

Course Title – Spanish 4	
Implement start year – 2015-2016	
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Unit 3 – Ways of Expressing Choices	
Transfer Goal – Students will be able to independently their learning to use the future, conditional, and subjunctive in explaining choices.	
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"/>_ Initiative and Self-Direction <input checked="" type="checkbox"/>_ 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> making choices is an important part of life.</p> <p><i>EU 2</i> in Spanish, being able to express what they want for themselves often requires the future and conditional tenses.</p> <p><i>EU 3</i> the subjunctive mood is used to express what choices one would like others to make or react to choices others have made.</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • How do choices shape who people become? • Why would freedom of choice be important? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • What choices will one need to make as a high school student and beyond? • How will those life choices affect the future? • How would one feel without choices? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • To what degree can one control the choices of others?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • vocabulary for expressing what the results of actions can or will be. <p><i>EU2</i></p> <ul style="list-style-type: none"> • conjugations of the future and conditional tenses. <p><i>EU3</i></p> <ul style="list-style-type: none"> • present subjunctive conjugation. • present perfect subjunctive conjugation. • verbs that require use of the subjunctive. 	<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 how choices can shape their future <p><i>EU2</i></p> <ul style="list-style-type: none"> • use future and conditional tenses to express choices appropriately. <p><i>EU3</i></p> <ul style="list-style-type: none"> • express what they would like others to do by using the subjunctive mood

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 the stories read
- grammar assessments (future/conditional and subjunctive conjugation and use)
- activators and summarizers
- tickets to go activities
- reaction piece to short stories read
- creative writing assignment on life choices people make

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 any or all of the stories: *La conciencia*, *Nosotros No*, and *Cartas de Amor Traicionado* (A)
- Students will learn vocabulary pertinent to the reading selections . (A)
- Students will complete *Repaso* activities which check for understanding of selected stories read in class. (A,M)
- Students will engage in a class discussion about the choices characters make in the selected stories and the effect on their lives. (M)
- Students will fill in a graphic organizer regarding choices characters made and their outcomes in a given story. (M)
- Students will complete grammar practice activities for formation of future and conditional tenses. (A)
- Students will express cause and effect statements using future and conditional tenses. (A,M)
- Student will make statements about what he/she will do in the future. Another student will state what he/she would do instead. (M)
- Students will write an essay about an era (past or future) during which they would choose to live. They need to discuss how their life would be different in that time period. (T)
- Students will complete a CLOZE passage with appropriate forms of subjunctive or indicative as needed. (M)
- Students will decide if sentences require use of subjunctive or indicative. (M)
- Students will role play as the parent of a 17 year old high school student. Using the subjunctive, students will elaborate on their parental expectations for the son or daughter. Students will present to class. (M,T)

Suggested materials and videos:

La conciencia - Album (2005)

Nosotros, no – available online

Cartas de Amor Traicionado – (available online) or other topically related readings.

Repaso

Additional suggested materials:

La Catrina: el ultimo secreto