

PUBLIC SCHOOLS OF EDISON TOWNSHIP
DIVISION OF CURRICULUM AND INSTRUCTION

SPANISH 4-H

Length of Course:	<u>Term</u>
Elective/Required:	<u>Required</u>
Schools:	<u>High Schools</u>
Eligibility:	<u>Grades 9-12</u>
Credit Value:	<u>5 credits</u>
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"Modifications will be made to accommodate IEP mandates for classified students."

WORLD LANGUAGES PROGRAMSTATEMENT OF PURPOSE

The knowledge of a foreign language is a universal tool that opens gateways to human understanding and presents a new approach to dealing with everyday realities of life. The study of a foreign language and of the culture for which it is the vehicle sensitizes students to the reality of cultural differences and similarities. Thus, a full and rich experience in the learning of a foreign language develops understanding of and appreciation for people of differing cultures.

We believe that the study of a foreign language plays an essential role in the intellectual development and total enrichment of the individual. Furthermore, foreign language study contributes to the fulfillment of academic, vocational and/or personal goals. Consequently, students should be provided the means to pursue foreign language study to the extent that their interests and abilities permit.

An effective world languages program recognizes individual differences in learning patterns and abilities and tailors courses to students with diverse needs and interests. Thus, we endeavor to provide a comprehensive and coordinated foreign language program that is a rewarding and satisfying experience for each learner.

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INTRODUCTION

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

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

The Edison Township School District Curriculum Template

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

Guiding Principles: What is Backward Design? What is Understanding by Design?

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

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

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

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

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

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

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

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

DEPARTMENTAL PHILOSOPHY

1. The study of another language leads to **communication**. Our goal is to teach **all** students to communicate beyond their native languages in order to participate effectively in this world. Communication involves the interpretive, presentational and interpersonal modes.
2. The study of another languages leads to **understanding other cultures**. Our goal is to recognize what is common to all human experience and to accept that which is different. Students will have experiences with products and practices in order to develop an understanding of the various perspectives of the cultures of the target language.
3. The study of another language leads to **critical thinking skills**. Our goal is to enhance the ability to analyze, to compare and contrast, to synthesize, to improvise, and to examine cultures through a language and a perspective other than one's own.
4. The study of another language leads to an **interdisciplinary view** of the curriculum. Our goal is to have every student begin language study as early as possible in an interdisciplinary environment.

STATEMENT ON CONTENT STANDARDS

All students completing the middle school sequence in world languages should be able to meet the New Jersey State Content Standards for Grade 8. It is assumed that these students will be continually enrolled in the same language through Grade 8.

STANDARD 7.1 (COMMUNICATION) - ALL STUDENTS WILL BE ABLE TO COMMUNICATE IN AT LEAST ONE WORLD LANGUAGE IN ADDITION TO ENGLISH. THEY WILL USE LANGUAGE TO: ENGAGE IN CONVERSATION; UNDERSTAND AND INTERPRET SPOKEN AND WRITTEN LANGUAGE; PRESENT INFORMATION, CONCEPTS, AND IDEAS WHILE MAKING CONNECTIONS WITH OTHER DISCIPLINES; COMPARE THE LANGUAGE/ CULTURE STUDIED WITH THEIR OWN; AND PARTICIPATE IN MULTILINGUAL COMMUNITIES.

Descriptive Statement: 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 include 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 e-mail 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.

STANDARD 7.2 (CULTURE) - ALL STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE PERSPECTIVES OF A CULTURE(S) THROUGH EXPERIENCES WITH ITS PRODUCTS AND PRACTICES.

Descriptive Statement: With the adoption of national and state standards, a new way of conceptualizing the study of culture has been introduced into the world languages classroom. In addition to the traditional ways of learning about culture (i.e., studying the facts, events, famous people, and monuments), standards-based language instruction encompasses a fuller more comprehensive view of culture. The anthropological concept of **cultural products, practices, and perspectives** provides a relatively new framework for the studying and experiencing of culture for most teachers and students and forms the foundation for student achievement of the culture standard in this document.

Cultural Products. The products of a culture may be tangible (e.g., a painting, wedding veils, boiled peanuts, a pair of chopsticks) or intangible (e.g., street raps, a system of education, graveside eulogies). The culture standard focuses on how these cultural products reflect the perspectives (attitudes, values and beliefs) of the culture studied.

Cultural Practices. The practices of a culture refer to patterns of acceptable behaviors for interacting with members of other cultures. Two examples from the American culture of the practice of expressing congratulations would be slapping a teammate on the back after a winning touchdown, but shaking the presenter's hand after an excellent speech. The culture standard focuses on practices derived from the perspectives (traditional ideas, attitudes and values) of the culture studied.

Cultural Perspectives. As defined by the standards, the perspectives of a culture would include the popular beliefs, the commonly held values, the folk ideas, the shared values, and the assumptions widely held by members of a culture. The perspectives of a culture sanction the cultural practices and create a need for the products. The perspectives provide the reason for "why they do it *that way*" and the explanation for "how can they possibly think *that*?" Since practices and products not only derive from perspectives, but sometimes interact to change perspectives, this fundamental component of culture must be incorporated to meet the culture standard.

Language, as the key to culture, can tell us what is important to a group of people, what they do for work and play, what their social values are, what level of technology they enjoy, where they come from, and much more. Language and culture as such, are inseparable.

The following cumulative progress indicators for the culture standard are organized according to the three modes of communication: interpretive, interpersonal and presentational.

New Jersey Core Curriculum Content Standard For World Languages

INTRODUCTION

World Languages Education in the 21st Century

New Jersey citizens and workers are part of a dynamic, interconnected and technologically driven global society centered on the creation and communication of knowledge and information *across geographical, cultural, and linguistic borders*. Individuals who effectively communicate knowledge and information in more than one language in an appropriate cultural context are *globally literate* and possess the attributes reflected in the mission and vision for world languages education that follows:

Mission: *The study of another language and culture enables citizens and workers to communicate face-to-face and virtually in appropriate ways with people from diverse cultures.*

Vision: An education in world languages fosters a population that:

- Communicates in more than one language with the usable levels of language proficiency required to function in a variety of occupations and careers in the contemporary workplace;
- Exhibits attitudes, values and skills that indicate a positive disposition and understanding of cultural differences that enhance cross cultural communication; and
- Values language learning as a global literacy and for its long-term worth in fostering personal, work-related and/or financial success in a world without borders.

Intent and Spirit of the World Languages Standard

All students have regular, sequential instruction in one or more world languages beginning in kindergarten and continuing at least through their freshman year of high school. The study of world languages is spiraling and recursive and aligned to appropriate proficiency targets that enable the attainment of proficiency at the **Novice-High** level or above. N.J.A.C. 6A:8-5.1(b)4 specifies that districts actively encourage all students who have otherwise met the requirements for high school graduation to accrue five credits in world languages during each year of enrollment, aimed at preparation for entrance into postsecondary programs or twenty-first century careers. Opportunities to develop higher levels of proficiency should be based on personal and career interests and encouraged in Personalized Student Learning Plans.

The number of years spent studying a language and the frequency of instruction impact the level of proficiency acquired in the language. This principle has historically been

supported by research in the United States and abroad. However, as a result of a three-year grant project (2005-08), the department has collected **data** from New Jersey schools to further support research findings. Data from the federally funded project that assessed the language proficiency of 60,000 eighth grade students present compelling evidence for the need to develop programs that offer *all* students the opportunity to meet the state designated proficiency level of Novice High. The data show that programs offering a minimum of **540 hours** of articulated instruction in classes that meet **at least three times a week throughout the academic year** produce a majority of students who can speak at the Novice-High proficiency level or higher. Consequently, the establishment and or maintenance of quality, well articulated language programs at the elementary and middle school levels, as required by New Jersey Administrative Code, is critical in building the capacity of high school students to achieve the required Novice-High level of language proficiency to meet the graduation requirement.

Unlike other core standards areas, the world languages standards are benchmarked by proficiency levels, rather than grade levels. This is reflected in the information outlined below.

- In **Preschool**, children are just beginning to learn about language and how it works. Exposure to multiple languages is advantageous for all children and can be supported by developmentally appropriate teaching practices that make use of songs, rhymes, and stories.
- In programs for **beginning learners** that offer appropriate time and frequency of instruction, students communicate at the Novice-Mid level using memorized language to talk about familiar topics related to school, home, and the community.
- After **three-six years** of study in programs offering the appropriate time and frequency of standards-based instruction, Novice-High through Intermediate-Mid level students communicate at the sentence level creating with language to ask and answer questions and to handle simple transactions related to everyday life and subject matter studied in other classes.
- After **nine-twelve years** of well articulated standards-based instruction, Intermediate-High through Advanced-Low level students communicate at the paragraph level and are able to handle complicated situations on a wide-range of topics.

The New Jersey standard and indicators reflect the philosophy and goals found in the national standards, *Standards for Foreign Language Learning in the 21st Century* (ACTFL, 2006.), and were developed by consulting standards in the United States and internationally, as well as the latest research on second language acquisition and best practices. Standard 7 is generic in nature, designed as a core subject, and is meant to be inclusive for all languages taught in New Jersey schools. The links below provide information about the implementation of the world languages standard with regard to particular languages or language groups:

The Communicative Modes and the Study of American Sign Language (ASL)

The Communicative Modes and the Study of Classical Languages

The Communicative Modes and Heritage Language Speakers

Revised Standard:

The world languages standard lays the foundation for creating local curricula and related assessments. Revisions to the 2009 standards are as follows:

- The communication and culture standards have been combined into one standard that continues to be organized by, but encompasses a broader spectrum of proficiency levels.
- Linguistic and cultural content statements have been added to provide a context for the cumulative progress indicators (CPIs) at each proficiency level. Linguistic content varies and is dependent on the mode. Cultural content recurs across the modes of communication since communication always occurs in a cultural context. 21st century themes, identified in the *Partnership for 21st Century Skills Framework*, are incorporated in many of the content statements. The extent to which a theme is addressed depends on age and developmental appropriateness as well as student proficiency level.
- Integration of technology within the CPIs necessitates its use as a tool in instruction and assessment.

One World Language Standard

The reorganization of the world languages standards into one standard reflects the framework below developed by the National Association of Educational Progress (NAEP) for foreign languages in 2004.



(Framework for the 2004 Foreign Language National Assessment of Educational Progress, <http://www.nagb.org/pubs/FinalFrameworkPrePubEdition1.pdf>)

The NAEP graphic illustrates that the goal of language instruction is the development of students' communicative skills with the language. Students should be provided ample opportunities to engage in conversations, present information to a known audience, and interpret authentic materials. In order to develop linguistic proficiency a meaningful context for language use must be established. The remaining 4Cs (Cultures, Connections, Comparisons & Communities) provide this meaningful context through: the teaching of culture; study and reinforcement of content from other disciplines; comparison of target and native languages and cultures; and opportunities to interact with native speakers of the language. As such the 4Cs serve as the basis for instructional activities and are fully embedded within the communicative objectives.

The Role of Grammar in the World Languages Class:

While knowledge of the language (syntax; grammar rules) is not an explicit goal of the Standard, grammar plays a supporting role in allowing students to achieve the stated linguistic proficiency goals. Grammar is one tool (others include knowledge of vocabulary, sociolinguistic knowledge, cultural appropriateness, and communication strategies) that supports the attainment of the stated linguistic goals.

Students who are provided with ample opportunities to create meaning and use critical thinking skills achieve linguistic proficiency. Research has established that all grammar learning must take place in a meaningful context with the focus on producing structures to support communication.

An Education in World Languages: National and State Advocacy

The American Council on the Teaching of Foreign Languages (ACTFL) provides extensive research related to the benefits of language learning in supporting academic achievement, cognitive development, and positive attitudes and beliefs about languages and cultures. Information regarding federal grants may be found on the Foreign Language Assistance Program (**FLAP**) or the Joint National Committee for Languages (**JNCL**) websites. JNCL also provides advocacy materials. The state language organization, Foreign Language Educators of New Jersey (**FLENJ**), offers links to language-specific organizations, a variety of other language resources, professional development opportunities as well as student and professional awards and scholarships. The most comprehensive report (2005) compiled on the status of world languages education in New Jersey's public schools may be found on the **New Jersey Department of Education World Languages Homepage** by clicking on **A Report on the State of World Languages Implementation in New Jersey**.

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ASL: Students and teachers of American Sign Language communicate thoughts and ideas through three-dimensional visual communication. They engage in all three modes of communication, interpersonal, interpretive and presentational, by using combinations of handshapes, palm orientations, and movements of the hands, arm and body. ASL differs from other spoken languages in that the vocal cords are not used for communication.

Classical: The study of classical languages focuses primarily on the interpretive mode (the interpretation of texts in an historical/context). Occasionally, some attention may be given to the oral dimensions of the classical languages, by asking students to make presentations in the language they study as a way of strengthening language knowledge and use.

Heritage: Heritage language students may be newly-arrived immigrants to the United States, first-generation students whose home language is not English and who have been schooled primarily in the United States, or second- or third- generation students who have learned some aspects of the heritage language at home. These students have varying abilities and proficiencies in their heritage language; often carry on fluent and idiomatic conversation (interpersonal mode), but require instruction that will allow them to develop strengths in reading (interpretive mode) and formal speaking and writing (presentational mode). These students are held to the same standards for world languages as their English speaking peers and should be provided with opportunities for developing skills in their native language that are both developmentally supportive and rigorous. Designing curriculum to maintain and further develop native-language skills ensures that such skills will not erode over time as English becomes the dominant language for these students.

COURSE CONTENT OUTLINE

Course Introduction

WHY STUDY A FOREIGN LANGUAGE? The attitude of the students and the atmosphere for learning created by the teacher contribute to a successful and enjoyable experience in language learning. It is important for students to realize and appreciate the values of language study and their reasons for studying Spanish.

A portion of the first class period would be well-spent in discussing the topic, "Why Study a Foreign Language?" The following objectives should be included in the discussion:

- To acquire the ability to communicate in another language
- To gain insight into the nature of the language and how it functions
- To understand and appreciate the cultural heritage and contemporary life/customs of the speakers of another language
- To overcome monolingual and monocultural provincialism
- To acquire skills applicable to future academic studies (to fulfill college entrance requirements, graduate work, etc.)

Students may also have personal reasons for studying a foreign language, e.g., a neighbor who speaks Spanish.

Spanish is one of the most widely spoken languages in the world. It is the principal means of communication in the western hemisphere, in Spain, in parts of the Philippines and in those areas of Africa where Spain has had colonies or possessions. In some parts of the U. S. (Florida, California, southwestern states, New York and portions of New Jersey), Spanish is rapidly becoming a second language. More than eleven million Spanish-speaking people, mostly of Puerto Rican, Cuban or Mexican extraction, live in the U.S. They constitute the nation's second largest minority group after African-Americans.

Can the Spanish language be relevant in today's world? One need not look far to answer the question in the affirmative.

It is helpful to explain to students some of the special features of a beginning language course. Learning a new language is like learning a new sport or learning to play a musical instrument. The rules of the game or the musical notes are easy to comprehend, but considerable practice is required for mastery. A modern foreign language course is very different from any other subject in the school's curriculum.

Language is communication, but it also involves understanding of customs and life styles, interpersonal relationships, environmental factors and the influence of history and tradition. All of these elements are part of language study. It is advisable to explain how language is acquired and the time/effort learning a second language requires.

SPANISH NAMES: Another activity for the first day is assigning of Spanish names to the students. For students whose names defy translation in Spanish, either give them another Spanish name that begins with the same letter or make up a Spanish version of their own name.

Nombres de Muchachos

Adolfo	Hugo
Agustín	Jaime
Alano	Javier
Alberto	Jerónimo (Jerome, Jerry)
Alejandro	Joaquín
Alfonso	Jorge
Alfredo	José, Pepe
Alonso (Alan)	Juan, Juanito
Andrés	Julian
Antonio, Tonuelo	Julio
Arnaldo	León
Arturo	Leonardo
Benito	Lorenzo
Benjamín	Luis
Bernardo	Manuel, Manolo
Brucio, Bruto (Bruce)	Marco
Carlos, Carlitos	Mario
Chalo (Sheldon)	Martín
Claudio	Mateo
Conrado	Mauricio
Cristóbal	Miguel, Miguelito
Daniel	Nacho
David	Oscar
Diego	Pablo
Dionisio	Patricio
Domingo	Pedro
Donato	Quino (Kenneth)
Edmundo	Ramón
Eduardo	Raúl, Rafael
Emilio	Renaldo
Enrique	Ricardo, Riqui
Ernesto	Roberto
Esteban	Rodolfo
Eugenio	Rodrigo
Federico	Rogelio (Russell)
Felipe	Rogerio
Francisco, Paco, Pancho	Rolando
Gabriel (Gary)	Rubén
Gerardo	Salvador
Germán (Herman)	Samuel
Gilberto	Santiago
Gregorio	Teodoro
Gualterio	Terencio
Guido (Guy)	Timoteo
Guillermo	Tomás
Gustavo	Vicente
Heriberto	Victor

Nombres de Muchachas

Adela	Inés
Alicia	Irene
Amada (Amy)	Isabel, Isabelina
Amalia	Josefa, Pepito
Ana, Anita	Juana, Juanita
Andrea	Judit
Antonia	Julia, Julieta
Bárbara	Laura
Beatriz	Leonora
Berta	Lucía
Blanca	Luisa
Carlota	Lupe
Carmen	Magdalena
Carolina	María
Catalina, Cati	Mariana
Cecilia, Celia	Marianela, Marisela, Marielena
Charita (Shelly)	Margarita
Chavela, Belita (Betty)	Marta
Clara	Maruja
Consuelo	Matilde
Constanza	Micaela (Michelle)
Concha (Connie)	Nilda, Nena (Nancy)
Christina	Nora
Dalia	Paca
Diana	Patricia
Dolores	Perla
Dorotea	Pilar
Elena	Rosa, Rosita
Elisa, Eloisa	Rosalía
Ema	Rosalinda
Emilia	Romano
Enriqueta (Harriet)	Raquél
Esperanza	Sara
Estela	Silvia
Ester	Sofía
Eva	Susana
Felipa, Felisa	Teresa
Florencia, Paquita	Victoria
Gabriela (Gail)	Violeta
Gertrudis	Virginia
Gracia, Graciela, Engracia	Yolanda
Guadalupe	

Teacher presentation of expressions used in greeting and introductions is an appropriate way to introduce students to hearing and speaking Spanish.

THEMATIC UNITS

Suggested Sequence

<i>Semester I</i>		<i>Semester II</i>	
MP-1	MP-2	MP-3	MP-4
Tell Me a Story	What is My World Like and How Will it be When I am an Adult?	How does Culture Affect Entertainment	What is a Family?

Tell Me a Story

Targeted Standards:

Communication:

- Students will engage in conversation and ask and answer questions about their summer vacation.
- Students will read authentic texts about what teenagers in Spanish cultures do during summer vacation.
- Students will present information to an audience about what they did this summer.
- Students will engage in conversation and ask and answer questions about their favorite childhood stories.
- Students will read authentic Hispanic legends in Spanish.

Culture:

- Students will examine the types of vacations teens of Spanish cultures take in the summer.
- Students will identify different activities that young people engage in when they are off from school.
- Students will examine myths, legends and stories from different Spanish cultures.

Comparisons:

- Students will demonstrate an understanding of culture through comparing differences in summer activities in American and Spanish cultures.
- Students will demonstrate an understanding of the nature of language through comparing the use of preterit and imperfect in Spanish with the use of the past tense in English.
- Students will demonstrate an understanding of culture through comparing differences in story telling in American and Spanish cultures.

Connections:

- Students will reinforce and further their knowledge of different activities, stories and childhood memories through the foreign language.
- Students will reinforce and further their knowledge of describing their past activities through the foreign language.

Unit Outcomes/Unit Objectives: Students will be able to understand that there are many activities to do on vacation. Students will be able to understand that different parts of the world offer a variety of recreational activities. Students will be able to understand that teenagers from Spanish cultures share similar interests in activities as Spanish language learners. Students will be able to understand that in order to describe scenes or events both the preterite and imperfect tenses are used. Students will be able to understand that in order to relate an experience verb endings need to change appropriately with the use of preterit and imperfect. Students will be able to understand that it is important to sequence events in order to relate activities.

Conceptual Understandings/Essential Questions: What do teenagers do in the summer? How does where you live affect what you can do during the summer break? How did you spend your summer vacation? To what extent can I express this in Spanish? What were you like as a child? What are you like now? What are some myths or legends from your childhood? Did you have a favorite story? How would you describe your favorite characters? To what extent can I express this in Spanish?

Unit Assessment: Integrated Performance Assessment

Tell Me a Story (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>Use strings of sentences when speaking.</p> <p>Understand most spoken language when the message is deliberately and carefully conveyed by a speaker accustomed to dealing with learners.</p> <p>Create simple paragraphs when writing.</p> <p>Acquire knowledge and new information from comprehensive, authentic texts when reading.</p> <p>Tend to become less accurate as the task or message becomes more complex, and some patterns of error may interfere with meaning.</p> <p>Generally choose appropriate vocabulary for familiar topics, but as the complexity of the message increases, there is evidence of hesitation and grouping of words, as well as patterns of mispronunciation and intonation.</p>	<p>How to use the past tense including preterite/imperfect regular/irregular verbs and reflexives.</p> <p>How to describe events in the past.</p> <p>Vocabulary for summer activities.</p> <p>Vocabulary for storytelling.</p> <p>Vocabulary for describing people and places.</p> <p>What are considered to be vacation activities in different cultures.</p> <p>The differences between legends in different Hispanic cultures.</p>	<p>Talk about different vacation activities.</p> <p>Read about recreational activities offered in different parts of the world.</p> <p>Write about what they did over the summer.</p> <p>Read stories from different Hispanic cultures.</p> <p>Describe childhood memories.</p> <p>Describe how people/places used to be like</p> <p>Talk about what people did and used to do.</p>	<p>Present recreational vocabulary using TPR story.</p> <p>In partners, students discuss their summer vacations and activities in which they participated.</p> <p>Class discussion about activities students like and dislike.</p> <p>Talk to partner about someone they've met on vacation.</p> <p>Students read short stories about sports and recreational activities for comprehension check.</p> <p>Play picture or question/answer Bingo with new vocabulary.</p> <p>Do "Think, Pair, Share" activities to generate lists of pertinent vocabulary.</p> <p>Play charades to identify activities.</p> <p>Listen to likes and dislikes of classmates and decide where they should vacation.</p> <p>Read about cultural experiences such as what teenagers do for fun in Spanish cultures.</p>	<p>Vocabulary and grammar quizzes and tests</p> <p>Homework</p> <p>Participation & dialogues</p> <p>Essays & projects</p>

Tell Me a Story (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>Generally use culturally appropriate behavior in social situations.</p> <p>Are able to understand and retain most key ideas and some supporting detail when reading and listening.</p>			<p>Students use graphic organizer to sequence their summer activities.</p> <p>Use the internet to explore different activities for a specific location.</p> <p>Read <i>Yo y el ladrón</i> (4 days) with daily quizzes for comprehension.</p> <p>Do Graphic organizer/ Character Comparison chart to break down the story in preparation for an essay on the story.</p> <p>Write essay on <i>Yo y el ladrón</i>.</p> <p>Read authentic myths and legends with questions that follow for comprehension checks.</p> <p><u>SEE SPANISH FOR MASTERY 3 FOR:</u> -Juan Bobo <u>SEE APPENDIX FOR:</u> <i>-Lazarillo de Tormes</i> (Do over the course of a few weeks, it is broken into 16 short 1 page chapters each followed by comprehension questions. They are great for daily DO NOW activites.) -Hernán Cortés -Moctezuma -La Malinche</p>	

Tell Me a Story (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
			<p><u>SEE VEN CONMIGO 3 FOR:</u></p> <p>-El virrey y el azteca <i>-Los novios</i> <i>-Quetzal no muere nunca</i></p> <p>After reading Juan Bobo (Mex.) and Lazarillo de Tormes (Spain) and compare the way that 2 different cultures deal with the same mythical archetype via essay or discussion. (IN APPENDIX)</p> <p>Discuss authentic myths and legends.</p> <p>Use graphic organizers to compare and contrast various aspects of the stories.</p> <p>Do "Continuous Story Ball Pass," where students must orally make up a few sentences of a story, then pass a ball to another student who must continue the story. This continues until the whole class has added a piece.</p> <p>Do Info Gap activities in which they must put cut out characters into their proper scenes and then put the scenes in order.</p>	

Tell Me a Story (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
			<p>SEE APPENDIX FOR</p> <ul style="list-style-type: none"> -Describir Personas -Identificar personas -Las aventuras de Don Quijote y Sancho Panza -Parts1&2 <p>El Mensajero del sol Parts 1 & 2 Una Leyenda Maya Parts 1 & 2 -La Malinche Parts 1 & 2 (used for IPA)</p> <p>Do cloze activities filling in the blanks of stories with prèt. or imperfect.</p> <p><u>SEE VEN CONMIGO 3 SERIES & APPENDIX:</u></p> <ul style="list-style-type: none"> -Workbook activities -La Malinche (used for IPA) <p>Convert stories from present tense to the past using preterite and imperfect.</p> <p>Do organized group projects, orally sharing personal past events and memories.</p> <p><u>SEE APPENDIX FOR:</u></p> <ul style="list-style-type: none"> -Self collage -Cherished object -Highlights of my life -Childhood favorites 	

Tell Me a Story (cont.)

<p>Resources: Essential Materials, Supplementary Materials, Links to Best Practices Ven Conmigo Level 2 Textbook p. 304-323, Ven Conmigo Level 3 Textbook p. 4-27 Ven Conmigo Level 2 & 3 Listening CD's Ven Conmigo Level 2 & 3 Chapter Video Ven Conmigo Level 2 & 3 Interactive CD-ROM Ven Conmigo Level 2 & 3 Transparencias Ven Conmigo Level 2 & 3 Practice & Activity Books Ven Conmigo Level 2 & 3 Grammar Books Ven Conmigo Level 2 & 3 Communicative Resources Book Ventanas Book 1 (see acts in appendix) Vistazos Español en Pareja Junior (see acts in appendix) Caring and Sharing in the Foreign Lanuage Classroom (see acts in appendix) Spanish for Mastery 3 Text</p>	<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p>
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What is My World Like and How Will it be When I'm an Adult

Targeted Standards:

Communication:

- Students will engage in conversation and ask and answer questions about our environment and technology.
- Students will express and support their point of view.
- Students will read authentic texts about environmental problems our world faces and possible solutions.
- Students will present information to an audience about environmental problems and how technology can help solve the problems.

Culture:

- Students will examine the types of environmental problems in the Spanish speaking world.
- Students will look at the role of technology in Spanish speaking countries.

Comparisons:

- Students will demonstrate an understanding of culture through comparing differences in the use of technology in American and Spanish cultures.
- Students will demonstrate an understanding of culture through comparing differences in the solutions for environmental problems in American and Spanish cultures.
- Students will demonstrate an understanding of the nature of language through comparing the use of present and future tenses in Spanish with the use of the present and future tenses in English.

Connections:

- Students will reinforce and further their knowledge of environmental issues and technological advances through the foreign language.

Unit Outcomes/Unit Objectives: Students will be able to understand that there are many environmental problems that affect our communities. Students will be able to understand that there are many things we can do to promote awareness of environmental problems and to help prevent further environmental problems. Students will be able to understand that environmental problems affect everyone in the world and it is important to find solutions together. Students will be able to understand that in order to give advice/promote awareness, verb endings will need to change depending on your audience (commands). Students will be able to understand that in order to talk about the future and what has happened, verb endings will need to change. Students will be able to understand that we should use technology to help improve our environment not to further damage it.

Conceptual Understandings/Essential Questions: What is our environment? Why should we be concerned about the environment? How does the environment affect you where you live? What can we do to resolve problems? To what extent can you express this in Spanish?

Unit Assessment: Integrated Performance Assessment

What is My World Like and How Will it be When I'm an Adult (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>Use strings of sentences when speaking.</p> <p>Understand most spoken language.</p> <p>Create simple paragraphs when writing.</p> <p>Acquire knowledge and new information from comprehensive, authentic texts when reading.</p> <p>Tend to become less accurate as the task or message becomes more complex, and some patterns of error may interfere with meaning.</p> <p>Generally choose appropriate vocabulary for familiar topics, but as the complexity of the message increases, there is evidence of hesitation and grouping of words, as well as patterns of mispronunciation and intonation.</p> <p>Generally use culturally appropriate behavior in social situations.</p>	<p>How to use the present tense, future tense, and present perfect tense.</p> <p>How to and when to use informal, formal, and nosotros commands.</p> <p>Vocabulary for environmental problems.</p> <p>Vocabulary for endangered animals.</p> <p>Vocabulary for animals and habitats.</p> <p>Vocabulary for technology and inventions.</p> <p>What are considered to be significant environmental problems and solutions.</p>	<p>Express and support a point of view.</p> <p>Organize environmental problems by severity.</p> <p>Read about current environmental conditions of the world.</p> <p>Write about what they think should be done to solve the problems.</p> <p>Talk about their opinions.</p> <p>Present an issue to the class and discuss a solution.</p> <p>Talk about their future life.</p> <p>Talk about how the world has changed around them.</p> <p>Read literature influenced by environmental issues.</p> <p>Listen to songs influenced by environmental issues.</p> <p>Talk about technological advances and the future technological advances.</p> <p>Express our responsibilities in the environment.</p>	<p>Present environmental vocabulary using TPR and picture flashcards (see appendix).</p> <p>Students categorize problems in their town and other towns as really bad, better, or nonexistent (see appendix).</p> <p>In partners, students discuss their concerns about environmental problems.</p> <p>Class discussion about problems and the consequences facing the community.</p> <p>Students create a billboard to promote awareness to their community about a specific problem.</p> <p>Students categorize animals by their habitat and foods they eat.</p> <p>Students create a fantasy animal based on the animals they have studied and present it to the class (see appendix).</p> <p>Students create an acrostic poem on their favorite animal (see appendix).</p>	<p>Vocabulary and grammar quizzes and tests</p> <p>Homework Participation & dialogues</p> <p>Essays & projects</p> <p>IPA</p>

What is My World Like and How Will it be When I'm an Adult (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>Are able to understand and retain most key ideas and some supporting detail when reading and listening.</p>			<p>In pairs students research and present on an endangered animal (see appendix).</p> <p>Read an article on Costa Rica and its environment (see appendix).</p> <p>Explore Costa Rica's national parks through the internet (see appendix).</p> <p>Students read short articles about the environment and how technology can help the future (see appendix).</p> <p>Play pictionary or question/answer Bingo with new vocabulary.</p> <p>Play memory with animal vocabulary.</p> <p>Listen to people describe their concerns about the environment.</p> <p>Read about how other cultures cope with environmental issues (see appendix).</p> <p>Use the internet to explore different environmental issues.</p> <p>Talk to partner about how technology affects you.</p>	

What is My World Like and How Will it be When I'm an Adult (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
			<p>Create a new technological item that will help solve the environmental problems.</p> <p>In groups discuss and present on how environmental problems will affect the future.</p> <p>Listen to Maná song about the environment.</p> <p>Read Pablo Neruda's "Oda" discussing the environment.</p>	
<p>Resources: Essential Materials, Supplementary Materials, Links to Best Practices Ven Conmigo Level 2 Textbook p. 276-301, Ven Conmigo Level 3 Textbook p. 58-83 Ven Conmigo Level 2 & 3 Listening CD's Ven Conmigo Level 2 & 3 Chapter Video Ven Conmigo Level 2 & 3 Interactive CD-ROM Ven Conmigo Level 2 & 3 Transparencies Ven Conmigo Level 2 & 3 Practice & Activity Books Ven Conmigo Level 2 & 3 Grammar Books Ven Conmigo Level 2 & 3 Communicative Resources Book Ventanas Book 1 Attached appendix of activities</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p>	

What is my World and how will it be in the future?**Vocabulary and Suggested Sequence of teaching****1. What is the/your environment? (Description of environment in general)**

Note: Some vocabulary may have been previously acquired. See “Suggested Activities in Appendices” for activities to re-activate these phrases, then move on with introduction of any new terms.

la selva	los edificios
los árboles	las casas
el bosque	los apartamentos
la playa	el centro comercial
el aire	el parque
la tierra	la escuela
el agua	el supermercado
el fuego	el césped/ el pasto
las montañas	las tiendas
el lago/la laguna	la cancha
el mar/ el océano	los carros
las flores	el estadio
las plantas	
el clima	
la naturaleza	
el campo	
la ciudad	

2. Problems in the environment**a) Descriptions and phrases for giving opinions (Descripciones y opiniones)**

El problema es grave	Estoy de acuerdo.
No hay problema	No estoy de acuerdo.
Es mejor	Estás equivocado/a.
Es grave	Tienes razón.
La amenaza es	No tienes razón.
Es horrible	porque
más que	
menos que	
tan como	

b) Possible problems (Problemas posibles)

la contaminación (del aire, del agua/océano, de la tierra)
 animales en peligro
 la extinción
 la basura
 el tráfico/ la cantidad de carros/coches/autos
 los árboles talados
 el gasto de energía
 el gasto del petróleo
 la calidad del aire

c) Possible causes (Causas posibles)

las personas/ la cantidad de gente
 los carros
 la dependencia en la gasolina/ el petróleo
 la construcción nueva
 la pesca

3. Endangered animals (Animales en peligro)

la ardilla	el águila	la tortuga marina
el pájaro	el ave	el lobo
la lechuza	el murciélago	
la hormiga	el manatí	
el mono	el jaguar	
el oso pardo	la ballena	
el delfín	el insecto	
el pez	el loro	
el serpiente	el oso	

4. Habitats

vivir	la selva	el nido
el mar/ el océano	el lago/la laguna	la montaña
la tierra	el bosque	el desierto
el aire	la cueva	el árbol

5. Diet (Dietas)

comer	plantas
la carne	verduras
otros animales	*see list of the other animals
carnívoro/a	
herbívoro/a	
omnívoro/a	

6. Solutions (las soluciones)

reciclar latas/ vidrio/ papel/ aluminio
 proteger los animales
 conservar la energía/ el petróleo
 usar otros modos de transporte (bicicleta/ monopatín/ el autobús/ caminar)
 nueva tecnología
 nuevos carros (carro eléctrico)
 energía solar
 energía del viento
 buscar información
 hablar con amigos y familia de los problemas
 apagar la luz (las luces)
 sembrar

7. Technology (la tecnología)

desarrollar

destruir

el teléfono móvil

la computadora

las máquinas

el carro híbrido

la energía solar

la energía nuclear

los adelantos

How Does Culture Affect Entertainment

Targeted Standards:

Communication:

- Students will engage in conversation and ask and answer questions about entertainment and their experiences with entertainment.
- Students will express and support their point of view as well as how certain forms of entertainment make them feel.
- Students will read, listen to, and analyze authentic texts, songs, movies and artwork.
- Students will present information by critiquing several pieces of artwork.
- Students will narrate information about social influences on entertainment.

Culture:

- Students will examine the types of and specific examples of entertainment in the Spanish speaking world.
- Students will look at the role of entertainment in Spanish speaking countries.
- Students will analyze how social situations affect entertainment.
- Students will investigate the affect of Hispanic culture on American entertainment.

Comparisons:

- Students will demonstrate an understanding of culture through comparing differences in entertainment in American and Spanish cultures.
- Students will demonstrate an understanding of culture through comparing differences in social situations that affect entertainment in American and Spanish cultures.
- Students will demonstrate an understanding of the nature of language through comparing the use of present and past tenses in Spanish with the use of the present and past tenses in English.

Connections:

- Students will reinforce and further their knowledge of entertainment and social influences through the foreign language.

Unit Outcomes/Unit Objectives: Students will be able to understand that there are many forms of entertainment. Students will be able to understand that there are many reasons that artists create their work. Students will be able to understand that entertainment is affected by social issues in a culture. Students will be able to understand that entertainment is meant to provoke emotion in its audience. Students will be able to understand that in order to describe in the present and past, verb endings will need to change. Students will be able to understand that we should recognize the influences that other cultures have on entertainment products in America.

Conceptual Understandings/Essential Questions: Why should we be concerned about entertainment and culture? How does culture affect entertainment and entertainers? How do other cultures affect what you see and hear? To what extent can you express this in Spanish?

Unit Assessment: Integrated Performance Assessment

How Does Culture Affect Entertainment (cont.)

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>Use strings of sentences when speaking.</p> <p>Understand most spoken language.</p> <p>Create simple paragraphs when writing.</p> <p>Acquire knowledge and new information from comprehensive, authentic texts when reading.</p> <p>Tend to become less accurate as the task or message becomes more complex, and some patterns of error may interfere with meaning.</p> <p>Generally choose appropriate vocabulary for familiar topics, but as the complexity of the message increases, there is evidence of hesitation and grouping of words, as well as patterns of mispronunciation and intonation.</p> <p>Generally use culturally appropriate behavior in social situations.</p> <p>Are able to understand and retain most key ideas and some supporting detail when reading and listening.</p>	<p>How and when to use the present, present perfect, and the past tense.</p> <p>How to make comparisons.</p> <p>Vocabulary for entertainment.</p> <p>Vocabulary for feelings, emotions, and opinions.</p> <p>Vocabulary for social, political, and economic influences.</p> <p>What are considered to be significant artists, entertainers, and their work in the Spanish culture.</p> <p>How the Hispanic culture has affected American pop culture.</p>	<p>Express and support a point of view.</p> <p>Talk about past experiences with entertainment.</p> <p>Describe different forms of entertainment.</p> <p>Organize art based on type, theme, genre, and/or time frame.</p> <p>Read about artists, musicians, and other entertainers.</p> <p>Write about how works of art make them feel.</p> <p>Talk about their opinions.</p> <p>Present a piece of entertainment or an entertainer to the class in detail.</p> <p>Discuss the affect Hispanic culture has had on American entertainment and vice versa.</p> <p>Describe what influences entertainment.</p>	<p>Present new vocabulary using TPR and pictures.</p> <p>In partners, students discuss works of art, focusing on the Mexican muralists and Picasso (See appendix/Powerpoint).</p> <p>Read about the history of Mexico and Spain (See appendix).</p> <p>Class discussion about works of art and the artists that created them.</p> <p>Students create their own works of art based on the types or themes they have studied and discuss what influenced them to create each.</p> <p>Students read articles about muralists and social influences on their work (See final assessment).</p> <p>Write critiques on works of art by muralists and/or Picasso.</p> <p>Students talk about what they believe the artist was thinking when creating works of art.</p> <p>Talk about what issues could have prompted the artist to create works of art.</p>	<p>Vocabulary and grammar quizzes and tests</p> <p>Homework</p> <p>Participation & dialogues</p> <p>Essays & projects</p>

How does Culture Affect Entertainment (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
			<p>Compare and contrast Diego Rivera and Frida Kahlo's work (See appendix).</p> <p>Read articles about kidnappings in Mexico (See appendix).</p> <p>Listen to and read lyrics of authentic songs influenced by social issues (See appendix).</p> <p>Use the internet to explore different entertainers and/or social influences on entertainment.</p> <p>Talk to partner about how different examples of entertainment affect them and/or make them feel.</p> <p>Class and partner discussion about Hispanic influence in the US (See appendix).</p> <p>Students watch and analyze a documentary on Jose Feliciano and his impact on American pop culture (See appendix).</p> <p>Students investigate and analyze television shows ("Ugly Betty"), stations, and radio stations in Spanish broadcast in the US.</p>	

How does Cululture Affect Entertainment (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
			<p>Compare and contrast the news in the US to news in Spanish speaking world (See appendix).</p> <p>Students role-play news broadcasts.</p> <p>Discuss in pairs culture's effect on entertainment (See final assessment).</p> <p>Create a documentary where students explain certain influences on US and Hispanic entertainment (See final assessment).</p>	
<p>Resources: Essential Materials, Supplementary Materials, Links to Best Practices Ven Conmigo Level 3 Textbook p. 136-161, Chapter 6 Ven Conmigo Level 3 Listening CD's Ven Conmigo Level 3 Chapter Video Ven Conmigo Level 3 Interactive CD-ROM Ven Conmigo Level 3 Transparencies Ven Conmigo Level 3 Practice & Activity Books Ven Conmigo Level 3 Grammar Books Ven Conmigo Level 3 Communicative Resources Book Powerpoint on artists Vocabulary lists Appendices Powerpoint presentation</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p>	

Suggested Vocabulary and Sequence of teaching: Spanish 4-H**How does culture affect entertainment?****1. Repaso de los colores, formas, tamaños, y descripciones (Arte review.)**

verde	círculo(s)	lindo	viejo/a
azul	triángulo(s)	bonito	nuevo/a
blanco	cuadrado(s)	feo/feísimo	joven
negro	rectángulo(s)	bueno/buenísimo	
gris	línea(s)	malo/malísimo	
rojo	grande	divertido	
amarillo	pequeño/a	aburrido	
anaranjado	mediano/a		
morado/violeta	grandísimo	Me gusta mucho, más o menos, un poco...	
rosado/rosa	pequeñísimo	No me gusta para nada...	
claro	gigante	Me encanta...	
oscuro	enorme	Me choca...	

2. Temas y tipos de arte (This is a review. This level student has already had a unit on this vocabulary.)

la familia	el amor	el autorretrato
la familia real	el terror	la arquitectura
la naturaleza	la historia	la escultura
la muerte	la vida cotidiana	el dibujo
la guerra	la celebración	la pintura/el cuadro
la religión	el sobrenatural	el mural
la fantasía	el retrato	la estatua

3. Los géneros (This is a review.)

abstracto	realista
cubista	moderno/a
surrealista	antiguo/a

4. Hablando de experiencias (Presente perfecto)

haber...visto/escuchado/oído

5. Las opiniones (these are phrases to be used for all types of Entertainment, not just art)

(Some words may be review words for these students but they may not have been used with these phrases before.)

Me hace sentir...bien/mal	Me parece bien/mal.
...triste.feliz	lindo(a)/feo(a)
...contento/a	bonito/a
...tranquilo/a	estúpido/a
...impotente	Me da miedo.
...ilusionado(a)/desilusionado(a)	fuerza
...con fuerza	risa
Ma hace llorar.	energía
imaginar.	sueño
enojar.	Me hace pensar en...
dormir.	
cantar/bailar.	

6. Los sentimientos del artista

Se sentía(n)...	lastimado/a	orgullosa/a
Estaba(n)...	pobre	desilusionado/a
feliz	rico/a	confundido/a
triste	victorioso/a	oprimido/a
deprimido/a	como víctima	vencedor/a
enfermo/a	como parte de...	tradicional
impotente	con fuerza	con miedo
tranquilo/a	arrepentido/a	sufrido/a
apurado/a	espiritual	de buen humor
contento/a	con fe	de mal humor
perdido/a	fracasado/a	

7. Las influencias

familia	desastres	medioambiente
amigos	para protestar	depresión
casa	política	sufrimiento
donde viven	hambre	problemas familiares
amor-novios/esposos	iglesia	peleas
naturaleza	gobierno	accidentes
sueños	muerte	enfermedades
obsesiones	problemas económicos	preferencias
belleza	ceremonias/rutinas	imaginación

Las influencias sociales, políticas, y económicas

guerra (civil)	los deastres naturales	educación
el gobierno	la inundación	salud
el presidente	hambre	trabajos
los oficiales	sindicatos	empleo
la economía	obreros	desempleo
los militares	inmigración	noticieros
el clima	profesiones	la iglesia/la religión
terrorismo	los desatres accidentales	la violencia en escuelas
secuestros	desapariciones	

8. Comparaciones

más...que	mejor
menos...que	peor
tan...como	prefiero

9. Verbos para describir influencias de cultura

ayudar	dar información	trabajar	herirse
morirse	subir/bajar	votar	disparar
pelear	influir	reportar	destruir
elegir	matar	informar	

♦It is suggested to begin this unit with a review of previously acquired vocabulary pertaining to entertainment. This level student has learned art, television, movie, and music vocabulary in a previous unit.

♦It is suggested to review numbers, especially those from 100-2000. Therefore, students can discuss years other than the current year.

What is Family

Targeted Standards:

Communications

- Students will engage in conversation, ask and answer questions about family structure.
- Students will read authentic texts about Hispanic families, holiday.
- Students will present information to an audience about their own families.

Culture:

- Students will examine the types of family structure in Hispanic culture.
- Students will identify different family activities and compare their own.

Comparisons

- Students will demonstrate an understand of culture through comparing difference in family structure in Hispanic cultures and their own.
- Students will demonstrate an understanding of the nature of language through comparing present indicative to present subjunctive in Spanish.

Connections

- Students will reinforce and further their knowledge of different family structures and customs through foreign language.

Unit Outcomes/Unit Objectives: Students will be able to understand that there are many different family structures in different cultures. Students will be able to understand that different parts of the world practice different family customs. Students will be able to understand that teenagers from Spanish cultures share similar family values and interests in family activities. Students will be able to understand that in order to express wants, needs, and feelings, both indicative and subjunctive moods are used. Students will be able to understand that it is important to use the present when expressing hopes, hypothetical situations, and recommendations for others.

Conceptual Understandings/Essential Questions: What is your family like? Who are the members of your family? Which of them lives with you? Does this include only people? What is the importance of family to you? To what extent can you express this in Spanish? How does your family celebrate special occasions? What are special occasions to you and your family?

Unit Assessment: Integrated Performance Assessment

What is Family (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>Understand most spoken language when the message is deliberately and carefully conveyed by a speaker accustomed to dealing with learners when learning.</p> <p>Create simple paragraphs when writing.</p> <p>Acquire knowledge and new information from comprehensive, authentic texts when reading.</p> <p>Tend to become less accurate as the task or message becomes more complex, and some patterns of error may interfere with meaning.</p> <p>Generally choose appropriate vocabulary for familiar topics, but as the complexity of the message increases, there is evidence of hesitation and grouping of words, as well as patterns of mispronunciation and intonation.</p>	<p>How to use the present indicative, present subjunctive, and past subjunctive.</p> <p>Vocabulary for family members and activities.</p> <p>Vocabulary for holidays and celebrations.</p> <p>How to make recommendations through both the subjunctive mood and commands.</p> <p>What are considered to be different family structures and activities.</p> <p>How families differ between Hispanic culture and their own.</p>	<p>Talk about different family structures.</p> <p>Talk about different family activities.</p> <p>Read about family dynamics in different parts of the world.</p> <p>Write about their own families.</p> <p>Talk about hopes, wishes, recommendations and hypothetical situations.</p> <p>Express doubt, disbelief, certainty, possibility and surprise.</p> <p>Talk about different family members and their place in the family.</p> <p>To report what others think and say.</p> <p>Turn down an invitation.</p> <p>Create and present a family album.</p>		<p>Vocabulary and grammar quizzes and tests</p> <p>Homework</p> <p>Participation & dialogues</p> <p>Essays & projects</p>

What is Family (cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>Generally use culturally appropriate behavior in social situations.</p> <p>Are able to understand and retain most key ideas and some supporting detail when reading and listening.</p>				
<p>Resources: Essential Materials, Supplementary Materials, Links to Best Practices</p> <ul style="list-style-type: none"> Ven Conmigo Level 3 Listening CD's Ven Conmigo Level 3 Chapter Video Ven Conmigo Level 3 Interactive CD-ROM Ven Conmigo Level 3 Transparencies Ven Conmigo Level 3 Practice & Activity Books Ven Conmigo Level 3 Grammar Books Ven Conmigo Level 3 Communicative Resources Book Ventanas Book 1 (see acts in appendix) Vistazos Español en Pareja Junior (see acts in appendix) Caring and Sharing in the Foreign Language Classroom (see acts in appendix) 			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p>	

Public Schools of Edison Township
Division of Curriculum and Instruction

Draft 13

Framework For Essential Instructional Behaviors, K-12
Common Threads

Edison's Framework for Essential Instructional Behaviors, K-12, represents a collaboratively developed statement of effective teaching. The lettered indicators are designed to explain each common thread, but do not denote order of importance. This statement of instructional expectation is intended as a framework; its use as an observation checklist would be inappropriate.

1. Planning Which Sets The Stage For Learning & Assessment

Does the planning show evidence of:

- a. units and lessons which show a direct relationship between student learning needs, the written curriculum, and the New Jersey Core Content Curriculum Standards.
- b. clearly defined, curriculum-based learning objectives that are based on diagnosis of student needs and readiness levels
- c. instructional strategies and materials that challenge students to achieve at the highest standards of performance.
- d. lesson design sequenced to make meaningful connections to overarching concepts and essential questions.
- e. use of thematic disciplinary units to integrate science, social studies, language arts, and math.
- f. activities to promote student reading, writing, listening, speaking, and viewing.
- g. provision for effective use of available materials, technology and outside resources.
- h. accurate knowledge of subject matter.
- i. knowledge of a variety of instructional strategies and best practices, including strategies for assessing student readiness levels and differentiating instruction.
- j. strategies to enable co-planning and co-teaching in shared teaching situations.
- k. lessons that provide for increasing student independence and responsibility for learning.
- l. multiple means of assessment, including performance assessment, that are authentic in nature and realistically measure student understanding.
- m. diagnostic and formative assessments that inform instructional design.
- n. appropriate homework assignments that reinforce and extend learning and build upon previously learned concepts.

2. Productive Learning Climate & Classroom Management

Does the student-teacher interaction and the classroom show evidence of:

- a. an environment which is learner-centered, content rich, and reflective of children's efforts.
- b. a climate of mutual respect, one that is considerate of and addresses differences in culture, race, gender, and readiness levels.
- c. opportunities for student voice and student choice.
- d. proactive rules and routines which students have internalized, and effective use of relationship-preserving reactive strategies when necessary.
- e. a safe, positive and open classroom environment in which children and teachers take risks, and learn by trial and error.
- f. effective use of classroom time with a focus on accomplishing learning objectives.
- g. classroom furniture and physical resources arranged in a way that supports student interaction, lesson objectives and learning activities.

3. Teaching & Learning***Does the instruction show evidence of:***

- a. differentiation of instruction to meet the needs of all learners, including meeting the targeted goals of students with Individualized Education Plans (IEPs).
- b. use of a variety of grouping strategies including individual conferences, cooperative learning structures, flexible groups, learning partners, and whole-class instruction based on assessments of student readiness levels and interests.
- c. addressing the visual, auditory, and kinesthetic/tactile learning modalities.
- d. use of available technology including computer PowerPoint and multi-media presentations by teacher and students.
- e. deliberate selection and use of cognitive organizers and hands-on manipulatives.
- f. modification of content, strategies, materials and assessment based on the interest and immediate needs of students during the lesson.
- g. students achieving the objectives of the lesson through a variety of planned and, when appropriate, unplanned learning activities.
- h. strategies for concept building including the use of the experiential learning cycle, inductive learning, and discovery-learning and inquiry activities.
- i. use of prior knowledge to build background information through such strategies as anticipatory set, K-W-L, and prediction brainstorm.
- j. deliberate teacher modeling of effective thinking and learning strategies during the lesson.
- k. real world applications and connections to students lives, interests, and home cultures.
- l. opportunities for students to actively process the learning through closure at salient points in the lesson.
- m. use of questioning strategies that promote discussion, problem solving, divergent thinking, multiple responses, and higher levels of thinking through analysis, synthesis, and evaluation.
- n. development of students' understanding as evidenced through their growing perspective, empathy, and self-knowledge regarding the content and meaning of the lesson.
- o. active student engagement, individually and collaboratively, throughout the lesson.
- p. varied writing activities such as journals, learning logs, creative pieces, letters, charts, notes, and research reports that connect to and extend learning in all content areas.
- q. assessing student learning before, during, and after the lesson, to provide timely feedback to students and adjust instruction accordingly.

4. Professional Responsibilities & Characteristics***Does the teacher show evidence of:***

- a. continuing the pursuit of knowledge of subject matter and current research on effective practices in teaching and learning.
- b. reflecting upon teaching to inform instruction.
- c. maintaining accurate records and completing forms/reports in a timely manner.
- d. communicating with parents about their child's progress and the instructional process.
- e. treating learners with care, fairness, and respect.
- f. working collaboratively and cooperatively with colleagues.
- g. sharing planning and instructional responsibilities in co-teaching partnerships.
- h. maintaining positive and productive relationships with Child Study Team members, guidance counselors, school nurses, speech therapists, and other professional staff at the building level.
- i. maintaining positive relationships with school support staff including secretaries, paraprofessionals, lunch aides, and custodial staff.
- j. being flexible and open to suggestions from supervisors and administrators.
- k. presenting a professional appearance.