

Pine Hill Public Schools Curriculum			
Content Area:		World Languages	
Course Title/ Grade Level:		Spanish IV Honors/9-12	
Unit 1:	Etapa Preliminar: ¡Bienvenidos al mundo hispano! ¿Cómo soy?	Marking Period:	1 (Weeks 1-9)
Unit 2:	¿Cómo soy? ¿Cómo me veo? ¡Hay tanto que hacer!	Marking Period:	2 (Weeks 1-9)
Unit 3:	¡Hay tanto que hacer! Pensemos en los demás. Un planeta en peligro.	Marking Period:	3 (Weeks 1-9)
Unit 4:	Un planeta en peligro. La riqueza natural. ¡Al fin la graduación!	Marking Period:	4 (Weeks 1-9)
BOE Approval Date:		July 17, 2012	

**Pine Hill Public Schools
World Languages' Curriculum**

Unit Title: Etapa Preliminar: ¡Bienvenidos al mundo hispano! ¿Cómo soy?		Unit #: 1
Course: Spanish IV Honors		Length of Time: 9 Weeks
Date Created: June 2012		BOE Approval Date:
Pacing	Marking Period 1: Weeks 1-9	
Essential Questions	<ul style="list-style-type: none"> • How does one talk about current events, past activities and become acquainted with the Hispanic World? • How does one describe people, talk about accomplishments and experiences? 	
Content	<p><u>Language-Vocabulary</u></p> <ul style="list-style-type: none"> • Vocabulary related to describing feelings, physical features and personality traits; time expressions; habitual past actions <p><u>Language-Grammar</u></p> <ul style="list-style-type: none"> • Review level three concepts • Present Tense verbs • Preterite Tense verbs • Verbs with spelling changes • Ser vs Estar • Imperfect tense • Preterite vs the Imperfect tenses <p><u>Nation/Culture</u></p> <ul style="list-style-type: none"> • The cultural and geographic diversity of the Spanish speaking world - • Proverbs/Refranes of Spain and Latin America 	
Skills	<ul style="list-style-type: none"> • To review the present tense and past tense of regular and irregular verbs • Identify and apply vocabulary related to describing people and talking about present and past activities • Identify, compare/contrast and create sentences using ser vs estar • Identify, list and demonstrate using verbs in sentences with spelling changes in the preterite • Identify, list and demonstrate using verbs in sentences with stem changes in the preterite • Identify, list and demonstrate using irregular preterite verbs in sentences • Read, discuss and answer questions about the Spanish Speaking Community in the U.S.A., Mexico and Central America, the Spanish speaking Caribbean, El Cono Sur, Spain, Bolivia, Ecuador, Peru and Venezuela • Identify, list, compare and contrast further expansion of creating sentences with ser vs estar in the imperfect and preterite tenses • Compare and contrast applying the preterite and the imperfect tenses in sentences • Students will read and create questions using the grammar topics described above at the individual teacher's discretion • Students will prepare and present alternate assessments using the grammar concepts and vocabulary presented in the marking period at the individual teacher's discretion 	

Assessments	<p><u>Formative</u></p> <ul style="list-style-type: none"> • Class Participation • Class Work Assignments • Homework Assignments <p><u>Summative</u></p> <ul style="list-style-type: none"> • Quizzes • Tests • Alternative Assessments • Benchmark Exam <p>*Other appropriate assessments at individual teacher's discretion.*</p>
Interventions/ Differentiated Instruction	<ul style="list-style-type: none"> • Varied grouping (individual/partner/small group/whole group) • Heterogeneous ability pairing/grouping • Multi-sensory approach (visual/auditory/tactile/kinesthetic) • Alternative assignments/assessments (rubrics/checklists) • Preferential seating • Positive reinforcement • Specific feedback • Objective-sharing • 1:1 assistance • Provide notes/outlines/study guides • Extended time for assignments/assessments • Leveled/supplemental materials/resources • Break up material into smaller parts • Advanced organizers • Assignment book • Repeated review/drill • Verbal and written directions • Memory-aids • Parent Contacts <p>*Other appropriate interventions/differentiation at individual teacher's discretion.*</p>
Inter- Disciplinary Connections	<p><u>Social Studies</u></p> <ul style="list-style-type: none"> • Cultural aspects of the Spanish Speaking Community in the U.S.A, Mexico and Central America, the Spanish speaking Caribbean, El Cono Sur, Spain, Bolivia, Ecuador, Peru and Venezuela <p><u>LAL</u></p> <ul style="list-style-type: none"> • Sentence formation, Types of verbs, Agreement of subjects and verbs, Subject Pronouns, Phonetics, Punctuation, Present tense, Imperfect tense and Past tense; synonyms and antonyms, syntax. The student will learn various vocabulary words that change in meaning as one travels through different Hispanic countries and various ways to say the same word in different Hispanic countries. <p><u>Life and Careers</u></p> <ul style="list-style-type: none"> • The students will teach Spanish informational points to a friend or a family member.

Lesson Resources / Activities	<p><u>En Español 3</u>, Mc Dougal Littell <u>En Español 3</u>, Ancillaries: Unit Resource Books, Más práctica workbook, Para hispanohablantes workbook, Audio cassettes and videos, Block Scheduling copymasters, www.classzone.com, Hispanic Music CD's and You Tube</p> <p>*Other appropriate resources/activities at individual teacher's discretion.*</p>	
2009 NJCCCS		
<p>Standard: 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.</p>		
<p>Strand A Interpretive Mode: The mode of communication in which students demonstrate understanding of spoken and written communication within the appropriate cultural context. Examples of “one-way” reading or listening include cultural interpretations of print, video, and online texts, movies, radio and television broadcasts, and speeches. Interpretation beyond the Novice level differs from comprehension because it implies the ability to read or listen “between the lines” and “beyond the lines.”</p> <p>Strand B Interpersonal Mode: The mode of communication in which students engage in direct oral and/or written communication with others (e.g., conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, exchanging personal letters or e-mail messages).</p> <p>Strand C Presentational Mode: The mode of communication in which 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 interaction. Examples of this “one-to-many” mode of communication are making a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.</p>		
<p>Content Statement: The Intermediate-Mid language learner understands and communicates at the sentence level and can <i>use strings of sentences</i> independently to: Identify the main idea and some supporting details when reading. Understand the gist and some supporting details of conversations dealing with everyday life. Infer the meaning of some unfamiliar words when used in familiar contexts. The Intermediate-Mid language learner understands and communicates at the sentence level and can <i>use strings of sentences</i> independently to: Ask and answer questions related to everyday life. Handle simple transactions related to everyday life: Initiate, maintain, and end a conversation. Ask for and give permission. Express needs. Give reasons. Request, suggest, and make arrangements. Extend, accept, and decline an invitation. Express an opinion and preference. The Intermediate-Mid language learner understands</p>	<p>CPI: 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</p>	

and communicates at the sentence level and can *use strings of sentences* independently to:
Handle simple transactions related to everyday life
Express needs.
Give reasons.
Express an opinion and preference.
Request and suggest.

characters, and setting in readings from age- and level-appropriate, culturally authentic materials.

7.1.IM.A.7

Infer the meaning of some unfamiliar words in some new contexts.

7.1.IM.A.8

Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

7.1.IM.B.1

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

7.1.IM.B.2

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

7.1.IM.B.3

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

7.1.IM.B.4

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

7.1.IM.B.5

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

7.1.IM.C.1

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

7.1.IM.C.2

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

7.1.IM.C.3

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

7.1.IM.C.4

Synthesize information found in age- and level-appropriate culturally authentic materials.

7.1.IM.C.5

Compare the cultural perspectives of the target

				culture(s) with those of one’s own culture, as evidenced through the cultural products and cultural practices associated with each.			
<u>21st Century Themes</u>							
X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy	X	ICT Literacy	X	Life and Career Skills		

Pine Hill Public Schools World Languages' Curriculum	
Unit Title: ¿Cómo soy? ¿Cómo me veo? ¡Hay tanto que hacer!	Unit #: 2
Course: Spanish IV Honors	Length of Time: 9 Weeks
Date Created: June 2012	BOE Approval Date:
Pacing	Marking Period 2: Weeks 1-9
Essential Questions	<ul style="list-style-type: none"> • How does one describe people, talk about accomplishments and experiences? • How does one describe fashions, talk about pastime, talk about the future and predictions? • How to express feelings, what friends do and carry out household chores?
Content	<p><u>Language-Vocabulary</u></p> <ul style="list-style-type: none"> • To describe people, talk about experiences and list accomplishments • To describe fashions, likes and dislikes, predict actions and talk about pastimes • To talk about household chores and one’s feelings <p><u>Language-Grammar</u></p> <ul style="list-style-type: none"> • Knowledge of the Present, Preterite and Imperfect tenses; Ser vs Estar • Present Perfect and the Past Perfect tenses • A reading selection on life in Cuba • Verbs like Gustar • Por vs Para • Future tense and probability • A reading on the cultural role of fashion • Reflexive verbs <p><u>Nation/Culture</u></p> <ul style="list-style-type: none"> • The cultural and geographic diversity of the Spanish speaking world – Miami, San Antonio, The North Eastern part of the U.S.A. • Proverbs/Refranes of Spain and Latin America
Skills	<ul style="list-style-type: none"> • Identify and apply vocabulary describing people, talking about experiences and listing accomplishments • Identify, apply, compare and contrast the Present Perfect and the Past Perfect tenses in sentences • Summarize, discuss and answer questions about a Cuban reading selection, “Soñar en cubano”

	<ul style="list-style-type: none"> ● Define and apply verbs like gustar, parecer, etc. with indirect object pronouns in sentences ● Identify, compare/contrast and create sentences applying Por vs Para ● Identify, list and create sentences using the Future tense and using the future to express probability ● Summarize, discuss and answer questions about a cultural reading about Oscar de la Renta, “Un diseñador” ● Identify and apply vocabulary describing fashions, predicting actions and talking about pastimes ● Identify, list and demonstrate using reflexive verbs in sentences ● Identify and apply vocabulary discussing household chores and expressing feelings ● Students will read and create questions using the grammar topics described above at the individual teacher’s discretion ● Students will prepare and present alternate assessments using the grammar concepts and vocabulary presented in the marking period at the individual teacher’s discretion
Assessments	<p><u>Formative</u></p> <ul style="list-style-type: none"> ● Class Participation ● Class Work Assignments ● Homework Assignments <p><u>Summative</u></p> <ul style="list-style-type: none"> ● Quizzes ● Tests ● Alternative Assessments ● Benchmark Exam <p>*Other appropriate assessments at individual teacher's discretion.*</p>
Interventions/ Differentiated Instruction	<ul style="list-style-type: none"> ● Varied grouping (individual/partner/small group/whole group) ● Heterogeneous ability pairing/grouping ● Multi-sensory approach (visual/auditory/tactile/kinesthetic) ● Alternative assignments/assessments (rubrics/checklists) ● Preferential seating ● Positive reinforcement ● Specific feedback ● Objective-sharing ● 1:1 assistance ● Provide notes/outlines/study guides ● Extended time for assignments/assessments ● Leveled/supplemental materials/resources ● Break up material into smaller parts ● Advanced organizers ● Assignment book ● Repeated review/drill ● Verbal and written directions ● Memory-aids ● Parent Contacts

	Other appropriate interventions/differentiation at individual teacher's discretion.	
Inter-Disciplinary Connections	<p><u>Social Studies</u></p> <ul style="list-style-type: none"> Cultural aspects of the Spanish Speaking Community in the U.S.A. - Miami, San Antonio, The North Eastern part of the U.S.A.; Monteverde, Costa Rica <p><u>LAL</u></p> <ul style="list-style-type: none"> Sentence formation, types of verbs, agreement of subjects and verbs, subject pronouns, phonetics, punctuation, Present and Past tenses; synonyms and antonyms; prepositions, probability, syntax. Present Perfect tense, Past Perfect tense; Future tense; describing oneself and others The students will read and discuss “Soñar en Cuba” by Cristina García and read and discuss Oscar de la Renta - “Un diseñador.” <p><u>Visual and Performing Arts</u></p> <ul style="list-style-type: none"> The students will learn about the cultural role of fashion. The students will create a self-portrait. <p><u>Life and Careers</u></p> <ul style="list-style-type: none"> Students will discuss communal gardens and volunteering. 	
Lesson Resources / Activities	<p><u>En Español 3</u>, Mc Dougal Littell <u>En Español 3</u>, Ancillaries: Unit Resource Books, Más práctica workbook, Para hispanohablantes workbook, Audio cassettes and videos, Block Scheduling copymasters, www.classzone.com, Hispanic Music CD's and You Tube</p> <p>*Other appropriate resources/activities at individual teacher's discretion.*</p>	
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Content Statement:	The Intermediate-Mid language learner understands and communicates at the sentence level and can <i>use strings of sentences</i> independently to:	<p>CPI: 7.1.IM.A.1 Compare and contrast information contained in culturally authentic materials using electronic</p>

<p>Identify the main idea and some supporting details when reading.</p> <p>Understand the gist and some supporting details of conversations dealing with everyday life.</p> <p>Infer the meaning of some unfamiliar words when used in familiar contexts.</p> <p>The Intermediate-Mid language learner understands and communicates at the sentence level and can <i>use strings of sentences</i> independently to:</p> <p>Ask and answer questions related to everyday life.</p> <p>Handle simple transactions related to everyday life:</p> <p>Initiate, maintain, and end a conversation.</p> <p>Ask for and give permission.</p> <p>Express needs.</p> <p>Give reasons.</p> <p>Request, suggest, and make arrangements.</p> <p>Extend, accept, and decline an invitation.</p> <p>Express an opinion and preference.</p> <p>The Intermediate-Mid language learner understands and communicates at the sentence level and can <i>use strings of sentences</i> independently to:</p> <p>Handle simple transactions related to everyday life</p> <p>Express needs.</p> <p>Give reasons.</p> <p>Express an opinion and preference.</p> <p>Request and suggest.</p>	<p>information sources related to targeted themes.</p> <p>7.1.IM.A.2</p> <p>Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.</p> <p>7.1.IM.A.3</p> <p>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.</p> <p>7.1.IM.A.4</p> <p>Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.</p> <p>7.1.IM.A.5</p> <p>Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</p> <p>7.1.IM.A.6</p> <p>Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, culturally authentic materials.</p> <p>7.1.IM.A.7</p> <p>Infer the meaning of some unfamiliar words in some new contexts.</p> <p>7.1.IM.A.8</p> <p>Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</p> <p>7.1.IM.B.1</p> <p>Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.</p> <p>7.1.IM.B.2</p> <p>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.</p> <p>7.1.IM.B.3</p> <p>Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.</p> <p>7.1.IM.B.4</p> <p>Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.</p> <p>7.1.IM.B.5</p> <p>Engage in short conversations about personal experiences or events, topics studied in other content</p>
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	<p>areas, and some unfamiliar topics and situations.</p> <p>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.</p> <p>7.1.IM.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>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.</p> <p>7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.</p> <p>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.</p>
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21st Century Themes

X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy	X	ICT Literacy	X	Life and Career Skills		

**Pine Hill Public Schools
World Languages' Curriculum**

Unit Title: ¡Hay tanto que hacer! Pensemos en los demás. Un planeta en peligro.		Unit #: 3
Course: Spanish IV Honors		Length of Time: 9 Weeks
Date Created: June 2012		BOE Approval Date:
Pacing	Marking Period 3: Weeks 1-9	
Essential Questions	<ul style="list-style-type: none"> • How to express feelings, what friends do and carry out household chores? • How to express what you want to do, make requests and suggestions? • How does one say what should be done, react to ecology and react to others' actions? 	
Content	<u>Language-Vocabulary</u> <ul style="list-style-type: none"> • To talk about household chores, express feelings and say what friends do • To talk about what one wants to do, making requests and suggestions for volunteering • To talk about reacting to the ecology 	

	<p><u>Language-Grammar</u></p> <ul style="list-style-type: none"> • Knowledge of the Present, Preterite and Imperfect tenses; Ser vs Estar; the Present Perfect and the Past Perfect tenses; the Future tense • Reflexive verbs • Impersonal construction with se • A reading selection by Sandra Cisneros • Command forms • Conditional tense and speculating with the Conditional • A reading selection by Rigoberta Menchú <p><u>Nation/Culture</u></p> <ul style="list-style-type: none"> • The cultural and geographic diversity of the Spanish speaking world – Miami, San Antonio, The North Eastern part of the U.S.A., México and Central America, Monteverde - Costa Rica • Proverbs/Refranes of Spain and Latin America
Skills	<ul style="list-style-type: none"> • Identify and apply vocabulary defining household chores, expressing feelings and saying what friends do • Identify, list and create sentences using reflexive verbs • Identify and create sentences demonstrating the impersonal construction with se • Summarize, discuss and answer questions about “La casa en Mango Street,” a reading by Sandra Cisneros • Identify, list, compare/contrast and create sentences using tú, Ud., Uds. and nosotros commands with regular and irregular verbs • Identify and apply vocabulary describing what one wants to do, making requests and suggestions for volunteering • Summarize, discuss and answer questions about the life of Rigoberta Menchú • Identify, list and create sentences using the conditional tense and speculating with the conditional • Identify and apply vocabulary focusing on reacting to ecology • Students will read and create questions using the grammar topics described above at the individual teacher’s discretion • Students will prepare and present alternate assessments using the grammar concepts and vocabulary presented in the marking period at the individual teacher’s discretion
Assessments	<p><u>Formative</u></p> <ul style="list-style-type: none"> • Class Participation • Class Work Assignments • Homework Assignments <p><u>Summative</u></p> <ul style="list-style-type: none"> • Quizzes • Tests • Alternative Assessments • Benchmark Exam • Culture Project (Post High School Plans/Career Exploration) <p>*Other appropriate assessments at individual teacher's discretion.*</p>

Interventions/ Differentiated Instruction	<ul style="list-style-type: none"> • Varied grouping (individual/partner/small group/whole group) • Heterogeneous ability pairing/grouping • Multi-sensory approach (visual/auditory/tactile/kinesthetic) • Alternative assignments/assessments (rubrics/checklists) • Preferential seating • Positive reinforcement • Specific feedback • Objective-sharing • 1:1 assistance • Provide notes/outlines/study guides • Extended time for assignments/assessments • Leveled/supplemental materials/resources • Break up material into smaller parts • Advanced organizers • Assignment book • Repeated review/drill • Verbal and written directions • Memory-aids • Parent Contacts <p>*Other appropriate interventions/differentiation at individual teacher's discretion.*</p>
Inter- Disciplinary Connections	<p><u>Social Studies</u></p> <ul style="list-style-type: none"> • Cultural aspects of the Spanish Speaking Community in the U.S.A. - Miami, San Antonio, The North Eastern part of the U.S.A.; Monteverde, Costa Rica <p><u>LAL</u></p> <ul style="list-style-type: none"> • Sentence formation, types of verbs, agreement of subjects and verbs, subject pronouns, phonetics, punctuation, Present tense and Past tense; synonyms and antonyms; Present Perfect tense, Past Perfect tense; Future tense; Commands; Conditional tense; prepositions, probability, syntax. The students will talk and write about social problems and propose solutions for the community. • The students will contrast between feelings and reality in a personal narrative after reading Sandra Cisneros’s “La Casa en Mango Street.” The students will read a selection about the life of Rigoberta Menchú, a Nobel Peace Prize winner who fought against prejudice in her town of Guatemala. <p><u>Visual and Performing Arts</u></p> <ul style="list-style-type: none"> • The students will hear and read about Tito Puente. The students will invent a product, write and present their commercial. <p><u>Life and Careers</u></p> <ul style="list-style-type: none"> • The students will discuss communal gardens, volunteering and protecting the environment. The students will identify feelings important in a friendship and talk about maintaining a household. <p><u>Science</u></p> <ul style="list-style-type: none"> • The students will discuss and write about ecological problems and make suggestions to improve the status of the planet and one’s community.
Lesson Resources / Activities	<p><u>En Español 3</u>, Mc Dougal Littell <u>En Español 3</u>, Ancillaries: Unit Resource Books, Más práctica workbook, Para hispanohablantes workbook, Audio cassettes and videos, Block Scheduling copymasters,</p>

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2009 NJCCCS

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<p>Content Statement: The Intermediate-Mid language learner understands and communicates at the sentence level and can <i>use strings of sentences</i> independently to: Identify the main idea and some supporting details when reading. Understand the gist and some supporting details of conversations dealing with everyday life. Infer the meaning of some unfamiliar words when used in familiar contexts. The Intermediate-Mid language learner understands and communicates at the sentence level and can <i>use strings of sentences</i> independently to: Ask and answer questions related to everyday life. Handle simple transactions related to everyday life: Initiate, maintain, and end a conversation. Ask for and give permission. Express needs. Give reasons. Request, suggest, and make arrangements. Extend, accept, and decline an invitation. Express an opinion and preference. The Intermediate-Mid language learner understands and communicates at the sentence level and can <i>use strings of sentences</i> independently to:</p>	<p>CPI: 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.</p>
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<p>Handle simple transactions related to everyday life Express needs. Give reasons. Express an opinion and preference. Request and suggest.</p>	<p>7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.</p> <p>7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>7.1.IM.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>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.</p> <p>7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.</p> <p>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</p>
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					practices associated with each.		
<u>21st Century Themes</u>							
X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
	Media Literacy	X	ICT Literacy	X	Life and Career Skills		

Pine Hill Public Schools World Languages' Curriculum	
Unit Title: Un planeta en peligro. La riqueza natural. ¡Al fin la graduación!	Unit #: 4
Course: Spanish IV Honors	Length of Time: 9 Weeks
Date Created: June 2012	BOE Approval Date:
Pacing	Marking Period 4: Weeks 1-9
Essential Questions	<ul style="list-style-type: none"> • How does one say what should be done, react to ecology and react to others' actions? • How does one react to nature, express doubt and relate events in time? • How does one describe personal celebrations, graduation, say what people want and link events and ideas?
Content	<p><u>Language-Vocabulary</u></p> <ul style="list-style-type: none"> • To talk about reacting to ecology and saying what should be done • To talk about reacting to nature, expressing doubt and relating events in time • To talk about describing personal celebrations, saying what people want and linking events and ideas <p><u>Language-Grammar</u></p> <ul style="list-style-type: none"> • Knowledge of the Present, Preterite and Imperfect tenses; Ser vs Estar; the Present Perfect and the Past Perfect tenses; the Future and Conditional tenses • Present Subjunctive • Present Perfect Subjunctive • A reading selection on literacy in Nicaragua • The subjunctive-for expressing wishes, doubt and uncertainty, cuando and conjunctions of time • A reading selection highlighting satire, parody and irony via advertisements • Imperfect subjunctive (exposure to formation) (time permitting) <p><u>Nation/Culture</u></p> <ul style="list-style-type: none"> • The cultural and geographic diversity of the Spanish speaking world – Costa Rica, El Salvador, Guatemala, Panamá, Honduras, Nicaragua, Cuba, El Caribe, Puerto Rico, La República Dominicana, Santo Domingo • Proverbs/Refranes of Spain and Latin America
Skills	<ul style="list-style-type: none"> • Identify, list and create sentences applying the present subjunctive of regular, irregular and stem-changing verbs • Identify and create sentences applying the present subjunctive with impersonal expressions

	<ul style="list-style-type: none"> ● Identify and create sentences applying the present perfect subjunctive ● Summarize, discuss and answer questions about literacy in Nicaragua ● Identify and apply vocabulary focusing on reacting to ecology and saying what should be done ● Identify and create sentences applying the subjunctive with expressions of emotion, doubt and uncertainty and conjunctions of time ● Summarize, discuss and answer questions about “Baby H.P.” by Juan José Arreola reacting to ecology and saying what should be done ● Identify and apply vocabulary focusing on reacting to nature, expressing doubt and relating events in time ● Identify and create sentences applying the subjunctive with expressing wishes and various conjunctions ● Identify, list and create sentences applying the imperfect subjunctive (Time permitting) ● Identify and apply vocabulary describing personal celebrations, graduation, saying what people want and linking events and ideas ● Students will read and create questions using the grammar topics described above at the individual teacher’s discretion ● Students will prepare and present alternate assessments using the grammar concepts and vocabulary presented in the marking period at the individual teacher’s discretion
Assessments	<p><u>Formative</u></p> <ul style="list-style-type: none"> ● Class Participation ● Class Work Assignments ● Homework Assignments <p><u>Summative</u></p> <ul style="list-style-type: none"> ● Quizzes ● Tests ● Alternative Assessments ● Benchmark Exam <p>*Other appropriate assessments at individual teacher's discretion.*</p>
Interventions/ Differentiated Instruction	<ul style="list-style-type: none"> ● Varied grouping (individual/partner/small group/whole group) ● Heterogeneous ability pairing/grouping ● Multi-sensory approach (visual/auditory/tactile/kinesthetic) ● Alternative assignments/assessments (rubrics/checklists) ● Preferential seating ● Positive reinforcement ● Specific feedback ● Objective-sharing ● 1:1 assistance ● Provide notes/outlines/study guides ● Extended time for assignments/assessments ● Leveled/supplemental materials/resources ● Break up material into smaller parts ● Advanced organizers ● Assignment book

	<ul style="list-style-type: none"> • Repeated review/drill • Verbal and written directions • Memory-aids • Parent Contacts <p>*Other appropriate interventions/differentiation at individual teacher's discretion.*</p>
Inter-Disciplinary Connections	<p><u>Social Studies</u></p> <ul style="list-style-type: none"> • Cultural aspects of the Spanish Speaking Community in the U.S.A. - Miami, San Antonio, The North Eastern part of the U.S.A.; Monteverde, Costa Rica; • The students will talk about celebrations in Puerto Rico, Dominican Republic and Cuba and compare and contrast their own to those in Hispanic lands. <p><u>LAL</u></p> <ul style="list-style-type: none"> • Sentence formation, types of verbs, agreement of subjects and verbs, subject pronouns, phonetics, punctuation, Present tense and Past tense; synonyms and antonyms; prepositions, probability, syntax; Present Perfect tense, Past Perfect tense; Future tense; Commands; Conditional tense; Subjunctive; the students will talk and write about social problems and propose solutions for the community. The students will read and discuss a selection, “Unidos Podemos Hacerlo” regarding improving literacy in Nicaragua. The students will discuss the advantages and disadvantages of ecotourism through a reading, “Un país de encanto.” The students will also read a selection by José Arreola and recognize the use of satire, parody and irony. The students will create a Spanish poem describing an animal of choice. <p><u>Life and Careers</u></p> <ul style="list-style-type: none"> • The students will discuss communal gardens, volunteering and protecting the environment. The students will discuss going camping. The students will talk and write about the transition from High School to College, discussing careers, living arrangements and future jobs. <p><u>Science</u></p> <ul style="list-style-type: none"> • The students will talk about ecology, ecotourism and discuss how to save the planet and improve one’s environment/community. The students will describe the elements of nature in their surroundings. The students will be reading and talking about ecotourism, and the natural reserves in Central America. and its animals. <p><u>Math</u></p> <ul style="list-style-type: none"> • The students will talk about financing a graduation party.
Lesson Resources / Activities	<p><u>En Español 3</u>, Mc Dougal Littell <u>En Español 3</u>, Ancillaries: Unit Resource Books, Más práctica workbook, Para hispanohablantes workbook, Audio cassettes and videos, Block Scheduling copymasters, www.classzone.com, Hispanic Music CD’s and You Tube</p> <p>*Other appropriate resources/activities at individual teacher's discretion.*</p>
2009 NJCCCS	
<p>Standard: 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.</p>	
<p>Strand A Interpretive Mode: The mode of communication in which students demonstrate understanding of</p>	

spoken and written communication within the appropriate cultural context. Examples of “one-way” reading or listening include cultural interpretations of print, video, and online texts, movies, radio and television broadcasts, and speeches. Interpretation beyond the Novice level differs from comprehension because it implies the ability to read or listen “between the lines” and “beyond the lines.”

Strand B Interpersonal Mode: The mode of communication in which students engage in direct oral and/or written communication with others (e.g., conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, exchanging personal letters or e-mail messages).

Strand C Presentational Mode: The mode of communication in which 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 interaction. Examples of this “one-to-many” mode of communication are making a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

Content Statement:

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

Identify the main idea and some supporting details when reading.

Understand the gist and some supporting details of conversations dealing with everyday life.

Infer the meaning of some unfamiliar words when used in familiar contexts.

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

Ask and answer questions related to everyday life.

Handle simple transactions related to everyday life:

Initiate, maintain, and end a conversation.

Ask for and give permission.

Express needs.

Give reasons.

Request, suggest, and make arrangements.

Extend, accept, and decline an invitation.

Express an opinion and preference.

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

Handle simple transactions related to everyday life

Express needs.

Give reasons.

Express an opinion and preference.

Request and suggest.

CPI:

7.1.IM.A.1

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

7.1.IM.A.2

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

7.1.IM.A.3

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

7.1.IM.A.4

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

7.1.IM.A.5

Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.

7.1.IM.A.6

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

7.1.IM.A.7

Infer the meaning of some unfamiliar words in some new contexts.

7.1.IM.A.8

Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

7.1.IM.B.1

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

7.1.IM.B.2

Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.
 7.1.IM.B.3
 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
 7.1.IM.B.4
 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.
 7.1.IM.B.5
 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
 7.1.IM.C.1
 Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
 7.1.IM.C.2
 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
 7.1.IM.C.3
 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
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 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.

<u>21st Century Themes</u>							
X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy	X	ICT Literacy	X	Life and Career Skills		

Revised: August 27, 2013