

Spanish 4 CP

Adopted

August

2017

Revised June 2015
Developed June 2015

The Spanish 4 CP course is a communicative based course that was developed by the Fair Lawn World Language Department and aligned to the New Jersey World Language Student Learning Standards 7.1.

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Spanish 4 CP

I. Course Synopsis

The Spanish 4 CP is designed for intermediate learners. The curriculum develops reading, writing, speaking, and listening skills aligned with the New Jersey Student Learning Standards Initiative and the College and Career Readiness Anchor Standards for World Languages. Throughout the year, students will explore five thematic units which are each anchored by an essential question and a cumulative goal to benchmark the development of language proficiency. Students will engage in lessons that are differentiated, interactive, and characterized by authenticity. In addition, students will interact with a variety of informational texts, dialogues and electronic sources in the target language related to our four central

themes, which enable us to provide a high level of comprehensible input, and thus a higher level of critical thinking. Assessment will be on-going and substantially performance-based.

II. Philosophy & Rationale

A. Modes of Communication:

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 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 includes but are not limited to the cultural interpretation of texts, movies, radio and television broadcasts and speeches. Interpretation differs from comprehension because it implies the ability to 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 email 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.

B. “Can Do” statements

The NCSSFL-ACTFL Can-Do Statements are self-assessment checklists used by language learners to assess what they “can do” with language in the Interpersonal, Interpretive, and Presentational modes of communication. The checklists are best used by learners and learning facilitators as part of an overall reflective learning process that includes:

- setting goals
- selecting strategies
- self-assessing
- providing evidence
- reflecting before setting new goals

C. Proficiency vs. Performance

The American Council of Teachers of Foreign Languages (ACTFL) advises us to measure students’ learning in terms of *proficiency* rather than performance. Language proficiency refers to a student’s ability to communicate spontaneously in a language in a non-rehearsed context. It also refers to the degree of skill with which a student uses culturally appropriate language to read, write, listen and interpret the target language in real-world scenarios. ACTFL has identified eleven different levels of language proficiency.

D. Integrated Performance Assessment

The Integrated Performance Assessment (IPA) is a cluster assessment featuring three tasks, each of which reflects one of the three modes of communication--Interpretive, Interpersonal and Presentational. The three tasks are aligned within a single theme or content area, reflecting the manner in which students naturally acquire and use the language in the real world or the classroom. Each task provides the information and elicits the linguistic interaction that is necessary for students to complete the subsequent task. They are standards-based, performance-based, developmental in nature, integrative. IPAs are designed to be used with scoring rubrics to show expectations.

III. Scope & Sequence

There are five thematic units (Units 1-5); Vocabulary, Language Functions, and Culture are embedded in each unit.

I. Art of Spain and Latin America

1. How can art be used to convey the artist's message

II. Fame

1. What is fame? What makes a person famous?

III. Traveling Adventures

1. How do I plan a trip? How do I prepare for my next vacation?

IV. Legends

1. How do you explain various legends? How have legends influence culture and how has culture influenced legends?

V. Family & Tradition

1. Why are traditions important to a family? How are family values changing?

IV. Unit Descriptions

Unit I: Art of Spain and Latin America

Enduring Understanding:

Everyone culture expresses itself differently, and art is one one way that we do so. Cultures use various forms of art to identify themselves as part of a group. Different cultures embrace their own forms of art that can be a representation of the history, emotions and the underlying culture of the people. Art styles can connect to other cultures as well as define a culture and its people.

Essential Questions:

1. How can art be used to convey the artist's message?

Can Do Statements:

- I can identify the artist by way of the style used in a given work of art.
- I can designate items in a given painting through use of the words: background, foreground, on the right, etc.
- I can express preferences about art.
- I can ask others about their preferences.
- I can describe the medium used in various paintings.
- I can associate art styles with featured artists.

- I can set each style in its historical context.
- I can explain how select paintings were used to express political protest or social commentary.
- I can compare and contrast selections from Spain and Latin America, from early periods to more recent ones.
- I can read and discuss an article about a famous artist.

Language Functions:

- Agreeing/Disagreeing
- Asking for/Giving Information
- Comparing/Contrasting
- Complimenting
- Describing objects and colors
- Identifying artists
- Identifying artistic styles

- **Grammar:**
- ser vs. estar
- adjectives and their agreement
- expressions of like/dislike (gustar & similar verbs)

- **Suggested Vocabulary:**
- art mediums & types
- art styles
- art terminology and location words

- terms related to surrealism
 - **Suggested Activities / Benchmark Assessments:**
 - Create an original work of art in the style of a studied artist.
 - Have an exhibition of student work in which the others provide feedback.
 - Write a paragraph comparing and contrasting different styles of art.
 - Explain the motivation of select paintings.
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Unit 2: Fame

Enduring Understanding:

In today's society, people are famous for many different reasons. Some are born into fame, some people have gifts and talents that lead them to fame and others are famous by accident, ie; reality stars. As the world changes so does the definition of fame.

Essential Questions:

1. What is fame? What makes a person famous?

Can Do Statements:

- I can distinguish between lasting and temporary characteristics about a person.
- I can provide an accurate description of others touching on two dimensions: physical characteristics and personality traits.
- I can decide whether or not they would like to be famous and why, if they would like to be famous explain how.

Language Functions:

- Asking for/Giving information
- Describing events
- Describing places
- Describing objects
- Explaining
- Expressing how often, how well
- Expressing likes/dislikes/preferences
- Giving biographical information
- Describing personal experiences
- Narrating
- Planning
- Recounting experiences/events
- Telling/Retelling stories

Grammar:

1. Preterite vs. Imperfect

Suggested Vocabulary:

- terms pertaining to personality traits
- terms pertaining to physical description

Suggested Activities / Benchmark Assessments

- Prepare vignettes on famous people.
- Students summarize their own claim to fame.
- design headlines about famous people and their activities.
- create a timeline of a famous person's life.

Unit 3: Adventures in Travel

Enduring Understanding:

The experiences that one encounters while traveling can open your mind to so many different things. In this unit, students will examine the different places one can visit, how one can travel and what one might see there.

Students will be able to discuss a trip that they have taken and how it affected them. Additionally, students will examine the geography and travel possibilities in different Spanish speaking countries.

Essential Questions:

1. How do I plan a trip? How do I prepare for my next vacation?

Can Do Statements:

- I can plan a trip.
- I can ask for information about a hotel, flight, or other transportation.
- I can use words and expressions related to travel.
- I can check in and out of a hotel.
- I can ask for things they may need when at a hotel.
- I can describe the steps involved in planning a trip.
- I can describe places they have visited on vacation and what they did.
- I can compare and contrast a past vacation with an ideal vacation.

Language Functions:

- Analyzing/interpreting
- Asking for/giving information
- Comparing/contrasting
- defining
- describing objects
- describing procedures, processes
- Evaluating
- Expressing how often
- Expressing likes/dislikes/preferences

- Expressing opinions
- Identifying
- Recounting experiences/events
- Reporting
- Summarizing
- Telling time
- Telling/Retelling stories
- Expressing interest/lack of interest/indifference or boredom
- Making appointments, arrangements, reservations
- Offering alternatives/solutions
- Asking for directions

Grammar:

- review of preterite tense
- present perfect
- future tenses
- conditional tense

Suggested Vocabulary:

- travel planning terms
- terms related to being a tourist
- airport check-in and boarding
- terms related to a hotel stay
- vacation activity vocabulary

Suggested Activities / Benchmark Assessments:

- recount the story of a past vacation
- role-play of a travel agent and tourist planning a trip
- travel brochure
- choose their next travel destination and explain their choice

Unit 4: Legends

Enduring Understanding:

Understanding the legends of a particular society helps one understand and relate to that society's culture and history.

Essential Questions:

1. How do you explain various legends?
2. How have legends influenced culture and how has culture influenced legends?

Can Do Statements:

- I can communicate in writing and speaking about legends.

- I can comprehend Spanish legends.
- I can create an original legend.

Language Functions:

- Asking for/Giving information
- Describing people
- Describing places
- Explaining
- Expressing daily routines
- Expressing hope
- Expressing intentions
- Expressing interest/lack of interest/indifference or boredom
- Expressing needs/wishes/wants
- Giving biographical information
- Giving reasons and explaining causality
- Hypothesizing
- Presenting information
- Reporting
- Talking about the future

Grammar:

- Present subjunctive
- Commands

Suggested Vocabulary:

- Terms related to legends

Suggested Activities / Benchmark Assessments:

- Write an original legend.
- Research and present on the history of a legend.
- Create an alternative ending to a legend.
- Re-enact the story of a legend.
- Illustrate the legend.
- Create a storyboard for a legend.

Unit 5: Family and Traditions

Enduring Understanding:

Some say that opposites attract. Others say that birds of a feather flock together. Our family members and friends may be very much like us or they may be the total opposite. Every person is unique and has qualities that make them an individual. Everything we experience and everyone we know all help to make us who we are.

Essential Questions:

1. Why are traditions important to a family?
2. How are family values changing?

Can Do Statements:

- I can compare Hispanic traditions to those of their own family.
- I can understand the origins of various traditions.
- I can have a better understanding of various family relationships.
- I can compare/contrast roles of family.
- I can compare/contrast differences in roles, family structure and values in American vs. Hispanic society.
- I can demonstrate understanding of the story La Camisa de Margarita.

Language Function:

- Explaining family relationships
- Expressing daily routines
- Expressing hope
- Expressing intentions
- Expressing interest/lack of interest/indifference or boredom
- Expressing needs/wishes/wants
- Understanding family relationships
- Explaining traditions
- Hypothesizing
- Presenting information

- Reporting
- Talking about celebrations

Grammar:

- Direct and indirect object pronouns
- Imperfect subjunctive

Suggested Vocabulary:

- Family relationship words
- Terms related to holidays
- Terms related to values
- Vocabulary taken from La camisa de Margarita

Suggested Activities / Benchmark Assessments

- Research a Spanish cultural tradition or celebration and compare and contrast it with a similar American tradition or celebration.
- Provide a written description of how they celebrate different holidays or special occasions with their family.

V. Core Instructional Materials:

Suggested materials that teachers use are, but are not limited to:

- authentic readings found online
- authentic readings found in newspapers, magazines
- culturally/linguistically appropriate videos found on websites such as www.youtube.com, www.teachertube.com, www.senorwooly.com, <https://www.youtube.com/user/papitus>
- online game resources found on websites such as www.quia.com, www.quizlet.com, www.spanishspanish.com
- Our World Language teacher website
- Avancemos 4

VI. Assessments

- Formative Assessments
- Vocabulary Practice
- Exit Tickets
- Think, Pair, Share
- Speaking Practice
- Inside / Outside circle
- Deductive Reasoning Reading
- Envelope activities
- AB Information Gap activities

- Class surveys
- Anecdotal Notes on Partner, Small-Group, and Whole-Group Discussion
- Socratic Class Discussion / Lecture Notes / Participation
- Weekly Journal Prompts – with Double Entry Journals
- Rough Drafts

Summative Assessments

- Vocabulary Quizzes
- Integrated Performance Assessments
- Recorded Speaking
- Skit / Dialogue
- Presentational writing
- Projects
- Presentations

VII. Suggested Modifications and Accommodations for Special Education, ELL, At-Risk, and Gifted Students

<u>ACCOMMODATIONS</u>			
Preferential seating	Repeating/ simplifying of directions	Ample use of visuals	Use of manipulatives
Strategic/flexible grouping and pairing	Clear visual, verbal and demonstrative modeling	Kinesthetic activities Rhythm, music, body movements	Use of graphic organizers
Ample wait time before calling on students	Think/Pair/Share	Teach vocab in context, and in small chunks	Frequent repetition
Student self-assessment, self-monitoring of progress	Have students set personal growth goals	Break down assignments into manageable parts/tasks	Learning centers or stations that address varied activities, skills, learning modalities
<u>MODIFICATIONS</u>			
<u>Speaking</u> Provide: -sentence starters	<u>Groups/Pairs</u> Teach: -rules and expectations	<u>Reading</u> Use: -peer tutoring	<u>Writing</u> -Shorten task

<ul style="list-style-type: none"> -processing time -cues and prompts -embedded choices -practice time 	<ul style="list-style-type: none"> -skills of independence – bridging phrases, disagreeing agreeably, voice level -strategies for moving in and out of groups -signal for getting teacher’s attention <u>Allow:</u> Flexible grouping Adequate/extra time Assign group roles 	<ul style="list-style-type: none"> -label main ideas -label 5 W’s -visual imagery -graphic organizers <u>Allow:</u> -Highlighting of key words/concepts -Silent pre-reading -Partner reading <u>Teach:</u> -Pre-reading strategies -‘During’ reading strategies -Post-reading strategies 	<ul style="list-style-type: none"> -Require lists rather than sentences <u>Allow:</u> -note-taking -visual representation of ideas -collaborative writing -Brainstorm word bank -Pre-writing with graphic organizers <u>Provide:</u> -Model of writing -Structure for writing -Fill-in-blank form for note-taking
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VIII. New Jersey Student Learning Standards

- **1. Interpretive**

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 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.

- **2. Interpersonal**

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 3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

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.

- **3. Presentational**

- 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.

- 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.

- New Jersey Student Learning Standards (<http://www.state.nj.us/education/cccs/2014/wl/WL-1-NH.pdf>)

- Technology standards (<http://www.state.nj.us/education/cccs/2014/tech/>):

8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software

8.1.12.C.1 Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers and experts, and present ideas for feedback in an online community.

- Workplace readiness standards (<http://www.state.nj.us/education/cccs/1996/05ccwrready.html>):

7.1.15 Explore employment opportunities where languages are advantageous.

7.2.13 Use technology to enhance language acquisition, and to acquire current cultural information, in order to develop more accurate impressions of the culture studied.

7.2.8 Examine interrelationships between the language and the culture of a given group of people, as evidenced in literary works.

7.1.17 Communicate and interact in a limited range of task-oriented and social situations.

- 21st Century Content Standards (<http://www.state.nj.us/education/cccs/standards/9/#91>):

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.

VIII. Interdisciplinary Connections and Alignment to Technology standards

The following topics have connections to other content areas:

Social Studies - (Geography of Target Language Countries, Immigration, Service Learning)

6.1.8.B.1.b Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.

6.1.12.B.1.a Explain how geographic variations (e.g., climate, soil conditions, and other natural resources) impacted economic development in the New World.

6.1.4.D.3 Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.

6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Math - Currency Exchange Rates, Metric System

NJSLS.MATH.CONTENT.3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs

NJSLS.MATH.CONTENT.6.RP.A.3 Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

English - Central Idea/Summarizing, Transition words, Sequencing of events

NJSLS.ELA-LITERACY.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

NJSLS.ELA-LITERACY.RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

NJSLS.ELA-LITERACY.RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

NJSLS.ELA-LITERACY.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Technology - *See above*

21st Century Life and Careers - *See above*