

Spanish 4 HONORS

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The Spanish 4 Honors course is a communicative based course that was developed by the Fair Lawn World Language Department and aligned to the New Jersey World Language CCCS Standard 7.1.

**Fair Lawn
Public Schools
Fair Lawn, NJ
Fair Lawn School District**

Committee Credits

World Language Team

Vincent Casamento

Juan Lopez

Ana Pan

Maria Requena

Jamie Reedy

Erica Shoemaker

Spanish 4 Honors

I. Course Synopsis

The Spanish 4 Honors curriculum develops reading, writing, speaking, and listening skills aligned with the Common Core State Standards Initiative and the College and Career Readiness Anchor Standards for World Languages. Throughout the year, students will explore 5 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.

Unit 1: Fame:

What makes one famous?

Unit 2: Reality vs Fantasy:

What is the function of fantasy in our everyday reality?

Unit 3: Conflict:

How do conflicts impact society on a global level?

Unit 4: Man and His Environment:

Does man control his environment or vice versa?

Unit 5: Human Connections:

How do relationships and chance meetings shape my life?

Unit 1: 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 makes one famous?
2. How is fame attained?
3. What would it be like to be famous?

Can Do Statements:

- I can greet 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

Language Functions:

- Agreeing/Disagreeing
- Asking for/Giving Information
- Comparing/Contrasting
- Complimenting
- Counting
- Describing objects
- Expressing intentions
- Expressing likes/dislikes/preferences
- Expressing opinions
- Giving reasons and explaining causality
- Identifying
- Reporting
- Stating ownership

Grammar:

- Ser vs estar
- Agreement of adjective
- Singular and plurals
- Reflexive verbs
- Gustar and verbs like gustar

Suggested Vocabulary:

- Terms pertaining to personality traits
- Terms pertaining to physical description

Suggested Activities / Benchmark Assessments:

- Prepare vignettes on famous people. (A day in the life)
- Students summarize their own claim to fame
- Diamond poem about themselves
- Composition: Would you like to be famous? Why? Why not? For what?
- Design headlines about famous people and their activities.
- Research famous authors to find out the source of their fame.

Unit 2: Reality vs Fantasy

Enduring Understanding:

Understanding reality and fantasy is key to cultivate imagination and creativity. Magical realism is a popular genre in Spanish literature. Understanding this style of writing can expand knowledge of the world around us.

Essential Questions:

1. What is the function of fantasy in our everyday reality?

2. Why is it important to differentiate between fantasy and reality?
3. Do we need fantasy in our lives?

Can Do Statements:

- I can differentiate between reality and fantasy
- I can compare the story La sala de espera to the video Irretention
- I can differentiate between situations that require preterit and those that require imperfect
- I can give examples of both reality and fantasy from stories and videos viewed
- I can apply the preterit and imperfect tenses to retell a story they have read or seen

Language Functions:

- Asking for/Giving information
- Describing events
- Describing places
- Describing situations
- Explaining
- Expressing how often, how well
- Expressing likes/dislikes/preferences
- Compare and Contrast
- Narrating
- Planning
- Recounting experiences/events
- Telling/Retelling stories

Grammar:

- Preterit vs. imperfect
- Direct and indirect object pronouns
- Ser
- Estar
- Tener
- Adjective agreement

Suggested Vocabulary:

- Space travel
- Related to the movie origin
- fantasy vocabulary
- Sights to see

Suggested Activities / Benchmark Assessments

- Recount the story of Viaje a Marte
- Provide an explanation for the ending of Viaje a Marte
- Create a dialogue using guidelines and provided vocabulary
- Write a story based on the comic “ Viaje espacial de Quino”
- Compare the story La sala de espera to the video Irretention
- Change the story La sala de espera from the present tense to the past

Unit 3: Conflict

Enduring Understanding:

People face conflict personally or globally on a daily bases. Understanding the motivations of conflict, however large or small can help prevent conflicts in the future.

Essential Questions:

1. How do conflicts impact peoples lives individually?
2. How do conflicts impact society on a global level?

Can Do Statements:

- I can explain the influence of war on an artist and his work
- I can describe how the world has changed as a result of various conflicts
- I can discuss personal conflicts they have experienced
- I can describe how larger, global conflicts impact their lives

Language Functions:

- Analyzing/interpreting
- Asking for/giving information
- Comparing/contrasting
- Expressing likes/dislikes/preferences
- Expressing opinions

- Identifying
- Explaining
- Recounting experiences/events
- Summarizing
- Telling/Retelling stories
- Accepting/refusing invitations
- Offering alternatives/solutions

Grammar:

- Review of preterit and imperfect
- Perfect tenses

Suggested Vocabulary:

- Terms from Ojo en la nuca
- Terms related to conflict

Suggested Activities / Benchmark Assessments:

- Read articles that explain the history behind of a work of art and evaluate the art based on the history
- Answer a series of comprehension questions based on the short film Ojo en la nuca
- Explain different characters point of view and opinions and take sides or oppose each character
- Composition: Investigate the history of the painting El 3 de mayo. Explain how it came to be painted and why. Explain its historical significance as a work of art

- Compare a work of art and the short film watched

Unit 4: Man and his environment

Enduring Understanding:

Peoples actions have a direct impact on the environment. Understanding the consequences of are decisions will lead us to make better choices in the future.

Essential Questions:

1. Does man control his environment?
2. What impact does the environment have on man?
3. What can people do to go green and have a more positive impact on the environment?

Can Do Statements:

- I can narrate in the past.
- I can select the correct past form whether it is preterit or imperfect.
- I can explain the conflict of nature vs. nurture.
- I can list the elements of a perfect short story.
- I can apply the list of short story elements to stories that are read in class.
- I can synthesize the events of Quiroga's life in a brief biological passage.

Language Functions:

- Asking for/Giving information
- Describing people
- Describing places
- Explaining
- Expressing hope
- Expressing intentions
- Expressing interest/lack of interest/indifference or boredom
- Expressing needs/wishes/wants
- Giving reasons and explaining causality
- Hypothesizing
- Planning
- Presenting information
- Reporting
- Speculating on the future

Grammar:

- Present subjunctive
- Commands
- Differentiation between the preterit and imperfect

Suggested Vocabulary:

- Terms related to the short story: A la deriva
- Terms related to the short story: El hombre muerto
- Terms related to the video Spin

Suggested Activities / Benchmark Assessments:

- Create a story pyramid
- Draw a storyline for the plot
- Create newspaper headlines for each story
- Unscramble the order of events of the story
- Find the differences in the written story and the movie
- Write an alternative ending and report on it.
- Investigate the life of Quiroga
- Write the story for the wordless video as they watch

Unit 5: Human Connections

Enduring Understanding:

We only know ourselves when we are in relationships with others. Family and friends can have a positive or negative impact on our lives. Having a deeper understanding of relationships can strengthen our interactions with one another in the future.

Essential Questions:

1. How do relationships and chance meetings change my life?

Can Do Statements:

- I can discuss problems and obstacles in love relationships
- I can compare and contrast attitudes about love by boys versus girls.
- I can analyze various relationships and encounters with other people.
- I can use if clauses to talk about what might have happened under other circumstances
- I can speculate about what happens after the cortometraje Diez Minutos ends.

Language Functions:

- Asking for/Giving information
- Describing people
- Describing emotions
- Explaining
- Expressing hope
- Expressing intentions
- Expressing interest/lack of interest/indifference or boredom
- Expressing needs/wishes/wants
- Giving reasons and explaining causality
- Hypothesizing
- Planning

- Presenting information
- Speculating on the future
- Compare and contrast

Grammar:

- Imperfect subjunctive
- Conditional
- If clauses
- Imperfect subjunctive with adverbial clauses

Suggested Vocabulary:

- Terms pertaining to the story Borges y yo
- Terms pertaining to the story El otro círculo
- Terms from the short film Diez Minutos
- Terms pertaining personal relationships

Suggested Activities / Benchmark Assessments:

- Design an impromptu dialog based on a story
- Role play scenes of a movie or short story
- Create a video of 5 minutes narrating a meaningful encounter or relationship between 2 people with an unexpected twist
- Answer a series of questions about the story read
- Create a dialog, choosing one of the ideas from the story

- Write an alternative ending and report on it.
- Investigate the life of Quiroga
- Provide an explanation for the ending of Encrucijada

V. Core Instructional Materials:

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

- Autoretrato Cervantes self description
- Autoretrato Neruda's self description poem
- Autoretrato Rosario Castellanos self description poem
- Revista
- Spanish 4 years with AP components
- Authentic print materials from newspapers and magazines
- Computers / Internet / Audiovisual Equipment
- Video clips from authentic sources
- Viaje a Marte cortometraje
- Origen- movie
- La sala de espera by Enrique Anderson Imbert
- Irretention cortometraje
- Celebración de la fantasía by Eduardo Hughes Galeano
- El dinosaurio microcuento Augusto Monterroso
- Ojo en la nuca cortometraje

- Tres de mayo by Goya
- A la deriva by Horacio Quiroga
- El hombre muerto by Horacio Quiroga
- Youtube clip of A la deriva
- Video clips of the Amazon rainforest
- Spin (God as a DJ) videoclip
- Borges y yo by Jorge Luis Borges
- Diez Minutos cortometraje
- El otro círculo by Luis R. Santos
- Encrucijada cortometraje

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
- Interpretive Reading
- Interpretive Listening

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 manipulative's

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
MODIFICATIONS			
<p><u>Speaking</u> <u>Provide:</u></p> <ul style="list-style-type: none"> -sentence starters -processing time -cues and prompts -embedded choices -practice time 	<p><u>Groups/Pairs</u> <u>Teach:</u></p> <ul style="list-style-type: none"> -rules and expectations -skills of independence – bridging phrases, disagreeing agreeably, voice level -strategies for moving in and out of groups -signal for getting teacher’s attention 	<p><u>Reading</u> <u>Use:</u></p> <ul style="list-style-type: none"> -peer tutoring -label main ideas -label 5 W’s -visual imagery -graphic organizers <p><u>Allow:</u></p> <ul style="list-style-type: none"> -Highlighting of key words/concepts -Silent pre-reading 	<p><u>Writing</u></p> <ul style="list-style-type: none"> -Shorten task -Require lists rather than sentences <p><u>Allow:</u></p> <ul style="list-style-type: none"> -note-taking -visual representation of ideas -collaborative writing -Brainstorm word bank -Pre-writing with graphic

	<u>Allow:</u> Flexible grouping Adequate/extra time Assign group roles	-Partner reading <u>Teach:</u> -Pre-reading strategies -‘During’ reading strategies -Post-reading strategies	organizers <u>Provide:</u> -Model of writing -Structure for writing -Fill-in-blank form for note-taking
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VIII. New Jersey Core Curriculum Content Standards

- Common Core Curriculum Standards (<http://www.state.nj.us/education/cccs/2014/wl/WL-1-NH.pdf>)

7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.

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.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.

7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.

7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

7.1.IM.B.1 Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics. .

7.1.IM.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 in familiar and some unfamiliar situations.

7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations..

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.1 Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.IM.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.

7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.

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.

- 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>):

7.2.13 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

CCSS.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

CCSS.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

CCSS.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.

CCSS.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.

CCSS.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.

CCSS.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*