

**COURSE TITLE**

Spanish 4 Honors

**LENGTH**

Full Year

**DEPARTMENT**

World Language

**SCHOOL**

Rutherford High School

**DATE**

Revision Date: 9/10/18

Initial BOE Approval Date (Born on): 6/15/2015

## Spanish 4 Honors

### I. Introduction/Overview/Philosophy

Spanish 4 Honors is an advanced study of Spanish which has been designed to reflect the philosophy and goals found in both the national standards, *Standards for Foreign Language Learning in the 21st Century (ACTFL, 1999)* and the *New Jersey Student Learning Standards for World Languages (2014)*.

The students will continue their study of Spanish from the introduction of new material, exercises and activities, all of which span the four language learning skills: reading, writing, speaking, and listening. In addition, to providing students with the skills they need to create language for communication, Spanish 4 Honors is designed to meet the needs of students in grades 11-12 who are interested in the advanced study in grammar, conversation, literature, history, and culture. Students will be expected to apply their knowledge and understanding of the language to realistic situations. Culture is also highly emphasized and infused throughout the course.

### II. Objectives

#### Course Outline:

The student will be able to communicate the following:

a. Identify and discuss some of the works of:

- 1) El Greco
- 2) Velázquez
- 3) Goya
- 4) Picasso
- 5) Dalí
- 6) Kahlo

b. discuss the poem

- 1) “El fusilamiento de la Moncloa” by Manuel Machado

c. discuss some of these humorous short stories

- 1) “Una carta a Dios” by Gregorio López y Fuentes
- 2) “El gato de Sèvres” by Marco A. Almazán
- 3) “Signos de puntuación” by M. Toledo y Benito

d. discuss some of these heroic short stories:

- 1) “El mensajero de San Martín”
- 2) “¡Viva Numancia!”
- 3) “Un héroe”
- 4) “Otro héroe”

e. discuss some of these short stories by/about indigenous people of Latin America:

- 1) “La yaqui hermosa” by Amado Nervo
- 2) “Rosa Leyes” by Alberto Cortez
- 3) “El indio” by Alberto Cortez
- 4) “Manuel” by Pedro Villa Fernández
- 5) “El nahual” by Rigoberta Menchú

f. discuss some of these legends:

- 1) “El lago encantado”

- 2) “La vieja del candilejo” by Antonio Jiménez-Landi
  - 3) “La camisa de Margarita” by Ricardo Palma
  - 4) “La leyenda de Santo Domingo de la Calzada”
- g. discuss some of these emotion evoking short stories:
- 1) “El abanico” by Vicente Riva Palacio
  - 2) “La pared” by Vicente Blasco Ibáñez
  - 3) “El arrepentido” by Ana Maria Matute
  - 4) “Hemos Perdido Aún” by Pablo Neruda
- h. discuss some of these short stories of land and liberty:
- 1) “Una esperanza” by Amado Nervo
  - 2) “Mejor que perros” by José Mancisidor
  - 3) “Espuma y nada más” by Hernando Téllez
- i. discuss some of these poems and short stories about death:
- 1) “La lechuza” by Alberto Gerchunoff
  - 2) “En el fondo Del Caño Hay un Negrito” by José Luis González
  - 3) “Fuego Infantil” by Luis Palés Matos
  - 4) “¿Soy yo quien anda?” by Juan Ramón Jiménez
- j. discuss some of these short stories about the whims of destiny:
- 1) “A la deriva” by Horacio Quiroga
  - 2) “La cita” by Raquel Banda Farfán
  - 3) “Papá propone” by Mamá Dispone
- k. discuss some of these short stories about women:
- 1) “Cartas de amor traicionado” by Isabel Allende
  - 2) “Redondillas” by Sor Juana Inés de la Cruz
  - 3) “La que comprende” by Alfonsina Storni
  - 4) “¿Discriminación o simplemente tradición?” by María-Nieves Castillo de Hill
- l. discuss some of these short stories of fantasy and imagination:
- 1) “El leve Pedro” by Enrique Anderson Imbert
  - 2) “Un fantasma persistente” Anonymous
  - 3) “Borges y yo” by Jorge Luis Borges
  - 4) “Continuidad de los parques” by Julio Cortázar
  - 5) “La señorita Julia” by Ana Cortesi-Jarvis
- m. discuss some of these short stories of inspiration and hope:
- 1) “Hoy he nacido” by Amado Nervo
  - 2) “Llévalo de amor” by Amado Nervo
  - 3) “El obrero” by Alfonsina Storni
  - 4) “Rima VII” by Gustavo Adolfo Bécquer
  - 5) “Entrégate por entero” by Rafael Arévalo Martínez
  - 6) “Camina siempre adelante” by Alberto Cortez
  - 7) “Anoche cuando dormía” by Antonio Machado
- n. Grammar
- use the present tense
  - use possessive adjectives and pronouns
  - use correct noun-adjective agreement
  - use demonstrative adjectives and pronouns
  - use special conjunctions
  - use reflective verbs
  - use direct and indirect commands

- use “ser” and “estar” correctly
- use the present participle
- use the present subjunctive
- use the passive voice
- use the personal “a”
- use the preterite tense
- use the preterite tense vs. imperfect tense
- use “por” and “para”
- use the perfect tenses
- use the future tense
- use the conditional tense
- use “saber” and “conocer” correctly
- use “estar” with the past participle
- use the imperfect subjunctive
- use the past perfect subjunctive
- use “mas,” “pero” and “sino”
- use object pronouns
- use “if” clauses
- use comparatives
- use negative words
- use relative pronouns
- forms adverbs
- use ordinal numbers
- idiomatic expressions/proverbs
- uses of infinitive
- rules of accent marks

### **Workplace Readiness**

As the students’ progress through the course, their communicative competence will increase. They will be able to use Spanish both within and beyond the school setting. They will also be able to use Spanish as an ancillary skill in the workplace.

### **Career**

During the sequence of the Spanish program, the importance of the language is discussed in terms of career opportunities. The students will become aware of careers in business, education, international political affairs, translation and interpretation.

### **Student Outcomes:**

This course will address the three modes of communication: Interpretive, interpersonal and presentational.

Through these modes students will be able to:

- Demonstrate understanding in spoken and written communication within appropriate cultural contexts. At the Spanish 4 Honors level students will look to move beyond comprehension and begin to interpret in the target language.
- Engage in direct oral/and or written communication with others.
- Present orally and/or in writing information, concepts, and ideas to an audience of listeners or readers with no immediate interaction.

Students will also develop:

- Knowledge of vocabulary

- Sociolinguistic knowledge
- Understanding of cultural appropriateness
- Grasp communication strategies
- Develop a cultural awareness

## ***New Jersey Student Learning Standards***

### ***CAREER READY PRACTICES***

#### ***CRP1 Act as a responsible and contributing citizen and employee.***

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

#### ***CRP2 Apply appropriate academic and technical skills.***

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

#### ***CRP4 Communicate clearly and effectively and with reason.***

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

#### ***CRP5. Consider the environmental, social and economic impacts of decisions.***

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

#### ***CRP6. Demonstrate creativity and innovation.***

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

#### ***CRP7. Employ valid and reliable research strategies.***

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

#### ***CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.***

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing

solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

***CRP9. Model integrity, ethical leadership and effective management.***

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

***CRP10. Plan education and career paths aligned to personal goals.***

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

***CRP11. Use technology to enhance productivity.***

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

***CRP12. Work productively in teams while using cultural global competence.***

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

## ***TECHNOLOGY***

**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.

***Strand B. Creativity and Innovation***

8.1.12.B.1 Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

***Strand C. Communication and Collaboration***

8.1.12.C.1 Develop an innovative solution to a real-world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

***Strand D. Digital Citizenship***

8.1.12.D.4 Research and understand the positive and negative impact of one's digital footprint.

***Strand E. Research and Information Fluency***

8.1.12.E.1 Produce a position statement about a real-world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

**8.2 Technology Education, Engineering, and Design:** All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

***Strand D. Abilities for a Technological World***

8.2.12.D.4 Assess the impacts of emerging technologies on developing countries.

### **21ST CENTURY LIFE AND CAREERS**

#### **Standard 9.1 Personal Financial Literacy**

##### ***Strand A. Income and Careers:***

9.1.12.A.8 Analyze different forms of currency and how currency is used to exchange goods and services

#### **Standard 9.2 Career Awareness, Exploration, And Preparation**

##### ***Strand C. Career Preparation:***

9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

### **NEW JERSEY STUDENT LEARNING STANDARDS FOR WORLD LANGUAGES (2014)**

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

### **III. Proficiency Levels**

The American Council on the Teaching of Foreign Languages (ACTFL) has developed the following generic guidelines for language proficiency in speaking, listening, reading and writing. The descriptions are intended to be representative of the ranges of ability, not exhaustive and all encompassing, and to apply to stages of proficiency, rather than to achievement within a specific curriculum.

**Speaking**

## 1. Novice

The Novice level is characterized by an ability to communicate minimally with learned material.

## 2. Novice-Low

Oral production consists of isolated words and perhaps a few high-frequency phrases. Essentially no functional communicative ability.

## 3. Novice-Mid

Oral production continues to consist of isolated words and learned phrases within very predictable areas of need, although quantity is increased. Vocabulary is sufficient only for handling simple, elementary needs and expressing basic courtesies. Utterances rarely consist of more than two or three words and show frequent long pauses and repetition of interlocutor's words. Speaker may have some difficulty producing even the simplest utterances. Some Novice-Mid speakers will be understood only with great difficulty.

## 4. Novice-High

Able to satisfy partially the requirements of basic communicative exchanges by relying heavily on learned utterances but occasionally expanding these through simple re-combinations of their elements. Can ask questions or make statements involving learned material. Shows signs of spontaneity, although this falls short of real autonomy of expression. Speech continues to consist of learned utterances rather than of personalized, situationally adapted ones. Vocabulary centers on areas such as basic objects, places, and most common kinship terms. Pronunciation may still be strongly influenced by first language. Errors are frequent and, in spite of repetition, some Novice-High speakers will have difficulty being understood even by sympathetic interlocutors.

## 5. Intermediate

The Intermediate level is characterized by an ability to create with the language by combining and recombining learned elements, though primarily a reactive mode; initiate, minimally sustain, and close in a simple way basic communicative tasks; and ask and answer questions.

## 6. Intermediate-Low

Able to handle successfully a limited number of interactive, task-oriented and social situations. Can ask and answer questions, initiate and respond to simple statements, and maintain face-to-face conversation, although in a highly restricted manner and with much linguistic inaccuracy. Within these limitations can perform such tasks as introducing self, ordering a meal, asking directions, and making purchases. Vocabulary is adequate to express only the most elementary needs. Strong interference from native language may occur.

Misunderstandings frequently arise, but with repetition, the Intermediate-Low speaker can generally be understood by sympathetic interlocutors.

## 7. Intermediate-Mid

Able to handle successfully a variety of uncomplicated, basic and communicative task and social situations. Can talk simply about self and family members. Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs: e.g., personal history and leisure-time activities. Utterance length increases slightly, but speech may continue to be characterized by frequent long pauses, since the smooth incorporation of even basic conversational strategies is often hindered as the speaker struggles to create appropriate language forms. Pronunciation may continue to be strongly influenced by first language and fluency may still be strained. Although misunderstandings still arise, the Intermediate-Mid speaker can generally be understood by sympathetic interlocutors.

## 8. Intermediate-High

Able to handle successfully most uncomplicated communicative tasks and social situations. Can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. Limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly for simple

narrative and/or description. The Intermediate-High speaker can generally be understood even by interlocutors not accustomed to dealing with speaking at this level, but repetition may still be required.

### **Listening**

These guidelines assume that all listening tasks take place in an authentic environment at a normal rate of speech using standard or near-standard norms.

#### 1. Novice-Low

Understanding is limited to occasional isolated words, such as cognates, borrowed words, and high-frequency social conventions. Essentially no ability to comprehend even short utterances.

#### 2. Novice-Mid

Able to understand some short, learned utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends some words and phrases from simple questions, statements, high-frequency commands, and courtesy formulae about topics that refer to basic personal information or the immediate physical setting. The listener requires long pauses for assimilation and periodically requests repetition and/or a slower rate of speech.

#### 3. Novice-High

Able to understand short, learned utterances and some sentence-length utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends words and phrases from simple questions, statements, high-frequency commands, and courtesy formulae. May require repetition, rephrasing, and/or a slowed rate of speech for comprehension.

#### 4. Intermediate-Low

Able to understand sentence-length utterances which consist of re-combinations of learned elements in a limited number of content areas, particularly if strongly supported by the situational context. Content refers to basic personal background and needs, social conventions, and routine tasks, such as getting meals and receiving simple instructions and directions. Listening tasks pertain primarily to spontaneous face-to-face conversations. Understanding is often uneven; repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently.

#### 5. Intermediate-Mid

Able to understand sentence-length utterances which consist of re-combinations of learned utterances on a variety of topics. Content continues to refer primarily to basic personal background and needs, social conventions, and somewhat more complex tasks, such as lodging, transportation, and shopping. Additional content areas include some personal interests and activities, and a greater diversity of instructions and directions. Listening tasks not only pertain to spontaneous face-to-face conversations but also to short routine telephone conversations and some deliberate speech, such as simple announcements and reports over the media. Understanding continues to be uneven.

#### 6. Intermediate-High

Able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details. Thus, while topics do not differ significantly from those of an Advanced-level listener, comprehension is less in quantity and poorer in quality.

### **Reading**

These guidelines assume all reading texts to be authentic and legible.

#### 1. Novice-Low

Able occasionally to identify isolated words and/or major phrases when strongly supported by context.

#### 2. Novice-Mid

Able to recognize the symbols of an alphabetic and/or syllabic writing system and/or a limited number of characters in a system that uses characters. The reader can identify an increasing number of highly

contextualized words and/or phrases including cognates and borrowed words, where appropriate. Material understood rarely exceeds a single phrase at a time, and rereading may be required.

### 3. Novice-High

Has sufficient control of the writing system to interpret written language in areas of practical need. Where vocabulary has been learned, can read for instructional and directional purposes standardized messages, phrases, or expressions, such as some items on menus, schedules, timetables, maps, and signs. At times, but not on a consistent basis, the Novice-High-level reader may be able to derive meaning from material at a slightly higher level where context and/or extra-linguistic background knowledge are supportive.

### 4. Intermediate -Low

Able to understand main ideas and/or some facts from the simplest connected texts dealing with basic personal and social needs. Such texts are linguistically noncomplex and have a clear underlying internal structure, for example, chronological sequencing. They impart basic information about which the reader has to make only minimal suppositions or to which the reader brings personal interest and/or knowledge. Examples include messages with social purposes or information for the widest possible audience, such as public announcements and short, straightforward instructions dealing with public life. Some misunderstandings will occur.

### 5. Intermediate-Mid

Able to read consistently with increased understanding simple connected texts dealing with a variety of basic and social needs. Such texts are still linguistically noncomplex and have a clear underlying internal structure. They impart basic information about which the reader has to make minimal suppositions and to which the reader brings personal interest and/or knowledge. Examples may include short, straightforward descriptions of persons, places, and things written for a wide audience.

### 6. Intermediate-High

Able to read consistently with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Can get some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent. May have to read material several times for understanding.

## **Writing**

### 1. Novice-Low

Able to form some letters in an alphabetic system. In languages whose writing systems use syllabaries or characters, writer is able to copy and produce the basic strokes. Can produce romanization of isolated characters, where applicable.

### 2. Novice-Mid

Able to copy or transcribe familiar words or phrases and reproduce some from memory. No practical communicative writing skills.

### 3. Novice-High

Able to write simple fixed expressions and limited memorized material and some re-combinations thereof. Can supply information on simple forms and documents. Can write names, numbers, dates, own nationality, and other simple autobiographical information, as well as some short phrases and simple lists. Can write all the symbols in an alphabetic or syllabic system or 50-100 characters or compounds in a character writing system. Spelling and representation of symbols (letters, syllables, characters) may be partially correct.

### 4. Intermediate-Low

Able to meet limited practical writing needs. Can write short messages, postcards, and take down simple notes, such as telephone messages. Can create statements or questions within the scope of limited language experience. Material produced consists of re-combinations of learned vocabulary and structures into simple

sentences on very familiar topics. Language is inadequate to express in writing anything but elementary needs. Frequent errors in grammar, vocabulary, punctuation, spelling, and in formation of non-alphabetic symbols, but writing can be understood by natives used to the writing of non-natives.

#### 5. Intermediate-Mid

Able to meet a number of practical writing needs. Can write short, simple letters. Content involves personal preferences, daily routine, everyday events, and other topics grounded in personal experience. Can express present time or at least one other time frame or aspect consistently, e.g., non-past, habitual, imperfective. Evidence of control of the syntax of noncomplex sentences and basic inflectional morphology, such as declensions and conjugation. Writing tends to be a loose collection of sentences or sentence fragments on a given topic and provides little evidence of conscious organization. Can be understood by natives used to the writing of non-natives.

#### 6. Intermediate-High

Able to meet most practical writing needs and limited social demands. Can take notes in some detail on familiar topics and respond in writing to personal questions. Can write simple letters, brief synopses and paraphrases, summaries of biographical data, work and school experience. In those languages relying primarily on content words and time expressions to express time, tense, or aspect, some precision is displayed; where tense and/or aspect is expressed through verbal inflection, forms are produced rather consistently, but not always accurately. An ability to describe and narrate in paragraphs is emerging. Rarely uses basic cohesive elements, such as pronominal substitutions or synonyms in written discourse. Writing, though faulty, is generally comprehensible to natives used to the writing of non-natives.

## IV. Methods of Assessment

### *Student Assessment*

Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:

- Proficiency Assessment- The emphasis is on performances, what students can do with the language and to what extent they can transfer the language into real-life settings.
- Achievement Assessment- It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.
- Pro-achievement Assessment- It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.
- One-on-one assessment
- Group assessment
- Portfolio assessment
- Peer assessment
- Self-assessment
- Project-Based Assessments
- Benchmark Assessments
- Listening Comprehension
- Test and Quizzes
- Oral presentations
- Research projects

### *Curriculum/Teacher Assessment*

Since curriculum development is an on-going process, the teachers will provide the World Language Department supervisor with suggestions for changes and updates as this course requires.

## V. Grouping

The students in this course are heterogeneously grouped according to grade level.

## VI. Articulation/Scope & Sequence/Time Frame

This is a fourth level of Spanish at the high school. It is a full-year course.

## VII. Resources

### ***Texts/Supplemental Reading/References***

- Glencoe Spanish: Galería de arte y vida, Margaret Adey, Louis Albin, Glencoe McGraw-Hill (2004)
- Speakers may be invited to address the classes on cultural topics.
- American Council on the Teaching of Foreign Languages, (1999) Standards for Foreign Language Learning; Preparing for the 21st Century. Yonkers, NY: ACTFL
- Various text and supplemental reading
- web-based review programs and games such as Kahoot, Quizlet, Google Voice, the studystack.com, conjuguemos.com, the studyspanish.com
- New Jersey State Department of Education, (1999) World Language Curriculum Framework, Trenton, NJ.
- Rutherford High School online data-base and internet resources
- Maps, DVD's, and other authentic resources
- Various magazines and current event focused websites such as: *McGraw Hill eScape, El diario, CNN en español*

## VIII. Suggested Activities

- Modeling utterances after the teacher, audio activities and singing
- Interpretation and description of pictures, cartoons, etc.
- Asking and answering questions
- Directed dialogues
- Reading aloud
- Retelling stories
- General conversation
- Listening to the teacher and peers
- Listening and/or viewing authentic audio such as television, songs, radio, etc.
- Web-based activities
- Reading poems and stories
- Oral presentations
- Research projects
- Write and perform skits
- Current events
- Vocabulary flash cards
- Online textbook exercises
- Trivia games and puzzles
- Sentence and paragraph completions and construction
- Guided compositions
- Dictations
- Watch cultural films
- Geography lessons and map activities

- Field trips determined by the teacher
- Technology based projects
- Integrating career studies into world language topics being studied.

## IX. Methodologies

Realizing that each student has a unique way of learning, it is important to vary teaching methods. Listed below are several different methods, which may be used in combination.

- Inductive Approach- A strategy that enables classroom instruction to be conducted in the target language, an inductive approach to grammar teaches concrete vocabulary through pictures and objects, while abstract vocabulary is taught by association of ideas.
- Natural Approach- A strategy that promotes communicative proficiency by providing real-world, authentic experiences and language experiences within meaningful contexts.
- Password/Language Ladders- A strategy in which students learn to speak sentences or phrases (“passwords”) that are associated with desired activities.
- Gouin Series- A strategy in which students learn to use short sentences or phrases to describe a logical sequence of actions that take place in a specific context that is familiar to the student.
- Dialogue Journals- A strategy in which students use journals as a way to hold private conversations in the target language with the teacher. Dialogue journals are vehicles for sharing ideas and receiving feedback in the target language. The dialogue can be conducted by e-mail where it is available.
- Total Physical Response (TPR)- A strategy in which students respond with physical activity to an increasingly complex set of commands. The students’ response of physical activity signals their comprehension of the command. This is ideally suited for beginning foreign language students, but can be adopted and made more complex for higher-level students.
- TPR Story Telling- Based on the Natural approach, TPR Storytelling combines the effectiveness of TPR with the power of story-telling. TPR Storytelling teaches students to use the vocabulary they have learned in the context of entertaining, content-rich stories. Language production goes beyond the imperative into the narrative and descriptive modes.
- Interviews- A strategy for gathering information and reporting.
- Cloze- Open-ended strategy in which a selected word or phrase is eliminated from a written or oral sentence or paragraph.
- Continuums- A strategy used to indicate the relationship among words or phrases.
- Interactive Language Tasks- A strategy in which at least two students work together to accomplish a meaningful target language activity.
- Cultural Presentations- A strategy for creating an exhibit that is focused on aspects of the target culture.
- The Learning Cycle- A sequence of lessons designed to have students engage in exploratory investigations, construct language and compare culture concepts to their own lives.
- Read and Retell- An all-purpose strategy that involves students retelling a passage in the target language as they remember it.
- Literature, History and Storytelling- A strategy in which the culture and history of another country is brought to life through literature, folktales, and folk songs.
- Cooperative Learning- A strategy in which students work together in small groups to achieve a common goal, while communicating in the target language. Cooperative learning involves more than simply putting students into work or study groups. Teachers promote individual responsibility and positive group interdependence by making sure that each group member is responsible for a given task. Cooperative learning can be enhanced when group members have diverse abilities and backgrounds.
- Brainstorming- A strategy for eliciting ideas from a group and communicating them in the target language in oral or written form.

- Problem Solving- A learning strategy in which students apply knowledge to solve problems.
- Reflective Thinking- A strategy in which students reflect on what was learned after a lesson is finished, either orally or in written form.
- Field Experience- A planned learning experience for students to observe, study, and participate in expressions of the target culture (s) in a setting off the school grounds, using the community as a laboratory.
- Free Writing- A strategy for encouraging students to express ideas by writing in the target language.
- Free Reading- A strategy for encouraging students to read in the target language.

## **X. Interdisciplinary Connections**

As the students' progress through the levels of the Spanish program so, too, will the interdisciplinary content progress. They will gain an insight that the study of Spanish offers much to their overall education.

Some suggestions for content-based topics that may be used:

- Art
  - Draw with various media
  - Observe art work
- Language Arts
  - Follow a one-step oral direction
  - Compare and contrast language
  - Recall presented materials
  - Listen for a variety of purposes
  - Activate prior knowledge
  - Listen to various forms of music
  - Describe objects/pictures
  - Communicate in complete sentences
  - Obtain information by asking questions
  - Participate in various forms of oral communication
  - Interact verbally in informal situations
  - Make introductions
  - Read and respond to different types of literature
  - State purpose for listening to a story
  - Expand vocabulary
  - Recall sequence of events
  - Identify/restate details
- Mathematics
  - Reason, connect mathematical understandings
  - Observe/compare by measurable attributes
  - Count objects
  - Represent quantities
  - Model number composition
- Music
  - Sing songs in a limited range
  - Perform a repertoire of songs
- Reading
  - Identify the main character (s)
  - Describe the main character (s)
  - Identify the plot
  - Identify the outcome of the story

- Science
  - Observe weather conditions
  - Explore the effects of weather
- Social Studies
  - Recognize similarities between self and others
  - Describe personal feelings
  - Demonstrate the relationship of feelings to actions
  - Demonstrate an understanding of the concept of rule
  - Demonstrate courteous behavior when interacting
  - Apply appropriate personal decision-making skills
  - Recognize the importance of each individual to the group
  - Evaluate the consequences of decisions
  - Define the Earth as being made up of land and water
  - Be introduced to other people and places
  - Recognize human needs
  - Define family in various ways
  - State how people are more alike than different

## **XI. Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, English Language Learners, and Gifted & Talented Students**

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

### *Differentiation for Support (ELL, Special Education, Students at Risk)*

- Allotted time for activities and responses
- Authentic assessments
- Chunking of material
- Crossword puzzle
- Extra time
- Graphic organizers
- Guided questions and note taking
- Interactive conversations
- Internet games: Kahoot, Quizlet
- Mini lessons for extra support
- Modification of content and student products
- Modified assessments
- Multi-media approach to accommodate various learning styles
- Oral and written assignments
- Outline for writing assessments
- Partner/group presentation
- Peer editing/reviewing

- Pinpointing essential vocabulary
- Recommended outside readings
- Rephrase questions, directions, and explanations
- Reword Essential Question to create a student-centered idea
- Scaffolding: cooperative learning groups
- Sentence completion exercises
- Small group instruction
- Supplemental material
- Teacher notes/peer notes available upon request.
- Use of assisted technology
- Use of prompts
- Use of review exercises available online
- Use of visual and multi-sensory formats
- Various organizers
- Verbal portraits

#### *Differentiation for Enrichment*

- Add detail to support opinions
- Adjusting the pace of lessons
- Alternate reading and response options
- Compacting of material based on mastery level
- Critical/Analytical thinking tasks
- Dialogues
- Elevated discussions of textual connections
- Elevated vocabulary
- Exemplars of varying levels
- Guided practice
- Higher-order thinking skills
- Independent study
- Individual and group presentation
- Inquiry-based instruction
- Interest-based content
- Internet research
- Multi-intelligence options
- Multiple levels of questions
- Provide choices of modes working
- Provide extension activities
- Real-world problems and scenarios
- Recommended outside readings
- Student driven projects
- Supplemental material
- Varied work option

## **XII. Professional Development**

The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

### XIII. Curriculum Map/Pacing Guide

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p><b>Unit 1</b></p> <ul style="list-style-type: none"> <li>• Literature used to develop cultural knowledge and reading comprehension. Selections on:               <ul style="list-style-type: none"> <li>El Arte (Art):                   <ul style="list-style-type: none"> <li>➤ El Greco</li> <li>➤ Velazquez</li> <li>➤ Goya</li> <li>➤ Picasso</li> <li>➤ Dalí</li> <li>➤ Frida Kahlo</li> </ul> </li> </ul> </li> <li>• <b>Vocabulary</b> on each reading selection:               <ul style="list-style-type: none"> <li>➤ infer the meaning of words in context</li> </ul> </li> <li>• <b>Grammar:</b> <ul style="list-style-type: none"> <li>➤ Agreement of number and gender of nouns and adjectives</li> <li>➤ Present tense of regular and irregular verbs</li> <li>➤ Possessive adjectives</li> <li>➤ Demonstratives</li> </ul> </li> </ul>	4 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>• Allotted time for activities and responses</li> <li>• Graphic organizers</li> <li>• Partner/group presentation</li> <li>• Small group instruction</li> <li>• Multi-media approach to accommodate various learning styles</li> <li>• Use of visual and multi-sensory formats</li> <li>• Modified assessments</li> <li>• Extra time</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>• Multiple levels of questions</li> <li>• Inquiry-based instruction</li> <li>• Internet research</li> <li>• Interest-based content</li> <li>• Recommended outside readings</li> <li>• Provide choices of modes working</li> <li>• Individual and group presentation</li> </ul>	7.1 IM.A 1 - 5 7.1 IM.B 1 - 5 7.1 IM.C 3 – 5 9.2.12.C.5 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.D.4 CRP1,2,4,5,6,7,8 9,10,11,12	<p><i>Formative Assessments:</i></p> <ul style="list-style-type: none"> <li>• Classwork</li> <li>• Class discussions</li> <li>• Homework</li> <li>• Group and Cooperative Work</li> <li>• Research information on artists</li> <li>• Reading selections and discussions on artists (Galería Chapter 1)</li> <li>• Studyspanish.com (for grammar)</li> <li>• Grammar Review packets</li> </ul> <p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> <li>• Project: Oral presentation on artists (50/50) Group: research and planning on artist assigned to group Individual: oral presentation</li> <li>• Test on El Arte</li> <li>• Quizzes: Questions based on oral presentations for each group.</li> <li>• Vocabulary: List of vocabulary created by each group on artists reading material.</li> <li>• Grammar: Present tenses- regular and irregular conjugations</li> </ul>

<p>adjectives and pronouns ➤ Conjunctions</p>				
<p><b>Unit 2</b></p> <ul style="list-style-type: none"> <li>Literature used to develop cultural knowledge and reading comprehension. Selections on: Indigenous cultures and literature</li> <li><b>Vocabulary</b> on each reading selection:             <ul style="list-style-type: none"> <li>➤ meaning of words in context</li> <li>➤ synonyms and antonyms</li> <li>➤ Proverbs/ Idiomatic expressions</li> <li>➤ Selective vocabulary on different topics to create conversational skits</li> </ul> </li> <li>Writing: Essay</li> <li><b>Grammar:</b> <ul style="list-style-type: none"> <li>➤ Ser vs. Estar</li> <li>➤ Saber vs. conocer</li> <li>➤ Preterit</li> <li>➤ Imperfect</li> <li>➤ Future</li> <li>➤ Conditional</li> <li>➤ Personal “a”</li> <li>➤ Proverbs/ popular sayings</li> </ul> </li> </ul>	<p>5 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>Rephrase questions, directions, and explanations</li> <li>Teacher notes/peer notes available upon request.</li> <li>Guided questions and note taking</li> <li>Chunking of material</li> <li>Modified assessments</li> <li>Pinpointing essential vocabulary</li> <li>Use of review exercises available online, including Quizlet.com</li> <li>Extra time</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>Higher-order thinking skills</li> <li>Supplemental material</li> <li>Add detail to support opinions</li> <li>Internet research</li> <li>Inquiry-based instruction</li> <li>Independent study</li> <li>Provide choices of modes working</li> <li>Dialogues</li> </ul>	<p>7.1 IM.A 1 - 5 7.1 IM.B 1 - 5 7.1 IM.C 3 – 5 9.2.12.C.5 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.D.4 CRP1,2,4,5,6,7,8 9,10,11,12</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> <li>Classwork and homework</li> <li>Create Quizlet activities for vocabulary and grammar</li> <li>Essays: recall sequence of tenses and vocabulary</li> <li>Emails: respond to emails</li> <li>Sentence completion exercises</li> <li>Classroom discussion on: Reading selections from “Leyendas Latinoamericanas” book</li> <li>Reading selections from Galeria textbook: Chapter 4 - La Yaqui hermosa Chapter 5 - El lago encantado Chapter 6 – El abanico</li> </ul> <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> <li>Project: Indigenous cultures/traditions: In groups, research indigenous group given and prepare an oral presentation</li> <li>Dialogues: Skits – Topic given in class Choice of video recorded or live</li> <li>Essays: Choice from list on various topics</li> <li>Quizzes: Vocabulary for each reading selection, Grammar for preterit and imperfect tenses, Grammar for future and conditional</li> <li>Test on reading comprehension and</li> </ul>

				vocabulary
<p><b>Unit 3</b></p> <ul style="list-style-type: none"> <li>• Literature used to develop culture and reading comprehension. Selections on: Humor and sarcasm In literature.</li> <li>• <b>Vocabulary</b> on each reading selection: <ul style="list-style-type: none"> <li>➤ meaning of words in context.</li> <li>➤ Idioms</li> </ul> </li> <li>• <b>Grammar:</b> <ul style="list-style-type: none"> <li>➤ Reflexive verbs</li> <li>➤ Por and Para</li> <li>➤ Direct Object Pronouns</li> <li>➤ Indirect object pronouns</li> <li>➤ Progressive tenses</li> <li>➤ Perfect tenses</li> </ul> </li> </ul>	4 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>• Modified assessments</li> <li>• Extra time</li> <li>• Various organizers</li> <li>• Internet game: Kahoot, Quizlet</li> <li>• Scaffolding: cooperative learning groups</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>• Multiple levels of questions</li> <li>• Provide choices of modes working</li> <li>• Compacting of material based on mastery level</li> <li>• Exemplars of varying levels</li> <li>• Independent study</li> <li>• Elevated Vocabulary</li> <li>• Multi-intelligence options</li> </ul>	<p>7.1 IM.A 1 - 5 7.1 IM.B 1 - 5 7.1 IM.C 3 – 5 9.2.12.C.5 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.D.4 CRP1,2,4,5,6,7,8 9,10,11,12</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> <li>• Classwork</li> <li>• Homework</li> <li>• Complete organizers for reading comprehension</li> <li>• Grammar Packet</li> <li>• Kahoot game for review of vocabulary and short stories</li> <li>• Reading selections from “Leyendas Latinoamericanas” book</li> <li>• Group work: In groups, read and discuss stories. (groups should be made up of various levels)</li> <li>• Reading selections from Galeria textbook: Chapter 2 - El gato de Sevres Chapter 5 – La camisa de Margarita El lago encantado</li> <li>• Hyperdoc: Grammar activities and information on culture (ceramics from “El gato de Sevres” and about Peru from “La camisa de Margarita”)</li> </ul> <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> <li>• Tests: Reading comprehension and vocabulary (students will choose 2 of the stories read in class)</li> <li>• Quizzes: Google forms: vocabulary from reading selections</li> <li>• Q1 Benchmark: Reading comprehension and vocabulary in context.</li> </ul> <p>Grammar: General knowledge: present, past</p>

				future, conditional, reflexive verbs and uses of por/ para
<p><b>Unit 4</b></p> <ul style="list-style-type: none"> <li>• Culture and Reading comprehension selections on: <ul style="list-style-type: none"> <li>➤ values and traditions</li> <li>➤ Celebrations</li> </ul> </li> <li>• Speaking/ Listening skills</li> <li>• <b>Vocabulary</b> on each reading selection: <ul style="list-style-type: none"> <li>➤ infer the meaning of words in context</li> <li>➤ Selective vocabulary on different topics to create conversational skits.</li> </ul> </li> <li>• <b>Grammar:</b> <ul style="list-style-type: none"> <li>➤ Negative and positive words</li> <li>➤ Idioms/ proverbs</li> <li>➤ Comparatives</li> <li>➤ False cognates</li> <li>➤ Homophones</li> </ul> </li> </ul>	3 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>• Modified assessments</li> <li>• Extra time</li> <li>• Interest-based content</li> <li>• Mini lessons for extra support</li> <li>• Interactive conversations</li> <li>• Use of assisted technology</li> <li>• Use of prompts</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>• Internet research</li> <li>• Create and perform dialogue</li> <li>• Curriculum compacting: use idioms and proverbs and verb tenses previously learned in dialogues</li> <li>• Supplemental material</li> <li>• Recommended outside readings</li> <li>• Inquiry-based instruction</li> </ul>	<p>7.1 IM.A 1 - 5 7.1 IM.B 1 - 5 7.1 IM.C 3 – 5 9.2.12.C.5 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.D.4 CRP1,2,4,5,6,7,8 9,10,11,12</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> <li>• Classwork and homework</li> <li>• Grammar packet</li> <li>• Students will create vocabulary activities using Studystack.com</li> <li>• Quizlet/online activities on grammar</li> <li>• Reading selections from “Leyendas Latinoamericanas” book</li> <li>• Reading selections from Galeria textbook: <ul style="list-style-type: none"> <li>Chapter 9 – La Cita</li> </ul> </li> <li>• Research traditions followed in Spanish speaking countries.</li> <li>• Organize information on celebrations and compare and contrast celebration in US and Spanish speaking country for 2 minute oral presentation</li> <li>• In pairs: create a dialogue about traditions. Follow prompt given.</li> </ul> <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> <li>• Project: Dialogues: Skits – Topic to be given in class <ul style="list-style-type: none"> <li>Choice of video recorded or live</li> </ul> </li> <li>• Individual Oral presentation; Use Google voice to give a 2 minute oral presentation on a celebration</li> <li>• Test: Reading and writing</li> <li>• Quiz: vocabulary on short story “La cita”</li> <li>• Quiz; La Cita- Reading comprehension</li> </ul>

				and grammar in cbt7ext
<p><b>Unit 5</b></p> <ul style="list-style-type: none"> <li>• Culture and Reading comprehension selections on: Immigration</li> <li>• Speaking and Listening skills</li> <li>• <b>Vocabulary</b> on each reading selection: <ul style="list-style-type: none"> <li>➤ infer the meaning of words in context</li> </ul> </li> <li>• <b>Grammar:</b> <ul style="list-style-type: none"> <li>➤ Commands</li> <li>➤ Present subjunctive</li> <li>➤ Passive voice</li> </ul> </li> </ul>	5 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>• Extra time</li> <li>• Modified homework assignments</li> <li>• Outline for writing assessments</li> <li>• Oral and written assignments</li> <li>• Peer editing/reviewing</li> <li>• Re-phrase questions, directions, and explanations</li> <li>• Use of prompts</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>• Independent study</li> <li>• Real-world problems and scenarios</li> <li>• Critical/Analytical thinking tasks</li> <li>• Internet research</li> <li>• Inquiry-based instruction</li> <li>• Elevated discussions of textual connections</li> </ul>	<p>7.1 IM.A 1 - 5 7.1 IM.B 1 - 5 7.1 IM.C 3 – 5 9.2.12.C.5 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.D.4 CRP1,2,4,5,6,7,8 9,10,11,12</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> <li>• Classwork</li> <li>• Homework</li> <li>• Grammar Packet</li> <li>• Research information on immigration: <ul style="list-style-type: none"> <li>➤ “Los niños de la frontera” – children that come to the USA by themselves</li> <li>➤ “La bestia” – the trains people use to arrive to the USA from Mexico</li> <li>➤ Immigrants from Cuba (reasons and different time periods)</li> <li>➤ Compare and contrast information from research to the movies seen in class.</li> </ul> </li> <li>• Watch and discuss movies on immigration: <ul style="list-style-type: none"> <li>➤ La misma luna (Mexico)</li> <li>➤ For love or country (Cuba)</li> </ul> </li> </ul> <p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> <li>• Project on immigration: <ul style="list-style-type: none"> <li>➤ In groups of 4: Two student will present “Los niños de la frontera” and the other two, will present “La Bestia”</li> <li>➤ In groups of 2: project on Cuba</li> </ul> </li> <li>• Grammar quizzes (2): <ul style="list-style-type: none"> <li>➤ Commands and present subjunctive</li> <li>➤ Passive Voice</li> </ul> </li> <li>• Q2 Benchmark: <ul style="list-style-type: none"> <li>➤ Writing skills</li> <li>➤ Reading comprehension</li> <li>➤ Negative/ positive words</li> </ul> </li> </ul>

				<ul style="list-style-type: none"> <li>➤ Progressive tenses</li> <li>➤ Perfect tenses</li> </ul>
<p><b>Unit 6</b></p> <ul style="list-style-type: none"> <li>• Culture and Reading comprehension selections on: <ul style="list-style-type: none"> <li>➤ National heroes</li> <li>➤ Famous people</li> <li>➤ Geography and celebrations</li> <li>➤ Tourist attractions</li> <li>➤ Music</li> </ul> </li> <li>• <b>Vocabulary</b> on each reading selection: <ul style="list-style-type: none"> <li>➤ infer the meaning of words in context</li> <li>➤ analyze lyrics in song</li> </ul> </li> <li>• <b>Grammar:</b> <ul style="list-style-type: none"> <li>➤ Pluperfect subjunctive</li> <li>➤ Subjunctive vs. Indicative</li> </ul> </li> </ul>	5 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>• Modified assessments</li> <li>• Extra time</li> <li>• Pinpointing essential vocabulary</li> <li>• Oral and written assignments</li> <li>• Guided notes</li> <li>• Authentic assessments</li> <li>• Peer editing/reviewing</li> <li>• Grammar activities on studyspanish.com &amp; conjugemos.com</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>• Individual presentation</li> <li>• Inquiry-based instruction</li> <li>• Independent study</li> <li>• Interest-based content</li> <li>• Student-driven projects</li> <li>• Real-world problems and scenarios</li> <li>• Internet research</li> </ul>	7.1 IM.A 1 - 5 7.1 IM.B 1 - 5 7.1 IM.C 2 – 5 9.1.12.A.8 9.2.12.C.5 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.D.4 CRP1,2,4,5,6,7,8 9,10,11,12	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> <li>• Classwork</li> <li>• Homework</li> <li>• Grammar packet (subjunctive)</li> <li>• Research artist, music genre and select a song</li> <li>• Analyze lyrics of song and search for images to match lyrics to create a musical video</li> <li>• Form groups with students who chose artists for their video from the same country and research country of artist chosen: <ul style="list-style-type: none"> <li>➤ Make a group Power Point and Oral Presentation about that country, their heroes, famous peoples, famous places and celebrations</li> </ul> </li> </ul> <p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> <li>• Individual Project Based Assessment: Musical video</li> <li>• Group Project Based Assessment: Musical video</li> <li>• Quizzes: <ul style="list-style-type: none"> <li>➤ Vocabulary</li> <li>➤ Grammar: Pluperfect Subjunctive and Subjunctive vs. Indicative</li> </ul> </li> </ul>
<p><b>Unit 7</b></p> <ul style="list-style-type: none"> <li>• Culture and Reading</li> </ul>	4 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>• Modified assessments</li> </ul>	7.1 IM.A 1 - 5 7.1 IM.B 1 - 5	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> <li>• Classwork</li> </ul>

<p>comprehension selections on:</p> <ul style="list-style-type: none"> <li>➤ Poetry,</li> <li>➤ Current events</li> </ul> <ul style="list-style-type: none"> <li>• <b>Vocabulary</b> on each reading selection:             <ul style="list-style-type: none"> <li>➤ infer the meaning of words in context</li> <li>➤ Idioms</li> <li>➤ Literal meaning vs. figurative meaning in poetry</li> </ul> </li> <li>• <b>Writing:</b> essay</li> <li>• <b>Grammar:</b> <ul style="list-style-type: none"> <li>➤ Indicative vs. Subjunctive</li> <li>➤ Review and application of all tenses in the indicative and subjunctive</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Extra time</li> <li>• Sentence completion exercises</li> <li>• Internet game: Kahoot, Quizlet</li> <li>• Scaffolding</li> <li>• think-pair-share</li> <li>• cooperative learning groups</li> <li>• Guided notes</li> <li>• Graphic organizers</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>• Critical/Analytical thinking tasks</li> <li>• Higher-order thinking skills</li> <li>• Multiple levels of questions</li> <li>• Provide extension activities</li> <li>• Recommended outside readings</li> <li>• Elevated Vocabulary</li> <li>• Supplemental material</li> <li>• Individual presentation</li> </ul>	<p>7.1 IM.C 3 – 5                  9.2.12.C.5                  8.1.12.B.1                  8.1.12.C.1                  8.1.12.D.4                  8.1.12.E.1                  8.2.12.D.4                  CRP1,2,4,5,6,7,8                  9,10,11,12</p>	<ul style="list-style-type: none"> <li>• Homework</li> <li>• Jigsaw puzzle for grammar: Arrange sentences in order (subjunctive “if” clauses )</li> <li>• Quizlet activities (for vocabulary and grammar)</li> <li>• Students will create vocabulary activities using Studystack.com</li> <li>• Current events discussions: Research a current event on BBCmundo. Com or world newspapers in RHS Media Center Website. Each student will present and discuss topic on their articles</li> <li>• In groups: read and discuss poems on Galeria textbook and complete organizers:             <ul style="list-style-type: none"> <li>Chapter 10 - Redondillas</li> <li>Chapter 12 - Hoy he nacido, Llénalo de amor, Camina siempre adulate,</li> <li>Chapter 6 - Cuando un amigo se va</li> </ul> </li> <li>• Research and discuss Sor Juana Ines de La Cruz ( author of “Redondilas”</li> </ul> <p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> <li>• Tests:             <ul style="list-style-type: none"> <li>➤ Poetry</li> <li>➤ Writing skills: Essay – Grammar in context</li> </ul> </li> <li>• Quizzes:             <ul style="list-style-type: none"> <li>➤ Vocabulary</li> <li>➤ Individual Oral presentation; Use Google voice to give a 2 minute</li> </ul> </li> </ul>
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				<p>oral presentation on atopic selected in class from current events.</p> <ul style="list-style-type: none"> <li>• Q3 Benchmark:             <ul style="list-style-type: none"> <li>➤ Reading comprehension</li> <li>➤ Commands</li> <li>➤ Present subjunctive</li> <li>➤ Past subjunctive</li> </ul> </li> </ul>
<p><b>Unit 8</b></p> <ul style="list-style-type: none"> <li>• Culture and Reading comprehension selections on: Novel “La dama del alba”</li> <li>• <b>Vocabulary</b> on each reading selection:             <ul style="list-style-type: none"> <li>➤ infer the meaning of words in context</li> </ul> </li> <li>• <b>Grammar:</b> Review and use all verb tenses and grammar in writing activities</li> </ul>	<p>6 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>• Modified assessments</li> <li>• Extra time</li> <li>• Chunking of material</li> <li>• Peer editing/reviewing</li> <li>• Graphic organizers</li> <li>• Guided notes</li> <li>• Reword Essential Question to create a student-centered idea</li> <li>• Crossword puzzle</li> <li>• Verbal portraits</li> <li>• Authentic assessments</li> <li>• Modification of content and student products</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>• Multiple levels of questions</li> <li>• Adjusting the pace of lessons</li> <li>• Guided practice</li> <li>• Alternate reading and response options</li> <li>• Real-world problems and scenarios</li> <li>• Critical/Analytical thinking</li> </ul>	<p>7.1 IM.A 1 - 5 7.1 IM.B 1 - 5 7.1 IM.C 2 – 5 9.2.12.C.5 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.D.4 CRP1,2,4,5,6,7,8 9,10,11,12</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> <li>• Classwork</li> <li>• Homework</li> <li>• Crossword puzzle for vocabulary</li> <li>• In groups: read and discuss novel “La dama del alba”</li> <li>• Complete organizers</li> <li>• Compare and contrast period of time in the novel to the present</li> <li>• Debate: Pros and cons of living 17<sup>th</sup> century (period of time in the novel) and the present.</li> <li>• Create Studystack.com activities or Quizlet for vocabulary</li> </ul> <p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> <li>• Power Point presentation: summary of the novel “ La dama del alba” ( each group will be given a section of the novel to summarize )</li> <li>• Test: Grammar : Various tenses and wring skills</li> <li>• Quizzes:             <ul style="list-style-type: none"> <li>➤ Vocabulary</li> <li>➤ comprehension questions on</li> </ul> </li> </ul>

		tasks <ul style="list-style-type: none"> <li>• Group presentations</li> <li>• Elevated discussions of textual connections</li> </ul>		sections of novel
<p><b>Unit 9</b></p> <ul style="list-style-type: none"> <li>• Culture and Reading comprehension selections on:                             <ul style="list-style-type: none"> <li>➤ Short stories</li> <li>➤ Current events</li> </ul> </li> <li>• <b>Vocabulary</b> on each reading selection:                             <ul style="list-style-type: none"> <li>➤ infer the meaning of words in context</li> <li>➤ Selective vocabulary on different topics to create conversational skits.</li> <li>➤ Speaking skills</li> </ul> </li> <li>• <b>Grammar:</b> <ul style="list-style-type: none"> <li>➤ Passive voice</li> </ul> </li> </ul>	<p>5 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>• Modified assessments</li> <li>• Extra time</li> <li>• Mini lessons for extra support</li> <li>• Guided practice</li> <li>• Scaffolding of assignments</li> <li>• Chunking of material</li> <li>• Peer editing/reviewing</li> <li>• Assessment of student learning occurs at regular intervals and takes many forms. These include: completion of homework assignments, class participation</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>• Elevated Vocabulary</li> <li>• Multiple levels of questions</li> <li>• Higher-order thinking skills</li> <li>• Elevated discussions of textual connections</li> <li>• Critical/Analytical thinking tasks</li> <li>• Varied work option</li> <li>• Real-world problems and scenarios</li> </ul>	<p>7.1 IM.A 1 - 5                      7.1 IM.B 1 - 5                      7.1 IM.C 3 – 5                      9.2.12.C.5                      8.1.12.B.1                      8.1.12.C.1                      8.1.12.D.4                      8.1.12.E.1                      8.2.12.D.4                      CRP1,2,4,5,6,7,8                      9,10,11,12</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> <li>• Current events discussions:</li> <li>• Research a current event on BBCmundo. Com or world newspapers in RHS Media Center Website.</li> <li>• Writing:</li> <li>• Essays: recall sequence of tenses and vocabulary</li> <li>• Emails: respond to emails</li> <li>• Sentence completion exercises</li> <li>• Trivia Games (for general cultural knowledge)</li> <li>• Reading selections from “Leyendas Latinoamericanas” book or other teacher selected material</li> <li>• In pairs: create a dialogue about traditions. Follow prompt given.</li> <li>• Grammar packet (Passive voice )</li> </ul> <p><i>Summative Assessments:</i></p> <ul style="list-style-type: none"> <li>• Test: Reading comprehension and writing skills – Grammar in context</li> <li>• Quizzes:                             <ul style="list-style-type: none"> <li>➤ 2 minute oral presentation on Google Voice on topic given in class</li> <li>➤ Vocabulary on reading selections</li> </ul> </li> </ul> <p>❖ Q4 Benchmark:</p> <ul style="list-style-type: none"> <li>➤ Project: Conversational skit</li> </ul>

				<ul style="list-style-type: none"><li>➤ reading, writing and listening</li><li>➤ Dialogue; choice of video- taped or live</li></ul>
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