



**BLACK HORSE PIKE**  
**REGIONAL SCHOOL DISTRICT**  
WHERE INSPIRING EXCELLENCE IS OUR STANDARD  
AND STUDENT ACHIEVEMENT IS THE RESULT

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Department of World Languages  
**SPANISH 4 HONORS**

**Course Content and Standards (NJSLS 2014):**

**Unit 1: Review Unit**

Grammar (7.1.IM.A.5, 7.1.IM.A.8, 7.1.IM.B.5, 7.1.IM.C.3)

- Regular and irregular present tense
- Present progressive tense
- Regular and irregular preterite tense
- Imperfect tense
- Deciding between the preterite and the imperfect tense
- Direct and indirect object pronouns
- Future tense

Fluency/Performance Based Topics (7.1.IM.C.2)

- “Show and Tell” presentation about a prized possession
- Uses of “ser” and “estar” to create personal narratives

Culture (7.1.IM.C.2, 7.1.IM.C.3, 7.1.IM.C.4, 7.1.IM.C.5)

- Analyze a work of literature from the target culture which includes the present tense.
- Create an original piece of writing which mirrors an analyzed work. (i.e. *Oda al tomate* by Pablo Neruda)

**Unit 2: Hispanic Food Unit**

Vocabulary (7.1.IM.A.2, 7.1.IM.A.4, 7.1.IM.A.5, 7.1.IM.B.2, 7.1.IM.B.3, 7.1.IM.B.4)

- Foods and kitchen items
- Food preparation and recipe vocabulary

Grammar (7.1.IM.C.3, 7.1.IM.C.4)

- Negative informal commands
- Affirmative formal commands
- Present subjunctive, usage of subjunctive

Culture (7.1.IM.A.1, 7.1.IM.B.4, 7.1.IM.C.5, Math 3.MD.2)

- Identify traditional dishes of some Spanish-speaking countries.
- Compare and contrast foods and food preparation in USA with Spanish-speaking countries.
- Use the metric system and convert measurements into the non-metric system used in the USA.
- Examine how good nutrition is viewed in Spanish-speaking countries and compare and contrast that to the USA.

**Unit 3: Healthy Habits Unit**

Vocabulary (7.1.IM.A.2, 7.1.IM.A.5, 7.1.IM.B.2, 7.1.IM.B.4)

- Body parts
- Exercise and activity expressions
- Minor accidents
- Emergency room

Grammar (7.1.IM.A.5, 7.1.IM.A.8, 7.1.IM.B.3, 7.1.IM.B.5, 7.1.IM.C.3, 7.1.IM.C.4)

- Subjunctive usage with impersonal expressions
- Subjunctive usage with the expressions “ojalá”, “quizás” and “tal vez”
- Subjunctive forms of stem-changing verbs.
- Comparison “tanto...como” and “tan...como”

Culture (7.1.IM.A.1, 7.1.IM.A.5, 7.1.IM.B.3, 7.1.IM.B.5, 7.1.IM.C.1, 7.1.IM.C.3, 7.1.IM.C.5)

- Compare health and exercise between cultures.
- Discuss Doctors Without Borders.

**Unit 4: Life Passages Unit**

Vocabulary (7.1.IM.A.1, 7.1.IM.A.4, 7.1.IM.B.2, 7.1.IM.C.1, 7.1.IM.C.3, 7.1.IM.C.5)

- Wedding, funeral, obituary and baptism
- Inviting guests to events

Grammar (7.1.IM.A.5, 7.1.IM.B.4, 7.1.IM.B.5, 7.1.IM.C.2, 7.1.IM.C.3)

- Subjunctive tense to express wishes and fears
- Subjunctive tense to express joy, sadness, surprise, and disappointment
- Possessive pronouns to explain to whom something belongs

Culture (7.1.IM.A.1, 7.1.IM.A.5, 7.1.IM.B.4, 7.1.IM.C.3, 7.1.IM.C.4, 7.1.IM.C.5)

- Identify different family and religious celebrations in Spain and Latin America.
- Understand the significance of sharing important events in someone’s life with family members.
- Identify the differences between a civil and a church wedding ceremony.
- Compare and contrast rite of passage customs between the U.S. and Spanish-speaking countries.

**Unit 5: Errands and Chores Unit**

Vocabulary (7.1.IM.A.2, 7.1.IM.A.3, 7.1.IM.A.4, 7.1.IM.B.2, 4, 5, 7.1.IM.C.3)

- Laundromat, bank, salon, post office and student loans

Grammar (7.1.IM.A.5, 7.1.IM.B.5, 7.1.IM.C.3)

- Subjunctive mood to express doubt.
- Subjunctive mood with adverbial clauses
- Review of conditional and future tenses
- Pluperfect tense
- Conditional perfect tense
- Future perfect tense

Culture (7.1.IM.A.5, 7.1.IM.C.3, 7.1.IM.C.4, 7.1.IM.C.5)

- Interpret information on the region of Andalucia, Spain and its Moorish influence.

- Analyze a story about the heroism of a Chilean boy and his courageous acts in *El mensajero de San Martín* by Ada María Elflein.

## Unit 6: Good and Bad Manners Unit

### Vocabulary (7.1.IM.A.1, 7.1.IM.B.3, 7.1.IM.C.1, 7.1.IM.C.5)

- Manners, greeting, leave-taking and etiquette vocabulary
- Situational etiquette vocabulary

### Grammar (7.1.IM.A.5, 7.1.IM.B.5, 7.1.IM.C.3)

- Imperfect subjunctive tense
- Usage of verb infinitives after a conjugated verb if the subject is the same
- Diminutive forms of a noun using suffixes

### Culture (7.1.IM.A.1, 7.1.IM.A.5, 7.1.IM.B.4, 7.1.IM.C.3, 7.1.IM.C.4, 7.1.IM.C.5)

- Discuss the use of pronouns “tú” vs. “usted.”
- Read and analyze a passage from “El Conde Lucanor” by Don Juan Manuel
- Compare manners in Spanish-speaking countries with manners in the U.S.
- Dramatize good manners in various social situations.

## Unit 7: Literature Unit (7.1.IM.A.1, 7.1.IM.A.4, 7.1.IM.A.5, 7.1.IM.A.7, 7.1.IM.A.8, 7.1.IM.B.1, 7.1.IM.B.4, 7.1.IM.B.5, C.1, 7.1.IM.C.2, 7.1.IM.C.3, 7.1.IM.C.4, 7.1.IM.C.5)

- Read and comprehend literary and related written texts in Spanish.
  - Possible reading selections may include but are not limited to:
    - *El Principito* by Antoine de Saint-Exupéry
    - *Don Quixote* (reader version) by Miguel de Cervantes
- Listen to and comprehend spoken Spanish related to literary content.
- Identify sociocultural contexts in a Spanish text.
- Write analytical compositions related to literary texts in Spanish.
- Create and deliver oral presentations related to course content in a variety of formats in Spanish.
- Write an alternative ending to the story and dramatize it in groups.
- Acknowledge sources and cite them appropriately.

### Course Pacing:

- Marking Period 1: Units 1-2
- Marking Period 2: Units 3-4
- Marking Period 3: Units 4-5
- Marking Period 4: Units 6-7

### Course Expectations and Skills:

1. Maintain a notebook.
2. Apply vocabulary and grammar to reading, writing, speaking, and listening comprehension assignments.

3. Develop and role play dialogues and oral presentations.
4. Create a variety of chapter-based projects including those which require the use of technology.
5. **Demonstrate Intermediate Mid Proficiency Level according to the 2012 standards set by the American Council on the Teaching of Foreign Languages (ACTFL).**
6. Develop a cross-cultural awareness through exposure to cultural practices.

### **Resources:**

Text Books:

*Asi Se Dice 3*

Supplemental Materials:

*Asi Se Dice 3 Practice Workbook*

*ConnectED.mcgraw-hill.com* Online Resources

### **Grading Scale:**

| <b>Category</b>           | <b>Category Weight</b> |
|---------------------------|------------------------|
| <b>Classwork/Homework</b> | <b>20%</b>             |
| <b>Projects</b>           | <b>15%</b>             |
| <b>Minor Assessments</b>  | <b>25%</b>             |
| <b>Major Assessments</b>  | <b>40%</b>             |

## Course Standards Key:

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

**Language Target Level:** Intermediate-Mid Level Learner: Speakers at the Intermediate Mid sublevel are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. They are capable of asking a variety of questions when necessary to obtain simple information to satisfy basic needs, such as directions, prices, and services.

#### **Communication Strands:**

- 7.1.IM.A = Interpretive Mode
- 7.1.IM.B = Interpersonal Mode
- 7.1.IM.C = Presentational Mode

#### **Interpretive Mode**

##### 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.

#### **Interpersonal Mode**

##### 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.

### **Presentational Mode**

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.

# Black Horse Pike Regional School District Curriculum

WHERE INSPIRING EXCELLENCE IS OUR STANDARD AND STUDENT ACHIEVEMENT IS THE RESULT

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

|  |  |
|--|--|
| <p><b>Course/Unit Title:</b><br/>Spanish 4 Honors/<br/>Unit 1: Repaso</p>  | <p><b>Unit Summary:</b><br/>In this unit, students will review key concepts from Spanish 1-3 relative to home, school, leisure, work and travel. A refresher of the indicative mood will help lay a solid foundation for this year’s introduction into the subjunctive mood. Students will review a variety of indicative verb tenses in the past, present and future, as well as the use of object pronouns. Students will apply these concepts to create cohesive writing pieces, to prepare formal presentations and to engage in spontaneous conversation. Students will read and respond to literature in the target language and will reflect on the similarities and differences to studying literature written in English.</p>   |
| <p><b>Grade Level(s):</b><br/>12</p>   |  |
| <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>● How do I use the regular and irregular present?</li> <li>● How do I use the present progressive tense?</li> <li>● How do I use the regular and irregular preterite tense?</li> <li>● How do I use the imperfect tense?</li> <li>● How do I decide between the preterite and the imperfect tense?</li> <li>● How do I use object pronouns to replace nouns in sentences?</li> <li>● How can I describe myself and familiar items using paragraph long discourse?</li> <li>● How does analysis of Spanish literature compare to the analysis of English literature?</li> <li>● How does writing a poem in Spanish compare to writing a poem in English?</li> </ul> | <p><b>Enduring Understanding(s):</b></p> <ul style="list-style-type: none"> <li>● The present tense is used to narrate events that take place in the present or the near future.</li> <li>● The present progressive tense is used to narrate events that take place in the present. This tense is equivalent to the English present participle ending “-ing”.</li> <li>● The Spanish preterite tense is used to describe actions completed at a point in the past.</li> <li>● The imperfect tense is used to describe past habitual actions or to talk about what someone was doing when they were interrupted by something else.</li> <li>● Deciding between the preterite and the imperfect tense is based on the meaning of the sentence.</li> <li>● Direct and indirect object pronouns take the place of nouns.</li> <li>● Descriptions of self and familiar items can be done by using the present tense forms of verbs and a variety of adjectives which follow rules for adjective and noun agreement.</li> <li>● Analyzing literature in Spanish is both similar to and different from English. While some skills are transferable, there are also important pointers to reading in Spanish.</li> <li>● Creative writing in Spanish requires additional skills but can also be very rewarding.</li> </ul> |

### PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES. DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJSL or Common Core State Standards that are applicable.

| <u>Learning Target</u>   | <u>NJSLS or CCSS</u>                                     |
|--|--|
| 1. Recall the conjugations of the regular and irregular present tense and utilize them in both verbal and written communication.   | 1. 7.1.IM.A.5,<br>7.1.IM.B.5, 7.1.IM.C.3                 |
| 2. Create descriptions, poems and/or short stories in the present tense.   | 2. 7.1.IM.C.2  |
| 3. Create and present paragraph-long descriptions in the present tense such as a "Show and Tell" presentation.                     | 3. 7.1.IM.C.2  |
| 4. Recall the conjugations of the present progressive tense and utilize them in both verbal and written communication.             | 4. 7.1.IM.A.5,<br>7.1.IM.B.5, 7.1.IM.C.3                 |
| 5. Recall the conjugations of the regular and irregular preterite tense and utilize them in both verbal and written communication. | 5.<br>7.1.IM.A.5,7.1.IM.B.5,<br>7.1.IM.C.3               |
| 6. Recall the conjugations of the imperfect tense and utilize them in both verbal and written communication.                       | 6. 7.1.IM.A.5,<br>7.1.IM.B.5, 7.1.IM.C.3                 |
| 7. Decide between the preterite and the imperfect tense based on context clues.  | 7. 7.1.IM.A.5, 7.1.IM.8,<br>7.1.IM.B.5, 7.1.IM.C.3       |
| 8. Compare the uses of the past tenses in Spanish and English.   | 8. 7.1.IM.A.5, 7.1.IM.8,<br>7.1.IM.B.5, 7.1.IM.C.3       |
| 9. Use the direct and indirect object pronouns in both verbal and written communication.   | 9. 7.1.IM.A.5,<br>7.1.IM.B.5, 7.1.IM.C.3                 |
| 10. Create descriptions, poems and or short stories in the past tense.   | 9. 7.1.IM.A.5,<br>7.1.IM.B.5, 7.1.IM.C.3                 |
| 11. Read, comprehend, analyze literature in the target language.   | 10. 7.1.IM.C.2   |
| 12. Create an original piece of writing which mirrors a studied work.  | 11. 7.1.IM.C.2,<br>7.1.IM.C.3, 7.1.IM.C.4,<br>7.1.IM.C.5 |
|  | 12. 7.1.IM.C.2,<br>7.1.IM.C.4                            |



### **Inter-Disciplinary Connections:**

**Technology:** Use Online textbook platform, Google Applications and Tools.

**English:** Read, comprehend, analyze and respond to a variety of texts.

### **Students will engage with the following text:**

- "Así Se Dice 3" Textbook
- "Así Se Dice 3" Practice Workbook/Audio Activities
- "Así Se Dice 3" eBook (online textbook) Instructional Videos (vocabulary, grammar, culture)
- "ConnectED.mcgraw-hill.com" website for access to the e-book, homework activities, extended practice, pre-tests, alternate assessments
- Original literary works from the target culture

### **Students will write:**

- Skeletal Notes on review grammar concepts.
- Responses to open-ended questions and fill in the blank questions relative to present and past.
- Personal experiences such as journal entries or essay prompts.
- Responses to comprehension questions based on a variety of texts.
- Short story boards or dialogues of scenarios that may take place in a review of variety of scenarios including home, school, leisure, work and travel.
- Spontaneous responses and reactions to personal questions.
- Responses to information gap activities which utilize a variety of scenarios including home, school, leisure, work and travel.
- Oral presentations.
- Original writing pieces including personal narratives.
- Responses to literature.
- Original creative writing pieces.

## **PART III: TRANSFER OF KNOWLEDGE AND SKILLS. DESCRIBE THE LEARNING EXPERIENCE.**

### **How will students uncover content and build skills.**

- Powerpoint presentations to review vocabulary, grammar and culture from Spanish 1-3
- Note-taking (Powerpoints, teacher lecture, textbook readings)
- Study aids such as foldables, flash cards and index cards to practice regular, irregular and reflexive verbs in the present tense, regular and irregular verbs in the preterite tense, the imperfect tense and the future tense.
- Listening activities (audio workbook activities, teacher-lead choral response)

- Practice Workbook activities
- Authentic videos
- Information Gap activities to review a combination of vocabulary relative to home, school, leisure, work and travel.
- Guided short writing activities
- Graphic Organizers

**Modifications/Accommodations for gifted and talented learners:**

- Review and learn supplemental vocabulary words to learn and use in speaking and writing activities.
- Perform independent practice on extended grammar topics.
- Perform independent research on cultural and socio-cultural topics.
- Provide help to peers (writing, speaking, and listening).
- Create additional practice tools to assist the learning of their peers.

**PART IV: EVIDENCE OF LEARNING**

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM’S LEVELS.**



**Formative Assessments:**

- Homework Activities
- Individual Classwork Activities
- Small Group and Partner Classwork Activities
- Class Discussions and Oral Participation
- Notebook and Warmup Checks
- Vocabulary Quizzes
- Grammar Quizzes

Bloom’s levels: Define, Match, Label, List, Choose, Categorize, Interpret, Apply, Construct

**Summative Assessments:**

- Unit Benchmark Objective Component – Listening and reading comprehension activities, multiple choice, matching and true-false activities on vocabulary, grammar and culture.
- Unit Benchmark Writing/Speaking Component- Spontaneous reactions to thematic scenarios from

Spanish 1 - 3 relative to home, school, leisure, work and travel.

Bloom's levels: Identify, Match, Recall, Choose, Interpret, Apply, Construct

**Performance Assessments:**

- Authentic Artifact: Students will create an original poem which mirrors a text from the target language.
- Presentation: Students will create and present a Show and Tell presentation about a prized possession.

Bloom's levels: Recall, Choose, Utilize, Determine, Compare, Design, Construct

# Black Horse Pike Regional School District Curriculum

WHERE INSPIRING EXCELLENCE IS OUR STANDARD AND STUDENT ACHIEVEMENT IS THE RESULT

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

|   |   |
|---|---|
| <p><b>Course/Unit Title:</b><br/>Spanish 4/ Unit 2:<br/>COCINA HISPANA</p>  | <p><b>Unit Summary:</b><br/>In this unit students will learn more about the way in which several popular Latino dishes are prepared. To accomplish this, they will identify more foods as well as the units of measurement used in cooking and preparation phrases. They will read recipes and be able to make comparisons between the preparation of foods in Spain, Latin America, and the USA. They will also be introduced to the subjunctive mood, and learn how to use it as a formal command to help comprehend and express directions relative to food preparation.</p>   |
| <p><b>Grade Level(s):</b><br/>12</p>  |   |
| <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>● How do I name items in the kitchen?</li> <li>● How do I name other foods not previously learned?</li> <li>● How do I talk about foods and food preparation?</li> <li>● Can I follow a recipe in Spanish? What verbs do I need to know that are used in cooking?</li> <li>● What are some traditional dishes of Spanish-speaking countries?</li> <li>● How do the foods I eat compare with some foods eaten in Spanish-speaking countries?</li> <li>● What are the metric units of measure and how does it compare to what we use in the USA?</li> <li>● How is nutrition viewed in Spanish-speaking countries?</li> </ul> | <p><b>Enduring Understanding(s):</b></p> <ul style="list-style-type: none"> <li>● There are items and appliances in a kitchen used for preparing certain foods.</li> <li>● There are verbs to describe actions in preparing foods from a recipe.</li> <li>● There are foods and dishes that are particular to different countries.</li> <li>● Some of the foods commonly eaten in the USA are prepared differently in Spanish-speaking countries.</li> <li>● There are ingredients used specifically for preparing paella, sopa de pollo, arroz con pollo and ropa vieja.</li> <li>● Food preferences vary from region to region, largely because of availability.</li> <li>● Good nutrition is very important in Spanish-speaking countries.</li> <li>● Most Spanish-speaking countries use the metric system of measurement.</li> <li>● The verb conjugations of the positive informal commands previously learned are different from the negative informal commands and formal commands.</li> <li>● The subjunctive mood of a verb is formed like the formal commands.</li> <li>● There are specific lead-in phrases in Spanish that require the subjunctive conjugation.</li> </ul> |

and how does this compare to the USA?

- How are negative informal commands and formal commands different from positive informal commands?
- What is the subjunctive mood?
- When and how do I use it?

**PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES**  
**DESCRIBE THE LEARNING TARGETS.**

After each target, identify the **NJSLS or Common Core State Standards** that are applicable

| <u>Learning Target</u>  | <u>NJSLS or CCSS</u>                        |
|---|---|
| 1. Identify foods and items in a kitchen.   | 1. 7.1.IM.A.4,<br>7.1.IM.A.5                |
| 2. Follow <b>and give</b> directions in a Spanish language recipe.  | 2. 7.1.IM.A.2,<br>7.1.IM.B.2                |
| 3. Identify traditional dishes of some Spanish-speaking countries.  | 3. 7.1.IM.A.5                               |
| 4. Compare and contrast foods and food preparation in USA with Spanish-speaking countries.  | 4. 7.1.IM.A.1,<br>7.1.IM.B.4,<br>7.1.IM.C.5 |
| 5. Use the metric system and convert measurements into the non-metric system used in the USA.   | 5. 7.1.IM.A.1<br>Math 3.MD.2                |
| 6. Examine how good nutrition is viewed in Spanish-speaking countries and compare and contrast that to the USA.                                 | 6. 7.1.IM.A1,<br>7.1.IM.B.5,<br>7.1.IM.C.5  |
| 7. Use the negative informal commands and the formal commands in Spanish and compare them to the positive informal commands previously learned. | 7. 7.1.IM.C.3                               |
| 8. Identify situations where the subjunctive mood is necessary in a sentence.   | 8. 7.1.IM.C.4                               |
| 9. Use the conjugations of verbs in the subjunctive.  | 9. 7.1.IM.C.3                               |
| 10. <b>Respond or react spontaneously to food and kitchen themed scenarios both orally and in writing.</b>                                      | 10. 7.1.IM.B.3,<br>7.1.IM.B.4               |

### **Inter-Disciplinary Connections:**

**Technology:** Use Online textbook platform, Google Applications and Tools.

**Social Studies:** Identify Spanish-speaking countries on a map and analyze how the geography and climate of those areas affect food/diet.

**Math:** Use metric system for conversion of measurements.

**Health:** Investigate good nutrition and food preparation.

### **Students will engage with the following text:**

- "Así Se Dice 3" Textbook
- "Así Se Dice 3" Practice Workbook/Audio Activities
- "Así Se Dice 3" (online textbook) Instructional Videos (vocabulary, grammar, culture)
- "ConnectED.mcgraw-hill.com" website for access to the e-book, homework activities, extended practice, pre-tests, alternate assessments
- Original literary works from the target culture

### **Students will write:**

- Skeletal Notes on food preparation vocabulary, recipe vocabulary, formal commands and informal commands.
- Responses to open-ended questions and fill in the blank questions relative to food preparation and authentic recipes.
- Responses to comprehension questions based on a variety of texts.
- Short story boards or dialogues that may take place on a cooking show, in a kitchen or at a restaurant.
- Spontaneous responses and reactions to thematic scenarios.
- Responses to information gap activities which utilize a combination of food preparation vocabulary, recipe vocabulary, formal commands and informal commands.
- Oral presentations.
- Recipes using the subjunctive, formal and informal commands.
- Original poems or a personal narrative about foods and food preparation and other cultural topics.

**PART III: TRANSFER OF KNOWLEDGE AND SKILLS, DESCRIBE THE LEARNING EXPERIENCE.**

**How will students uncover content and build skills.**

- Powerpoint presentations for vocabulary, grammar and culture
- Note-taking (Powerpoints, teacher lecture, textbook readings)
- Study aids such as foldables, flash cards and index cards to practice food preparation/recipe vocabulary and formal/informal command forms.
- Listening activities (audio workbook activities, teacher-lead choral response)
- Practice Workbook activities
- Authentic videos
- Information Gap activities to review food preparation/recipe vocabulary and formal/informal command forms.
- Guided short writing activities
- Cultural readings including poems and descriptive narratives
- Graphic Organizers

**Modifications/Accommodations for gifted and talented learners:**

- Review and learn supplemental vocabulary words to learn and use in speaking and writing activities.
- Perform independent practice on extended grammar topics.
- Perform independent research on cultural and socio-cultural topics.
- Provide help to peers (writing, speaking, and listening).
- Create additional practice tools to assist the learning of their peers.

**PART IV: EVIDENCE OF LEARNING**

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.**

**IDENTIFY BLOOM'S LEVELS.**

**Formative Assessments:**



- Homework Activities
- Individual Classwork Activities
- Small Group and Partner Classwork Activities
- Class Discussions and Oral Participation
- Not and Warmup Checks
- Vocabulary Quizzes
- Grammar Quizzes

Bloom's levels: Define, Match, Label, List, Choose, Categorize, Interpret, Apply, Construct



### **Summative Assessments:**

- Unit Benchmark Objective Component – Listening and reading comprehension activities, multiple choice, matching and true-false activities on vocabulary, grammar and culture.
- Unit Benchmark Writing/Speaking Component- Spontaneous reactions to scenarios or questions relative to food preparation and authentic recipes

Bloom's levels: Identify, Match, Recall, Choose, Interpret, Apply, Construct

### **Performance Assessments:**

- Authentic Artifact: Students can create a recipe for a typical Spanish dish.
- Presentation: Students can create and/or perform a cooking show, Role play on foods and food preparation, comparing and contrasting foods and food preparation in USA with Spanish-speaking countries.
- Research Project : Students can investigate the cultural practices, products and perspectives of traditional recipes in Spain and Latin America.

Bloom's levels: Recall, Choose, Utilize, Determine, Compare, Design, Construct

# Black Horse Pike Regional School District Curriculum

WHERE INSPIRING EXCELLENCE IS OUR STANDARD AND STUDENT ACHIEVEMENT IS THE RESULT

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

|  |   |
|--|---|
| <b>Course/Unit Title:</b><br>Spanish 4 Honors/<br>Unit 3: Cuidate Bien   | <b>Unit Summary:</b><br>In this unit, students will learn more about physical well-being. They will compare fitness activities and emergency room visits in the Spanish-speaking world to those of their own culture. To accomplish this, they will identify some vocabulary relative to working out at a gym and some phrases that they would need to discuss and get emergency medical attention in the event of an accident. Students will also learn some more uses and formations of the subjunctive mood.   |
| <b>Grade Level(s):</b><br>12   |   |
| <b>Essential Question(s):</b> <ul style="list-style-type: none"> <li>● How do I identify more body parts?</li> <li>● How do I use words for body parts to talk about exercise?</li> <li>● What words do I use to talk about exercise?</li> <li>● How do I talk about having minor accidents?</li> <li>● What do I need to know to explain my injuries in the emergency room?</li> <li>● What tense do I use with impersonal expressions?</li> <li>● Why do I use the subjunctive mood with impersonal expressions?</li> <li>● Why do I use the subjunctive mood with the expressions “ojalá”, “quizás” and “tal vez”?</li> <li>● Do verbs whose stem changes in the</li> </ul> | <b>Enduring Understanding(s):</b> <ul style="list-style-type: none"> <li>● There are specific body parts that help when talking about exercise.</li> <li>● There are words to describe different exercises.</li> <li>● There are ways to explain minor injuries.</li> <li>● There are ways to talk about going to the emergency room.</li> <li>● There are words to help understand what is happening in the emergency room.</li> <li>● The subjunctive mood is used with impersonal expressions.</li> <li>● The subjunctive mood is used because the action that follows those expressions may or may not happen.</li> <li>● Since the information that follows “ojalá” may or may not happen the subjunctive mood always follows the expression.</li> <li>● The subjunctive mood sometimes follows “quizás” and “tal vez”.</li> <li>● Verbs that have stem changes in the present indicative tense also have stem changes in the subjunctive.</li> <li>● Unlike the present tense, in the present subjunctive mood the verbs “preferir”, “dormir”, and “pedir” have stem changes in every person.</li> <li>● The expressions “Tanto ...como “ and “tan... como” are used to compare like things.</li> <li>● There is as much interest in exercise in Spain and Latin America as there is in the U.S. and they have many gyms and parks to meet their needs.</li> <li>● The group <i>Doctors Without Borders</i> was started in France in 1971 and today there are many volunteers from all over the world including many from Latin America.</li> </ul> |

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| <p>present indicative also have stem changes in the subjunctive mood?</p> <ul style="list-style-type: none"> <li>● How are “preferir”, “dormir”, and “pedir” special in the subjunctive mood?</li> <li>● How do I compare like things in Spanish?</li> <li>● How are Spain and Latin America similar to the use in their interest in maintaining good health and exercising?</li> <li>● What is the group <i>Doctors Without Borders</i> and what do they do?</li> </ul> |  |
|--|--|

**PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES. DESCRIBE THE LEARNING TARGETS. After each target, identify the **NJSLS or Common Core State Standards** that are applicable**

| <u>Learning Target</u>   | <u>NJSLS or CCSS</u>      |
|--|---------------------------|
| 1. Identify more body parts.   | 1. 7.1.IM.A.5             |
| 2. Use vocabulary for body parts to talk about exercise.   | 2. 7.1.IM.A.5             |
| 3. Use expressions to talk about exercise and activities.  | 3. 7.1.IM.A.2, 7.1.IM.B.2 |
| 4. Discuss and explain a minor accident.   | 4. 7.1.IM.A.2,            |
| 5. Explain injuries to the doctor in the emergency room.   | 7.1.IM.A.4, B.4           |
| 6. Use the subjunctive mood with impersonal expressions.   | 5. 7.1.IM.A.2,            |
| 7. Use the subjunctive mood with the expressions “ojalá”, “quizás’ and “tal vez”.  | 7.1.IM.A.4, 7.1.IM.B.4    |
| 8. Construct the subjunctive mood of stem-changing verbs.  | 6. 7.1.IM.A.5,            |
| 9. Use “tanto...como” and “tan...como” to compare like things.   | 7.1.IM.B.5, 7.1.IM.C.3    |
| 10. Compare how Spain and Latin America are similar to the U.S. in their interest in maintaining good health and exercising. | 7. 7.1.IM.A.5,            |
|  | 7.1.IM.B.3, 5, 7.1.IM.C.3 |
|  | 8. 7.1.IM.A.5,            |

|   |   |
|---|---|
| <p>11. Research the group <i>Doctors Without Borders</i> and evaluate what they do.</p> | <p>7.1.IM.B.5, 7.1.IM.C.3<br/> 9. 7.1.IM.A.5,<br/> 7.1.IM.B.3, 7.1.IM.B.5,<br/> 7.1.IM.C.3<br/> 10. 7.1.IM.A.1,<br/> 7.1.IM.C.1, 7.1.IM.C.5<br/> 11. 7.1.IM.A.5,<br/> 7.1.IM.B.3, 7.1.IM.B.5,<br/> 7.1.IM.C.3</p> |
|---|---|

**Inter-Disciplinary Connections:**

**Technology:** Use Online textbook platform, Google Applications and Tools.

**Social Studies:** Identify different Spanish-speaking countries on a map and discuss how geography and climate of those areas affect health and exercise.

**Science:** Discuss body part and sports physiology.

**Health:** Discuss the importance of exercise and other physical activities.

**Students will engage with the following text:**

- “Así Se Dice 3” Textbook
- “Así Se Dice 3” Practice Workbook/Audio Activities
- “Así Se Dice 3” eBook (online textbook) Instructional Videos (vocabulary, grammar, culture)
- “ConnectED.mcgraw-hill.com” website for access to the e-book, homework activities, extended practice, pre-tests, alternate assessments
- A nonfiction text about the group Doctors With Borders

**Students will write:**

- Skeletal Notes on exercise vocabulary, emergency room vocabulary, injury vocabulary and impersonal subjunctive phrases.
- Responses to open-ended questions and fill in the blank questions relative to exercise, injury and emergency room vocabulary.
- Responses to comprehension questions based on a variety of texts.
- Short story boards or dialogues of scenarios that may take place in a gym or in the emergency room.
- Spontaneous responses and reactions to thematic scenarios.
- Responses to information gap activities which utilize a combination of exercise vocabulary, emergency room vocabulary, injury vocabulary and impersonal subjunctive phrases.

- Oral presentations.
- Original writing pieces including dialogues and paragraphs about exercise, emergency rooms, physical activities and/or injuries.

### **PART III: TRANSFER OF KNOWLEDGE AND SKILLS, DESCRIBE THE LEARNING EXPERIENCE.**

**How will students uncover content and build skills.**

- Powerpoint presentations for vocabulary, grammar and culture
- Note-taking (Powerpoints, teacher lecture, textbook readings)
- Study aids such as foldables, flash cards and index cards to practice exercise vocabulary, emergency room vocabulary, injury vocabulary and impersonal subjunctive phrases
- Listening activities (audio workbook activities, teacher-lead choral response)
- Practice Workbook activities
- Authentic videos
- Information Gap activities to review exercise vocabulary, injury vocabulary and impersonal phrases
- Guided short writing activities
- Cultural readings including poems and descriptive narratives
- Graphic Organizers

### **Modifications/Accommodations for gifted and talented learners:**

- Review and learn supplemental vocabulary words to learn and use in speaking and writing activities.
- Perform independent practice on extended grammar topics.
- Perform independent research on cultural and socio-cultural topics.
- Provide help to peers (writing, speaking, and listening).
- Create additional practice tools to assist the learning of their peers.

**PART IV: EVIDENCE OF LEARNING IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM'S LEVELS.**



**Formative Assessments:**

- Homework Activities
- Individual Classwork Activities
- Small Group and Partner Classwork Activities
- Class Discussions and Oral Participation
- Notebook and Warmup Checks
- Vocabulary Quizzes
- Grammar Quizzes

Bloom's levels: Define, Match, Label, List, Choose, Categorize, Interpret, Apply, Construct

**Summative Assessments:**

- Unit Benchmark Objective Component – Listening and reading comprehension activities, multiple choice, matching and true-false activities on vocabulary, grammar and culture.
- Unit Benchmark Writing/Speaking Component- Spontaneous reactions to scenarios relative to exercise, injuries and emergency room visits.

Bloom's levels: Identify, Match, Recall, Choose, Interpret, Apply, Construct

**Performance Assessments:**

- Authentic Artifact: Students can create an pamphlet about emergency services or about giving advice on staying fit. Both options will include the use of impersonal subjunctive phrases.
- Presentation: Students can create and perform a dialogue/role play about an injury in a gym or emergency room, including getting help after the injury.
- Research Project: Students can investigate the cultural practices, products and perspectives of exercise and fitness, comparing and contrasting how exercise and physical activity is viewed in Spanish-speaking countries and in the USA.

Bloom's levels: Recall, Choose, Utilize, Determine, Compare, Design, Construct

# Black Horse Pike Regional School District Curriculum

WHERE INSPIRING EXCELLENCE IS OUR STANDARD AND STUDENT ACHIEVEMENT IS THE RESULT

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

|   |   |
|---|---|
| <b>Course/Unit Title:</b><br>Spanish 4 Honors/<br>Unit 4: Pasajes de la vida  | <b>Unit Summary:</b><br>In this unit, students will learn more about rites of passage such as baptisms, quinceañeras, weddings and funerals. To accomplish this, they will identify words that describe the clothing, people, actions and settings of these events. They will compare the importance of celebrating rites of passage with family members between the U.S. and Spanish-speaking countries. Students will learn to use the subjunctive tense with expressions of emotion and to express wishes or desires. They will also learn when and how to use possessive pronouns to demonstrate possession of items.   |
| <b>Grade Level(s):</b><br>12  |   |
| <b>Essential Question(s):</b> <ul style="list-style-type: none"><li>● How can I discuss the celebrations that accompany life's rites of passage?</li><li>● How can I describe the significance of traditional celebrations?</li><li>● What is the significance of the "Quinceañera" in Latin American countries?</li><li>● How do I explain the correlation between celebrations and religious beliefs?</li><li>● What information do I need to include on an invitation to a specific family celebration?</li><li>● What traditional foods are associated with various family celebrations?</li><li>● What is the importance of having extended family</li></ul> | <b>Enduring Understanding(s):</b> <ul style="list-style-type: none"><li>● There are expressions used to describe a wedding, a baptism, and a funeral.</li><li>● The quinceañera celebration is a custom in many Latin American countries to celebrate the rite of passage of a young girl becoming a young woman.</li><li>● There is a traditional format to be used on wedding invitations in Spanish-speaking countries.</li><li>● There are traditions in Spanish-speaking countries carried out at milestone celebrations and/or gatherings.</li><li>● The subjunctive tense is used to express wishes.</li><li>● The subjunctive tense is used to express emotions.</li><li>● Possessive pronouns are used to specify to whom something belongs.</li><li>● The poet Abraham Valdelomar wrote a poem depicting a Peruvian family's Easter supper.</li></ul> |

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| <p>members present at rite of passage celebrations?</p> <ul style="list-style-type: none"> <li>● How do I distinguish between traditional family celebrations in the U.S. and Spanish-speaking countries?</li> <li>● How do I use the subjunctive tense to express wishes?</li> <li>● How do I use the subjunctive tense with expressions of emotion?</li> <li>● How do I use possessive pronouns to replace nouns?</li> </ul> |  |
|--|--|

**PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES. DESCRIBE THE LEARNING TARGETS.**

**After each target, identify the NJSLS or Common Core State Standards that are applicable**

| Learning Target   | <u><span style="color: red;">NJSLS or CCSS</span></u>                  |
|---|--|
| 1. Identify various celebrations in Spain and Latin America.                                      | 1. <span style="color: red;">7.1.IM.A.1, 7.1.IM.C.1, 7.1.IM.C.5</span> |
| 2. Invite a family member or friend to a rite of passage celebration.                             | 2. <span style="color: red;">7.1.IM.A.2, 7.1.IM.B.2</span>             |
| 3. Describe the elements of a rite of passage celebration.  | 3. <span style="color: red;">7.1.IM.A.2, 7.1.IM.4, 7.1.IM.B.2</span>   |
| 4. Describe typical clothing worn to rite of passage celebrations.                                | 4. <span style="color: red;">7.1.IM.A.2, 7.1.IM.A.4, 7.1.IM.B.2</span> |
| 5. Describe key people taking part in a wedding, funeral, and baptism.                            | 5. <span style="color: red;">7.1.IM.A.2, 7.1.IM.A.4, 7.1.IM.B.2</span> |
| 6. Understand the significance of sharing important events in someone’s life with family members. | 6. <span style="color: red;">7.1.IM.A.1, 7.1.IM.C.1, 5</span>          |
| 7. Identify the key elements in writing someone’s obituary.                                       |  |
| 8. Identify the differences between a civil and a church wedding ceremony.                        |  |



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| 9. Use the subjunctive tense to express emotions and desires.  | 7. 7.1.IM.A.2,<br>7.1.IM.B.2, 7.1.IM.C.3                 |
| 10. Use possessive pronouns to explain to whom something belongs.  |  |
| 11. Read and analyze <i>El hermano ausente en la mesa de Pascua</i> by the Peruvian poet Abraham Valdelomar. | 8. 7.1.IM.A.1,<br>7.1.IM.C.1, 7.1.IM.C.5                 |
| 12. Dramatize a dialog about the details of a <b>rite of passage</b> ceremony.                               | 9. 7.1.IM.A.5,<br>7.1.IM.B.5, 7.1.IM.C.3                 |
| 13. Compare and contrast rite of passage customs between the U.S. and Spanish-speaking countries.            | 10. 7.1.IM.A.5,<br>7.1.IM.B.5, 7.1.IM.C.3                |
| 14. Design an invitation to a rite of passage gathering.   | 11. 7.1.IM.A.5,<br>7.1.IM.C.3, 7.1.IM.C.4,<br>7.1.IM.C.5 |
| 15. Prepare an obituary for a deceased famous politician, athlete, or celebrity.                             |  |
| 16. Write an original poem in Spanish to describe a rite of passage.   | 12. 7.1.IM.B.3, C.1, 2                                   |
| <b>17. Respond or react spontaneously to life passages themed scenarios orally and in writing.</b>           | 13. 7.1.IM. A.1, B.4, C.5                                |
|  | 14. 7.1.IM.C.1, 4  |
|  | 15. 7.1.IM.C.1,<br>7.1.IM.C.2, 7.1.IM.C.4                |
|  | 16. 7.1.IM.C.2   |
|  | 17. 7.1.IM.B.4   |

**Inter-Disciplinary Connections:**

**Technology:** Use Online textbook platform, Google Applications and Tools.

**Social Studies:** Study the different customs and traditions of different cultures.

**Literature:** Study the Peruvian poet Abraham Valdelomar.

**Performing arts:** Role play a dialog about the details of a friend's wedding ceremony and reception.

**Art:** Design an invitation to a wedding applying the customs relating to Spanish last names.

**English:** Write an original poem about a personal experience with a rite of passage.

**Students will engage with the following text:**

- "Así Se Dice 3" Textbook
- "Así Se Dice 3" Practice Workbook/Audio Activities
- "Así Se Dice 3" eBook (online textbook) Instructional Videos (vocabulary, grammar, culture)
- "ConnectED.mcgraw-hill.com" website for access to the e-book, homework activities, extended practice, pre-tests, alternate assessments
- Original literary works from the target culture (i.e. *El hermano ausente en la mesa de Pascua* by Abraham Valdelomar)

**Students will write:**

- Skeletal Notes on expressions used to describe a wedding, baptism, or funeral and subjunctive expressions of desire or emotions.
- Responses to open-ended questions and fill in the blank questions relative to weddings, baptisms and funerals.
- Responses to comprehension questions based on a variety of texts.
- Short story boards or dialogues relative to weddings, baptisms and funerals.
- Spontaneous responses and reactions to thematic scenarios.
- Responses to information gap activities which utilize a combination of expressions used to describe a wedding, baptism, or funeral and subjunctive expressions of desire or emotions.
- Oral presentations
- An original poem about a personal experience pertaining to a rite of passage.
- An invitation to a wedding, baptism or quinceañera.

**PART III: TRANSFER OF KNOWLEDGE AND SKILLS. DESCRIBE THE LEARNING EXPERIENCE.**

**How will students uncover content and build skills.**

- Powerpoint presentations for vocabulary, grammar and culture
- Note-taking (Powerpoints, teacher lecture, textbook readings)
- Study aids such as foldables, flash cards and index cards to practice expressions used to describe a wedding, baptism, or funeral and subjunctive expressions of desire or emotions.

- Listening activities (audio workbook activities, teacher-lead choral response)
- Practice Workbook activities
- Authentic videos
- Information Gap activities to review expressions used to describe a wedding, baptism, or funeral and subjunctive expressions of desire or emotions.
- Guided short writing activities
- Cultural readings including poems and descriptive narratives
- Graphic Organizers

**Modifications/Accommodations for gifted and talented learners:**

- Review and learn supplemental vocabulary words to learn and use in speaking and writing activities.
- Perform independent practice on extended grammar topics.
- Perform independent research on cultural and socio-cultural topics.
- Provide help to peers (writing, speaking, and listening).
- Create additional practice tools to assist the learning of their peers.

**PART IV: EVIDENCE OF LEARNING**

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.  
IDENTIFY BLOOM’S LEVELS.**



**Formative Assessments:**

- Homework Activities
- Individual Classwork Activities
- Small Group and Partner Classwork Activities
- Class Discussions and Oral Participation
- Notebook and Warmup Checks
- Vocabulary Quizzes
- Grammar Quizzes

Bloom’s levels: Define, Match, Label, List, Choose, Categorize, Interpret, Apply, Construct

**Summative Assessments:**

- Unit Benchmark Objective Component – Listening and reading comprehension activities, multiple choice, matching and true-false activities on vocabulary, grammar and culture.
- Unit Benchmark Writing/Speaking Component- Spontaneous reactions or responses to rite of passage scenarios

Bloom's levels: Identify, Match, Recall, Choose, Interpret, Apply, Construct

**Performance Assessments:**

- **Authentic Artifact(s):** Students can design and create an authentic wedding invitation in Spanish. Students can write **an obituary** detailing a famous person's life and accomplishments.
- **Presentation:** Students can create and perform a dialogue typical in a wedding, baptism, or funeral.
- **Research Project :** Students can investigate the cultural practices, products and perspectives of rites of passages in Spanish-speaking countries and compare them with our own.
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Bloom's levels: Recall, Choose, Utilize, Determine, Compare, Design, Construct

# willBlack Horse Pike Regional School District Curriculum

WHERE INSPIRING EXCELLENCE IS OUR STANDARD AND STUDENT ACHIEVEMENT IS THE RESULT

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

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| <p><b>Course/Unit Title:</b><br/>Spanish 4 Honors/<br/>Unit 5: Quehaceres</p>  | <p><b>Unit Summary:</b><br/>In this unit, students will learn more about daily errands. To accomplish this, they will identify locations in town as well as expressions necessary to run errands including cashing a check, washing clothes at a laundromat and getting a haircut. They will also learn to use the subjunctive with expressions of doubt and adverbial clauses. Students will learn to use the pluperfect and conditional perfect tenses and also they will also learn how to recognize the future perfect tense.</p>  |
| <p><b>Grade Level(s):</b><br/>12</p>   |  |
| <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>● Where do people who live in Spain and Latin America go to run errands?</li> <li>● How can I describe places to go to run errands?</li> <li>● How do I ask for a haircut?</li> <li>● How do I describe the steps to follow to wash clothes in the laundromat?</li> <li>● How do I buy stamps and mail a letter in the post office?</li> <li>● How do I deposit and withdraw money from an automatic teller machine?</li> <li>● How do I use the subjunctive tense to express doubt?</li> <li>● How do I use the subjunctive tense with adverbial clauses to express doubt?</li> </ul> | <p><b>Enduring Understanding(s):</b></p> <ul style="list-style-type: none"> <li>● There are specific idiomatic phrases to describe errands and chores in Spanish.</li> <li>● The subjunctive tense is used with expressions of doubt.</li> <li>● When someone answers a question with certainty, the indicative tense is used.</li> <li>● The subjunctive tense is used with specific adverbial clauses that express doubt.</li> <li>● The pluperfect tense is formed by using the imperfect of the helping verb “haber” with the past participle.</li> <li>● The conditional perfect tense is used to describe what would have taken place had something else not interfered or made it impossible.</li> <li>● The future perfect tense is hardly ever used in Spanish, however it is formed by using the future tense of the helping verb “haber” and the past participle. It expresses a future action completed prior to another future action.</li> </ul> |

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| <ul style="list-style-type: none"> <li>● How do I form the pluperfect tense?</li> <li>● How do I use the pluperfect tense?</li> <li>● How do I form <b>and</b> use the conditional <b>perfect</b> tense?</li> <li>● How do I form <b>and</b> use the future perfect tense?</li> </ul> |  |
|---|--|

**PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES. DESCRIBE THE LEARNING TARGETS.**

After each target, identify the **NJSLS or Common Core State Standards** that are applicable

| <u>Learning Target</u>   | <u>NJSLS or CCSS</u>  |
|--|---|
| 1. Identify places to go to do errands.  | 1. 7.1.IM.A.2; 3; 7.1.IM.A.4; 7.1.IM.B.2                      |
| 2. Request a haircut.  | 2. 7.1.IM.B.2; 7.1.IM.B.3                                     |
| 3. Describe items needed to wash and dry clothes in a laundromat.                              | 3. 7.1.IM.A.A.4   |
| 4. Describe steps necessary to wash and dry clothes in a laundromat.                           | 4. 7.1.IM.A.4; 7.1.IM.B.2; 7.1.IM.B.4; 5; 7.1.IM.C.3          |
| 5. Describe the steps necessary to mail a letter in the post office.                           | 5. 7.1.IM.A.4; 7.1.IM.B.2; 7.1.IM.B.4; 5; 7.1.IM.C.3          |
| 6. Describe the steps necessary to write a check.  | 6. 7.1.IM.A.4; 7.1.IM.B.2; 7.1.IM.B.4; 5; 7.1.IM.C.3          |
| 7. Discuss the steps necessary to deposit or withdraw money in an automated teller machine.    | 7. 7.1.IM.A.4; 7.1.IM.B.2; 7.1.IM.B.4; 7.1.IM.B.5; 7.1.IM.C.3 |
| 8. Describe the steps necessary to request a student loan.                                     | 8. 7.1.IM.A.4; 7.1.IM.B.2; 7.1.IM.B.4; 5; 7.1.IM.C.3          |
| 9. Use the subjunctive tense to express doubt.   | 9. 7.1.IM.A.5; 7.1.IM.B.5; 7.1.IM.C.3                         |
| 10. Use the subjunctive tense to express doubt when a verb is preceded by an adverbial clause. | 10. 7.1.IM.A.5; 7.1.IM.B.5;                                   |

|   |  |
|---|--|
| 11. Use the indicative tense to answer a question with certainty.   | 7.1.IM.C.3                                     |
| 12. Use the pluperfect tense to describe an action completed in the past.   | 11. 7.1.IM.A.5; 7.1.IM.B.5;<br>7.1.IM.C.3      |
| 13. Use the conditional <b>perfect</b> tense to describe an action that would have taken place.   | 12. 7.1.IM.A.5; 7.1.IM.B.5;<br>7.1.IM.C.3      |
| 14. Use the future perfect tense to express a future action completed prior to another future action.   | 13. 7.1.IM.A.5; 7.1.IM.B.5;<br>7.1.IM.C.3      |
| 15. Create a comic strip using vocabulary and grammar on running errands.   | 14. 7.1.IM.A.5; 7.1.IM.B.5;<br>7.1.IM.C.3      |
| 16. <b>Read and</b> analyze a story about the heroism of a Chilean boy and his courageous acts ( <i>El mensajero de San Martín</i> by Ada María Elflein). | 15. 7.1.IM.B.3; 7.1.IM.C.1;<br>7.1.IM.C.2      |
|   | 16. 7.1.IM.A.5; C.3;<br>7.1.IM.A.4; 7.1.IM.A.5 |

**Inter-Disciplinary Connections:**

**Technology:** Use Online textbook platform, Google Applications and Tools.

**Social Studies:** Research travel to Andalucía, Spain.

**Art:** Study the architectural influence of the Moors in Spanish homes, palaces, etc. Draw a comic strip.

**Math:** Complete money conversions (U.S. dollar to Euro) and interest calculations on student loans.

**Students will engage with the following text:**

- “Así Se Dice 3” Textbook
- “Así Se Dice 3” Practice Workbook/Audio Activities
- “Así Se Dice 3” eBook (online textbook) Instructional Videos (vocabulary, grammar, culture)
- “ConnectED.mcgraw-hill.com” website for access to the e-book, homework activities, extended practice, pre-tests, alternate assessments
- Original literary works from the target culture (i.e. a passage about about Andalucía, Spain and El mensajero de San Martín por Ada María Elflein

**Students will write:**

- Skeletal Notes on vocabulary to describe routine errands and chores, subjunctive with expressions of doubt and adverbial clauses, and the pluperfect, conditional perfect and future perfect tenses.
- Responses to open-ended questions and fill in the blank questions relative to routine errands and chores.
- Responses to comprehension questions based on a variety of texts.
- Short story boards or dialogues that may take place while completing routine errands and chores.
- Spontaneous responses and reactions to thematic scenarios.
- Responses to information gap activities which utilize a combination of vocabulary about routine errands and chores, the subjunctive with expressions of doubt and adverbial clauses, and the pluperfect, conditional perfect and future perfect tenses.
- Oral presentations.
- Original poems or a personal narrative about routine errands and chores.

**PART III: TRANSFER OF KNOWLEDGE AND SKILLS. DESCRIBE THE LEARNING EXPERIENCE.**

How will students uncover content and build skills.

- Powerpoint presentations for vocabulary, grammar and culture
- Note-taking (Powerpoints, teacher lecture, textbook readings)
- Study aids such as foldables, flash cards and index cards to practice vocabulary about routine errands and chores, the subjunctive with expressions of doubt and adverbial clauses, and the pluperfect, conditional perfect and future perfect tenses.
- Listening activities (audio workbook activities, teacher-lead choral response)
- Practice Workbook activities
- Authentic videos
- Information Gap activities that will include a combination of vocabulary about routine errands and chores, the subjunctive with expressions of doubt and adverbial clauses, and the pluperfect, conditional perfect and future perfect tenses.
- Guided short writing activities
- Cultural readings including poems and descriptive narratives
- Graphic Organizers

**Modifications/Accommodations for gifted and talented learners:**



- Review and learn supplemental vocabulary words to learn and use in speaking and writing activities.
- Perform independent practice on extended grammar topics.
- Perform independent research on cultural and socio-cultural topics.
- Provide help to peers (writing, speaking, and listening).
- Create additional practice tools to assist the learning of their peers.

#### **PART IV: EVIDENCE OF LEARNING**

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.  
IDENTIFY BLOOM’S LEVELS.**



#### **Formative Assessments:**

- Homework Activities
- Individual Classwork Activities
- Small Group and Partner Classwork Activities
- Class Discussions and Oral Participation
- Notebook and Warmup Checks
- Vocabulary Quizzes
- Grammar Quizzes

Bloom’s levels: Define, Match, Label, List, Choose, Categorize, Interpret, Apply, Construct

#### **Summative Assessments:**

- Unit Benchmark Objective Component – Listening and reading comprehension activities, multiple choice, matching and true-false activities on vocabulary, grammar and culture.
- Unit Benchmark Writing/Speaking Component- Spontaneous reactions to errands and chores scenarios and questions

Bloom’s levels: Identify, Match, Recall, Choose, Interpret, Apply, Construct

#### **Performance Assessments:**

- Authentic Artifacts: Students can create a step-by-step instructional poster to be hung at a bank, laundromat or post office. Students can write a personal letter to their families describing their experience as an exchange student in Spain and what life is like there.
- Presentation: Students can create and perform a dialogue as they interact with others while

running errands, cashing a check, or mailing a letter.

- Role plays – Students can participate in a TPR exercise where someone acts out getting a haircut, washing clothes at the laundromat, writing a check, counting money, ironing, stamping and mailing a letter.
- Research Project: Students will investigate the cultural practices, products and perspectives of running errands in Spain and compare them to those of the United States.

# Black Horse Pike Regional School District Curriculum

WHERE INSPIRING EXCELLENCE IS OUR STANDARD AND STUDENT ACHIEVEMENT IS THE RESULT

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

|   |   |
|---|---|
| <p><b>Course/Unit Title:</b><br/>Spanish 4 Honors/<br/>Unit 6: Buenos o malos<br/>modales</p>   | <p><b>Unit Summary:</b><br/>In this unit, students will explore customs that are considered good manners in Spanish-speaking countries. They will examine societies that don't have the same set of rules for acting politely as what they may be accustomed to. To accomplish this, students will learn the vocabulary necessary to express manners. Students will learn the imperfect subjunctive and when to use it instead of a verb infinitives. They will also learn the meanings of suffixes to express the size of an object or with a term of endearment.</p>  |
| <p><b>Grade Level(s):</b><br/>12</p>  |   |
| <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>● How can I discuss manners?</li> <li>● What gestures are considered proper ways to greet someone in Spanish-speaking countries?</li> <li>● What gestures are proper ways to bid someone farewell in Spanish-speaking countries?</li> <li>● How do proper greetings and farewells compare in Spanish-speaking countries with those in the U.S.?</li> <li>● How do I describe gestures that demonstrate good manners?</li> <li>● How do I form the imperfect subjunctive tense?</li> <li>● How do I use the imperfect subjunctive tense?</li> <li>● What suffixes are</li> </ul> | <p><b>Enduring Understanding(s):</b></p> <ul style="list-style-type: none"> <li>● There are different customs and ways to greet and say farewell to one another.</li> <li>● These customs differ by country and/or region of the world.</li> <li>● Spanish speakers are generally more demonstrative of affection than people from the U.S.</li> <li>● Spaniards and Latin Americans are accustomed to kissing each cheek when they say hello or good-bye. In recent years, this tradition is gaining popularity in the U.S.</li> <li>● It is customary to stand up when someone enters a room in Spanish-speaking countries.</li> <li>● Showing respect is a key element of the Spanish-speaking world. The imperfect subjunctive verb tense is used to express doubt in the past.</li> <li>● With expressions of doubt where the subject of the sentence is the same, a verb infinitive is used.</li> <li>● There are suffixes attached to nouns in Spanish to express diminutives.</li> <li>● There are also suffixes attached to nouns in Spanish to convey the concept of "very" or "most".</li> </ul> |

|  |  |
|--|--|
| <p>used in Spanish to form diminutives?</p> <ul style="list-style-type: none"> <li>● What suffixes are used in Spanish to convey the concept of “very” or “most”?</li> </ul> |  |
|--|--|

**PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES. DESCRIBE THE LEARNING TARGETS.**

**After each target, identify the NJSLS or Common Core State Standards that are applicable**

| <u>Learning Target</u>  | <span style="color: red;"><u>NJSLS or CCSS</u></span>                              |
|---|--|
| 1. Identify good <span style="color: red;">and bad</span> behaviors and manners.  | 1. <span style="color: red;">7.1.IM.A.1, 7.1.IM.C.1, 7.1.IM.C.5</span>             |
| 2. Demonstrate and describe ways to greet people and to practice good manners.  | 2. <span style="color: red;">7.1.IM.A.1, 7.1.IM.C.1, 7.1.IM.C.5</span>             |
| 3. Compare manners in Spanish-speaking countries with manners in the U.S.   | 3. <span style="color: red;">7.1.IM.A.1, 7.1.IM.B.4, 7.1.IM.C.5</span>             |
| 4. Express opinions about manners.  | 4. <span style="color: red;">7.1.IM.A.3, 7.1.IM.A.5, 7.1.IM.B.3, 7.1.IM.C.5</span> |
| 5. Dramatize good manners in various social situations.   | 5. <span style="color: red;">7.1.IM.B.3, 7.1.IM.C.1, 7.1.IM.C.2</span>             |
| 6. Use the imperfect subjunctive tense to express doubt in the past.  | 6. <span style="color: red;">7.1.IM.A5, 7.1.IM.B.5, 7.1.IM.C.3</span>              |
| 7. Use a verb infinitive after a conjugated verb if the subject is the same.  | 7. <span style="color: red;">7.1.IM.A5, 7.1.IM.B.5, 7.1.IM.C.3</span>              |
| 8. Use the suffixes <span style="color: red;">-(c)ito, (c)-ita, -(c)itos, -(c)itas</span> to create diminutive forms of a noun. | 8. <span style="color: red;">7.1.IM.A5, 7.1.IM.B.5, 7.1.IM.C.3</span>              |
| 9. Use the vocabulary pertaining to actions showing good manners to role play customs in Latin America and Spain.               | 9. <span style="color: red;">7.1.IM.A.1, 7.1.IM.C.1, 7.1.IM.C.5</span>             |
| 10. Interpret information on the use of pronouns “tu” vs. “usted”.  |  |

11. Read, analyze **and answer questions about** a passage from the work of literature “El Conde Lucanor” written by Don Juan Manuel in the 13<sup>th</sup> century.

10. 7.1.IM.A.1,  
7.1.IM.B.4, 7.1.IM.C.5

11. 7.1.IM.A.5,  
7.1.IM.C.3, 7.1.IM.C.4,  
7.1.IM.C.5

### **Inter-Disciplinary Connections:**

**Technology:** Use Online textbook platform, Google Applications and Tools.

**Social Studies:** Study the different social customs and practices of different cultures.

**Literature:** Study Spanish literature from the Golden Age and the author don Juan Manuel.

**Art:** Students will draw cartoons to illustrate a misunderstanding between customs in 2 different cultures. (i.e. Latin America or Spain vs. the U.S.)

### **Students will engage with the following text:**

- “Así Se Dice 3” Textbook
- “Así Se Dice 3” Practice Workbook/Audio Activities
- “Así Se Dice 3” eBook (online textbook) Instructional Videos (vocabulary, grammar, culture)
- “ConnectED.mcgraw-hill.com” website for access to the e-book, homework activities, extended practice, pre-tests, alternate assessments
- Original literary works from the target culture (i.e. *an excerpt from El Conde de Lucanor* by Don Juan Manuel).

### **Students will write:**

- Skeletal Notes on vocabulary to describe good and bad manners and the form and function of the imperfect subjunctive.
- Responses to open-ended questions and fill in the blank questions relative to good and bad manners.
- Responses to comprehension questions based on a variety of texts.
- Short story boards or dialogues that are relative to good and bad manners.
- Spontaneous responses and reactions to thematic scenarios.
- Responses to information gap activities which utilize a combination of vocabulary about good and bad manners and the imperfect subjunctive.
- Oral presentations

- Original poems or a personal narrative about routine errands and chores.
- Spanish paragraphs summarizing “El Conde de Lucanor”.

**PART III: TRANSFER OF KNOWLEDGE AND SKILLS. DESCRIBE THE LEARNING EXPERIENCE.**

**How will students uncover content and build skills.**

- Powerpoint presentations for vocabulary, grammar and culture
- Note-taking (Powerpoints, teacher lecture, textbook readings)
- Study aids such as foldables, flash cards and index cards to practice vocabulary to describe good and bad manners and the form and function of the imperfect subjunctive.
- Listening activities (audio workbook activities, teacher-lead choral response)
- Practice Workbook activities
- Authentic videos
- Information Gap activities to review vocabulary to describe good and bad manners and the form and function of the imperfect subjunctive.
- Guided short writing activities
- Cultural readings including poems and descriptive narratives
- Graphic Organizers

**Modifications/Accommodations for gifted and talented learners:**

- Review and learn supplemental vocabulary words to learn and use in speaking and writing activities.
- Perform independent practice on extended grammar topics.
- Perform independent research on cultural and socio-cultural topics.
- Provide help to peers (writing, speaking, and listening).
- Create additional practice tools to assist the learning of their peers.

**PART IV: EVIDENCE OF LEARNING**

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.**

**IDENTIFY BLOOM’S LEVELS.**



**Formative Assessments:**

- Homework Activities
- Individual Classwork Activities
- Small Group and Partner Classwork Activities

- Class Discussions and Oral Participation
- Notebook and Warmup Checks
- Vocabulary Quizzes
- Grammar Quizzes
  
- Bloom's levels: Define, Match, Label, List, Choose, Categorize, Interpret, Apply, Construct

### **Summative Assessments:**

- Unit Benchmark Objective Component – Listening and reading comprehension activities, multiple choice, matching and true-false activities on vocabulary, grammar and culture.
- Unit Benchmark Writing/Speaking Component- Spontaneous reactions to scenarios about using good manners

Bloom's levels: Identify, Match, Recall, Choose, Interpret, Apply, Construct

### **Performance Assessments:**

- Authentic Artifact: Students can create a dialogue or storyboard describing the main ideas behind "El Conde Lucanor."
- Presentation: Students can create and perform dialogs to illustrate customs and social grace.
- Research Project : Students can investigate the cultural practices, products and perspectives of social customs in Spain or Latin America and compare them to the United States.

# Black Horse Pike Regional School District Curriculum

WHERE INSPIRING EXCELLENCE IS OUR STANDARD AND STUDENT ACHIEVEMENT IS THE RESULT

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

|   |  |
|---|--|
| <p><b>Course/Unit Title:</b><br/>Spanish 4/ Unit 7:<br/>La Literatura</p>   | <p><b>Unit Summary:</b><br/>In this unit, students will be exposed to a novel-length work of Spanish literature. The students will read the work in a combination of ways including independent reading, group reading, teacher-led reading and reading along with the digital audiobook. Students will keep organized notes on vocabulary terms from the work, and use those notes to help foster understanding of the text. Students will learn and sharpen skills necessary to read in a second language such as inference and context clues. Students will respond to the text in a variety of ways including written analysis of symbolism, verbal comprehension questions, and think-pair-share activities.</p>  |
| <p><b>Grade Level(s):</b><br/>12</p>  |  |
| <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"><li>● How does reading literature in Spanish compare to reading in English literature?</li><li>● How can discussing a text deepen my understanding of it?</li><li>● How can discussing a text improve my Spanish skills?</li><li>● What are the sociocultural implications of this text?</li><li>● How can I organize information from the text in a way that helps me understand it?</li><li>● How does presenting information in a descriptive form help me understand the text?</li><li>● How does it help me improve my Spanish?</li><li>● How does Spanish MLA format differ from English MLA format?</li></ul> | <p><b>Enduring Understanding(s):</b></p> <ul style="list-style-type: none"><li>● Reading literature and related written text in a second language requires certain skills.</li><li>● Discussing texts and contexts helps deepen my understanding of the text and strengthens my Spanish skills.</li><li>● Listening to and comprehending spoken Spanish related to literary content strengthens my Spanish skills.</li><li>● When I am aware of the sociocultural contexts of a text, it helps me comprehend the story more deeply.</li><li>● Using graphic organizers to record my notes is a useful skill in Spanish and English. These notes will be useful when the time comes to analyze the literature.</li><li>● Discussing, writing about and presenting elements of literature analysis in Spanish help deepen my understanding of the text and strengthens my Spanish skills.</li><li>● Spanish MLA format differs slightly from English MLA format.</li></ul> |



**PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES. DESCRIBE THE LEARNING TARGETS.**

After each target, identify the **NJSLS or Common Core State Standards** that are applicable

| <u>Learning Target</u>  | <u>NJSLS or CCSS</u>  |
|---|---|
| 1. Read and comprehend literary and related written texts in Spanish.                                   | 1. 7.1.IM.A.1; 7.1.IM.A.7;<br>7.1.IM.A.8; 7.1.IM.B.4;<br>7.1.IM.B.5 |
| 2. Discuss texts and contexts in a variety of interactive oral and written formats in Spanish.          | 2. 7.1.IM.A.4; 7.1.IM.B.1;<br>7.1.IM.B.4; 7.1.IM.B.5                |
| 3. Listen to and comprehend spoken Spanish related to literary content.                                 | 3. 7.1.IM.A.5; 7.1.IM.A.7   |
| 4. Identify and analyze the significance of stylistic features of a Spanish text.                       | 4. 7.1.IM.A.4; 7.1.IM.A.8;<br>7.1.IM.C.4                            |
| 5. Identify sociocultural contexts in a Spanish text.   | 5. 7.1.IM.A.7; 7.1.IM.C.5   |
| 6. Respond or react spontaneously to questions and scenarios related to to a Spanish text.              | 6. 7.1.IM.A.4; 7.1.IM.B.4;<br>7.1.IM.B.5                            |
| 7. Organize information, concepts, and ideas in oral and written presentations in Spanish.              | 7. 7.1.IM.A.1; 7.1.IM.C.4   |
| 8. Present character analyses in Spanish.   | 8. 7.1.IM.A.1; 7.1.IM.C.1;<br>7.1.IM.C.4                            |
| 9. Write analytical compositions related to literary texts in Spanish.                                  | 9. 7.1.IM.C.1; 7.1.IM.C.3;<br>7.1.IM.C.4                            |
| 10. Create and deliver oral presentations related to course content in a variety of formats in Spanish. | 10. 7.1.IM.C.1; 7.1.IM.C.3;<br>7.1.IM.C.4                           |
| 11. Write an alternative ending to the story and dramatize it in groups.                                | 11. 7.1.IM.C.2  |
| 12. Acknowledge sources and cite them appropriately.  | 12. 7.1.IM.C.4  |

**Inter-Disciplinary Connections:**

**Technology:** Use audio books and audio files related to the literature, Padlet, Google Classroom, Nearpod and other digital platforms.

**Social Studies:** Review the geographical setting and sociocultural contexts and discuss its relevance to the work.

**English:** Use graphic organizers, analyze stylistic elements of the literature, write literary analysis of the work, cite sources appropriately.

**Students will engage with the following texts:**

- One novel-length work of literature written in Spanish
- Spanish-English dictionaries
- Spanish thesaurus
- Biographical writing about the author
- Literary analysis
- Supplemental readings related to the main work of literature

**Students will write:**

- Skeletal Notes on the author’s biography and vocabulary terms from the literature.
- Responses to open-ended questions and fill in the blank questions relative to the plot, theme, characters and tone of the literature.
- Responses to comprehension questions based on the studied text.
- Short story boards or dialogues that depict a scene from the literature or an alternative ending.
- Spontaneous responses and reactions to thematic scenarios.
- Oral presentations.
- Literary analysis essays relative to the plot, theme, characters, tone and literary device in the literature.
- Original poems or a personal narratives relative to the literature.

**PART III: TRANSFER OF KNOWLEDGE AND SKILLS; DESCRIBE THE LEARNING EXPERIENCE.**

**How will students uncover content and build skills.**

- Powerpoint presentations relative to the plot, theme, characters, tone and literary devices in the literature
- Note-taking on plot, theme, characters, tone and literary devices in the literature. Students will be active readers and will take notes on post-its while reading independently
- Listening activities: Students will listen to the audio book as well as both peer and teacher led reading of the literature

- Practice classwork activities relative to plot, theme, characters, tone and literary device in the literature
- Video clips of the literature
- Guided short writing activities
- Graphic Organizers

**Modifications/Accommodations for gifted and talented learners:**

- Review and learn supplemental vocabulary words to learn and use in speaking and writing activities.
- Perform independent practice on extended grammar topics.
- Perform independent research on cultural and socio-cultural topics.
- Provide help to peers (writing, speaking, and listening).
- Create additional practice tools to assist the learning of their peers.

**PART IV: EVIDENCE OF LEARNING**

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.**

**IDENTIFY BLOOM’S LEVELS.**



**Formative Assessments:**

- Homework Activities
- Pop quizzes on plot
- Individual Classwork Activities
- Small Group and Partner Classwork Activities
- Class Discussions and Oral Participation
- Notebook, post-it and Warmup Checks
- Vocabulary Quizzes

**Bloom’s levels: Define, Match, Label, List, Choose, Categorize, Interpret, Apply, Construct**

**Summative Assessments:**

- Literature Objective Component – Listening and reading comprehension activities, multiple choice, matching and true-false activities relative to the plot, theme, characters, tone and literary device in the literature
- Unit Benchmark Writing Component- Spontaneous reactions to essay prompts relative to the plot, theme, characters, tone and literary device in the literature

Bloom's levels: Identify, Match, Recall, Choose, Interpret, Apply, Construct

**Performance Assessments:**

- Authentic Artifacts: Students can create an alternative ending to the story. Students can create an original piece of artwork representing an aspect of the text.
- Presentation: Students can create and present a character analysis.
- Research Project: Students can investigate the life and times of the author of the novel. Students could also compare this novel to another novel in Spanish.

Bloom's levels: Recall, Choose, Utilize, Determine, Compare, Design, Construct