	Assessment	Resources	Teacher Notes - Skills -	NJCCCS
Use health expressions with the subjunctive mood, in a variety of communicative settings	Describe how people are feeling based on illustrations.  Take part in a directed dialog to describe a medical problem to a doctor.  Research online, in the target language, on a given disease, the general symptoms, parts of the body that the disease affects, complications, ways to avoid contracting it and treatment.  Work in pairs. Each will have an imaginary health problem: Earache, nausea, fever, cough, etc. Groups invent product that treats problem. Posted on: Canvas	Write a report with findings and present to class.  Work in groups and share information orally with class.  Students will work with a partner. One pair will find a product that will treat another pair's problem. Monitor oral and collect written work.  Teacher observation	¡Avancemos 4! Unidad 2 / Lecciones 1 y 2 <a href="https://my.hrw.com">https://my.hrw.com</a>  Descubre 3 Lección 4 <a href="https://www.vhlcentral.com">https://www.vhlcentral.com</a>	<b>Vocabulary:</b> Related to health and a medical visit. Avancemos pp. 74 - 80 Descubre pp.: 122 - 123 Language structure: Subjunctive tense in noun clauses Commands  Recycle: Por vs Para	7.1.IH.A.1- 5 7.1.IH.B.1- 5 7.1.IH.C.1- 4 8.1.8.B.1 8.1.12.A.3 8.1.12.F.1
Compare and contrast American and Spanish health practices	Read about the Spanish and their health. They will choose a topic given for debate and take a position. <i>Topic 1: Los deportes es la mejor prevención / Topic 2: Los medicamentos naturales / Topic 3: El consumo de medicamentos.</i>	The class will take opposing views. For hw the night before, each member of group will write their own opinions.	<a href="http://www.worldbank.org/en/news/feature/2013/02/14/universal-healthcare-latin-america">http://www.worldbank.org/en/news/feature/2013/02/14/universal-healthcare-latin-america</a>	<b>Vocabulary:</b> related to health, symptoms, and diagnosis	7.1.IH.A.1- 5 7.1.IH.B.1- 5 7.1.IH.C.1- 4 8.1.8.B.1 8.1.12.A.3
Express emotions, fear, doubt, and affirm their beliefs through varied communicative contexts.	Watch video clips and signal specific phrases containing the subjunctive. These phrases are put on board from Canvas course and used as reference while a explanation of the subjunctive is given.  Share their fears with a partner by asking and responding to questions: use "tener miedo/temer"	Teacher review  Show illustrations and call on individual students to express subjunctive expressions	<a href="https://quizlet.com/75389283/vocabulario-la-saludexpresiones-para-examen-flash-cards/">https://quizlet.com/75389283/vocabulario-la-saludexpresiones-para-examen-flash-cards/</a>	<b>Language structure:</b> -subjunctive	7.1.IH.A.1- 5 7.1.IH.B.1- 5 7.1.IH.C.1- 4

### Ethical Decision Making/Character Education:

EXAMPLE 1: Students browse online recipes from target language sites and work in pairs to change ingredients to a healthier alternative, which they present to the class.

EXAMPLE 2: Students research activities of various United Nations theme days (for example, World Food Day, World AIDS Day) on websites from the United Nations and target language countries. Each student (or student team) selects a participating country and develops a digital poster of its activities related to the celebration.

## Unit V: Traveling Adventures

**Essential Questions:** How do I plan a trip? How do I prepare for my next vacation or academic stay in a Spanish-speaking country? Can I convey my needs accurately enough to be understood and arrive safely back at home after an enjoyable vacation?

**Objectives: Students will be able to:**

- Plan a trip by plane, train, or car and describe the steps involved in planning a trip
- Compare and contrast recreational or academic traveling purposes of young people in the U.S. and Spain/Latin America
- Discuss future travel plans using target vocabulary and what they would do under those conditions
- Ask for information about a flight, hotel, or other means of transportation
- Check in and out of a hotel
- Ask for things they may need when at a hotel
- Describe places they have visited / will visit on vacation and what they did / will do

Topic/Content/ Objectives	Instructional Method & Tech Infusion	Assessment	Resources	Teacher Notes - Skills -	NJCCCS
Discuss future plans and what you would do under those conditions (by plane, train, or car).	<p>Notes of vocabulary – Posted on Canvas Work in groups and role-play an airport situation. Present it in front of the class.</p> <p>Distribute two words on index cards to students; Charades: attempt to act out a word so that the class may guess it.</p> <p>Use online resources in target language to find lodging in Spain/Latin America. Pick one based on services &amp; amenities offered.</p> <p>In groups of 3 or 4 students, role play a scene at a hotel. The “travelers” will attempt to ask for specific services offered at the hotel. The “hotel personnel” will respond accordingly.</p> <p>Use Google Docs to write about a future trip, using the target vocabulary and items needed for travel upon departure and arrival. Use hotel and tourist experience vocabulary</p>	<p>Teacher observation Rubric</p> <p>Teacher observation</p> <p>Teacher monitors participation</p> <p>Teacher observation Oral presentation rubric</p> <p>Presentational writing – submit through Canvas</p>	<p>¡Avancemos 4! Unidad 3 / Lecciones 1 y 2 <a href="https://my.hrw.com/">https://my.hrw.com/</a></p> <p><a href="https://quizlet.com/76307313/vocabulario-buen-viaje-flash-cards/">https://quizlet.com/76307313/vocabulario-buen-viaje-flash-cards/</a></p> <p>Descubre 3 Lección 5 <a href="https://www.vhlcentral.com">https://www.vhlcentral.com</a></p> <p>Travel brochures Computer lab for research Video clips of travel destinations</p>	<p>Travel planning terms Terms related to being a tourist Airport check-in and boarding Terms related to a hotel stay Vacation activity vocabulary</p> <p>Language structure: -future tense &amp; Si clauses -conditional tense &amp; Si clauses</p> <p>Review: -present perfect -preterite</p>	<p>7.1.A.1-5 7.1.B.1-5 7.1.C.1-4 7.2.A.2-3 7.2.B.1 7.2.C.1</p>
Compare and contrast recreational or academic traveling purposes of young Americans & Latin Americans.	Read passage of young Hispanic students traveling to various parts of the Americas & Europe. Compare differences of preferred destinations Hispanic & American students.	Teacher monitors Oral assessments Written rubric	Same as above	Same as above	7.1.A.1-5 / 7.1.B.1-5 7.1.C.1-4 / 7.2.A.2-3 7.2.B.1 / 7.2.C.1 8.1A / 8.1B

### Differentiated Learning Activities:

EXAMPLE: Students will create a presentation in groups to describe a future vacation. They will use target vocabulary of travel while mentioning landmarks and cultural facts of the country.

### 21<sup>st</sup> Century Skills:

EXAMPLE: In a simulated training exercise, students will role-play scenarios between airline passengers and flight attendants on a flight to a target language country. Possible scenarios include: Passengers who (a) are concerned about missing their connecting flight (b) have food allergies or (c) are becoming ill.

## Unit VI: Science & Technology

### Essential Questions: How will science and technology impact my life?

#### Objectives: Students will be able to:

- Use new vocabulary pertaining to science, technology, innovations and inventions
- Use new words that have been incorporated into the Spanish language (approved by La Academia Real Española)
- Apply terms used in social media
- Discuss the impact of technology in the world in general
- Learn about inventions and innovations from the Spanish-speaking world, specifically Argentina
- Analyze Argentinian culture

Topic/Content/ Objectives	Instructional Method & Tech Infusion	Assessment	Resources	Teacher Notes - Skills -	NJCCCS
Identify and evaluate concepts presented in written and/or spoken discourse relating to the value of technology	Read “Apocalipsis” by Marco Denevi from reader and answer comprehension questions.  As a group, using the Internet, research, debate about the following: How do you define “Apocalipsis”? Who is narrating the story? How do you imagine the machines in the story? What is impossible for machines to do?	Question and answer  Observe students’ effort, participation and oral production using a rubric for collaborative work	<u>Descubre 3</u> Lección 7 <a href="https://www.vhlcentral.com">https://www.vhlcentral.com</a>  Articles Ancillary materials The RAE has approved new words into the Spanish language.	<b>Vocabulary</b> related to science and technology and: Además, ajedrez, alcanzar, antigüedad, apretar, bastar, en cambio, flamenco, golondrina, mitad, paulatinamente, tapiz, tropezarse con, gigante, sequoia.  <b>Language structure:</b> -nouns ending in –ción, -cción and English cognates, conditional tense.  <b>Recycle:</b> Future tense	7.1.IH.B.1-5 8.1.12.D.4
Hypothesize orally or in writing about what kind of technology is necessary in our lives and which one is not	Write an essay: “If you have to get rid of machines in your life, which ones would you not be able to do without and why?”	Essay rubric	<u>Descubre 3</u> Lección 7 <a href="https://www.vhlcentral.com">https://www.vhlcentral.com</a> Inventiones argentinas pp. 252 – 255	Descubre 3 pp. 244 – 245	7.1.IH.B.1-5
Discuss Argentina – its contemporary history, culture and contribution to science and innovation	Take notes about Argentinian culture (i.e.: Recent history, exports, music, food, and inventions and innovations that have contributed to Argentinian society and the world.  Show portions of musical <b>Evita</b>	Teacher generated quiz and test  Jeopardy game  Writing rubric - reaction	<u>Descubre 3</u> Lección 7 Powerpoint posted on Canvas	Same as above  <b>Vocabulary</b> related to Argentina and reading about Argentina	7.1.IH.B.1-5

#### 21<sup>st</sup> Century Skills:

EXAMPLE: Students connect with a target language class using the Internet or similar application and exchange information related to technology tools that students use in both schools. Students discuss how the tools have evolved over time and how they have affected educational practices.

EXAMPLE: Students write a short email describing their school's technology, its use in class, and appropriate-use guidelines. They ask students of a teacher in a target language country to describe the same at their school, and then discuss the similarities and differences.

## Unit VII: Cultural Heritage, Art, and Legends

**Essential Questions:** Can I identify the differences and similarities among pre-Columbian cultures? How do I demonstrate an understanding of the similarities, differences, and interaction across cultures and languages? How does art reflect and influence Hispanic life? How do we discuss Spanish art, art materials and artists? Can I provide and support an opinion about a work of art? How is the culture a reflection of its people?

**Objectives: Students will be able to:**

- Listen and read about archeology and Pre-Columbian legends (Perú, Mexico, Chile, Guatemala, Venezuela, Paraguay)
- Understand the mysteries cultural heritage of past civilizations in Latin America: *The Mayas, Aztecs, Yanomamos, Incas, Araucanos, Guaraní*
- Provide logical explanations for Pre-Columbian myths
- Compare how artists express their ideas
- Identify an artist, their style, and work
- Understand the context of an artist

Topic/Content/ Objectives	Instructional Method & Tech Infusion	Assessment	Resources	Teacher Notes - Skills -	NJCCCS
Listen and read about archeology and Pre-Columbian legends	Visualize vocabulary, such as the various forms and measurements, using TPR, (Flashcards, PowerPoint, Quizlet, etc.)  In groups students will write sentences using targeted vocabulary words. Sentences will be read to peers omitting the targeted vocabulary words and others have to state the word.	Peer review Teacher observation Participation will be recorded Notes  Group work  Teacher generated exam	<a href="https://www.hrw.com">¡Avancemos 4!</a> Unidad 5 / Lección 1 y 2 <a href="https://www.hrw.com">https://www.hrw.com</a>  <a href="https://www.vhlcentral.com">Descubre 3</a> Lección 10 <a href="https://www.vhlcentral.com">https://www.vhlcentral.com</a>  An article & video about a famous artist Images of various art Images of various artists	<b>Vocabulary:</b> Art (pp312-13) Rules at museum, discoveries, myths, legends, and unexplained phenomena, art mediums, styles, descriptions of the shapes and size of objects, terms related to surrealism <b>Language structure:</b> -Present Subjunctive, with adjective clauses and expressions of doubt -Present perfect -Pero vs Sino	7.1.IM.A.5-8 7.1.IM.B.5 7.1.IH.A.8 7.1.IH.B.4,5,6 7.7.IH.C.3 8.1.2.C.1
Understand the mysteries of past civilizations in Latin America	After reading “Los mayas y los aztecas”, have students use the Internet to learn more about one of the topics presented in the reading. Invite them to present their findings orally to the class.  PowerPoint information about the Mayas, Aztecs, Yanomamo, Incas, Araucanos, and Guaraní	Peer review Teacher observation Participation will be recorded Notes Group work  Work with a partner to do a 3 to 5 minute presentation about how these cultures have contributed to present-day Latin America through art, architecture, constructions, beliefs, etc. (i.e.: Incan ruins, Teotihuacan, Chichen Itza, Isla de Pascua, Tikal, & artisanry).	<a href="https://www.hrw.com">¡Avancemos 4!</a> Unidad 5 / Lección 1 y 2 <a href="https://www.hrw.com">https://www.hrw.com</a>  <a href="https://www.vhlcentral.com">Descubre 3</a> Lección 10 <a href="https://www.vhlcentral.com">https://www.vhlcentral.com</a>  From UNESCO: <a href="http://www.unesco.org/new/es/santiago/culture/world-heritage/">http://www.unesco.org/new/es/santiago/culture/world-heritage/</a>	La voz pasiva Se pasiva Se impersonal	7.1.IM.A.1,7,8 7.1.IM.B.4 7.1.IM.C.3,4,5 7.1.IH.A.1,2,4 7.1.IH.B.4,5,6 7.1.IH.C.2,4 8.1.2.C.1
Provide logical explanations for Pre-Columbian myths	Read myths and legends from the Latin American world. Then use their imagination to write an original legend explaining occurrences (rain, wind, shadows, eclipses, stars, etc.)	Peer review Teacher observation Participation will be recorded Notes Group work	<a href="https://www.hrw.com">¡Avancemos 4!</a> Unidad 5 / Lección 1 y 2 <a href="https://www.hrw.com">https://www.hrw.com</a>	Same as above	7.1.IM.A.8 7.1.IM.B.2,3,4,5 7.1.IM.C.2 / 7.1.IH.A.1,7,8 7.1.IH.B.2,3,4,5,6 7.7.IH.C.3,5 8.1.12.2,3,4

Argue about the effect of past civilizations in people today. Talk about how we reconnect with our past and the changes and choices a person makes through life	Watch film “ <i>Diarios de Motocicleta</i> ” during 3 days. While watching the film, students will have a worksheet with activities that refer to details that stand out.  Students will have 15 minutes each day to reflect upon each section. -Traveling through Patagonia -Arriving in Machu Picchu -Traveling through the Amazon	Observe student involvement  Reaction done on Canvas Presentation writing rubric	DVD: Diarios de Motocicleta	<b>Vocabulary</b> related to film	7.1.IH.A.3, 4, 6 7.1.IH.B.2, 4 7.1.IH.C.3
Analyze the role politics play in everyday Latin-American society	Read “Un día de estos” by Gabriel García Márquez from reader and answer comprehension questions.  Read fifteen statements from smart board. Students will be given 2 characters from the reading “el dentista y el alcalde”. State who did each one of the statements or if no one did.	Question and answer  Observe students’ involvement	Reader: <a href="http://www.ciudadseva.com/textos/cuentos/esp/ggm/un_dia_de_estos.htm">http://www.ciudadseva.com/textos/cuentos/esp/ggm/un_dia_de_estos.htm</a>	<b>Vocabulary:</b> Alcalde, amargo, apoyar, apresurarse, cacerola, dentadura postiza, destemplada, es la misma vaina, escupir, gabinete, gallinazo, gatillo, gaveta, hacer buches, hinchado, lágrima, mejilla, muela, muñeca, pedalear, pegar un tiro, pinza, pomo de loza, puente, pulgar, punta de los dedos, puñado, resorte, riñón, sudoroso, telaraña, tibio, umbral, vacío <b>Language Structure:</b> Nouns that derive from stem changing verbs, progressive expressions	7.1.IH.A.1, 6 7.1.IH.B.1, 2, 4, 5 7.1.IH.C.1-3
Listen to and read about Spanish and Latin American Art	Become familiar with artists and their work Match style or name of artist with a given description	Teacher’s observation Observe students’ participation	<a href="https://www.vhlcentral.com">¡Avancemos 4!</a> Unidad 5 / Lección 1 <a href="https://www.hrw.com">https://www.hrw.com</a> Descubre 3 Lección 10 <a href="https://www.vhlcentral.com">https://www.vhlcentral.com</a>	<b>Vocabulary / Culture:</b> Goya, Velazquez, Dali, Miró, El Greco, Picasso, Botero, etc. <b>Language Structure:</b> Past Participle	7.1.II.A.4 8.1.2.B.1
Compare how artists express their ideas	Work in pairs, one student will describe a given painting, and the partner will generate a drawing. Compare the drawing with the actual picture.  Individually write an email to a friend inviting him or her to go to an art exhibit in school. Explain what can be expected to see, why you love these exhibits in school and the time to meet. 10 minutes to complete the task.	Questions and Answers  Interpersonal writing rubric	<a href="https://www.vhlcentral.com">¡Avancemos 4!</a> Unidad 5 / Lección 1 <a href="https://www.hrw.com">https://www.hrw.com</a>  <a href="https://www.vhlcentral.com">Descubre 3</a> Lección 10 <a href="https://www.vhlcentral.com">https://www.vhlcentral.com</a>	<b>Language Structure:</b> Recycle prepositions Verbs with different meanings in the preterite and Imperfect tenses  <b>Vocabulary:</b> Thematic & Internet Research	7.1.II.A.8 8.1.12.A.2 8.1.2.B.1
Understand the context of an artist	Compare a painting from Botero and Dali. After listening to descriptions of both paintings, indicate to which painter it belongs.  After previous activity, talk with a classmate and compare both paintings. Compare theme, colors, images, and what the artists want to express.  Prepare and deliver an oral presentation on an artist to compete for the “Artist of the Year.”	Teacher observation Student self monitoring  Teacher observation Student monitoring  Presentational writing rubric Students vote for best artist	<a href="https://www.vhlcentral.com">¡Avancemos 4!</a> Unidad 5 / Lección 1 <a href="https://www.hrw.com">https://www.hrw.com</a>  <a href="https://www.vhlcentral.com">Descubre 3</a> Lección 10 <a href="https://www.vhlcentral.com">https://www.vhlcentral.com</a>	<b>Words of transition (connectors)</b>  <b>Language Structure:</b> Relative Pronouns	7.1.II.A.4 7.1.II.C.1 8.1.2.B.1

#### Differentiated Learning Activities:

EXAMPLE: Students choose a global topic and throughout the semester use their free reading time as well as time outside of the classroom to find authentic resources in the target language in order to advance their understanding about the topic (Pre-Columbian civilizations). Students summarize their learning at the end of the year by sharing it with their classmates in an online space such a blog, wiki, etc.

#### 21<sup>st</sup> Century Skills:

EXAMPLE: Students create a virtual or real museum on a topic of current interest or relevance to the target culture. Students determine the theme, quantity, and nature of exhibits, plan for advertising and create or collect all necessary materials. The nature of exhibits may include artisanal crafts from the Pre-Columbian civilizations studied and/or artifacts from archeological sites from these civilizations.

