

Spanish  
5 Honors

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Spanish 5 Honors 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.

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## Spanish 5 Honors

### I. Course Synopsis

The Spanish 5 Honors curriculum is designed for intermediate language learners. Instruction focuses on developing 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 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. Instructional methods and materials will provide for diversification across ability levels. The students will be exposed to and will explore a variety of authentic resources, informational texts and electronic sources. Assessment will be on-going and will include performance-based tasks, reading comprehension and writing samples that further demonstrate and confirm the acquisition of language skills. Cultural practices and products from people of different parts of the Spanish speaking world are incorporated routinely so that students may develop a sense of cultural plurality and thereby expand and reshape their world view.

### 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 read and 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: Immigration**

What are people willing to sacrifice in order to obtain a better life?

**Unit 2: Adolescence**

What does it mean to grow up?

**Unit 3: Fantasy vs. Reality**

Can fantasy shape reality?

**Unit 4: Good vs. Evil**

Is it always possible to distinguish good from evil?

**Unit 5: Relationships**

How do the people I surround myself with affect my life?

## **IV. Unit Descriptions**

### **Unit 1: Immigration**

#### **Enduring Understanding:**

Many people immigrate to the United States each year from Latin America, both legally and illegally. Understanding the conditions and familial relationships in various Latin American countries is vital to understanding the motivations for people who come to this country, despite various risks.

#### **Essential Questions:**

1. How much would you sacrifice for your family?
2. What are people willing to sacrifice in order to obtain a better life?

#### **Can Do Statements:**

- I can discuss the importance of family values
- I can discuss how family has changed in recent years
- I can describe parental responsibilities
- I can analyze different family situations and problems
- I can compare and contrast my family and those features in authentic materials
- I can compare and contrast families in America and those in Latin America
- I can analyze the decision of the mother in *La misma luna*
- I can formulate and defend my opinion about the decision of the mother in *La misma luna*

**Language Functions:**

- Agreeing/Disagreeing
- Asking for/Giving Information
- Comparing/Contrasting
- Expressing opinions
- Giving reasons
- Ranking

**Grammar:**

- *ser* and *estar*
- *gustar* and similar verbs
- preterite and imperfect tenses
- *tener* idioms
- direct and indirect object pronouns

**Suggested Vocabulary:**

- terms from *La misma luna*
- terms from the story *Día de las madres*
- terms from the story *Un perro ha muerto*

**Suggested Activities / Benchmark Assessments:**

- debate on how family structure affects you
- prepare a presentation on how society affects family

- choose a news article related to immigration and relate the information to the class
  - pair activities
  - warm-up activities
  - word games
  - SmartBoard activities
  - composition
  - dialogues
  - reading comprehension exercises
  - cloze activities
  - songs
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## **Unit 2:Adolescence**

### **Enduring Understanding:**

Adolescence is an important stage of life, that is more than just the transition between childhood and adulthood. Adolescent students across the world face many challenges that make growing up difficult. Young people today may face many struggles but they also have a important role in society as a whole.

### **Essential Questions:**

1. What does it mean to grow-up?
2. What personal qualities will help you to deal with change in the future?

**Can Do Statements:**

- I can demonstrate comprehension of the movie's plot by answering a series of questions in Spanish
- I can discuss how my life is changing as I mature
- I can compare my life and experiences to those of the main character in the movie *Valentín*
- I can predict the future of the life of the main character in the movie *Valentín*
- I can create an original story in which the main character has a coming of age experience
- I can compare my experience growing up with that of someone coming of age in Argentina

**Language Functions:**

- Analyzing/interpreting
- Asking for/giving information
- Comparing/contrasting
- Evaluating
- Expressing opinions
- Identifying
- Recounting experiences/events
- Reporting
- Summarizing
- Telling/Retelling stories
- Ask/answer questions

**Grammar:**

- present perfect tense
- pluperfect

**Suggested Vocabulary:**

- terms from the movie *Valentín*
- terms from the story *Un perro ha muerto*
- terms from the story *El niño al que se le murió el amigo*
- terms from the story *El día que terminó mi niñez*

**Suggested Activities / Benchmark Assessments**

- create an original play/story about coming of age
- pair activities
- warm-up activities
- word games
- SmartBoard activities
- composition
- dialogues
- reading comprehension
- cloze activities
- songs

**Unit 3: Fantasy vs. Reality**

**Enduring Understanding:**

Magical realism is a popular genre in Spanish literature that is used in a variety of ways to represent different cultures and their beliefs. A deeper understanding of this style of writing can expand knowledge of the world around us.

**Essential Questions:**

1. Can fantasy shape reality?

**Can Do Statements:**

- I can demonstrate comprehension of the movie's plot by answering a series of questions in Spanish
- I can differentiate between fantasy and reality
- I can compare the written excerpt to the movie *Como agua para chocolate*
- I can create an alternate ending for the story/movie *Como agua para chocolate*
- I can prepare a recipe for the class
- I can give advice to the characters in the movie and justify my advice
- I can compare the foods of Mexico with those of the United States
- I can compare the traditions of Mexico with those in the United States

**Language Functions:**

- Analyzing/interpreting
- Asking for/giving information
- Comparing/contrasting
- Evaluating

- Expressing opinion
- Identifying
- Recounting experiences/events
- Reporting
- Summarizing
- Expressing needs/wishes/wants
- Telling/Retelling stories
- Giving advice
- Giving instructions

**Grammar:**

- commands
- present subjunctive

**Suggested Vocabulary:**

- terms from the excerpt *Como agua para chocolate*
- terms from the movie *Como agua para chocolate*
- terms from the short story *La casa de los espírituos*

**Suggested Activities / Benchmark Assessments:**

- prepare and present a recipe to the class
- role-play and give advice to the characters in the movie
- create an alternate ending for the movie

- pair activities
- warm-up activities
- word games
- SmartBoard activities
- composition
- dialogues
- reading comprehension activities
- cloze activities
- songs

#### **Unit 4: Good vs. Evil**

##### **Enduring Understanding:**

Different cultures may have different understandings of good and evil. Exploring these different understandings will help to expand our own understanding of the concept. The concept of good vs. evil is not necessarily static, we need to delve deeper to attempt to understand the continuum between the two.

##### **Essential Questions:**

1. Does good always triumph over evil?
2. Is it always possible to distinguish good from evil?

##### **Can Do Statements:**

- I can demonstrate comprehension of the movie's plot by answering a series of questions in Spanish
- I can compare two narratives and explain similarities and differences

- I can write and perform a script in which good does battle with evil

**Language Functions:**

- Asking for/Giving information
- Explaining
- Giving reasons and explaining
- Hypothesizing
- Planning
- Presenting information
- Reporting
- Expressing hopes

**Grammar:**

- imperfect subjunctive
- if clauses

**Suggested Vocabulary:**

- terms from the movie *El laberinto del fauno*
- terms from the story *El loco de Sevilla*
- terms from the story *El hombre muerto*
- terms from the poem *Romance a la luna, luna*

**Suggested Activities / Benchmark Assessments:**

- create an original play about good vs. evil
- pair activities
- warm-up activities
- word games
- SmartBoard activities
- composition
- dialogues
- reading comprehension activities
- cloze activities
- songs

### **Unit 5: Relationships**

#### **Enduring Understanding:**

Friendships play an important role in our lives and there are many different qualities good friends can possess. Analyzing the qualities of a good friend can help us to better understand the relationships in our lives. Speaking another language can broaden a person's perspectives and friendship base.

#### **Essential Questions:**

1. How do the people I surround myself with affect my life?

#### **Can Do Statements:**

- I can demonstrate comprehension of the movie's plot by answering a series of questions in Spanish

- I can compare three narratives and explain similarities and differences
- I can compare and contrast male and female attitudes and perceptions about love
- I can create a tall tale and attempt to convince people of its truth
- I can compare relationships in the target culture with those here

**Language Functions:**

- Asking for/Giving information
- Describing events
- Explaining
- Expressing needs/wishes/wants
- Giving reasons and explaining causality
- Hypothesizing
- Planning
- Presenting information
- Reporting
- Expressing hopes

**Grammar:**

- pluperfect subjunctive
- *por* and *para*
- *sino*, *sino que* and *pero*
- impersonal *se*

**Suggested Vocabulary:**

- terms from the movie *Las nueve reinas*
- terms from the story *El ahogado mas hermoso del mundo*
- terms from the story *Blacaman el bueno vendedor de milagros*

**Suggested Activities / Benchmark Assessments:**

- create a tall tale and convince others of its truth
- pair activities
- warm-up activities
- word games
- SmartBoard activities
- composition
- dialogues
- reading comprehension activities
- cloze activities
- songs

**V. Core Instructional Materials:**

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

- Authentic full length movies
  - Como agua para chocolate
  - El laberinto del fauno

- La misa luna
- Las nueve reinas
- Valentín
- additional authentic Spanish language movies chosen by that teacher that fit the themes outlined above
- Authentic literature
  - La casa de los espíritus by Isabel Allende (Encuentros Maravillosos 9)
  - El hombre muerto by Horacio Quiroga (internet)
  - El loco de Sevilla by Miguel de Cervantes (El cuento hispánico)
  - El ahogado más hermoso del mundo by Gabriel García Márquez
  - Como agua para chocolate by Laura Esquivel (Encuentros Maravillosos 7)
  - Un perro ha muerto by Pablo Neruda (Encuentros Maravillosos 2)
  - Blacaman el bueno vendedor de milagros by Gabriel Garcia Marquez (internet)
  - El niño al que se le murió el amigo by Ana María Matute (Encuentros Maravillosos 5)
  - El día que terminó mi niñez Guillermo Cabrera Infante (Mundo Unido)
  - Romance de la luna, luna Federico Garcia Lorca (Encuentros Maravillosos 8)
  - Un tal Lucas by Julio Cortázar (internet)
  - additional authentic Spanish language literature may be substituted to fit the themes outlined above
- authentic readings found online
- authentic readings found in newspapers, magazines
- culturally/linguistically appropriate videos found on websites such as [www.youtube.com](http://www.youtube.com), [www.vimeo.com](http://www.vimeo.com), or other sites
- Our World Language teacher website

## **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**

<b><u>ACCOMMODATIONS</u></b>			
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
<b><u>MODIFICATIONS</u></b>			
<b><u>Speaking</u></b> <u>Provide:</u>	<b><u>Groups/Pairs</u></b> <u>Teach:</u>	<b><u>Reading</u></b> <u>Use:</u>	<b><u>Writing</u></b>

<p>-sentence starters -processing time -cues and prompts -embedded choices -practice time</p>	<p>-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 <u>Allow:</u> Flexible grouping Adequate/extra time Assign group roles</p>	<p>-peer tutoring -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</p>	<p>-Shorten task -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</p>
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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.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 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.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 the cultural perspectives of the target culture(s) with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each..

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

8.1.12.A.1 Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs and interpret the results

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

- 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.

- 21<sup>st</sup> 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.A.2 Participate in online strategy and planning sessions for course-based, school-based, or outside projects.

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.

9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

9.1.12.D.2 Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.

9.1.12.D.3 Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st-century skill.

9.1.12.E.1 Explain how digital media are used in daily life in a variety of settings.

### **IX. 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)

6.2.12.B.6.a Determine the global impact of increased population growth, migration and changes in urban-rural populations on natural resources and land use

6.3.12.C.1 Participate in a real or simulated hearing about a social issue with a related economic impact (e.g., growing health care costs, immigrations), and justify conclusions after weighing evidence from multiple experts and stakeholders.

6.2.12.D.5.a Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.

6.2.12.D.5.c Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.

6.2.12.D.6.a Assess the role of increased personal and business electronic communications in creating a “global” culture, and evaluate the impact on traditional cultures and values.

- Math - Currency Exchange Rates, Metric System

CCSS.Math.Content.HSS-ID.A.1 Represent data with plots on the real number line (dot plots, histograms, and box plots).

CCSS.MATH.CONTENT.HSS.IC.B.3 Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.

CCSS.MATH.CONTENT.HSS.IC.B.4 Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.

CCSS.MATH.CONTENT.HSS.IC.B.5 Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.

CCSS.MATH.CONTENT.HSS.IC.B.6 Evaluate reports based on data.

- English

#### Key Ideas and Details:

CCSS.ELA-LITERACY.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

#### Craft and Structure:

CCSS.ELA-LITERACY.RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

#### Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**Key Ideas and Details:**

CCSS.ELA-LITERACY.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

**Craft and Structure:**

CCSS.ELA-LITERACY.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

**Integration of Knowledge and Ideas:**

CCSS.ELA-LITERACY.RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

- Technology - See above

- 21st Century Life and Careers - *See above*