

Course Title – Spanish 4	
Implement start year – 2015-2016	
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Unit 2 – Cultural Identity	
Transfer Goal – Students will be able to independently demonstrate understanding that language has static and dynamic tendencies.	
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 type="checkbox"/>_x_ 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"/>_x_ 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"/>_x_ Flexibility and Adaptability <input checked="" type="checkbox"/>_x_ Initiative and Self-Direction <input checked="" type="checkbox"/>_X_ Social and Cross-Cultural Skills <input type="checkbox"/>_ Productivity and Accountability <input type="checkbox"/>_ Leadership and Responsibility</p>

<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i> every Spanish-speaking country has its own identity and culturally specific language.</p> <p><i>EU 2</i> perfect tenses allow for precise story telling by providing an accurate sequence of events.</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • How do proverbs and sayings reflect a culture? • Where do proverbs and sayings come from? • How do proverbs and sayings enrich language? • Why is colloquial language dynamic while proverbs are more enduring? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • How do perfect tenses help to define when something occurs? • Why aren't all past tenses interchangeable?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • adjectives of nationality • selected proverbs and idiomatic expressions in America and Spanish-speaking countries. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • time parameters for use of perfect tenses. 	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Describe people using adjectives of nationality. • Match appropriate idiomatic expressions with given situations. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Determine when a specific perfect tense is necessary.

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.*

- Students will take comprehensive tests or quizzes on the perfect tenses.
- Student will take comprehension based assessments on the story *Preguntas*.
- Students will provide appropriate idiomatic expressions for given situations.
- Students will create a dialogue between the main character from *Preguntas*, and the main character from *Almost a Woman* or *La Fonda Azúl* in which they discuss their cultural identity.
- Students will write an essay for a college in a Spanish-speaking country. They will write a college essay as a part of the application process. You will detail what things you have done, experienced or learned that make you a qualified candidate.

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 read the short story *Preguntas*. (A)
- Students will view one or both of the films *La Fonda Azúl* and *Almost a Woman*. (A)
- Students will complete follow up activities related to literature and films. (A)
- Students will sequence given sentences to provide a chronologically accurate summary one of the *La Fonda Azúl* or *Almost a Woman*. (A,M)
- Students will complete practice activities in *Repaso* related to perfect tenses. (A)
- Students will use a teacher-supplied list of Spanish language sayings. Students will match the sayings with hypothetical situations. (A)
- In a given narrative, students will substitute given verbs with the appropriate perfect tense where applicable. (M)
- Students will participate in discussions of the following topics: (M)
 - *How is Spanish language connected with how Spanish speaking people perceive themselves culturally?
 - *What can make you an insider or an outsider within a culture?
 - *How can loss of a language possibly result in loss of cultural identity?
- Students will roll play various Spanish-speaking nationalities. They will introduce themselves to several classmates. Students will engage in a dialogue about experiences in Spanish speaking countries using the present perfect tense. (A,M)
- Each student will create 5 “Have you ever...” questions in order to play a game where students pair up to ask and answer questions about plausible and implausible situations. (T)
- Students will create a 10 year career/life map detailing what they will have experienced and accomplished by that time. (T)
- Students will choose examples of Spanish slang in student-selected media such as songs, articles, and/or video clips. They will explain its use in the media. (T)
- Students will use the target language to adapt a proverb to fit into their life experiences. (T)

Suggested materials and videos:

Preguntas (Album 2005) or other topically related reading

Film *La Fonda Azúl*

Film *Almost a Woman* or other topically related films.

Repaso

Additional suggested readings and videos

- Selected episodes of *La Catrina*