

# Verona Public School District Curriculum Overview

## Spanish IV Honors



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**Verona Public Schools Mission Statement:**

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

**Course Description:**

A content based approach to teaching advanced level Spanish. Learning activities are designed to motivate students, emphasize proficient communication, and encourage reflective thinking. The development of listening, speaking, reading, and writing skills accommodate students' different learning styles. The course stresses more complex constructions, vocabulary and the study of literature. Class activities invite discussion of social issues while reinforcing correct use of advanced grammar. The course is an integration of the communicative approach with cultural and creative projects that generate a connection with the Spanish language. Proficiency is fostered through the application of advanced grammar and vocabulary in both oral and written communication. There is an active discovery of culture using critical thinking to compare and contrast, predict and question. Special attention is also given to current events and how they affect the Spanish-speaking world. Attention to conveying ideas correctly is complimented by an awareness of cultural differences to promote global understanding. Students will be able to perform these tasks with an appropriate level of accuracy using the interpersonal, interpretive and presentational modes of communication. The course is conducted almost entirely in Spanish.

**Prerequisite(s):** Spanish III

## Standard 8: Technology Standards

<b>8.1: Educational Technology:</b> <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i>	<b>8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming:</b> <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>
<ul style="list-style-type: none"> <li>A. Technology Operations and Concepts</li> <li><b>x</b> B. Creativity and Innovation</li> <li><b>x</b> C. Communication and Collaboration</li> <li><b>x</b> D. Digital Citizenship</li> <li><b>x</b> E. Research and Information Fluency</li> <li><b>x</b> F. Critical thinking, problem solving, and decision making</li> </ul>	<ul style="list-style-type: none"> <li>A. The Nature of Technology: Creativity and Innovation</li> <li><b>x</b> B. Technology and Society</li> <li>C. Design</li> <li>D. Abilities for a Technological World</li> <li>E. Computational Thinking: Programming</li> </ul>

## SEL Competencies and Career Ready Practices

<b>Social and Emotional Learning Core Competencies:</b> <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>	<b>Career Ready Practices:</b> <i>These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</i>
<b>Self-awareness:</b> The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	<ul style="list-style-type: none"> <li><b>x</b> CRP2. Apply appropriate academic and technical skills.</li> <li>CRP9. Model integrity, ethical leadership, and effective management.</li> <li>CRP10. Plan education and career paths aligned to personal goals.</li> </ul>
<b>Self-management:</b> The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	<ul style="list-style-type: none"> <li>CRP3. Attend to personal health and financial well-being.</li> <li><b>x</b> CRP6. Demonstrate creativity and innovation.</li> <li>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>CRP11. Use technology to enhance productivity.</li> </ul>
<b>Social awareness:</b> The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	<ul style="list-style-type: none"> <li><b>x</b> CRP1. Act as a responsible and contributing citizen and employee.</li> <li>CRP9. Model integrity, ethical leadership, and effective management.</li> </ul>
<b>Relationship skills:</b> The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	<ul style="list-style-type: none"> <li>CRP4. Communicate clearly and effectively and with reason.</li> <li>CRP9. Model integrity, ethical leadership, and effective management.</li> <li>CRP12. Work productively in teams while using cultural global competence.</li> </ul>
<b>Responsible decision making:</b> The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	<ul style="list-style-type: none"> <li>CRP5. Consider the environmental, social, and economic impact of decisions.</li> <li>CRP7. Employ valid and reliable research strategies.</li> <li>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>CRP9. Model integrity, ethical leadership, and effective management.</li> </ul>

## Standard 9: 21<sup>st</sup> Century Life and Careers

<b>9.1: Personal Financial Literacy:</b> <i>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</i>	<b>9.2: Career Awareness, Exploration &amp; Preparation:</b> <i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i>	<b>9.3: Career and Technical Education:</b> <i>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</i>
<ul style="list-style-type: none"> <li>A. Income and Careers</li> <li>B. Money Management</li> <li>C. Credit and Debt Management</li> <li>D. Planning, Saving, and Investing</li> <li>E. Becoming a Critical Consumer</li> <li>F. Civic Financial Responsibility</li> <li>G. Insuring and Protecting</li> </ul>	<ul style="list-style-type: none"> <li>A. Career Awareness (K-4)</li> <li>B. Career Exploration (5-8)</li> <li>x C. Career Preparation (9-12)</li> </ul>	<ul style="list-style-type: none"> <li>A. Agriculture, Food &amp; Natural Res.</li> <li>B. Architecture &amp; Construction</li> <li>C. Arts, A/V Technology &amp; Comm.</li> <li>D. Business Management &amp; Admin.</li> <li>E. Education &amp; Training</li> <li>F. Finance</li> <li>G. Government &amp; Public Admin.</li> <li>H. Health Science</li> <li>I. Hospital &amp; Tourism</li> <li>J. Human Services</li> <li>K. Information Technology</li> <li>L. Law, Public, Safety, Corrections &amp; Security</li> <li>M. Manufacturing</li> <li>N. Marketing</li> <li>O. Science, Technology, Engineering &amp; Math</li> <li>P. Transportation, Distribution &amp; Log.</li> </ul>

## Course Materials

<b>Core Instructional Materials:</b> <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i>	<b>Differentiated Resources:</b> <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i>
<ul style="list-style-type: none"> <li>● <b>Tejidos: Wayside Publishing</b></li> <li>● <b>Abriendo Paso Gramática: Pearson</b></li> </ul>	<ul style="list-style-type: none"> <li>● QUIZLET: Web based vocabulary learning tool</li> <li>● YOU TUBE: Online video learning tool</li> <li>● BBC LANGUAGES: Web based interactive learning tool</li> <li>● STUDystack: Web based vocabulary learning tool</li> </ul>

**Unit Title / Topic: La Vida Contemporanea (Contemporary Life)**

**Unit Duration: 8 weeks**

## Stage 1: Desired Results

### Established Goals:

#### New Jersey Student Learning Standards (NJSLS) for World Languages

- 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.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.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.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.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](#).

### Transfer Goal:

Students will be able to independently use their learning to exchange and acquire...

- Information regarding topics of contemporary life including social media, education, and professional careers in the target language of Spanish.

## Meaning

### Students will understand that:

*Students will understand that:*

- Social media is a part of contemporary life and has an effect on our daily lives.
- Education and professional careers in the Spanish-speaking world are similar and also different to that of the home culture.
- Learning a second language can positively influence the career paths we choose.

### Essential Questions:

- Why do we use social networks and why are they important?
- What are advantages and disadvantages of using social networking?
- What similarities and differences are there between teens in Spain, Latin America and the United States in regards to the use of social networks?
- How are education systems in areas of the Spanish-speaking world?
- How can you choose a career that interests you and what factors influence this decision?

## Acquisition of Knowledge & Skills

### Students will know:

- Useful expressions in social networking
  - Technology vocabulary
  - Internet related vocabulary
  - Vocabulary relating to internet safety and privacy
- Education and careers vocabulary
  - Vocabulary relating to school and learning
  - Vocabulary relating to preparing for college
  - Vocabulary relating to careers and professions
- Educational systems of the U.S. and other Spanish-speaking countries
- Structures needed to:
  - Ask and answer questions related to social networking
  - Ask and answer questions related to education and careers
  - Describe careers and professions
  - Compare and contrast education in the home and target culture

The following items have been previously assessed and are being recycled in this unit:

- Regular and irregular present tense verbs
- Imperative mood (formal / informal)
- Family vocabulary
- Structures needed to:
  - Express likes and dislikes
  - State preferences
  - Compare
  - Describe

### Students will be able to:

- Discuss social networking and related topics such as internet safety and privacy.
- Identify types of social networks in target culture as found in culturally authentic video/audio/written texts.
- Identify and discuss education systems in areas of the Spanish-speaking world.
- Identify, describe and discuss careers and professions.
- Ask and answer questions related to social networking preferences.
- Ask and answer questions related to education systems in the home and target cultures.
- Make recommendations and suggestions about preparing for college.
- Express likes, dislikes, and preferences related to social media and careers.
- Express emotions about topics of social media and careers.
- Express doubts or denial about careers and secondary education.
- Create a social media page outlining possible career and educational interests.

### Key Grammar Concepts

- *Present subjunctive*
- *Subjunctive to express wishes*
- *Subjunctive to make suggestions or recommendations*
- *Subjunctive used with impersonal expressions*
- *Subjunctive with ojalá*
- *Subjunctive to express emotions*
- *Subjunctive to express doubt or denial*
- *Subjunctive vs. indicative*

Textbook Resources

- *Tejidos:*
  - *Manta 1, Hilo 2: Las Redes Sociales*
  - *Manta 2, Hilo 5: La Educación y Las Carreras Profesionales*

## Stage 2: Acceptable Evidence

### Transfer Task

#### Sample authentic assessment:

**You will create a LinkedIn profile entirely in Spanish. This LinkedIn profile will be geared towards a career path or interest. The LinkedIn profile will be entirely in Spanish because you would like to connect with employers in the Spanish-speaking world and you would like to showcase your proficiency in Spanish. In the LinkedIn profile, you will talk about your strengths, why you are interested in this career, and what you would offer to your employers. You will also talk about your educational experience and how it has impacted your career choice. Also mention personal characteristics or other hobbies you may have. You will incorporate vocabulary and information acquired in the unit, along with grammatical structures you have learned.**

## Stage 3: Activities

### Interpretive:

- Interpret authentic texts and video/audio sources related to social networking, education and careers (flyers, podcasts, posters, radio/television/newspaper/advertisements).
  - Watch videos about professions and complete interpretive task (e.g. write a paragraph expressing how you feel about this profession)
  - Listen to audio recordings about someone talking about their personality, and answer comprehension questions.
  - Read and interpret online articles or biographies about different people in different professions .

### Interpersonal:

- Engage in short unrehearsed/unscripted conversations using sentence level discourse with classmates and teacher in which they ask and answer questions related to social networking, education and professions in the home and target cultures
  - Role-play with a partner-
  - Engage in information gap activities

### Presentational:

- Use lists, chunks of language, and phrases to compare education systems in the home and target culture using sentence level discourse.
  - Present an informational pamphlet about an education system in the Spanish-speaking world
  - Present a powerpoint discussing the advantages and disadvantages of social media.

***Differentiation Strategies:***

- Tiered Activities (leveled reading)
- Flexible grouping based on ability/interest level
- Interest-based options (product/process choice)
- Learning modalities (interpersonal, intrapersonal, audio, musical, linguistic, mathematical, visual-spatial, bodily-kinesthetic)
- Technology integration



Unit Title / Topic: Las relaciones sociales (social relationships)	Unit Duration: 8 weeks
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## Stage 1: Desired Results

**Established Goals:**

**New Jersey Student Learning Standards (NJSLS) for World Languages**

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.4: Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.

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

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

7.1.IM.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.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.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.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: Compare cultural [perspectives](#) of the target culture(s) with those of one’s own culture as evidenced through their cultural [products](#) and cultural [practices](#).

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](#).

**Transfer Goal:**

Students will be able to independently use their learning to exchange and acquire...

- Information regarding topics of social relationships including family relationships and structure, and other interpersonal relationships in the target language of Spanish.

### Meaning

**Students will understand that:**

*Students will understand that:*

- Every member in a family has a specific role.
- There are different types of families and family structures in today’s society.

**Essential Questions:**

- What are the various roles in a family and why are they important?
- What are the differences between modern and traditional families?
- What are the similarities and differences between families in the united states and families in the Spanish-speaking world?

- Families in the Spanish-speaking world are similar and also different to that of the home culture.
- Friendship is a valuable part of our daily lives.

- How does communication affect our family and interpersonal relationships?
- How do our friends define or influence us?
- Why are friends important in our lives?
- How do we develop ideas and expectations about love?

### Acquisition of Knowledge & Skills

#### Students will know:

- Useful expressions relating to family structure and relationships
  - Vocabulary relating to family members, along with physical and personality descriptions
  - Vocabulary relating to family traditions and values
- Vocabulary relating to interpersonal relationships
  - Vocabulary relating to communicate emotions to others
  - Vocabulary relating to friendships
  - Vocabulary relating to romantic relationships
- Types of families in the Spanish-speaking world
- Structures needed to:
  - Ask and answer questions related to family structure and family relationships
  - Ask and answer questions relating to interpersonal relationships (friendship, professional, and romantic relationships)
  - Describe family members and family roles
  - Compare and contrast families in the home and target culture
  - Talk about the significance of social relationships.

The following items have been previously assessed and are being recycled in this unit:

- Imperative mood
- Present subjunctive
- Basic family vocabulary
- Vocabulary relating to physical and personality descriptions
- Structures needed to:
  - Give advice and make recommendations
  - express likes and dislikes
  - State preferences
  - Compare and contrast
  - Describe

#### Students will be able to:

- Discuss family structure and related topics such as family relationships.
- Identify types of families in target culture as found in culturally authentic video/audio/written texts.
- Identify, describe and discuss family values and traditions.
- Ask and answer questions related to family in the home and target cultures.
- Compare and contrast family values and traditions in the home and target cultures.
- Exchange opinions about friendship and other interpersonal relationships.

*Key Grammar Concepts*

- *Past participles as adjectives*
- *Present perfect tense*
- *Pluperfect tense*
- *Future perfect tense*
- *Conditional perfect tense*
- *Present perfect subjunctive tense*

*Textbook Resources*

- *Tejidos:*
  - *Manta 1, Hilo 1: La Estructura de La Familia*
  - *Manta 2, Hilo 6: Las Relaciones Interpersonales*

## Stage 2: Acceptable Evidence

### Transfer Task

#### Sample authentic assessment:

**You will write an editorial for the magazine “Jóvenes de Hoy”. The magazine “Jóvenes de Hoy” is a magazine geared towards teens that covers topics which interests teens in the Spanish-speaking world. In the editorial, you will choose one type of social relationship and write about it in depth. You may choose to write about family relationships, friendships, professional or romantic relationships. In your editorial, talk about common issues you may face when dealing with these types of relationships, and how to deal with them. You will incorporate the unit vocabulary, along with any appropriate grammar points that we have covered.**

## Stage 3: Activities

**Interpretive:**

- Interpret authentic texts and video/audio sources related to social relationships. (flyers, podcasts, posters, radio/television/newspaper/advertisements).
  - Watch videos about family and complete interpretive task (e.g. write a paragraph expressing how you feel about this family)
  - Listen to audio recordings about someone talking about friendship, and answer comprehension questions.
  - Read and interpret online articles or biographies about different people in different realistic situations.

**Interpersonal:**

- Engage in short unrehearsed/unscripted conversations using sentence level discourse with classmates and teacher in which they ask and answer questions related to family, friendship and other social relationships in the home and target cultures
  - Role-play with a partner-
  - Engage in information gap activities

**Presentational:**

- Use lists, chunks of language, and phrases to compare families in the home and target culture using sentence level discourse.
  - Create a multi-media rich presentation about their family and the customs and traditions

***Differentiation Strategies:***

- Tiered Activities (leveled reading)
- Flexible grouping based on ability/interest level
- Interest-based options (product/process choice)
- Learning modalities (interpersonal, intrapersonal, audio, musical, linguistic, mathematical, visual-spatial, bodily-kinesthetic)
- Technology integration

Unit Title / Topic: ¡El Arte Es Para Todos! (Art is for Everyone!)

Unit Duration: 8 weeks

## Stage 1: Desired Results

### Established Goals:

#### New Jersey Student Learning Standards (NJSLs) for World Languages

- 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.4: Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
- 7.1.IM.A.5: Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
- 7.1.IM.A.7: Infer the meaning of some unfamiliar words in some new contexts.
- 7.1.IM.A.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
- 7.1.IM.B.1: Use [digital tools](#) to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.
- 7.1.IM.B.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.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.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](#).

### Transfer Goal:

Students will be able to [independently](#) use their learning to exchange and acquire...

- Information about beauty and art in the target language of Spanish.

## Meaning

### Students will understand that:

*Students will understand that:*

- Definitions of beauty may vary across different cultures.
- There are many different ways of expressing art.
- Art is used to express cultural perspectives.

### Essential Questions:

- What other concepts of beauty exist in other cultures?
- How do artists express reality and fantasy through their works of art?
- How can an artist express cultural perspectives through art?
- Who are influential artists in the Spanish-speaking world and why?

## Acquisition of Knowledge & Skills

### Students will know:

- Useful expressions relating to beauty
  - Vocabulary relating to defining beauty
  - Vocabulary relating to fashion
- Vocabulary relating to visual and scenic art
  - Vocabulary to describe art
  - Vocabulary relating to music and literature
- Artists in the Spanish-speaking world
- Structures needed to:
  - Ask and answer questions related to beauty and defining beauty.
  - Ask and answer questions relating to visual and scenic art.
  - Describe art
  - Compare and contrast art in the home and target culture
  - Talk about the significance of art in the target culture.

The following items have been previously assessed and are being recycled in this unit:

- Present subjunctive
- Present tense
- Verbs like gustar
- Structures needed to:
  - Give advice and make recommendations
  - express likes and dislikes
  - State preferences
  - Compare and contrast
  - Describe

### Students will be able to:

- Discuss and define beauty and related topics such as visual and scenic art, fashion, music and literature.
- Identify types of art in target culture as found in culturally authentic video/audio/written texts.
- Identify, describe and discuss art.
- Ask and answer questions related to beauty.
- Express likes, dislikes, and preferences related to beauty and art.

### Key Grammar Concepts

- *Imperfect subjunctive*
- *Subjunctive of perfect tenses*
- *If (si) clauses*
- *Sequence of tenses*

### Textbook Resources

- *Tejidos:*
  - *Manta 3, Hilo 7: Definiciones de La Belleza*
  - *Manta 3, Hilo 8: Artes visuales y Escénicas*

## Stage 2: Acceptable Evidence

### Transfer Task

#### Sample authentic assessment:

The Museum “Tejidos” wants to create an art exhibition of the Spanish-speaking world. The curator in charge of the exhibition is looking for bilingual students to choose and present the artwork. It is your job to choose a work of art that represents the Spanish-speaking world, and to also add your personal interpretation of the artwork.

You must incorporate vocabulary you have learned throughout the unit and any appropriate grammatical concepts.

## Stage 3: Activities

### Interpretive:

- Interpret authentic texts and video/audio sources related to beauty, visual and scenic art. (flyers, podcasts, posters, radio/television/newspaper/advertisements).
  - View artwork and complete interpretive task (e.g. write a paragraph expressing how you feel about this work of art)
  - Listen to audio recordings about someone talking about beauty, and answer comprehension questions.
  - Read and interpret online articles or biographies about different artists.

### Interpersonal:

- Engage in short unrehearsed/unscripted conversations using sentence level discourse with classmates and teacher in which they ask and answer questions related to beauty and art in the home and target cultures
  - Role-play with a partner-
  - Engage in information gap activities

### Presentational:

- Use lists, chunks of language, and phrases to compare art in the home and target culture using sentence level discourse.
  - Create a multimedia rich presentation about artwork.

### ***Differentiation Strategies:***

- Tiered Activities (leveled reading)
- Flexible grouping based on ability/interest level
- Interest-based options (product/process choice)

- Learning modalities (interpersonal, intrapersonal, audio, musical, linguistic, mathematical, visual-spatial, bodily-kinesthetic)
- Technology integration



**Unit Title / Topic: ¡Héroes y Personajes Históricos! (Heroes and historical figures)**

**Unit Duration: 6 weeks**

## Stage 1: Desired Results

### Established Goals:

#### New Jersey Student Learning Standards (NJSLs) for World Languages

- 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.4: Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
- 7.1.IM.A.5: Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
- 7.1.IM.A.7: Infer the meaning of some unfamiliar words in some new contexts.
- 7.1.IM.A.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
- 7.1.IM.B.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.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.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](#).

### Transfer Goal:

Students will be able to [independently](#) use their learning to exchange and acquire...

- Information about notable heroes and historical figures in the Spanish-speaking world in the target language of Spanish.

## Meaning

### Students will understand that:

*Students will understand that:*

- Public figures and heroes have shaped the history of the Spanish-speaking world.
- Many notable heroes and heroines have contributed to the culture of the Spanish-speaking world.

### Essential Questions:

- How do people express their identity in different situations?
- How can a person contribute to a nation's identity?
- How can a person's experiences transform the political status of a nation?
- Who are notable heroes and heroines in the Spanish-speaking world and why?

## Acquisition of Knowledge & Skills

### Students will know:

- Useful expressions relating to heroes historical people
  - Names and biographical information of notable figures in the Spanish-speaking world
  - Vocabulary relating to identity
  - Vocabulary relating to human rights and social justice
- Structures needed to:
  - Ask and answer questions related to heroes and historical figures in the Spanish-speaking world.
  - Ask and answer questions relating to human rights and social justice.
  - Ask and answer questions relating to identity.
  - Compare and contrast art in the home and target culture
  - Talk about the significance of heroes and historical figures in the target culture.

The following items have been previously assessed and are being recycled in this unit:

- Present subjunctive
- Perfect tenses
- Imperfect subjunctive
- Por vs. para
- Structures needed to:
  - Give advice and make recommendations
  - express likes and dislikes
  - State preferences
  - Compare and contrast
  - Describe

### Students will be able to:

- Discuss topics relating to human rights, social justice and identity.
- Identify notable heroes and historical figures in the target culture as found in culturally authentic video/audio/written texts.
- Compare and contrast notable heroes in the home and target cultures.

### Key Grammar Concepts

- *Past progressive tenses*
- *Conjunctions*
- *Express unplanned or accidental or unplanned occurrences (impersonal se)*
- *Passive voice*

### Textbook Resources

- *Tejidos:*
  - *Manta 4, Hilo 9: Heroes y Personajes Históricos*

## Stage 2: Acceptable Evidence

### Transfer Task

#### Sample authentic assessment:

Imagine that you could have dinner with a notable hero or historical figure from the Spanish-speaking world who made an important contribution to politics, society or culture. This notable figure can be a person (deceased or living), or a fictitious character from literature or film. Your task will be to create a multimedia presentation about your notable person. You will need to create a presentation that explains the contribution that this person made to the Spanish-speaking world. You must also include your reasons for choosing this person. Include short video clips, pictures, or fragments of articles to support your presentation. You must incorporate any relevant vocabulary and grammar concepts we have learned throughout this unit.

## Stage 3: Activities

### Interpretive:

- Interpret authentic texts and video/audio sources related to heroes and historical figures. (flyers, podcasts, posters, radio/television/newspaper/advertisements, biographies).
  - Read biographies and complete interpretive task (e.g. write a paragraph expressing how you feel about this person)
  - Listen to audio recordings about someone talking about human rights and answer comprehension questions.
  - Read and interpret online articles or biographies about different notable figures.

### Interpersonal:

- Engage in short unrehearsed/unscripted conversations using sentence level discourse with classmates and teacher in which they ask and answer questions related to heroes in the home and target cultures
  - Role-play with a partner-
  - Engage in information gap activities

### Presentational:

- Use lists, chunks of language, and phrases to compare art in the home and target culture using sentence level discourse.
  - Create a multimedia rich presentation about notable heroes and historical figures.

### *Differentiation Strategies:*

- Tiered Activities (leveled reading)
- Flexible grouping based on ability/interest level
- Interest-based options (product/process choice)
- Learning modalities (interpersonal, intrapersonal, audio, musical, linguistic, mathematical, visual-spatial, bodily-kinesthetic)
- Technology integration