

Course Title – Spanish 4	
Implement start year – 2015-2016	
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Unit 1 Relationships	
Transfer Goal – Students will be able to independently use their learning to discuss and describe relationships in various contexts using past tenses.	
Stage 1 – Desired Results	
<p style="text-align: center;"><u>Established Goals</u></p> <p style="text-align: center;">2009 NJCCC Standard(s), Strand(s)/CPI # (http://www.nj.gov/education/cccs/2009/final.htm)</p> <p style="text-align: center;">Common Core Curriculum Standards for Math and English (http://www.corestandards.org/)</p> <p>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, 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>A. Interpretive B. Interpersonal C. Presentational</p>	<p style="text-align: center;"><u>21st Century Themes</u> (www.21stcenturyskills.org)</p> <p><input checked="" type="checkbox"/>_ Global Awareness <input type="checkbox"/>_ Financial, Economic, Business and Entrepreneurial Literacy <input type="checkbox"/>_ Civic Literacy <input type="checkbox"/>_ Health Literacy <input type="checkbox"/>_ Environmental Literacy</p> <hr/> <p style="text-align: center;"><u>21st Century Skills</u></p> <p><i>Learning and Innovation Skills:</i> <input type="checkbox"/>_ Creativity and Innovation <input type="checkbox"/>_ Critical Thinking and Problem Solving <input checked="" type="checkbox"/>_ Communication and Collaboration</p> <p><i>Information, Media and Technology Skills:</i> <input type="checkbox"/>_ Information Literacy <input type="checkbox"/>_ Media Literacy <input type="checkbox"/>_ ICT (Information, Communications and Technology) Literacy</p> <p><i>Life and Career Skills:</i> <input checked="" type="checkbox"/>_ Flexibility and Adaptability <input checked="" type="checkbox"/>_ Social and Cross-Cultural Skills <input type="checkbox"/>_ Initiative and Self-Direction <input type="checkbox"/>_ Productivity and Accountability <input checked="" type="checkbox"/>_ Leadership and Responsibility</p>

<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i> relationships with others are an important part of our lives and are strengthened and sustained through sharing and re-telling past experiences</p> <p><i>EU 2</i> in Spanish, talking about past relationships requires the appropriate use of both preterit and imperfect tenses.</p> <p><i>EU 3</i> social gestures and forms of address often define relationships in Spanish-speaking cultures.</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • What is the difference between an acquaintance and a friend? • What qualities do true friends possess? • What activities are shared exclusively with friends? Why? • What impact/effect do friends have? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • How can the use of both the preterit and imperfect tenses help paint a clearer and more accurate picture of the past? • How can misuse of the preterit or imperfect tenses result in miscommunication? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • How can improper forms of address be misconstrued as disrespect? • How do social gestures form an impression?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • the characteristics of a friend. • that shared past experiences strengthen current friendships. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • grammar review of preterit and imperfect tenses. • distinctions between preterit and imperfect tenses. • verbs that change meaning in the preterit or imperfect. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • how to recognize and interpret social cues. 	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • explain why they chose certain people to be friends. • describe how they spent time with friends as a child compared to now. • tell how friends impacted lives. • reference past experiences with friends. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • tell a story about a friend using past tenses appropriately. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • appropriately use <i>tú</i> or <i>usted</i> to fit a given situation or relationship. • identify the meaning of selected social cues. • respond to non-verbal social cues.

Stage 2 – Assessment Evidence

Recommended Performance Tasks: *Each unit must have at least 1 Performance Task. Consider the GRASPS form.*

Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Vocabulary tests and quizzes (from story and short film)
- Grammar assessments (use of ser/estar, preterit vs. imperfect conjugation and usage, adjectives)
- Activators and summarizers
- Reaction piece to short film
- Discussion of varying social situations and the use of tú or usted.
- Student-created letters exchanged between characters in *Emma*
- Oral assessments: students describe relationships past and present.
- Identify socially appropriate interactions in *La Catrina: Ultimo Secreto* or other video program

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Consider the *WHERE TO* elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.

- Students will play vocabulary-themed games such as “fly swatter,” “albondigas,” “pictionary,” “memory,” quia activities, etc. (A)
- Students will complete practice activities in *Repaso* in order to strengthen mastery of preterite vs. imperfect tenses(A)
- Students will read *Emma* and answer related comprehension questions. (A)
- Students will work in pairs to create an essential vocabulary list for the story *Emma*. (A,M)
- Students will complete a CLOZE activity demonstrating comprehension of the short film *Cuerdas*. (A, M)
- Students will summarize of the short film *Cuerdas*. (M)
- Students will create a chart using descriptions and personality traits for various kinds of relationships (M)
- Students will discuss lost friendships and changing relationships as a class. Create a graphic organizer with reasons for changing relationships (M)
- Students will write an essay as the main character of *Cuerdas*. They will explain what events inspired them to become a special-needs teacher (M, T)
- Students will explain to the class how a past experience impacted their present. (T)

Suggested materials and videos:

Short story *Emma* (Album 2005) or other topically related short story

Short film *Cuerdas* (Youtube 2012) or other topically related film

Repaso

Additional suggested readings and videos

- Selected episodes of *La Catrina*