

Rumson-Fair Haven Regional High School
Spanish IV

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Section I: Course Description

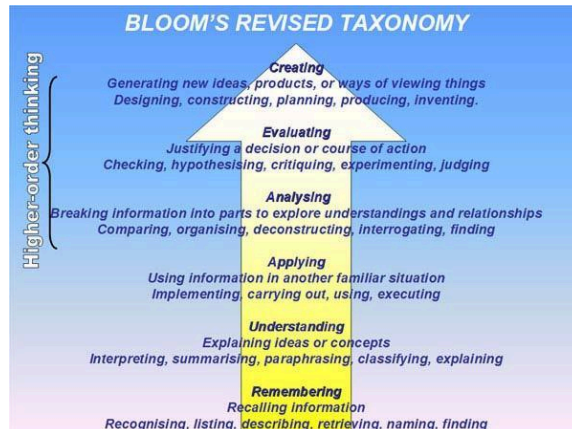
Spanish IV is a 5-credit course that reinforces and expands upon the aural, oral, grammatical, reading, and writing skills developed in either Spanish III or Spanish III-Honors. This course serves to prepare students for the demands of Spanish V. The core cultural focus is Spain; however, some cultural texts from Latin America are used to enhance language skills and cultural awareness. Students will compare and contrast different cultural aspects of Spain and Latin America as they relate to themes. Culture and history are addressed through thematic units that incorporate the formal study of language. Students will engage in real-life communicative situations based on these thematic units. Problem solving instructional strategies are implemented through authentic simulations of real life applications. 21st Century Life and Career Skills are incorporated throughout all units as a means to prepare learners for practical use of the language. Growth in language acquisition will be assessed through a combination of rubric-specific, performance-based activities and objective evaluations. Authentic sources will be used to heighten language skills, promote student awareness of cultural issues and practices. Students will view and listen to authentic videos, participate in conversations with learners and native speakers, and create both written and spoken presentations. New lexical, grammatical, and verbal concepts will be synthesized with previously presented concepts and tenses to ensure accurate communication skills and long term language acquisition.

Section II: NJSLs/New Jersey Student Learning Standards

Standard 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge..

Section III: Higher-Order Critical Thinking Skills, 21st Century Life and Career Skills and Technology



- Participate as knowledgeable, reflective, creative and thoughtful members of a global community through the study of the cultural and human issues embedded in the unit's thematic framework and corresponding cultural text(s), developing/acquiring the higher-order critical thinking skills aligned with the *Revised Bloom's Taxonomy of Cognitive Objectives*
- Develop/acquire the multi-dimensional skills required of 21st Century learners as established by the *Partnership for 21st Century Skills*
- Develop/acquire the ability to use technology to work with information in a variety of contexts in order to solve problems and to create and communicate knowledge.
- To provide a learning environment where students demonstrate advanced computer operation and application skills by producing products related to real life situations (e.g., digital portfolios, digital learning games and simulations).
- To collaborate adeptly in virtual environments and incorporate global perspectives into problem solving at home, at school, and in structured learning experiences, with the growing realization that people in the 21st century are interconnected economically, socially, and environmentally and have a shared future

Section IV: Preparation for Standardized Testing

Students will gain knowledge regarding vocabulary and grammatical structures that will serve as a foundation to AP Language exams, ACT and SAT II Language Exams.

Section V: Unit Sequence

The following unit sequence is implemented in **Spanish IV**. Students will apply vocabulary and grammatical structure to communicate in informal/formal conversation at the Intermediate Low/Intermediate Mid level of proficiency with the following themes:

- Review Unit: Debilidades y Fortalezas
- Unit 1: La Universidad
- Unit II: La Inmigración
- Unit III: Vamos a España

- Unit IV: Las Celebraciones

Section VI: Texts and Instructional Resources:

The following texts and instructional resources are employed in **Spanish IV**:

- Newsela
- Zambombazo
- EDpuzzle
- CNN en Español
- [Portafolio](#)
- [VideoELE](#)
- [Voces](#)
- Quizlet
- Quizizz
- [Conjuguemos](#)
- [UTexas](#)
- [Study Spanish](#)
- FlipGrid
- PearDeck
- Teacher created activities aligned with current best practice models for 2nd language acquisition

Section VII: Grading Formula and Assessment Modes

Quarterly grades in Spanish IV are determined via a percentage weighting model that is part of an established sequence for *Spanish I – Spanish V* that is comprised of five grading categories.

Marking Period 1,2,4

Category	
Communicative Assessments	40%
Assessments	18%
Participation	12%
Homework/ Classwork	10%
EMPA	20%

Marking Period 3

Category	
Communicative Assessments	50%
Assessments	22.5%
Participation	15%
Homework/ Classwork	12.5%

Class Participation in Spanish IV is measured four times in each marking period, resulting in a percentage weight of 12% for quarters 1, 2, and 4, and 15% for quarter 3.

Types of assessment tools:

- ❖ Collaborative Assessments
- ❖ Design Assessments
- ❖ Aural Assessments
- ❖ Oral Assessments (interpersonal and presentational)
- ❖ Performance Assessments
- ❖ Research Assessments
- ❖ Seminar Assessments
- ❖ Written Assessments
- ❖ Reading Assessments

Section VIII: End of Marking Period Assessment

Students in *Spanish IV* are subject to *End of Marking Period Assessments (EMPAs)* at the conclusion of marking periods 1, 2, and 4. Each *EMPA* will constitute 20% of the total corresponding marking period grade. The three *EMPAs* will measure student proficiency in both content-specific skills and course concentrations. The *EMPAs* for **Spanish IV** will consist of a skill based assessment. It will assess interpretive skills by means of reading and listening tasks; interpersonal skills by means of a dialogue, scenario, or seminar; and presentational skills by means of a writing task.

Section IX: Links—State and National Standards

The following links to state and national standards will confirm the alignment between the *Spanish II Curriculum* and the performance expectations that have been established by governing agencies and authorities.

- ❖ *NJCCCS/Common Core State Standards*
 - <http://www.state.nj.us/education/>
 - <http://www.corestandards.org/>
- ❖ *2014 NJDOE Core Curriculum Content Standards (Standards Search Criteria)*
 - <https://www.nj.gov/education/cccs/> [Select *21st Century Life and Career Skills* and/or *Technology* and/or *World Languages*]

Section X: Curriculum Modifications

The *Spanish IV Curriculum* is subject to case-by-case modifications to support and advance the needs of all students, including special education students, English language learners, students at risk of school failure, and gifted students. These modifications are based on the requirements of *Individualized Learning Programs (IEP)*, recommendations made by the district's *English as a Second Language Coordinator (ESL)* for students learning English, members of the *Intervention & Referral Services Team (I&RS)* for at-risk students, and the Supervisor of the World Languages—working in conjunction with other district personnel—in cases involving gifted students.

Section XI: Curriculum Pacing Guide

The **Spanish IV Instructional Team** must confer at the start of each academic year and project instructional pacing using the *Curriculum Pacing Guide*. This *Curriculum Pacing Guide* must be submitted to the World Language Department Supervisor for approval upon completion. The members of the **Spanish IV Instructional Team** are required to assess the accuracy of the projected instructional pacing upon completion of each unit in the **Spanish IV Curriculum**.

Curriculum Pacing Guide	
Content Area: Spanish	
Course Title: <i>Spanish IV</i>	Grade Level: Grade 11
Unit I: <i>Fortalezas y Debilidades</i>	<p>Week 1:</p> <ul style="list-style-type: none"> ● Intro to Syllabus ● Ice breakers ● Diagnostic Exam ● Suggested introductory activity: Google Slide - Todo Sobre Mi <p>Week 2: Fortalezas</p> <ul style="list-style-type: none"> ● Journal Entry - What is fortaleza? ● Listening activity ● Busqueda Humana ● Talents / Fortalezas - Vocab introductions ● Suggested Vocab activities - logico/Ilogico, Quizlet Live, 30 second speaking assessment ● Review of adjective/noun agreement and forms of ser <p>Week 3: Debilidades</p> <ul style="list-style-type: none"> ● Speaking activity ● Debilidades ● Vocab activities ● Vocab Quiz ● Verbs like Gustar, debería, tiene que ser, ser + adjetivos (2 days) ● Create a personal profile to find your college roommate <p>Week 4: Presentations</p> <ul style="list-style-type: none"> ● Project presentations - In front of class individual ● Writing reflection ● Start University unit
Unit II: <i>La Universidad</i>	<p>Week 1:</p> <ul style="list-style-type: none"> ● Vocabulary Introduction ● Suggested Vocabulary activities: Inner outer wheel discussion questions, Kahoot, BINGO/Matamoscas, Heads

	<p>Up, Quizlet Live, Match teachers with facultad, 30 second speaking assessment</p> <p>Week 2: Online vs Traditional Classes</p> <ul style="list-style-type: none"> • Journal Entry • Suggested Reading assessment - 10 ventajas y desventajas de universidades digitales • Agree/disagree statements - topics relating to article • Vocab Quiz • Writing Assessment: what university do you want to attend, how are you a good candidate and what do you want to study/participate <p>Week 3: Spain vs US</p> <ul style="list-style-type: none"> • Reading - article, visual representation of section of article comparing and contrasting with groups on big paper • Mini Seminar • Review of present tense verbs • Intro to project <p>Week 4: Future</p> <ul style="list-style-type: none"> • Future tense • Suggested future tense activity-Pear Deck Esmeralda story • Suggested Activities: relay race, write a prediction about someone in the class and guess, Quizizz, conjuguemos, narrate the story in future tense, Kahoot, Whiteboard games • Journal Entry; What will RFH be like in 10 years? • Future quiz <p>Week 5:</p> <ul style="list-style-type: none"> • Project work days (3) • EMPA - seminar, writing, reading, listening <p>Week 6:</p> <ul style="list-style-type: none"> • Show projects in class
<p>Unit III: <i>La Inmigración</i></p>	<p>Week 1:</p> <ul style="list-style-type: none"> • Finish presentations • Introduction to Immigration vocabulary • Suggested Vocab activities: Stations, homework definitions game, Eggspert review game, vocab card competition, True/False • Listening activity <p>Week 2: Vocabulary</p> <ul style="list-style-type: none"> • Jigsaw activity with news articles related to their vocabulary word (jigsaw information and ask discussion questions), 30 second speaking assessment • Quizlet Live • Vocab Quiz <p>Week 3: Morocco/Spain border</p> <ul style="list-style-type: none"> • Journal Entry

- History of the border
- El Viaje de Said Video
- Suggested Follow-up activities- Quotes activity, T/F activity, put scenes in order, then retell the scenes
- Stations activity (articles, US/Spain border issues, Said questions)
- Digital Breakout: US/Mexico border

Week 4:

- Spain vs US (Venn Diagram)
- Said Test: writing portion reincorporates future tense
- Citizenship Test
- Agree/Disagree stations
- Immigrant Archive Project
- Ser vs Estar: use Said matching activity to introduce
- Whiteboard activities
- Kahoot

Week 5:

- Ser vs Estar: descriptions of famous people using ser vs estar, review games
- Quizlet Live
- Listening assessment
- Family Relationships and Vocab intro with presentation and handout
- Project instructions - Meet my family (5 Google Slides)

Week 6:

- Family presentations
- Quiz: Adjectives, family, ser vs estar

Week 7: No Speak English excerpt from *House on Mango Street*

- Comprehension questions about the author
- Antes de Leer questions
- Read chapter in class popcorn style
- Comprehension questions and Kahoot
- Storyboard - describe each scene

Week 8:

- No Speak English Quiz
- Preterite vs Imperfect
 - Intro with excerpts from No Speak English
- Suggested sequence: Preterite notes, key words, conjugations, practice, Kahoot, battleship game, conjuguemos with irregulars

Week 9: Preterite Tense

- Production with preterite tense: narration of scenes, writing, speaking, listening activities

Week 10:

- Imperfect tense: Key words, reasons, forms, practice
- Relay game, baby picture activity, narration of childhood/family
- Introduction to teachers' family immigration stories (P v I)

	<ul style="list-style-type: none"> ● Preterite vs Imperfect - corre en circulo ● EMPA / EMPA seminar <p>Week 11:</p> <ul style="list-style-type: none"> ● EMPA ● Preterit v Imperfect suggested activities: Eggspert game, Quizizz live, Dice game, Other P v I activities for practice (writing and speaking activities for narration) <p>Week 12:</p> <ul style="list-style-type: none"> ● project work days (4 days) ● presentations gallery style (inner outer circle) - 2 days <p>Week 13:</p> <ul style="list-style-type: none"> ● Suggested Class visits: Mr. Eleazar Ricardo, Sr. Ricardo Gomez, Videos of past visits, videos of people talking about their past immigration experiences ● Visit reflections ● La Misma Luna Intro, Quizzes each day about what they saw the day before <p>Week 14:</p> <ul style="list-style-type: none"> ● Finish La Misma Luna ● Journal Entry ● Post movie assessment: Misma Luna Skits
<p>Unit IV: <i>Vamos a España</i></p>	<p>Week 1:</p> <ul style="list-style-type: none"> ● Suggested Introduction to Spain Unit: use photos of various aspects of Spanish culture with a partner students describe in as much detail as possible (10 point slips) ● Vocabulary - alrededor de la ciudad ● Suggested FlipGrid - answer questions based on vocab - someone from Avila wants to visit NY ● Listening assessment - from Voces ● Quizlet Live ● Vocab review games ● 30 second speaking assessment <p>Week 2: Project - Regions</p> <ul style="list-style-type: none"> ● Project work days (2 days) - pretend you visited the region and talk about what you did (reincorporate past tense narration) ● Project presentations <p>Week 3:</p> <ul style="list-style-type: none"> ● Review of vocab and regions ● Vocab/Regions Quiz ● Castellano reading ● Video comparing Arabic to Spanish ● Intro to Andalucia - history ● Video on Andalucia (Rick Steves) ● Journal entry - bullfighting (Pictures)

Week 4: Bullfighting

- Reading activity - jigsaw - “El toreo: ¿cultura o tortura?”
- Corrida vocab intro
- What occurs during a corrida (history and explanation with notes around the room)
- Put the events in order
- Video ELE video
- Put the photos in order and narrate what happened in each (past tense narration)
- Conversation questions

Week 5:

- Mas o menos game to review parts of a corrida
- Suggested Activities: GimKit, Edpuzzle, Hoy Hablamos podcast reading, arguments for and against bullfights
- Mini debate
- Video project (FlipGrid)
- SanFermines - WebQuest, journal entry
- Semana Santa - EdPuzzle and article

Week 6:

- Intro to Alhambra and arabic architecture with notes
- Students find a photo for homework of a structure with arabic influence, name, location, describe it, speak with 4 different students about their picture
- Quizizz
- 360 tour of Granada - webquest
- Azulejo art- presentation and student created
- Edpuzzle on flamenco
- Flamenco reading

Week 7: Flamenco

- PPT- intro to flamenco (suggested Peardeck): T/F with flamenco, videos of clips of music
- Find a flamenco song for homework and play it for a classmate
- Palmas, learn flamenco dance
- Suggested Flamenco trip: Option Malaga in Trenton
- Alvaro Soler bio and questions, song- Bajo el Mismo Sol

Week 8: Barcelona

- Tio Spanish intro video with questions
- Intro to Barcelona PPT
- La Boqueria scavenger hunt video
- Barcelona digital breakout
- Introduction to Gaudi architecture
- WebQuest of Gaudi sites

Week 9:

- Musical chairs or other review game with WebQuest questions
- Homework: pick a different Gaudi structure

- Create a Gaudi structure with play doh & writing (2 days)
- students vote on the best one
- Intro to Madrid: Tio Spanish video with questions

Week 10:

- Intro to Directions- Directions - ppt, Hide an object in the room and direct students to find it
- Review locations from Madrid video, match the description to the location
- Directions challenge with photos of Madrid sites - around 3rd floor students are blindfolded
- Commands - Formal commands, difference between tu and formal commands, notes, Quizizz, individual practice, give pairs a “description of a friend” and they have to use commands to tell their friend what to do in Spain, have students match the description with the list of commands
- Metro map scavenger hunt
- Unit project intro with instructions

Week 11: Spain project

- Project work days - have students write a description of themselves (what kind of traveler are you?) have students take a what kind of traveler are you quiz, then based on results write a description of what they like to do on vacation, have students swap the descriptions and they have to create an itinerary for that student for a trip to Spain
- Project presentations

Week 12:

- Project presentations
- Review days: corre en circulo, make your own study guide (handout with headings), bell running game with teams and whiteboards
- Spain exam: including 30 second speaking assessment

Unit V: *Las Celebraciones***Week 1:**

- Journal entry - superstitions
- Abuela video about latin superstitions
- Superstitions survey, handout are the superstitions good luck or bad luck
- Intro video, commercial, to chupacabra reading questions
- Chupacabras story, with reading check
- Intro to vocab
- fill in, T/F, Quizlet Live, what is the dia festivo pictured, GimKit

Week 2:

- Vocabulary: activities to review; Quizlet Live, etc.
- 30 second speaking assessment
- Vocab Quiz

- Writing assessment: Describe a past holiday celebration and how you celebrated. What is a celebration that you will celebrate in the future and how is that different than the past one.

Week 3:

- Project work days - Skit, children's book, a mural (written description of how it represents the festival), a board game (can choose one specific aspect OR the festival as a whole)

Week 4:

- Project presentations - Suggestions: invite lower levels to see the projects and learn about their festivals, Period 9 have ALL Spanish 4 students present to each other
- Class evaluation

Week 5:

- EMPAs

Date Created: 08/2019

Spanish V Instructional Team: Daniella Goodarz, Yannell Maglione, Seth Herman

Section XII: Unit Templates

The following *Unit Templates* have been established for the **Spanish IV Curriculum** by the **Spanish IV Instructional Team**.

Unit Overview Template
Content Area: Spanish IV
Unit Title: Fortalezas y Debilidades
Target Course/Grade Level: Spanish 4/ Intermediate Low
<p>Unit Summary</p> <p>In the “Fortalezas y Debilidades” unit, students will examine their personal identity in regards to their personality strengths and weaknesses. Students will review the learned structures from Spanish 3 necessary to describe themselves and their likes/dislikes. Through varied activities, students will strengthen their interpretive, interpersonal, and presentational skills.</p> <p>Primary interdisciplinary connections: Psychology, Sociology</p> <p>21st century themes: Civic Literacy; Global Awareness</p> <p>Unit Rationale: As a youth living in a multicultural society in the 21st century, it is important to develop a sense of self. By examining individual characteristics of oneself and others, students have an opportunity to reflect on what composes their identity. By understanding their strengths and weaknesses, students can begin to appreciate others’ differences. This opens the learner to a global awareness and makes the students more sensitive to cultural similarities and differences.</p>
Learning Targets
<p>Standards</p> <p>Standard: 7.1 World Languages. All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret. spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures.</p> <p>9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>
<p>Content Statements</p> <p>The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:</p> <p>Interpretive Mode:</p> <ul style="list-style-type: none"> ➤ Identify the main idea and some supporting details when reading. ➤ Understand the gist and some supporting details of conversations dealing with everyday life. ➤ Infer the meaning of some unfamiliar words when used in familiar contexts. <p>Interpersonal Mode:</p> <ul style="list-style-type: none"> ➤ Ask and answer questions related to everyday life.

- Handle simple transactions related to everyday life:
 - Initiate, maintain, and end a conversation.
 - Ask for and give permission.
 - Express needs.
 - Give reasons.
 - Request, suggest, and make arrangements.
 - Extend, accept, and decline an invitation.
 - Express an opinion and preference.

Presentational:

- Handle simple transactions related to everyday life
 - Express needs.
 - Give reasons.
 - Express an opinion and preference.
 - Request and suggest.

Cultural:

- The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.)

CPI #	Cumulative Progress Indicator (CPI)		
7.1.IL.A.1	Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.		
7.1.IL.A.4	Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.		
7.1.IL.A.5	Demonstrate comprehension of conversations and written information on a variety of topics.		
7.1.IL.A.7	Infer the meaning of a few unfamiliar words in some new contexts.		
7.1.IL.B.1	Use digital tools to participate in short conversations and to exchange information related to targeted themes.		
7.1.IL.B.4	Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.		
7.1.IL.B.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.		
7.1.IL.C.1	Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.		
7.1.IL.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts.		
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How do I see myself? ● How do I identify my strengths/talents? ● How do I identify my weaknesses? ● What are my likes/dislikes? </td> <td style="width: 50%; vertical-align: top;"> <p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● My identity consists of various aspects. ● Everyone has different strengths and weaknesses that should be appreciated. </td> </tr> </table>		<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How do I see myself? ● How do I identify my strengths/talents? ● How do I identify my weaknesses? ● What are my likes/dislikes? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● My identity consists of various aspects. ● Everyone has different strengths and weaknesses that should be appreciated.
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<p>Unit Learning Targets <i>Students will ...</i></p> <ul style="list-style-type: none"> ● Describe themselves and others. ● Compare and contrast their strengths and weaknesses with others’. ● Discuss interests and likes. 			

- Demonstrate interpretive, interpersonal, and presentational proficiency.

Evidence of Learning

Summative Assessment

Students create a visually appealing personal profile in order to find their ideal college roommate . Students must talk about their strengths and weaknesses as a roommate including personal examples, anecdotes, etc. as well as talk about what types of interests and characteristics they are looking for in a roommate.

Formative Assessments

- | | |
|---|--|
| <ul style="list-style-type: none"> • Edpuzzle and other online interpretive assessments • Class participation • Vocabulary and grammar assessments • Homework | <ul style="list-style-type: none"> • Quizlet Live • Quizizz • Peer interviews • Communicative activities: interpretive, interpersonal and presentational |
|---|--|

Unit Overview Template
Content Area: Spanish IV
Unit Title: La Universidad
Target Course/Grade Level: Spanish 4/ Intermediate Low
<p>Unit Summary</p> <p>In the “La Universidad” unit, students will compare and contrast education systems in the United States and Spain. Students will explore a variety of universities and programs of study available in the United States. They will be able to describe their preferences and plans for the future post secondary education. Through varied activities, students will strengthen their interpretive, interpersonal, and presentational skills.</p> <p>Primary interdisciplinary connections: Sociology, Psychology, Economics</p> <p>21st century themes: Global Awareness; Financial, economic, business, and entrepreneurial literacy</p> <p>Unit Rationale: It is essential for students to develop an awareness of the similarities and differences of education systems in the US and the Spanish-speaking world. This awareness helps to promote understanding among cultures and opens the way to relate to one another in a multicultural and global community.</p>
Learning Targets
<p>Standards</p> <p>Standard: 7.1 World Languages. All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret. spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures.</p> <p>9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>
<p>Content Statements</p> <p>The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:</p> <p>Interpretive Mode:</p> <ul style="list-style-type: none"> ➤ Identify the main idea and some supporting details when reading. ➤ Understand the gist and some supporting details of conversations dealing with everyday life. ➤ Infer the meaning of some unfamiliar words when used in familiar contexts. <p>Interpersonal Mode:</p> <ul style="list-style-type: none"> ➤ Ask and answer questions related to everyday life. ➤ Handle simple transactions related to everyday life: <ul style="list-style-type: none"> ○ Initiate, maintain, and end a conversation. ○ Ask for and give permission. ○ Express needs. ○ Give reasons. ○ Request, suggest, and make arrangements. ○ Extend, accept, and decline an invitation.

- o Express an opinion and preference.

Presentational:

- Handle simple transactions related to everyday life
 - o Express needs.
 - o Give reasons.
 - o Express an opinion and preference.
 - o Request and suggest.

Cultural:

- Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration and preparation.)
- Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)

CPI #	Cumulative Progress Indicator (CPI)				
7.1.IL.A.1	Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.				
7.1.IL.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.				
7.1.IL.A.4	Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.				
7.1.IL.A.5	Demonstrate comprehension of conversations and written information on a variety of topics.				
7.1.IL.B.1	Use digital tools to participate in short conversations and to exchange information related to targeted themes.				
7.1.IL.B.4	Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.				
7.1.IL.B.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.				
7.1.IL.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts.				
7.1.IL.C.4	Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.				
7.1.IL.C.5	Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.				
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Unit Learning Targets*Students will ...*

- Compare and contrast their school schedule with that of a typical student from Spain.
- Describe their strengths and weaknesses as a student and as a roommate.
- Justify their opinion of various universities and programs of study.
- Compare and contrast key aspects of education systems in the US and Spain.
- Justify their opinion of education systems in both the US and Spain.

Evidence of Learning**Summative Assessment**

University video: Students will research a university to which they would like to apply. They will create a digital application video specific to that university that includes a description of their personal achievements and strengths, what they will study at the university, their extracurricular activities, and why the university is a perfect fit for them and vice versa.

Formative Assessments

- | | |
|--|--|
| ● Edpuzzle and other online interpretive assessments | ● Quizlet Live |
| ● Class participation | ● Quizizz |
| ● Vocabulary and grammar assessments | ● Peer interviews |
| ● Homework | ● Communicative activities: interpretive, interpersonal and presentational |

Unit Overview Template	
Content Area: Spanish IV	
Unit Title: La Inmigración	
Target Course/Grade Level: Spanish 4/ Intermediate Low	
<p>Unit Summary</p> <p>In "La Inmigración" students explore their family's origins. Through a range of culturally authentic learning materials such as articles, websites, videos, reading excerpts, movies, music, news clips, and suggested guest speakers, students compare and contrast reasons for immigration and different immigrants' experiences in their journeys. As they do, they reflect on current and past immigration patterns in the United States as well as Spanish speaking countries where they can demonstrate their understanding of immigration and its impacts. Through varied activities, students will strengthen their interpretive, interpersonal, and presentational skills.</p> <p>Primary interdisciplinary connections: Social Studies, Sociology, & Economics.</p> <p>21st century themes: Global Awareness; Civic Literacy; Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Unit Rationale: Developing awareness of immigration in the United States as well as other countries and investigating personal reasons for immigrating is beneficial to prepare today's youth for living in a global community. By learning about a variety of reasons why people immigrate and difficulties encountered in the process, students will be able to gain a deeper understanding of others and develop a sensitivity to cultural similarities and differences.</p>	
Learning Targets	
<p>Standards</p> <p>Standard: 7.1 World Languages. All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures.</p> <p>9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>	
<p>Content Statements</p> <p>The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:</p> <p>Interpretive Mode:</p> <ul style="list-style-type: none"> ➤ Identify the main idea and some supporting details when reading. ➤ Understand the gist and some supporting details of conversations dealing with everyday life. ➤ Infer the meaning of some unfamiliar words when used in familiar contexts. <p>Interpersonal Mode:</p> <ul style="list-style-type: none"> ➤ Ask and answer questions related to everyday life. ➤ Handle simple transactions related to everyday life: <ul style="list-style-type: none"> ○ Initiate, maintain, and end a conversation. ○ Ask for and give permission. 	

- o Express needs.
- o Give reasons.
- o Request, suggest, and make arrangements.
- o Extend, accept, and decline an invitation.
- o Express an opinion and preference.

Presentational:

- Handle simple transactions related to everyday life
 - o Express needs.
 - o Give reasons.
 - o Express an opinion and preference.
 - o Request and suggest.

Cultural:

- Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)
- The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.)
- Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)

CPI #	Cumulative Progress Indicator (CPI)
7.1.IL.A.1	Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.IL.A.4	Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
7.1.IL.A.5	Demonstrate comprehension of conversations and written information on a variety of topics.
7.1.IL.A.7	Infer the meaning of a few unfamiliar words in some new contexts.
7.1.IL.A.8	Compare and contrast unique linguistic elements in English and the target language.
7.1.IL.B.1	Use digital tools to participate in short conversations and to exchange information related to targeted themes.
7.1.IL.B.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
7.1.IL.C.1	Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.IL.C.2	Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
7.1.IL.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts.

7.1.IL.C.4	Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● Why do people immigrate? ● What are some struggles that immigrants face in a new country? ● How is immigration similar or different in other countries? 	
<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● Immigrants are people. ● People immigrate for a variety of reasons that involve searching for better opportunities in life. ● The immigration process can present many challenges. 	
<p>Unit Learning Targets <i>Students will ...</i></p> <ul style="list-style-type: none"> ● Understand and interpret written and spoken language about immigration and immigrants' stories. ● Compare and contrast cultural products, practices, perspectives related to immigration and the struggles a person faces in immigrating to a new country. ● Relate to real life examples of peoples' personal immigration accounts. ● Research and develop an account of their family's immigration to the United States. 	
Evidence of Learning	
<p>Summative Assessment</p> <p>Students create a scrapbook based on their investigation into their family's origins where they highlight their family's journey and experience upon arrival to the United States.</p>	
<p>Formative Assessments</p> <ul style="list-style-type: none"> ● Edpuzzle and other online interpretive assessments ● Class participation ● Vocabulary and grammar assessments ● Quizlet Live ● Quizizz ● Peer interviews ● Communicative activities: interpretive, interpersonal and presentational ● Homework 	

Unit Overview Template	
Content Area: Spanish IV	
Unit Title: Vamos a España	
Target Course/Grade Level: Spanish 4/ Intermediate Low	
<p>Unit Summary</p> <p>In the “Vamos a España” unit, students will learn about the rich culture and history of Spain. Students will explore various geographical, historical, cultural, and architectural aspects of Spain. Students will use a range of culturally authentic learning materials such as websites, music, surveys, maps, pictures, videos, and newspaper and magazine articles. Students will draw comparisons between their own culture and the culture of Spain. Students will also research regions of Spain and present the information. Through varied activities, students will strengthen their interpretive, interpersonal, and presentational skills.</p> <p>Primary interdisciplinary connections: Social Studies, Geography</p> <p>21st century themes: Global Awareness; Financial, economic, business, and entrepreneurial literacy</p> <p>Unit Rationale: In the global community of the 21st Century, it is important to explore the geography, history, and culture of other countries. By studying and analyzing various aspects of Spain’s culture, geography, and history, students have an opportunity to compare their own culture and views with those of the country where the Spanish language originated. Learning how to communicate your needs while traveling, such as asking for and giving directions, planning itineraries, and knowledge of a country’s attractions and geography is extremely vital in the 21st century. Developing respect and appreciation for a country’s cultural products and practices are important in becoming a conscientious world traveler.</p>	
Learning Targets	
<p>Standards</p> <p>Standard: 7.1 World Languages. All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret. spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures.</p> <p>9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>	
<p>Content Statements</p> <p>The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:</p> <p>Interpretive Mode:</p> <ul style="list-style-type: none"> ➤ Identify the main idea and some supporting details when reading. ➤ Understand the gist and some supporting details of conversations dealing with everyday life. ➤ Infer the meaning of some unfamiliar words when used in familiar contexts. <p>Interpersonal Mode:</p> <ul style="list-style-type: none"> ➤ Ask and answer questions related to everyday life. ➤ Handle simple transactions related to everyday life: <ul style="list-style-type: none"> o Initiate, maintain, and end a conversation. 	

- o Ask for and give permission.
- o Express needs.
- o Give reasons.
- o Request, suggest, and make arrangements.
- o Extend, accept, and decline an invitation.
- o Express an opinion and preference.

Presentational:

- Handle simple transactions related to everyday life
 - o Express needs.
 - o Give reasons.
 - o Express an opinion and preference.
 - o Request and suggest.

Cultural:

- The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.)
- Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)

CPI #	Cumulative Progress Indicator (CPI)
7.1.IL.A.1	Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.IL.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
7.1.IL.A.4	Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
7.1.IL.A.5	Demonstrate comprehension of conversations and written information on a variety of topics.
7.1.IL.A.8	Compare and contrast unique linguistic elements in English and the target language.
7.1.IL.B.1	Use digital tools to participate in short conversations and to exchange information related to targeted themes.
7.1.IL.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.
7.1.IL.B.4	Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
7.1.IL.B.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
7.1.IL.C.1	Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.IL.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.C.4	Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.
7.1.IL.C.5	Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How have other cultures and people had an impact on Spain’s culture? • What are some of the key aspects of Spain’s culture? • What are the stereotypes surrounding Spain and its people and is there any truth to them? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • To increase understanding of another culture, one must first know something about the country’s cities and people. • Knowing the customs and language of a country greatly eases the stress of travel. • Traveling and experiencing another country’s culture contributes in defining your own culture. • Traditions are subject to change over time as the beliefs of a country’s people change.
<p>Unit Learning Targets <i>Students will ...</i></p> <ul style="list-style-type: none"> • Describe the characteristics of Arabic architecture • Justify their opinions with regard to bullfighting • Describe the characteristics of Antonio Gaudí’s works • Give and receive directions in order to get from one location to another • Research places to see and things to do in Spain • Explore cultural products and practices of Spain • Demonstrate interpretive, interpersonal, and presentational proficiency 	
<p>Evidence of Learning</p>	
<p>Summative Assessment</p> <p>Itinerary project: Students will take a quiz to discover what kind of traveler they are. Then, based on the results, they will write a description about themselves and their interests as travelers. Students will swap their descriptions with each other. Based on the description they receive they will create an itinerary for a trip to Spain specific to the preferences of that traveler.</p>	
<p>Formative Assessments</p>	
<ul style="list-style-type: none"> • Edpuzzle and other online interpretive assessments • Class participation • Vocabulary and grammar assessments • Homework 	<ul style="list-style-type: none"> • Quizlet Live • Quizizz • Peer interviews • Communicative activities: interpretive, interpersonal and presentational

Unit Overview Template
Content Area: Spanish IV
Unit Title: Las Celebraciones
Target Course/Grade Level: Spanish 4/ Intermediate Mid
<p>Unit Summary</p> <p>In "Las Celebraciones", students explore a variety of customs, traditions, and holidays from various Spanish-speaking countries. Students will use a range of culturally authentic learning materials to make comparisons between their own customs and traditions and the customs and traditions of these countries. Through varied activities, students will strengthen their interpretive, interpersonal, and presentational skills.</p> <p>Primary interdisciplinary connections: Sociology, Social Studies</p> <p>21st century themes: Global Awareness, Civic literacy</p> <p>Unit Rationale:</p> <p>Developing awareness of the customs, traditions, and holidays of the cultures associated with languages other than English is beneficial to prepare today's youth for living in a global community. By studying traditions and holidays from the Spanish-speaking world, students will be able to relate to other cultures as well as develop a stronger understanding of their own.</p>
Learning Targets
<p>Standards</p> <p>Standard: 7.1 World Languages. All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures.</p> <p>9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>
<p>Content Statements</p> <p>The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to:</p> <p>Interpretive Mode:</p> <ul style="list-style-type: none"> ➤ Identify the main idea and some supporting details when reading. ➤ Understand the gist and some supporting details of conversations dealing with everyday life. ➤ Infer the meaning of some unfamiliar words when used in familiar contexts. <p>Interpersonal Mode:</p> <ul style="list-style-type: none"> ➤ Ask and answer questions related to everyday life. ➤ Handle simple transactions related to everyday life: <ul style="list-style-type: none"> ○ Initiate, maintain, and end a conversation. ○ Ask for and give permission. ○ Express needs. ○ Give reasons. ○ Request, suggest, and make arrangements. ○ Extend, accept, and decline an invitation. ○ Express an opinion and preference.

Presentational:

- Handle simple transactions related to everyday life
 - Express needs.
 - Give reasons.
 - Express an opinion and preference.
 - Request and suggest.

Cultural:

- Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)
- Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)

CPI #	Cumulative Progress Indicator (CPI)
7.1.IM.A.1	Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.
7.1.IM.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
7.1.IM.A.3	Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
7.1.IM.B.5	Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
7.1.IM.C.2	Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
7.1.IM.C.4	Synthesize information found in age- and level-appropriate culturally authentic materials.
7.1.IM.C.5	Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices.

Unit Essential Questions

- Why are customs, traditions, and holidays important to a culture?
- How do customs, traditions, and holidays develop?
- How are a culture's customs and traditions reflected in its products and practices?

Unit Enduring Understandings

- Customs, traditions, and holidays can define cultures
- Customs, traditions, and holidays develop from history, beliefs, and events
- Customs, traditions, and holidays can share similarities and differences amongst different cultures

Unit Learning Targets

Students will ...

- Compare and contrast customs, traditions, and holidays from Spanish-speaking cultures and their own.
- Explore a variety of superstitions practiced in different cultures
- Examine different customs, traditions, and holidays of Spanish-speaking cultures.
- Demonstrate interpretive, interpersonal, and presentational proficiency

Evidence of Learning

Summative Assessment

Presentation:

Students will choose a celebration, in pairs, to research. Based on their research findings, students will create one of a variety of products (i.e. skit, a children's book, a mural, board game) to present the cultural practices and products related to their celebration. It is suggested that students present ninth period with other Spanish 4 classes or to lower level classes.

Formative Assessments

- Edpuzzle and other online interpretive assessments
- Class participation
- Vocabulary and grammar assessments
- Quizlet Live
- Quizizz
- Peer interviews
- Communicative activities: interpretive, interpersonal and presentational
- Homework

Section XIII: Unit Reflection

The *Spanish IV Instructional Team* must confer upon the completion of each instructional unit in the *Spanish IV Curriculum* and rate the degrees to which the instructional units meet performance criteria established by the New Jersey Department of Education using the *Unit Reflection Form*. Completed *Unit Reflection Forms* must be submitted to the Department Supervisor for approval upon completion of curriculum implementation with a complementing list of suggested modifications to the *Spanish IV Curriculum*.

Lesson Activities:			
	Strongly	Moderately	Weakly
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills;			
Are challenging and require higher order thinking and problem solving skills;			
Allow for student choice;			
Provide scaffolding for acquiring targeted knowledge/skills;			
Integrate global perspectives;			
Integrate 21st century skills;			
Provide opportunities for interdisciplinary connections and transfer of knowledge and skills;			
Are varied to address different student learning styles and preferences;			
Are differentiated based on student needs;			
Are student-centered with the teacher acting as a facilitator and co-learner during the teaching and learning process;			
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives;			
Provide opportunities for student reflection and self-assessment;			
Provide data to inform and adjust instruction to better meet the varying needs of learners;			