



PISCATAWAY TOWNSHIP SCHOOLS

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Superintendent of Schools

Dr. Frank Ranelli
Assistant Superintendent

SPANISH 5 HONORS

Content Area: World Languages
Grade Span: 9th -12th
Revised by: Veronica Ber
Presented by: Glennysa Jurado-Moran
Approval date:

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COURSE OVERVIEW

Description		
<p>This Honors level course, a prerequisite to Advanced Placement, continues the practice of language skills in the three modes of communication with special emphasis on reading and writing through the exploration of a variety of literary pieces. Grades for this course are weighted. All communication skills are emphasized with a focus on real-life context and building a foundation for a future AP exam. Instruction aims to make the students feel more comfortable in their oral communication and give them the confidence to become more self-sufficient over time. Students learn about the cultures of the language they are studying and are able to understand, analyze and evaluate, similarities and differences between their own culture and the target language culture. The target proficiency level for this course is Intermediate-Mid according to ACTFL proficiency guidelines. It also address the 5 C's of language learning along with promoting global competence/citizenship. The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, and infer the meaning of some unfamiliar words when used in familiar contexts. The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to: ask and answer questions related to everyday life, and handle simple transactions related to everyday life. This course is designed to prepare students to become independent and global learners.</p>		
Goals		
<p>The goal for this course is for the students to expand on prior knowledge and be able to practice and communicate effectively in the three modes of communications. Constant practice in the interpersonal, interpretive and presentational mode will allow students to effectively communicate their opinions and thoughts on various topics. Students will also be able to:</p> <ul style="list-style-type: none"> • Use knowledge and language skills for functional and meaningful communication • Gain knowledge of other cultural perspectives, practices and products • Connect the study of a World Language to experiences in other curricular areas as well as personal interests • Compare the target language and culture with their own language and culture • Use the language and apply learning to the world beyond the classroom 		
Scope and Sequence		
Unit	Topic	Length
Unit 1	Unit 1: Personal and Public Identities/ Las identidades personales y públicas	
Unit 2	Unit 2: Families and Communities/ Las familias y las comunidades And Contemporary Life/ La vida contemporánea	
Unit 3	Unit 3: Science and Technology/La ciencia y la tecnología And Global Challenges/Los desafíos mundiales	
Unit 4	Unit 4: Beauty and Aesthetics/ La belleza y la estética	
Resources		

Core Text: Realidades 3 textbook by Peggy Paolo Boyles, Myriam Met, Richard S. Sayers, Carol Eubanks Wargin.

Suggested Resources: A variety of authentic resources will be used during this course to prepare students for the rigorous requirements of the newly revised Spanish AP Exam in accordance with the guidelines for Pre-AP instruction.

Textbook and course themes are subject to district curriculum changes and compliance with NJ Department of Education (<http://www.state.nj.us/education/aps/cccs/wl/>), ACTFL (American Council of Teaching of Foreign Languages-www.actfl.org) and AP Spanish guidelines (apcentral.collegeboard.com). Additional texts and materials will be provided by the instructor and used as appropriate to the subject taught.

ALL UNITS: INSTRUCTIONAL FOCUS

Summary and Rationale	
<p>The topics and themes selected for this course are intended to provide a meaningful and purposeful language learning experience that will propel proficiency upward. Ultimately bringing to fruition the learners ability to use the language in real-life contexts. We believe that the study of a world language plays an essential role in the intellectual development and total enrichment of the individual. An effective world languages program recognizes individual differences in learning patterns and abilities, tailoring courses to students with diverse needs and interests. We endeavor to provide a comprehensive, well-articulated and coordinated world language program that is not only standards-based, student centered, encourages proficiency gains and measurable results but is also a rewarding, satisfying experience for each learner. Through language study, students make connections with other content areas, compare the language and culture studied with their own as well as participate in home and global communities.</p>	
State Standards	
<p>Standard: INTERPRETIVE MODE - Intermediate-Mid Grades 10-11 for all students who continue to study the same language throughout elementary school; grades 11-12 for students who switch language in middle school; grade 12 for students who switch languages in high school</p> <p>Linguistic: The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to:</p> <ul style="list-style-type: none"> ➤ Identify the main idea and some supporting details when reading. ➤ Understand the gist and some supporting details of conversations dealing with everyday life. ➤ Infer the meaning of some unfamiliar words when used in familiar contexts. <p>Cultural: The Intermediate-Mid Cultural Content Statements remain the same for all the strands.</p>	
7.1.IM.A.1	Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.
7.1.IM.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
7.1.IM.A.3	Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
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.
<p>Standard: INTERPERSONAL MODE - Intermediate-Mid Grades 10-11 for all students who continue to study the same language throughout elementary school; grades 11-12 for students who switch language in middle school; grade 12 for students who switch languages in high school</p> <p>Linguistic: The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to:</p> <ul style="list-style-type: none"> ➤ Ask and answer questions related to everyday life. ➤ Handle simple transactions related to everyday life: <ul style="list-style-type: none"> ○ Initiate, maintain, and end a conversation. ○ Ask for and give permission. ○ Express needs. ○ Give reasons. ○ Request, suggest, and make arrangements. ○ Extend, accept, and decline an invitation. ○ Express an opinion and preference. <p>Cultural: The Intermediate-Mid Cultural Content Statements remain the same for all the strands.</p>	
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.
<p>Standard: PRESENTATIONAL MODE - Intermediate-Mid Grades 10-11 for all students who continue to study the same language throughout elementary school; grades 11-12 for students who switch language in middle school; grade 12 for students who switch languages in high school</p> <p>Linguistic: The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to:</p> <ul style="list-style-type: none"> ➤ Handle simple transactions related to everyday life <ul style="list-style-type: none"> ○ Express needs. ○ Give reasons. ○ Express an opinion and ○ Request and suggest. <p>Cultural: The Intermediate-Mid Cultural Content Statements remain the same for all the strands.</p>	

7.1.IM.C.1	Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.IM.C.2	Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
7.1.IM.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
7.1.IM.C.4	Synthesize information found in age- and level-appropriate culturally authentic materials.
7.1.IM.C.5	Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices.

UNIT 1:

Summary and Rationale	
<p>Unit 1: Personal and Public Identities/ Las identidades personales y públicas</p> <ul style="list-style-type: none"> • Alienation and Assimilation/ La enajenación y la asimilación • Heroes and Historical Figures/ Los héroes y los personajes históricos • National and Ethnic Identities/La identidad nacional y la identidad étnica <p>World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p>	
Recommended Pacing	
One Marking Period (42-46 School Days)	
State Standards	
<p>Standard: INTERPRETIVE MODE - Intermediate-Mid Grades 10-11 for all students who continue to study the same language throughout elementary school; grades 11-12 for students who switch language in middle school; grade 12 for students who switch languages in high school</p> <p>Linguistic: The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to:</p> <ul style="list-style-type: none"> ➤ Identify the main idea and some supporting details when reading. ➤ Understand the gist and some supporting details of conversations dealing with everyday life. ➤ Infer the meaning of some unfamiliar words when used in familiar contexts. <p>Cultural: The Intermediate-Mid Cultural Content Statements remain the same for all the strands.</p>	
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7.1.IM.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
7.1.IM.A.3	Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.A.6	Reserved

	This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
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.
<p>Standard: INTERPERSONAL MODE - Intermediate-Mid Grades 10-11 for all students who continue to study the same language throughout elementary school; grades 11-12 for students who switch language in middle school; grade 12 for students who switch languages in high school</p> <p>Linguistic: The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to:</p> <ul style="list-style-type: none"> ➤ Ask and answer questions related to everyday life. ➤ Handle simple transactions related to everyday life: <ul style="list-style-type: none"> ○ Initiate, maintain, and end a conversation. ○ Ask for and give permission. ○ Express needs. ○ Give reasons. ○ Request, suggest, and make arrangements. ○ Extend, accept, and decline an invitation. ○ Express an opinion and preference. <p>Cultural: The Intermediate-Mid Cultural Content Statements remain the same for all the strands.</p>	
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.
<p>Standard: PRESENTATIONAL MODE - Intermediate-Mid Grades 10-11 for all students who continue to study the same language throughout elementary school; grades 11-12 for students who switch language in middle school; grade 12 for students who switch languages in high school</p> <p>Linguistic: The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to:</p> <ul style="list-style-type: none"> ➤ Handle simple transactions related to everyday life <ul style="list-style-type: none"> ○ Express needs. ○ Give reasons. 	

- Express an opinion and
- Request and suggest.

Cultural:

The Intermediate-Mid Cultural Content Statements remain the same for all the strands.

7.1.IM.C.1	Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.IM.C.2	Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
7.1.IM.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
7.1.IM.C.4	Synthesize information found in age- and level-appropriate culturally authentic materials.
7.1.IM.C.5	Compare cultural perspectives of the target culture(s) with those of one’s own culture as evidenced through their cultural products and cultural practices.

Instructional Focus

Unit Enduring Understandings

What are the “big ideas”? What specific understandings about them are desired? What misunderstandings are predictable?

- The goal is effective communication, not word-for-word translation.
- Language requires you to solve problems.
- Every culture has unique characteristics and values.
- The interplay between language and culture enriches and accelerates learning.

Unit Essential Questions

- How are aspects of identity expressed in various situations?
- How do language and culture influence identity?
- How does one’s identity develop over time?

Objectives

Students will know:

- Vocabulary to discuss ethnicity and cultural identity
- Vocabulary to discuss issues of immigration and cultural assimilation
- Vocabulary to discuss historical and social events correlating to issues of cultural identity
- Vocabulary to discuss historical figures relevant to issues of cultural and national identity
- The indicative mode as a grammatical and communicative mood
- The present indicative (regular, irregular, reflexive and stem-changing verbs)
- The present perfect of the indicative
- The preterit tense of regular and irregular verbs
- The imperfect tense
- The preterit vs. imperfect tenses
- The differences between SER/ESTAR/HABER
- Adjectives and adverbs with their corresponding comparative and superlative forms
- Prepositions and conjunctions
- Regular and irregular past participles of verbs

Students will be able to:

Describe heroic events in the past

Describe past situations and settings

Compare and contrast heroic events of different historical times

Identify commonalities and differences among cultural ethnicities

Discuss past activities using different past tenses (preterit and imperfect)

Understand cultural perspectives of heroic endeavors

Discuss past times and historical connections

Understand cultural perspectives on heroes and historical figures

Understand cultural perspectives on immigration and cultural migration patterns

Resources

Core Text: Realidades 3 textbook by Peggy Paolo Boyles, Myriam Met, Richard S. Sayers, Carol Eubanks Wargin.

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PERFORMANCE TASK SUMMARY

SUMMATIVE ASSESSMENTS

- ***National heroes (próceres):*** Students will use authentic online sources in the target language to research national heroes/eminent persons/founding fathers/leaders of a particular country.
 - a) In Hispanic culture, national heroes, founding fathers (próceres) are a fundamental part of the history of a nation. Most Hispanic countries have a common history of seeking independence from Spain and attribute the success of gaining independence to the leadership of a prócer. Students will be assigned a particular country and they will have to research the prócer of that country. They will research their background, philosophy of independence and notable events/battles fought that lead to the liberation/independence from Spanish rule. Facts will be presented in a round table discussion.
 - b) Students can then work in groups to create a contemporary hero's news interview geared to a specific audience, such as the youthful crowd, the ecologically minded crowd, the mature adult crowd, etc. to extol the contributions and/or potentials of the hero interviewed. Audience will choose a candidate based on established criteria.
- ***Acquiring citizenship/I am an immigrant:*** I am an immigrant will be the leitmotif of this project on immigration and citizenship issues in the United States. Students will be exposed to the plight of the immigrant community in the U.S. with an emphasis on the issues that affect the Hispanic community.

They will research information on how to obtain legal status in the United States, either by acquiring a Green Card and/or through Naturalization. Students may only utilize resources in the target language to mimic the language barriers faced by immigrants when dealing with government agencies. In addition, students will take on different roles of Hispanic types, such as being “Mexican” as opposed to being “Puerto Rican”, and how these differences affect the acquisition of legal status in our country. Students will present their findings and explain the process of acquiring a Green Card or citizenship to the class.

FORMATIVE ASSESSMENTS

- Vocabulary quizzes and tests
- Cornell notes rubric
- Homework
- Warm-up exercises
- Entrance/exit cards
- Completed graphic organizers (e.g. unit vocabulary, Venn diagrams)
- Web Quests
- Peer to peer conversations and class discussions
- Verbal and physical responses
- Reflection blog/journals
- Interpretive, Interpersonal and Presentational rubric tasks
- Interpretive reading and listening tasks
- Class Participation
- Differentiated activities and tests
- Interpretive reading & listening tasks

UNIT 2:

Summary and Rationale

**Unit 2: Families and Communities/ Las familias y las comunidades
And Contemporary Life/ La vida contemporánea**

- **Human Geography/La geografía humana**
- **Lifestyles and relationships/Los estilos de vida y relaciones personales**
- **Social Customs and Values/Las tradiciones y los valores**

World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Recommended Pacing

One Marking Period (42-46 School Days)

State Standards

Standard: INTERPRETIVE MODE - Intermediate-Mid

Grades 10-11 for all students who continue to study the same language throughout elementary school; grades 11-12 for students who switch language in middle school; grade 12 for students who switch languages in high school

Linguistic:

The [Intermediate-Mid](#) language learner understands and communicates at the sentence level and can use strings of sentences [independently](#) to:

- Identify the main idea and some supporting details when reading.
- Understand the gist and some supporting details of conversations dealing with everyday life.
- Infer the meaning of some unfamiliar words when used in familiar contexts.

Cultural:

The Intermediate-Mid Cultural Content Statements remain the same for all the strands.

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Standard: INTERPERSONAL MODE - Intermediate-Mid

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Linguistic:

The [Intermediate-Mid](#) language learner understands and communicates at the sentence level and can use strings of sentences [independently](#) to:

- Ask and answer questions related to everyday life.
- Handle simple transactions related to everyday life:
 - Initiate, maintain, and end a conversation.
 - Ask for and give permission.
 - Express needs.

- Give reasons.
- Request, suggest, and make arrangements.
- Extend, accept, and decline an invitation.
- Express an opinion and preference.

Cultural:

The Intermediate-Mid Cultural Content Statements remain the same for all the strands.

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.
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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.
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Standard: PRESENTATIONAL MODE - Intermediate-Mid

Grades 10-11 for all students who continue to study the same language throughout elementary school; grades 11-12 for students who switch language in middle school; grade 12 for students who switch languages in high school

Linguistic:

The [Intermediate-Mid](#) language learner understands and communicates at the sentence level and can use strings of sentences [independently](#) to:

- Handle simple transactions related to everyday life
 - Express needs.
 - Give reasons.
 - Express an opinion and
 - Request and suggest.

Cultural:

The Intermediate-Mid Cultural Content Statements remain the same for all the strands.

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.
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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.

Instructional Focus

Unit Enduring Understandings

What are the “big ideas”? What specific understandings about them are desired? What misunderstandings are predictable?

- The interplay between language and culture enriches and accelerates learning.
- Language connects people.
- There are clues in the text to help you figure out the meaning.
- Geography influences who we are and how we respond to others.
- Every culture has unique characteristics and values.

Unit Essential Questions

- How do societies and individuals define quality of life?
- How do cultural products, practices, and perspectives influence contemporary life?
- How does language shape culture? How does culture shape language?

Objectives

Students will know:

Vocabulary to name geographical features and products
Vocabulary to describe everyday life
Vocabulary to discuss cultural conflicts and culture shock
Vocabulary to discuss history, humor and literature
Vocabulary to discuss fairness and injustice
Vocabulary to discuss civilizations and contemporary human geographical shifts
The personal “a”
Ser vs. Estar
Por vs. Para
The present, past progressive tenses and gerunds
The future and conditional tenses
The passive voice: true and the impersonal se variation
The subjunctive mood-formation and usage (present tense)
The imperative mood (affirmative and negative formations)

Students will be able to:

Talk about what they read or saw in literary presentations
Discuss plots and character
Give opinions about short stories
Talk about past times and historical connections
Understand cultural perspectives on humor and literature
Understand cultural perspectives on humor and literature in Spanish-speaking countries
Talk about what they read or saw in literary presentations
Discuss plots and character
Talk about past times and historical connections
Understand cultural perspectives of legends
Understand cultural perspectives of legends in Spanish-speaking countries

Resources

Core Text: Realidades 3 textbook by Peggy Paolo Boyles, Myriam Met, Richard S. Sayers, Carol Eubanks Wargin.

Suggested Resources: A variety of authentic resources will be used during this course to prepare students for the rigorous requirements of the newly revised Spanish AP Exam in accordance with the guidelines for Pre-AP instruction.

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PERFORMANCE TASK SUMMARY

SUMMATIVE ASSESSMENTS

- **Interpreting humor/Tell a joke: Students will research humor and comedic programs online.**
 - a) Teacher will provide students with search parameters to look for different representations of culturally authentic humor sources online in the target language. It can be in the form of a video, comic book, short story, podcast, etc. Students will work in groups and present to each other their findings. As a group they will analyze the humoristic aspect represented in the selected sources, discuss what are the comedic elements and why it's funny to an audience. Students will also compare and contrast it to English language humor and if the comedic aspect translates between cultures or if certain forms of humor are culture specific. Findings will be presented to the class.
 - b) Students will tell a joke to the class. They will look for popular jokes with culturally relevant elements and analyze the similarities and differences in humor between English and Spanish and between different Hispanic cultures. Students will learn how humor can be culture specific and geographically specific, containing differences in humoristic elements according to regional culture and folklore.
- **Self and Social Awareness through Literature and Poetry: Students will research the life and products of different Hispanic authors/poets framing their literary works within a specific time and social context. Themes will vary according to time and region and can range from personal themes such as family life, women's right and poverty to socio-political consciousness and revolutionary ideals. Once the individual student establishes the research and focus of the investigation, they are charged to create a literary work, a poem or short story, in the style of the original author. The poem or short story will be presented to the class in either a interpretive skit, a beat poetry reading or in an interpretive format that reflects the student's creativity and the spirit of the original author.**

FORMATIVE ASSESSMENTS

- Vocabulary quizzes and tests
- Cornell notes rubric
- Homework
- Warm-up exercises
- Entrance/exit cards
- Completed graphic organizers (e.g. unit vocabulary, Venn diagrams)
- Web Quests

- Peer to peer conversations and class discussions
- Verbal and physical responses
- Reflection blog/journals
- Interpretive, Interpersonal and Presentational rubric tasks
- Interpretive reading and listening tasks
- Class Participation
- Differentiated activities and tests
- **Interpretive reading & listening tasks**

UNIT 3:

Summary and Rationale

Unit 3: Science and Technology/La ciencia y la tecnología And Global Challenges/Los desafíos mundiales

- **Science and Ethics/La ciencia y la ética**
- **Philosophical Thought and Religion/ El pensamiento filosófico y la religión**
- **Social Conscience and Welfare/La conciencia y el bienestar social**

World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Recommended Pacing

One Marking Period (42-46 School Days)

State Standards

Standard: INTERPRETIVE MODE - Intermediate-Mid

Grades 10-11 for all students who continue to study the same language throughout elementary school; grades 11-12 for students who switch language in middle school; grade 12 for students who switch languages in high school

Linguistic:

The [Intermediate-Mid](#) language learner understands and communicates at the sentence level and can use strings of sentences [independently](#) to:

- Identify the main idea and some supporting details when reading.
- Understand the gist and some supporting details of conversations dealing with everyday life.
- Infer the meaning of some unfamiliar words when used in familiar contexts.

Cultural:

The Intermediate-Mid Cultural Content Statements remain the same for all the strands.

7.1.IM.A.1	Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.
7.1.IM.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
7.1.IM.A.3	Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
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.
<p>Standard: INTERPERSONAL MODE - Intermediate-Mid Grades 10-11 for all students who continue to study the same language throughout elementary school; grades 11-12 for students who switch language in middle school; grade 12 for students who switch languages in high school</p> <p>Linguistic: The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to:</p> <ul style="list-style-type: none"> ➤ Ask and answer questions related to everyday life. ➤ Handle simple transactions related to everyday life: <ul style="list-style-type: none"> ○ Initiate, maintain, and end a conversation. ○ Ask for and give permission. ○ Express needs. ○ Give reasons. ○ Request, suggest, and make arrangements. ○ Extend, accept, and decline an invitation. ○ Express an opinion and preference. <p>Cultural: The Intermediate-Mid Cultural Content Statements remain the same for all the strands.</p>	
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.
<p>Standard: PRESENTATIONAL MODE - Intermediate-Mid Grades 10-11 for all students who continue to study the same language throughout elementary school; grades 11-12 for students who switch language in middle school; grade 12 for students who switch languages in high school</p> <p>Linguistic: The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to:</p> <ul style="list-style-type: none"> ➤ Handle simple transactions related to everyday life <ul style="list-style-type: none"> ○ Express needs. ○ Give reasons. ○ Express an opinion and ○ Request and suggest. <p>Cultural: The Intermediate-Mid Cultural Content Statements remain the same for all the strands.</p>	
7.1.IM.C.1	Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.IM.C.2	Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
7.1.IM.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
7.1.IM.C.4	Synthesize information found in age- and level-appropriate culturally authentic materials.
7.1.IM.C.5	Compare cultural perspectives of the target culture(s) with those of one’s own culture as evidenced through their cultural products and cultural practices.
Instructional Focus	
Unit Enduring Understandings	
<p>What are the “big ideas”? What specific understandings about them are desired? What misunderstandings are predictable?</p> <ul style="list-style-type: none"> • Modernity requires ethical and moral reflection • Religious beliefs and culture are intertwined • Awareness of social issues transcends cultural boundaries 	
Unit Essential Questions	
<ul style="list-style-type: none"> • What role do ethics play in scientific advancement? • What environmental, political, and social issues pose challenges to societies throughout the world? • What are the origins of those issues? • What are possible solutions to those challenges? 	
Objectives	
<p>Students will know: Vocabulary to discuss science and ethics</p>	

Vocabulary to discuss fairness and injustice
Vocabulary to discuss legal matters
Vocabulary to discuss anthropological and social issues
Vocabulary to discuss politics and government
Saber vs. Conocer
The subjunctive mood-adverbial clauses, indefinite and negative antecedents, and other compound verb forms/tenses
The present perfect subjunctive
The past subjunctive in if clauses.
Future and conditional tenses

Students will be able to:

Discuss issues of science and ethics
Discuss historical events related to social justice
Discuss politics and ideologies
Conjecture possible social and political outcomes on various issues
Express personal opinions and beliefs on various social/political/philosophical topics
Understand cultural perspectives of philosophy and religion in Spanish-speaking countries
Understand cultural perspectives of social issues in Spanish-speaking countries

Resources

Core Text: Realidades 3 textbook by Peggy Paolo Boyles, Myriam Met, Richard S. Sayers, Carol Eubanks Wargin.

Suggested Resources: A variety of authentic resources will be used during this course to prepare students for the rigorous requirements of the newly revised Spanish AP Exam in accordance with the guidelines for Pre-AP instruction.

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PERFORMANCE TASK SUMMARY

SUMMATIVE ASSESSMENTS

- **Debating:** Students will use question/answer techniques and discourse to reflect on contemporary issues.
 - a) **Socratic Method:** Students will research topics that pose an ethical/philosophical conundrum (topics will be taken from contemporary issues in society and popular culture). Students will conduct online researches and investigations on these topics based on teacher generated prompts. After surveying students and narrowing down the controversial topic they've selected, teams will be formed that will argue in favor or against a particular point of view or tenet. The audience will evaluate each group's presentation with a rubric and vote for the position with which they agree.

b) *Point/Counterpoint*: Students are presented with a series of topics on social issues and welfare, philosophical and religious thought and/or science and ethics (topics will be taken from contemporary issues related to the aforementioned themes). Students will investigate the topic and present a position in favor or against a particular issue. Once each side presents their point of view there will be a questioning round where each team will defend their point of view in response to the opposing teams questions. The audience will evaluate each group's presentation with a rubric and vote for the position with which they agree.

- *Think tank*: Students will be assigned to research a topic or issue that poses a challenge to humanity. The challenges will be of scientific, social or philosophical concern to humans in the future. The class will be divided into workgroups and each will present factual information on their topic of choice (arrived from class discussion and teacher guidance) as well as a working solution to the problem. The student audience will be charged to develop questions that challenge the facts as well as the proposed solution.

FORMATIVE ASSESSMENTS

- Vocabulary quizzes and tests
- Cornell notes rubric
- Homework
- Warm-up exercises
- Entrance/exit cards
- Completed graphic organizers (e.g. unit vocabulary, Venn diagrams)
- Web Quests
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- Reflection blog/journals
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- Class Participation
- Differentiated activities and tests

UNIT 4:

Summary and Rationale

Unit 4: Beauty and Aesthetics/ La belleza y la estética

- Defining Beauty and Creativity/Definiciones de belleza y creatividad
- Language and Literature/El lenguaje y la literatura
- Visual and Performing Arts/Las artes visuales y escénicas

World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Recommended Pacing

One Marking Period (42-46 School Days)

State Standards

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Instructional Focus	
Unit Enduring Understandings	
What are the "big ideas"? What specific understandings about them are desired? What misunderstandings are predictable?	
<ul style="list-style-type: none"> • Art reflects the time period, culture, geography, and status of a community. • Artists of different cultures express meanings and ideas in different ways. • Art is a distinct form of communication that enriches the understanding of other disciplines. • Knowledge about literature, and the writer's craft, helps the writer to write. • The process of sharing and reflecting enables one to better understand and appreciate art. • The creative process is an inherent and integral part of our environment. • Beauty and creativity is a personal or individual response to their environment. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • How are perceptions of beauty and creativity established? • How do ideals of beauty and aesthetics influence daily life? • How do the arts both challenge and reflect cultural perspectives? 	
Objectives	
<p>Students will know:</p> <p>Vocabulary to discuss art, artists' styles and techniques, etc.</p> <p>Vocabulary to discuss artist's biographies, classical and modern art and civilization, museums, etc.</p> <p>Vocabulary to discuss historical and social events.</p> <p>Vocabulary to discuss and analyze literature.</p> <p>Vocabulary to discuss feelings, emotions and passions.</p> <p>Vocabulary to discuss beauty and aesthetics.</p> <p>Present and past subjunctive</p> <p>Future and conditional tenses</p> <p>Future perfect</p> <p>Conditional Perfect</p> <p>Overview of grammatical moods and tenses</p> <p>Students will be able to:</p>	

Discuss various artistic movements
Analyze elements of a work of art
Understand beauty and creativity from a cultural perspective
Identify and interpret the devices of artistic creation
Discuss plots and character in literary works
Understand cultural perspectives of beauty and inspiration
Understand cultural perspectives of the creative arts in Hispanic culture

Resources

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PERFORMANCE TASK SUMMARY

SUMMATIVE ASSESSMENTS

- **Visual Arts: Students will create a presentation highlighting artistic styles and works of art.**
 - a) Virtual museum: Students will select two artistic movements studied in class to create a virtual museum. They can create a PowerPoint or Prezi presentation, or use the virtual tour feature of a renowned museum (e.g. The Prado, The Metropolitan Museum of Art, MoMA, etc.) to highlight and compare/contrast two different artistic styles/movements. For each style/movement students must use their oral skills to describe the main elements of the style, provide background information on an artist representative of that style, and give an analysis the artwork selected to represent that particular style and artist. Students will conclude their presentation by comparing and contrasting both styles and artistic products; they can choose to highlight elements that make them similar or different (techniques, themes, inspiration, etc.) and make cultural and historical connections to a particular time and place.
 - b) Students as artists: After studying various artistic styles and periods in class, students will select a particular artistic movement/period to highlight in a presentation. Students will be given the choice to select their favorite artistic style and highlight an artist that represents that particular style. Students will use a visual element to illustrate their discourse and will give an analysis of a work of art using vocabulary to discuss visual arts. Finally, they will create their own artwork inspired by the style of a particular period and artist. Students will explain to the class their technique, source of inspiration, symbolic elements and the message they attempt to convey through their artistic product.

- ***Performing Arts***: Students will have the option to present an interpretation of a literary work by means of dramatization. They will have the option to produce a video, an animated series, or a live presentation of a dramatic interpretation based on topics and/or literary works studied in class. The presentation must have a specific context that relates to literary styles found in Hispanic culture. These can be achieved by using literary works such as plays, short stories, an poems that can be developed into a performance. The class will be divided into workgroups and given the option of selecting their source of inspiration to develop their performance. After each presentations there will be a question/answer round where the audience will get a chance to interact with the performers.

FORMATIVE ASSESSMENTS

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- Homework
- Warm-up exercises
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